When LaGuardia Community College accepted its first students in 1971, it wanted to be what the words in its name promised. It wanted to be both a college and a community.

The idea is simple, really. LaGuardia was founded by people who believed that a college should be more than a place students attend until they graduate. They believed a college is a human experiment created by different people who share a common goal.

Beyond that, they believed that a college is more than the community it creates within its walls. A college is also part of the community in which it is located. In fact, the first thing the founders of this college did was talk to people in the neighborhoods nearby about the kind of college the people wanted built here.

Naturally, if this is the kind of college you want to be, it will affect the way you do your work. How does the college want to do its work?

First, the college believes it has a responsibility to go beyond merely providing students with the opportunity for an education. The college must also make it possible for students to succeed and even to excel.

Of course, every college wants the same for its students. Here at LaGuardia that desire is matched by a special level of commitment.

To put it very simply, we believe in the possibility of excellence. We look for it in the people who work here and in the programs we offer. We look for it in students. The question is: how can a college make the possibility of excellence real for its students?

LaGuardia saw part of the answer in an idea we all know to be true: that in this life, people learn in many different ways. We took that idea and said: what is true in life should also be true in college.

To make a college education true to life, however, means taking students beyond the classroom and into the work place. Unlike any other community college, this college was the first to require its students to complete off-campus work/study internships as a requirement for graduation.

But the college does not simply put students into a job and say: "See you next quarter." The college works with its students through a unique program merging classroom instruction, work experience, and career-related seminars. As a result, when LaGuardia students graduate, they have more than a degree. They have a resume.

That was the beginning of cooperative education at the college. It has grown to become a central feature of the LaGuardia experience.

But expanding a college education into the workplace is only part of what it takes to make a LaGuardia education work. Just as important—a college must be able to narrow its focus to a single student where there is an individual need.

For example, some of our students have mastered the material taught in some of our classes before they ever get to college. To them we offer an alternative degree program and give them credit for what they already know.
Other students need special help with reading, writing, mathematics, and communication skills. To them we offer a basic skills program of small classes and special tutoring where they have a new chance to learn these essential skills.

For all of our students, however, whatever their skills, we know college is a demanding experience. For this reason the college provides many kinds of counseling services—opportunities to talk about their school work, their career plans, their personal lives.

LaGuardia, however, is surrounded by a community which needs more from it than college degrees. The college has responded with a great deal more.

For example, the Division of Continuing Education offers programs for community residents at the college and in the neighborhoods where they live. It provides training for older people and small business people. For people who are deaf and people who are blind. For veterans and prison inmates. For those who want a career change, a high school equivalency diploma, or an auto repair class. Other people, however, prefer sports. For these people the college operates a recreation program which mixes local residents and college students.

For other people, a community college is a community center. For these people a classroom can be a conference room. Or a theatre can be a meeting hall.

The college plays host to dozens of such events each year.

For all these people, this college is all these things. Still, is this all a college can be? This college thought not.

So for a student with a young child, LaGuardia is also a day care center. While the student goes off to class, the child attends a city-licensed nursery school located at the college and paid for by the students.

For a youngster from the local public schools who is thinking of dropping out, LaGuardia is also an alternative high school. Unfulfilled in the normal school setting, these students come to LaGuardia's Middle College High School. After three years here, instead of dropping out, most go on to college—often at LaGuardia!

Why are we telling you all of this here? Fiorello LaGuardia could have told you why. As mayor of New York, LaGuardia was a plain-spoken crusader and perhaps the most popular figure in the city's political history.

"Forget the details," he once told an aide with impatience. "Get to the reasons why."

A college bulletin cannot completely forget the details, of course. This one contains a great many, and they all begin on the next page.

But along with the details, we also want to state our reason why—why this college is here, and what it is we are trying to do.

After that, there seems only this to say: Welcome to the college and the community. Welcome to the experiment.
How to find what

Programs and Policies
A description of the various academic programs offered by the college and the policies which govern them begins on page 7.

This includes a listing of the courses required for each degree, details of the grading system, how to meet the college's cooperative education requirements, and so forth.

Extended Day students, who attend in the evening, will find information which applies particularly to them on page 49 of the chapter on special programs and services.

The degree programs offered by the college are described in alphabetical order, beginning on page 8. These include:
- Accounting
- Data Processing
- Dietetic Technician
- Education Associate
- Education Associate: Bilingual
- Human Services
- Liberal Arts and Sciences
- Managerial Studies
- Mortuary Science
- Occupational Therapy Assistant
- Secretarial Science

Admissions, Tuition and Aid
How students apply to the college, how much it costs, and what financial assistance is available to cover those costs are the topics presented in this chapter.

The admissions information, beginning on page 35, discusses both degree and nondegree applicant requirements.

The tuition and fees section, beginning on page 38, presents details on the total cost of a college education.

Sources of financial aid, from both state and federal programs, are described beginning on page 41.
The college provides counseling and cocurricular services through the Division of Student Services.

Described on pages 47 and 48, these include academic and career advisement and the programs sponsored by the Student Activities Department.

The Division of Continuing Education, beginning on page 49, serves the adult student. The division administers credit and noncredit programs for evening students and a variety of programs for the handicapped, older adults, veterans, and others.

The recreation program, the library, and Middle College High School are presented beginning on page 52.

The course offerings of each academic department are presented beginning on page 54. These include:
- Accounting/Managerial Studies/54
- Communications Skills/56
- Cooperative Education/56
- Counseling/57
- Data Processing/57
- English/58
- English as a Second Language/62
- Humanities/62
- Human Services/70
- Mathematics/72
- Natural and Applied Sciences/73
- Secretarial Science/77
- Social Science/80

The college’s instructional and administrative staff is presented two ways: alphabetically, beginning on page 85, and by division and department, beginning on page 93.

The chapter also includes a directory of telephone and room numbers of many college offices, page 97, the index, page 98, and the academic calendar, page 100.

The college’s catalogue is published in three volumes: the College Bulletin, the Student Handbook, and the Student Rights and Responsibilities Handbook.
Academic Programs

The academic programs offered by the college are presented in alphabetical order. They are:

- Accounting/8
- Data Processing/10
- Operations Option
- Programming Option
- Dietetic Technician/12
- Education Associate/13
- Education Associate: Bilingual/14
- Human Services/15
- Child Development
- Mental Health
- Liberal Arts and Sciences/17
- Associate in Arts
- Associate in Science
- Managerial Studies/20
- Business Administration
- Business Management
- Mortuary Science/22

Occupational Therapy Assistant/23
Secretarial Science/24
Bilingual Concentration
Executive Option
Legal Option
Word Processing Certificate

Cooperative Education

One thing that makes LaGuardia unique among community colleges is its cooperative education program. Basic information on how it works begins on page 27. Included is an explanation of:

- General policies/30
- Internship/29
- Internship seminar/28
- Optional plan/29
- Placement Office/30

Academic Policies

Academic policies on various topics are presented, beginning on page 31, which include:

- Attendance policies/33
- Dean's List requirements/33
- Exemption credits/32
- Grade point average/32
- Grading system/31
- Readmission/33
- Residency requirements/33
- Transfer credits/33
Academic Programs

LaGuardia Community College is designed to provide its students with a wide range of learning opportunities in the areas of personal growth, academic achievement, and career preparation. To meet these goals the college has created a variety of academic programs both traditional and experimental, which can be summarized in this way:

The college offers programs leading to three degrees, the Associate in Arts (AA), the Associate in Applied Sciences (AAS), and the Associate in Science (AS). The programs of study within each degree area include:

**Associate in Arts**
- Bilingual Education Associate
- Educational Associate
- Human Services — child care and mental health options
- Liberal Arts
- Mortuary Science

**Associate in Applied Sciences**
- Accounting — career and transfer patterns
- Business Management
- Data Processing — operations and programming options
- Dietetic Technician
- Secretarial Science — bilingual, executive, and legal options

**Associate in Science**
- Business Administration
- Liberal Arts
- Occupational Therapy Assistant

**Certificate Program**
The college will offer, beginning in January 1981, a certificate in word processing.

### 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 a proper sequence of courses. Students should begin taking required courses in the first quarter of their freshman year. The college-wide requirements are described below:

#### Basic Skills Program

To be successful at LaGuardia, all students must be able to use appropriate reading, writing, oral, and mathematical skills. The college offers a comprehensive program to help students achieve success in their college careers. The Basic Skills Program includes:

1. Careful evaluation of each student's skill-building needs;
2. A variety of courses in reading, writing, mathematics, and oral communication geared to specific skill levels; and
3. Extensive counseling help in making academic, vocational, and personal decisions.

Since basic skills courses are designed to teach skills needed in other subjects, students are required to attend these courses regularly and to complete these courses during their first 36 credits attempted at the college.

### Evaluation and Placement

The basic skills course requirements for each student are determined by scores on the placement tests. These tests in reading, writing, and mathematics are part of CUNY's Freshman Skills Assessment Program. When students report for their first quarter registration appointment, they meet with counselors to review their placement test scores and plan their first quarter programs. No student will be permitted to register for classes without having taken the placement test at the scheduled time.

Students who do not pass one or more of the three placement tests of the FSAP will be required to take a retest when they complete their basic skills courses in that area. All three of the tests must be passed while at LaGuardia if a student wishes to transfer to a four-year college in CUNY.

#### Basic Skills Courses

Descriptions of these courses will be found elsewhere in this Bulletin.

- CSE096 Basic Reading Workshop
- CSE097 Basic Reading I
- CSE098 Basic Reading II
- CSE099 Basic Reading III
- ENO098 Basic Writing Workshop
- ENO099 Basic Writing
- MAT098 Basic Mathematics I
- MAT099 Basic Mathematics II
- HUC098 Basic Communication Strategies Workshop
- HUC099 Basic Communication Strategies
- ESL096 ESL Workshop
- ESL097 English as a Second Language I
- ESL098 English as a Second Language II
- ESL099 English as a Second Language III

Most basic skills courses have fewer credits than 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. Therefore, students who need to take several basic skills courses should expect to take extra time to complete all of their LaGuardia degree requirements. Generally this means at least two extra study quarters, for a total of two and one-half years.

For more information about the Basic Skills Program, students should see their counselor or go to the Basic Skills Office, room SB-65.

### Tutorial Labatories and Services

Each of the basic skills departments provides, in addition to classroom instruction, individual or small-group tutoring services. The Writing Center, in room M105, offers help in all areas of writing — from grammar through complex essays and reports. Peer tutors, students who have successfully completed ENG104, provide a portion of the tutoring services.

The mathematics labs, in room SB15, the reading labs, in room S139, and the communications labs, in room 117, all provide personal tutoring, as well as audio-visual aids to help students master basic skills and concepts necessary for success in college and for a career.
The Accounting Program, coordinated by the Accounting and Managerial Studies Department, offers a course of study leading to an Associate in Applied Science Degree (AAS).

Although an AAS degree program is usually designed for students with immediate career goals upon graduation, our experience has proven that a large percentage of accounting majors will continue their studies at a four-year college upon graduation (either full-time or part-time). Therefore, the accounting curriculum provides options for both the student who plans to transfer to a four-year college and the student whose immediate post-graduation goal is full-time employment.

The program of study recommended for students who intend to continue their education at a four-year college enables them not only to receive thorough exposure to accounting and related fields but also to complete many of the liberal arts courses required at four-year colleges. The recommended program of study enables the student to transfer to a four-year college with the skill levels necessary for successful completion of the baccalaureate degree and also limits the additional course work that must be completed for the baccalaureate.

Michael Karpinski '78
Accounting Clerk
Ernst & Whinney
The program of study recommended for students with immediate career goals upon graduation is tailored to the needs and demands of job opportunities in the general business environment or in specific accounting positions. Graduates are employable in entry level accounting positions in the private business sector and in federal, state, and local governmental agencies (at approximately the GS-5 civil service level). Graduates are also qualified to perform routine auditing and accounting functions on the staffs of public accounting firms.

Regardless of the post-graduation goals, the student is able to complete three internships from numerous job opportunities available through LaGuardia’s Cooperative Education Division. These work experiences not only enable the student to bridge the gap between classroom theory and practical applications in the business world, but also provide valuable experience for subsequent full-time employment.

Students who need additional skill development in reading, writing, mathematics, and communication will be required to take basic skills courses. These courses are not listed in the required courses section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. When basic skills courses are required, they are included in the program in place of elective courses. For more information on the basic skills requirements see page 7.

### Accounting Curriculum

#### Required Courses

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing through Literature ENG102 (Recommended for transfer students)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing for Business ENG112 (Recommended for career students)</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Algebra MAT110</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-Calculus MAT200 (Recommended for transfer students)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elementary Statistics MAT 120 (Recommended for career students)</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>Introductory Economics ISSE101</td>
<td>3</td>
</tr>
<tr>
<td>Accounting/Managerial Studies</td>
<td>Introduction to Business AMM101</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Principles of Accounting I AMA101</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Principles of Accounting II AMA102</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Principles of Accounting III AMA103</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Business Law I AMMI10</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select three of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intermediate Accounting I AMA201</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Intermediate Accounting II AMA202</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cost Accounting I AMA210</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cost Accounting II AMA211</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Individual Income Tax Procedures AMAI50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Partnership and Corporation Tax Procedures AMAI55</td>
<td></td>
</tr>
</tbody>
</table>

#### Cooperative Education

(Optional for Extended Day students)
Three internships, three credits each

#### Data Processing

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Processing Applications I BDP103</td>
<td>2</td>
</tr>
<tr>
<td>Data Processing Applications II BDP104</td>
<td></td>
</tr>
</tbody>
</table>

#### Elective Courses

<table>
<thead>
<tr>
<th>Type</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts electives</td>
<td>4-5</td>
</tr>
<tr>
<td>(Number of credits required depends on Math courses chosen)</td>
<td></td>
</tr>
<tr>
<td>Unrestricted electives</td>
<td>12</td>
</tr>
<tr>
<td>(Transfer students are advised to take liberal arts courses from any department. Career students should select courses from the Accounting and Managerial Studies Department.)</td>
<td></td>
</tr>
</tbody>
</table>

Total credits: 66
The Data Processing Program, coordinated by the Department of Data Processing, awards the Associate in Applied Science (AAS) degree and prepares students for careers in either computer programming or computer operations.

The program has two objectives: first, to provide students with technical competence in the field of data processing and, second, to provide a basic understanding of business organization and the role of data processing in support of the management process.

Students at LaGuardia can select between two options.

The concentration in computer programming provides training for entry level jobs as well as for transfer to a senior college. Graduates of this option may qualify for positions as a junior programmer or programmer trainee.

The concentration in computer operations prepares students to operate computer equipment. Students will qualify after graduation for positions as input/output control clerk, computer operator, and console operator.

Students who need additional skill development in reading, writing, mathematics, and communication will be required to take basic skills courses. These courses are not listed in the required courses section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. When basic skills courses are required, they are included in the program in place of elective courses. For more information on the basic skills requirements see page 7.
**Operations Option Curriculum**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>52 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Humanities</td>
<td>Composition I ENGL101</td>
</tr>
<tr>
<td>One additional course from the English or Humanities Departments.</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Algebra MAT110</td>
</tr>
<tr>
<td>Students who have previously completed a year of algebra will be placed in Elementary Statistics. It is recommended that students elect an additional course in statistics.</td>
<td></td>
</tr>
<tr>
<td>One additional course in the Mathematics Department. (MAT098 and 099 do not satisfy this requirement.)</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>Introduction to Social Science SS1100</td>
</tr>
<tr>
<td>Accounting and Business</td>
<td>Principles of Accounting I AMAB101</td>
</tr>
<tr>
<td>Principles of Accounting II AMAB102</td>
<td></td>
</tr>
<tr>
<td>Introduction to Business AMM101</td>
<td></td>
</tr>
<tr>
<td>Cooperative Education (Optional for Extended Day students)</td>
<td></td>
</tr>
<tr>
<td>Three internships, three credits each</td>
<td></td>
</tr>
<tr>
<td>Data Processing</td>
<td>Introduction to Data Processing BDP100</td>
</tr>
<tr>
<td>Cobol Programming I BDP106</td>
<td></td>
</tr>
<tr>
<td>System 370/Assembler Language I BDP120</td>
<td></td>
</tr>
<tr>
<td>Operating Systems BDP230</td>
<td></td>
</tr>
<tr>
<td>Computer Operations I BDP270</td>
<td></td>
</tr>
<tr>
<td>Computer Operations II BDP275</td>
<td></td>
</tr>
<tr>
<td>RPG Programming BDP108</td>
<td></td>
</tr>
<tr>
<td>Elective Courses</td>
<td>14 credits</td>
</tr>
<tr>
<td>Data Processing elective</td>
<td></td>
</tr>
<tr>
<td>(Teleprocessing is a recommended elective for computer operations students.)</td>
<td></td>
</tr>
<tr>
<td>If students do not take an intensive within their program requirements, one of their electives must be an intensive.</td>
<td></td>
</tr>
<tr>
<td>Liberal arts electives</td>
<td></td>
</tr>
<tr>
<td>Unrestricted electives</td>
<td></td>
</tr>
<tr>
<td>Total credits: 66</td>
<td></td>
</tr>
</tbody>
</table>

**Programming Option Curriculum**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>52 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Humanities</td>
<td>Composition I ENGL101</td>
</tr>
<tr>
<td>One additional course from the English or Humanities Departments.</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Algebra MAT110</td>
</tr>
<tr>
<td>Students who have previously completed a year of algebra will be placed in Pre-Calculus. 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.</td>
<td></td>
</tr>
<tr>
<td>One additional course from the Mathematics Department. (MAT098 and 099 do not satisfy this requirement).</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>Introduction to Social Science SS1100</td>
</tr>
<tr>
<td>Accounting and Business</td>
<td>Principles of Accounting I AMAB101</td>
</tr>
<tr>
<td>Principles of Accounting II AMAB102</td>
<td></td>
</tr>
<tr>
<td>Introduction to Business AMM101</td>
<td></td>
</tr>
<tr>
<td>Cooperative Education (Optional for Extended Day students)</td>
<td></td>
</tr>
<tr>
<td>Three internships, three credits each</td>
<td></td>
</tr>
<tr>
<td>Data Processing</td>
<td>Introduction to Data Processing BDP100</td>
</tr>
<tr>
<td>Cobol Programming I BDP106</td>
<td></td>
</tr>
<tr>
<td>Cobol Programming II BDP200</td>
<td></td>
</tr>
<tr>
<td>System 370/Assembler Language I BDP120</td>
<td></td>
</tr>
<tr>
<td>System 370/Assembler Language II BDP121</td>
<td></td>
</tr>
<tr>
<td>Operating Systems BDP230</td>
<td></td>
</tr>
<tr>
<td>Systems Analysis and Design BDP110</td>
<td></td>
</tr>
<tr>
<td>Choose one from the following:</td>
<td></td>
</tr>
<tr>
<td>PL/I Programming BDP120</td>
<td></td>
</tr>
<tr>
<td>RPG Programming BDP108</td>
<td></td>
</tr>
<tr>
<td>Fortran Programming BDP220</td>
<td></td>
</tr>
<tr>
<td>Teleprocessing BDP260</td>
<td></td>
</tr>
<tr>
<td>Minicomputer Programming BDP265</td>
<td></td>
</tr>
<tr>
<td>Elective Courses</td>
<td>14 credits</td>
</tr>
<tr>
<td>If students do not take an intensive within their program requirements, one of their electives must be an intensive.</td>
<td></td>
</tr>
<tr>
<td>Liberal arts electives</td>
<td></td>
</tr>
<tr>
<td>Unrestricted electives</td>
<td></td>
</tr>
<tr>
<td>Total credits: 66</td>
<td></td>
</tr>
</tbody>
</table>
The Dietetic Technician Program, coordinated by the Department of Natural and Applied Sciences, leads to the Associate of Science (AS) degree and is designed to train individuals to assume supervisory responsibilities in foodservice operations in health care-related facilities such as adult homes, hospitals, and nursing homes. Such responsibilities include menu planning for institutional use, food purchasing, equipment selection, personnel supervision, evaluation, and training.

The program is structured to provide training in both management and basic sciences. Management courses deal with the direct application of management theories to foodservice operations. Basic science courses include human anatomy, physiology, microbiology, and nutrition.

The program requires clinical affiliation experience at health care facilities in the New York metropolitan area, in order to combine classroom learning with practical work experience through on-the-job training. During the two years at LaGuardia, students will spend about three days each week at the college and one day each week at clinical affiliation sites.

Successful graduates qualify for immediate employment in the many hospitals and nursing homes serving New York City, or they may enroll in bachelor's degree programs at various senior colleges. The program is approved by the American Dietetic Association.

Students who need additional skill development in reading, writing, mathematics, and communication will be required to take basic skills courses. These courses are not listed in the required courses section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. When basic skills courses are required, they are included in the program in place of elective courses. For more information on the basic skills requirements see page 7.

### Dietetic Technician Curriculum

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>58 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Humanities</td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>One course from the Humanities Department</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
</tr>
<tr>
<td>Introduction to Social Science SS1100</td>
<td>3</td>
</tr>
<tr>
<td>Sociology of Complex Organizations: Health Delivery Systems SS5175</td>
<td>3</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Human Biology I SCB203</td>
<td>4</td>
</tr>
<tr>
<td>Fundamentals of Human Biology II SCB204</td>
<td>4</td>
</tr>
<tr>
<td>General Microbiology SCB260</td>
<td>4</td>
</tr>
<tr>
<td>Community Health SCN195</td>
<td>2</td>
</tr>
<tr>
<td>Managerial Studies</td>
<td></td>
</tr>
<tr>
<td>Personnel Administration AMM121</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative Education</td>
<td></td>
</tr>
<tr>
<td>(Optional for Extended Day students)</td>
<td></td>
</tr>
<tr>
<td>Dietetic Field Experience I, II, III, IV SC0260, 261, 262, 263</td>
<td>4</td>
</tr>
<tr>
<td>Practical Experience in Food Systems Management SC0264</td>
<td>3</td>
</tr>
<tr>
<td>Dietetic Technology</td>
<td></td>
</tr>
<tr>
<td>Foods SC0100</td>
<td>3</td>
</tr>
<tr>
<td>Nutritional Care I SC0210</td>
<td>3</td>
</tr>
<tr>
<td>Nutritional Care II SC0211</td>
<td>3</td>
</tr>
<tr>
<td>Dietetic Management Systems I SC0250</td>
<td>3</td>
</tr>
<tr>
<td>Dietetic Management Systems II SC0251</td>
<td>3</td>
</tr>
<tr>
<td>Dietetic Management Systems III SC0252</td>
<td>3</td>
</tr>
<tr>
<td>Dietetic Management Systems IV SC0253</td>
<td>3</td>
</tr>
<tr>
<td>Dietetic Seminar SC0270</td>
<td>1</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>8 credits</td>
</tr>
<tr>
<td>Liberal arts electives</td>
<td>8</td>
</tr>
</tbody>
</table>

Total credits: 66
Education Associate

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.

The Education Associate Program at LaGuardia awards the Associate in Arts degree (AA) to those who successfully complete the program. Students are encouraged to pursue their BA degrees at a senior college of their choice.

Upon completion of 12 credits, students may register for cooperative education internships. The internships are accompanied by workshops known as internships seminars, which are designed to assist students with problems they encounter in their teaching situations. These seminars available to education and family assistants have included the following: teaching reading in the classroom, teaching math in the classroom, teaching reading to bilingual children, and the language of behavior.

Students who need additional skill development in reading, writing, mathematics, and communication will be required to take basic skills courses. These courses are not listed in the required courses section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. When basic skills courses are required, they are included in the program in place of elective courses. For more information on the basic skills requirements see page 7.

### Education Associate Curriculum

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>51 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Humanities</td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>One additional course from the English Department</td>
<td></td>
</tr>
<tr>
<td>One course from the Humanities Department</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics/Science</td>
<td></td>
</tr>
<tr>
<td>Structure of the Number System I MAT103</td>
<td>3</td>
</tr>
<tr>
<td>Structure of the Number System II MAT104</td>
<td></td>
</tr>
<tr>
<td>One course from either the Mathematics or Natural and Applied Sciences Departments. (MAT098 and 099 do not satisfy this requirement.)</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
</tr>
<tr>
<td>Introduction to Social Science SSI100</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology SSY101</td>
<td>3</td>
</tr>
<tr>
<td>Urban Sociology SSI02</td>
<td>3</td>
</tr>
<tr>
<td>Philosophical and Social Foundations of Education SSI210</td>
<td>3</td>
</tr>
<tr>
<td>Principles and Practices of Early Childhood SSI120</td>
<td>3</td>
</tr>
<tr>
<td>Sociology of the Family SSI280</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative Education</td>
<td></td>
</tr>
<tr>
<td>(Optional for Full-time Day students)</td>
<td></td>
</tr>
<tr>
<td>Four internships, three credits each</td>
<td>12</td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>Abnormal Psychology SSY230</td>
<td></td>
</tr>
<tr>
<td>Social Psychology SSY250</td>
<td></td>
</tr>
<tr>
<td>Group Dynamics: Small Group Processes SSY260</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>15 credits</td>
</tr>
<tr>
<td>If students do not take an intensive within their program requirements, one of their electives must be an intensive.</td>
<td></td>
</tr>
<tr>
<td>Liberal arts electives</td>
<td>9</td>
</tr>
<tr>
<td>Unrestricted electives</td>
<td>6</td>
</tr>
<tr>
<td>Total credits: 66</td>
<td></td>
</tr>
</tbody>
</table>

Above,

Luz Vazquez '79
Educational Associate
P.S. 46 in the Bronx
The Education Associate Program with a specialization in Bilingual Education is administered by the Department of Humanities and awards the Associate in Arts degree (AA). Students are encouraged to transfer to a senior college after graduation.

Students who apply for admission to the program are selected by examination in English, mathematics, and Spanish, and by an oral interview.

Classes in major subject areas—social science, psychology, and mathematics—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 currently working as paraprofessionals will serve three 10-week internships in bilingual schools. Working classroom paraprofessionals may use their current employment site to fulfill the internship requirement.

The internships are accompanied by seminars designed to assist students with problems they encounter in their teaching positions. The seminars available to program participants include: Social Science in the Bilingual Program, Realities of Your Career Choice, Bilinguals and the World of Work, and Independent Research.

Students who need additional skill development in reading, writing, mathematics, and communication will be required to take basic skills courses. These courses are not listed in the required courses section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. When basic skills courses are required, they are included in the program in place of elective courses. For more information on the basic skills requirements see page 7.

**Bilingual Education Associate Curriculum**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>48 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Composition ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics/Science</td>
<td></td>
</tr>
<tr>
<td>Structure of the Number Systems MAB103 (bilingual)</td>
<td>3</td>
</tr>
<tr>
<td>Structure of the Numbering System MAB103 (bilingual)</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>Topics in Chemistry SCC101</td>
<td></td>
</tr>
<tr>
<td>Topics in Physical Sciences SCP101</td>
<td></td>
</tr>
<tr>
<td>Topics in Biological Sciences SCB101</td>
<td></td>
</tr>
<tr>
<td>Social Sciences (taught in bilingual mode)</td>
<td></td>
</tr>
<tr>
<td>Introduction to Social Science SSB100</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology SSY101</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>Urban Sociology SSY102</td>
<td></td>
</tr>
<tr>
<td>Group Dynamics SSY260</td>
<td></td>
</tr>
<tr>
<td>Sociology of the Family SSS200</td>
<td></td>
</tr>
<tr>
<td>Cooperative Education</td>
<td>9</td>
</tr>
<tr>
<td>(Optional for Extended Day students)</td>
<td></td>
</tr>
<tr>
<td>Three internship, three credits each, in educational institutions requiring bilingual skills</td>
<td></td>
</tr>
</tbody>
</table>

**Bilingual Education Associate Curricula**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>18 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Hispanic Child in the Urban Environment, Educational Psychology HUB102</td>
<td>3</td>
</tr>
<tr>
<td>Principles and Practices of Bilingual Education HUB103</td>
<td>3</td>
</tr>
<tr>
<td>Bilingual Language Arts HUB201</td>
<td>2</td>
</tr>
<tr>
<td>Bilingual Instructional Materials HUB202</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Dynamics in the Bilingual School HUB203</td>
<td>2</td>
</tr>
</tbody>
</table>

**Electives** | 18 credits |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Select three of the following:</td>
<td>9</td>
</tr>
<tr>
<td>These courses taught in Spanish only:</td>
<td></td>
</tr>
<tr>
<td>Intermediate Spanish HUS103</td>
<td></td>
</tr>
<tr>
<td>Hispanic Life and Institutions HUS104</td>
<td></td>
</tr>
<tr>
<td>Spanish for Fluent Speakers HUS105</td>
<td></td>
</tr>
<tr>
<td>Advanced Spanish Composition HUS210</td>
<td></td>
</tr>
<tr>
<td>Social Themes in Latin American Literature I HUS200</td>
<td></td>
</tr>
<tr>
<td>Social Themes in Latin American Literature II HUS201</td>
<td></td>
</tr>
<tr>
<td>Literature of the Caribbean HUS270</td>
<td></td>
</tr>
</tbody>
</table>

Unrestrictive electives

Total credits: 66

*Students who have had Developmental Psychology SSY240 should see instructor before registering.*
The Human Services Program, coordinated by the Department of Human Services, leads to an Associate in Arts degree (AA) 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 either for career objectives or for transfer to senior colleges.

The child development concentration prepares students for work with young children in group settings. Child development graduates who transfer to senior colleges can continue their studies in such fields as early childhood and special education.

Experimental programs, such as the current option for family day care provider parents, are created in response to trends in the child care field.

The mental health concentration prepares students for careers in community mental health centers, child and family clinics, hospitals, and other related institutions. Mental health graduates who transfer to senior colleges can continue their studies in fields such as social work and psychology.

To complete the program successfully, all human services students must earn nine credits of supervised internships 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.

Students who need additional skill development in reading, writing, mathematics, and communication will be required to take basic skills courses. These courses are not listed in the required courses section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. When basic skills courses are required, they are included in the program in place of elective courses. For more information on the basic skills requirements see page 7.
# Child Development Curriculum

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Composition I (ENG101)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Art (HUA101)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Music (HUM101)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Mathematics/Science</strong></td>
<td></td>
</tr>
<tr>
<td>Structure of the Number System (MAT103)</td>
<td>3</td>
</tr>
<tr>
<td>Topics in Biological Sciences (SCB101)</td>
<td>3</td>
</tr>
<tr>
<td>Topics in Physical Sciences (SCP101)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction to Social Science (SSI100)</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology (SSY101)</td>
<td>3</td>
</tr>
<tr>
<td>Developmental Psychology I: Childhood (SSY240)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Cooperative Education</strong></td>
<td></td>
</tr>
<tr>
<td>(Optional for Extended Day students)</td>
<td>9</td>
</tr>
<tr>
<td>Six part-time internships, 1/2 credits each</td>
<td></td>
</tr>
<tr>
<td><strong>Human Services</strong></td>
<td></td>
</tr>
<tr>
<td>Orientation to Human Services (HSC101)</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Human Relations (HSC102)</td>
<td>3</td>
</tr>
<tr>
<td>Community Dynamics: Impact on Human Services (HSC103)</td>
<td>3</td>
</tr>
<tr>
<td>(usually offered as an intensive)</td>
<td></td>
</tr>
<tr>
<td><strong>Child Development</strong></td>
<td></td>
</tr>
<tr>
<td>Integrated Curriculum A: The Developing Child (HSD170)</td>
<td>3</td>
</tr>
<tr>
<td>Integrated Curriculum B: Developing Problem-Solving Skills (HSD171)</td>
<td>3</td>
</tr>
<tr>
<td>Integrated Curriculum C: Developing Creativity (HSD172)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Elective Courses</strong></td>
<td>12</td>
</tr>
</tbody>
</table>

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

| Liberal arts electives | 12 |

**Total credits: 66**

# Mental Health Curriculum

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Composition I (ENG101)</td>
<td>3</td>
</tr>
<tr>
<td>One additional course from either the English or Humanities Departments</td>
<td>3</td>
</tr>
<tr>
<td><strong>Mathematics/Science</strong></td>
<td></td>
</tr>
<tr>
<td>Topics in Biological Sciences (SCB101)</td>
<td>3</td>
</tr>
<tr>
<td>One additional course from the Department of Mathematics or Natural and Applied Sciences. (MAT098 and 099 do not satisfy this requirement.)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction to Social Science (SSI100)</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology (SSY101)</td>
<td>3</td>
</tr>
<tr>
<td>Developmental Psychology I: Childhood (SSY240)</td>
<td>3</td>
</tr>
<tr>
<td>Group Dynamics: Small Group Processes (SSY260)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Cooperative Education</strong></td>
<td></td>
</tr>
<tr>
<td>(Optional for Extended Day students)</td>
<td>9</td>
</tr>
<tr>
<td>Six part-time internships, 1/2 credits each</td>
<td></td>
</tr>
<tr>
<td><strong>Human Services</strong></td>
<td></td>
</tr>
<tr>
<td>Orientation to Human Services (HSC101)</td>
<td>3</td>
</tr>
<tr>
<td>Principles in Human Relations (HSC102)</td>
<td>3</td>
</tr>
<tr>
<td>Community Dynamics: Impact on Human Services (HSC103)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Mental Health</strong></td>
<td></td>
</tr>
<tr>
<td>Survey of Psychological Treatment Approaches (HSM120)</td>
<td>3</td>
</tr>
<tr>
<td>Mental Health Roles and Community Resources (HSM121)</td>
<td>2</td>
</tr>
<tr>
<td>Topics in Mental Health Field Organization (HSM122)</td>
<td>2</td>
</tr>
<tr>
<td>Contemporary Issues in Mental Health Services (HSM123)</td>
<td>2</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

If students do not take an intensive within their program requirements, one of their electives must be an intensive.

| Liberal arts electives | 12 |
| Unrestricted electives | 3  |

**Total credits: 66**
The Liberal Arts and Science Program is designed for students who want to transfer to senior colleges and to engage in studies leading to careers in the arts and sciences. Students in these programs choose from a wealth of courses offered by the Departments of English, Humanities, Mathematics, Natural and Applied Sciences, and Social Science.

The Science Program, leading to the Associate in Science (AS) degree, is suggested for students interested in pursuing a career in mathematics, the sciences, engineering, medicine, and allied health fields. The science and mathematics concentrations are designed specifically to meet the requirements of those students who wish to continue their education beyond the associate degree.

The Liberal Arts Program leads to an Associate in Arts (AA) degree. For students who want an early start in planning for a liberal arts-related career, the program has a number of Career Preparation Patterns from which to choose. Career patterns are now offered in such areas as art, music, media, theater, film, journalism, and legal studies. Several new patterns are being developed. Liberal arts majors also have a special opportunity to link job skills with liberal studies by taking a business minor.

In the Introductory Cluster, an interdisciplinary approach to the liberal arts, students learn how to use the tools of thought which are helpful in making meaningful connections among different areas of study. Through core courses, students gain knowledge of liberal studies necessary for transfer.

In addition to cluster and core courses, students choose electives to meet their individual career goals and interests; electives may include one or more of the career patterns listed above. Through the sequence of courses offered in patterns, students are prepared for internships taken in the Division of Cooperative Education. These internships provide a laboratory for linking classroom preparation with further exploration of careers in the liberal arts. Students bring together their work/study experience in a final seminar where liberal studies are viewed through humanistic and technological themes.

Liberal Arts and Sciences Program majors have specially appointed faculty advisors to help with the planning of their programs. Students must consult each quarter with their faculty advisors.

Students who need additional skill development in reading, writing, mathematics, and communication will be required to take basic skills courses. These courses are not listed in the required courses section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. When basic skills courses are required, they are included in the program in place of elective courses. For more information on the basic skills requirements see page 7.
Liberal Arts: AA Degree Curriculum

General Requirements 47 credits

English
Composition I ENG101
Composition II ENG102
Writing the Research Paper ENG103

English/Humanities
One English Department elective
One Humanities Department elective
One English or Humanities elective
(ENG098 and 099 and HUC098 and 099 do not satisfy these requirements.)

Mathematics/Science
One Math Department elective
One Natural and Applied Sciences lab elective
One Math or Natural and Applied Sciences elective
(MAT098 and 099 do not satisfy these requirements.)

Social Science
Introduction to Social Science SSI100
Two Social Science Department electives

Cooperative Education
(Optional for Extended Day students)
Three internships, three credits each

Liberal Arts Seminar

Cluster Requirement

Introductory Cluster: Day students must take three or four of the above courses in the form of an introductory cluster (see Schedule of Classes) during the quarter they take Composition I ENG101 and/or Introduction to Social Science SSI100.

Core Requirement

Arts and Sciences General Core: All students must select 12 credits of the above requirements from the courses listed below. One course must be taken in each of four of the following areas:

Social Science
Themes in American History to 1865 SSI101
General Psychology SSI101
Introduction to Cultural Anthropology SSA101
Power and Politics in America SSP101
Introductory Economics SSE101
Urban Sociology SSI101

Elective Courses 19 credits

If students do not take an intensive within their program requirements, one of their electives must be an intensive.

Liberal arts electives (no studio courses) 7
Unrestrictive electives 12

Total credits: 66

Elective Career Preparation Patterns: Students may choose to use elective courses to complete one of the career preparation patterns, which include, journalism, fine arts, film production and performance, cinema studies, jazz performance, vocal performance, legal studies, or a business minor in secretarial studies, data processing, or accounting/managerial studies. See the Liberal Arts Handbook for courses in these patterns.
## Liberal Arts: AS Degree Curriculum

### Required Courses 30 credits

<table>
<thead>
<tr>
<th>Category</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Humanities</td>
<td>Composition I ENG101, Composition II ENG102</td>
</tr>
<tr>
<td></td>
<td>Electives from the English and/or Humanities Departments</td>
</tr>
<tr>
<td></td>
<td>(ENG998 and ENG099 and HUC098 and 099 do not satisfy this requirement)</td>
</tr>
<tr>
<td>Social Science</td>
<td>Introduction to Social Science SS100</td>
</tr>
<tr>
<td></td>
<td>Electives from the Social Science Department</td>
</tr>
<tr>
<td>Cooperative Education</td>
<td>Three internships, three credits each</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>30 credits</strong></td>
</tr>
</tbody>
</table>

### Elective Concentrations 27 credits

It is recommended that students complete 27 or more credits according to one of the following suggested patterns. Credits completed above 27 apply to electives below:

#### Pre-Engineering

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Physics I, II, III SCP240, 241, 242</td>
<td>12</td>
</tr>
<tr>
<td>Engineering Mechanics: Statistics SCP250</td>
<td>2</td>
</tr>
<tr>
<td>Engineering Mechanics: Dynamics SCP251</td>
<td>2</td>
</tr>
<tr>
<td>Calculus I, II, III MAT201, 202, 203</td>
<td>12</td>
</tr>
<tr>
<td>Differential Equations MAT204</td>
<td>4</td>
</tr>
<tr>
<td>Biology/Health Services</td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Biology I, II SCP201, 202</td>
<td>8</td>
</tr>
<tr>
<td>Fundamentals of Chemistry I, II SCC201, 202</td>
<td>8</td>
</tr>
<tr>
<td>Electives from Natural and Applied Sciences Department</td>
<td>12</td>
</tr>
<tr>
<td>Algebra MAT110</td>
<td>3</td>
</tr>
<tr>
<td>Fortran Programming BDP220</td>
<td>3</td>
</tr>
<tr>
<td>(For students in this pattern, prerequisite BDP100 is waived; BAP220 counts as unrestricted elective below.)</td>
<td></td>
</tr>
</tbody>
</table>

### General Elective Courses 9 credits

If students do not take an intensive within their program requirements, one of their electives must be an intensive. Unrestricted electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Chemistry I, II SCC201, 202</td>
<td>8</td>
</tr>
<tr>
<td>Organic Chemistry I, II SCC203, 202</td>
<td>10</td>
</tr>
<tr>
<td>Calculus I, II MAT201, 202</td>
<td>8</td>
</tr>
<tr>
<td>Electives from Natural and Applied Sciences and/or Math Departments</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Pre-calculus MAT120 (if needed)</td>
<td>3</td>
</tr>
<tr>
<td>Calculus I, II, III MAT201, 202, 203</td>
<td>9</td>
</tr>
<tr>
<td>One or both of the following:</td>
<td></td>
</tr>
<tr>
<td>Elementary Differential Equations MAT204</td>
<td>4</td>
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<tr>
<td>Elementary Linear Algebra MAT210</td>
<td>3</td>
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<tr>
<td>One or more of the following:</td>
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</tr>
<tr>
<td>Elementary Statistics I MAT120</td>
<td>3</td>
</tr>
<tr>
<td>Elementary Statistics II MAT121</td>
<td>3</td>
</tr>
<tr>
<td>Logic and Computers MAT130</td>
<td>3</td>
</tr>
<tr>
<td>History of Mathematics MAT132</td>
<td>3</td>
</tr>
<tr>
<td>One of the following course sequences: Fundamentals of Biology I, II SCP201, 202</td>
<td>8</td>
</tr>
<tr>
<td>Fundamentals of Chemistry I, II SCC201, 202</td>
<td>8</td>
</tr>
<tr>
<td>General Physics I, II, III SCP240, 241, 242</td>
<td>12</td>
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</tbody>
</table>

### Total credits: 66
Managerial Studies

The Managerial Studies Programs, coordinated by the Department of Accounting and Managerial Studies, are designed to acquaint the student with the range of opportunities in the business world and to introduce the student to the various functional areas of business.

The Business Administration Program leads to an Associate in Science (AS) degree and is designed for students who intend to transfer to a senior college after graduating from LaGuardia. The Business Management Program leads to an Associate in Applied Science (AAS) degree and is designed for students who are interested in immediate full-time employment upon graduation.

During the first year of study, the courses taken under both programs are essentially the same—enabling the student to clarify his/her postgraduation goals. Transfer-oriented students (in the AS program) then take more liberal arts courses in the second year of study since these are usually required during the first two years at a senior college. Career-oriented students (in the AAS program) are able to select numerous business-oriented courses related to their specified fields of interest, such as marketing, personnel, finance, insurance, and salesmanship.

Regardless of the program selected, the student is able to complete three internships. These work experiences enable the student to bridge the gap between classroom theory and practical applications in the business world and provide valuable experience for choosing a career and subsequent full-time employment.

Students who need additional skill development in reading, writing, mathematics, and communication will be required to take basic skills courses. These courses are not listed in the required courses section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. When basic skills courses are required, they are included in the program in place of elective courses. For more information on the basic skills requirements see page 7.
## Business Administration Curriculum: AS Degree

### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature ENG102*</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics Algebra MAT110</td>
<td>3</td>
</tr>
<tr>
<td>Pre-Calculus MAT200*</td>
<td>4</td>
</tr>
<tr>
<td>Cooperative Education (Optional for Extended Day students)</td>
<td>9</td>
</tr>
<tr>
<td>Social Science Introductory Economics I SSE101</td>
<td>3</td>
</tr>
<tr>
<td>Accounting/Managerial Studies</td>
<td></td>
</tr>
<tr>
<td>Principles of Accounting I AMA101</td>
<td>2</td>
</tr>
<tr>
<td>Principles of Accounting II AMA102</td>
<td>2</td>
</tr>
<tr>
<td>Principles of Accounting III AMA103</td>
<td>2</td>
</tr>
<tr>
<td>Principles of Management AMM101</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Management AMM103</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Management AMM104</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Finance AMM102</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Finance AMM103</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Management AMM104</td>
<td>3</td>
</tr>
<tr>
<td>Business Law I AMM110</td>
<td>3</td>
</tr>
<tr>
<td>Data Processing Data Processing Applications I BDP103</td>
<td>2</td>
</tr>
<tr>
<td>Data Processing Applications II BDP104</td>
<td>2</td>
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</tbody>
</table>

### Elective Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal arts elective</td>
<td>14</td>
</tr>
<tr>
<td>Unrestricted electives</td>
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</tbody>
</table>

Total credits: 66

*Writing for Business ENG112 and/or Elementary Statistics MAT120 will be accepted as graduation requirements for this program in place of ENG102 and/or MAT200. However, the listed requirements will prepare the student better for immediate career goals upon graduation.*

---

## Business Management Curriculum: AAS Degree

### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing for Business ENG112*</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics Algebra MAT110</td>
<td>3</td>
</tr>
<tr>
<td>Elementary Statistics MAT120*</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative Education (Optional for Extended Day students)</td>
<td>9</td>
</tr>
<tr>
<td>Social Science Introductory Economics I SSE101</td>
<td>3</td>
</tr>
<tr>
<td>Accounting/Managerial Studies</td>
<td></td>
</tr>
<tr>
<td>Principles of Accounting I AMA101</td>
<td>2</td>
</tr>
<tr>
<td>Principles of Accounting II AMA102</td>
<td>2</td>
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<tr>
<td>Principles of Accounting III AMA103</td>
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<td>Principles of Management AMM101</td>
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<tr>
<td>Principles of Management AMM103</td>
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<td>Principles of Management AMM104</td>
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<tr>
<td>Principles of Finance AMM102</td>
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<td>Principles of Management AMM104</td>
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<tr>
<td>Business Law I AMM110</td>
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<tr>
<td>Data Processing Data Processing Applications I BDP103</td>
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<tr>
<td>Data Processing Applications II BDP104</td>
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### Elective Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Liberal arts elective</td>
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<tr>
<td>Unrestricted electives</td>
<td>17</td>
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</table>

Total credits: 66

*Writing for Literature ENG112 and/or Pre-Calculus MAT120 will be accepted as graduation requirements for this program in place of ENG102 and/or MAT200. However, the listed requirements will prepare the student better for immediate career goals upon graduation.*
The Mortuary Science Program, coordinated by the Department of Natural and Applied Sciences, leads to an Associate in Applied Science (AAS) degree and career preparation as a funeral service practitioner. The funeral service practitioner has responsibility for reposing and burial procedures carried out according to statutes, religious codes, and traditions. This includes embalming, restorative arts, and coordinating funeral services. Students in the Mortuary Science Program are given both a theoretical and a practical understanding of funeral home operation and taught the public health roles of the funeral director and embalmer.

Mortuary Science is an affiliated program between LaGuardia Community College and the American Academy-McAllister Institute in Manhattan. AAMI is nationally accredited by the American Board of Funeral Service Education.

Students spend their first year at LaGuardia completing 33 liberal arts credits. The second year of the program is taught at AAMI, where the necessary practical training and coursework in mortuary science are completed. At AAMI, students earn an additional 33 credits, completing the requirements for the Associate in Applied Science degree. Graduates serve one-year residencies at funeral homes, after which they are qualified to take the New York State licensing examination.

During their first year at LaGuardia, students pay all tuition and fees to the college bursar; during the second year at AAMI, the students pay AAMI tuition charges to the AAMI bursar.

Students who need additional skill development in reading, writing, mathematics, and communication will be required to take basic skills courses. These courses are not listed in the required courses section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. When basic skills courses are required, they are included in the program in place of elective courses. For more information on the basic skills requirements see page 7.

<table>
<thead>
<tr>
<th>Mortuary Science</th>
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</thead>
<tbody>
<tr>
<td><strong>Curriculum</strong></td>
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</tr>
<tr>
<td><strong>Required Courses</strong></td>
<td>29 credits</td>
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<tr>
<td>English/Humanities</td>
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<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Oral Communication HUC101</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
</tr>
<tr>
<td>Introduction to Social Science SS1100</td>
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<tr>
<td>General Psychology SSY101</td>
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<tr>
<td>Business and Accounting</td>
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<tr>
<td>Small Business Management AAM130</td>
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<tr>
<td>Accounting I AMA101</td>
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</tr>
<tr>
<td>Natural and Applied Sciences</td>
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<tr>
<td>Topics in Chemistry SCC1101</td>
<td>3</td>
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<tr>
<td>Fundamentals of Biology I SCB201</td>
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<tr>
<td>Fundamentals of Biology II SCB202</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Basic Mathematics II MAT099</td>
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<tr>
<td><strong>Elective Courses</strong></td>
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</tr>
<tr>
<td>Unrestricted electives</td>
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<tr>
<td><strong>Mortuary Science Courses (taken at AAMI)</strong></td>
<td>33 credits</td>
</tr>
<tr>
<td>Anatomy 41, 42, 43, 44</td>
<td>6</td>
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<tr>
<td>Chemistry 41, 42, 43, 44</td>
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</tr>
<tr>
<td>Embalming 41, 42, 43, 44</td>
<td>4</td>
</tr>
<tr>
<td>Funeral Service Principles 41, 42, 43, 44</td>
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</tr>
<tr>
<td>Law 31, 32, 33</td>
<td>3</td>
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<tr>
<td>Restorative Arts 31, 32, 33</td>
<td>4</td>
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<tr>
<td>Pathology 23, 24</td>
<td>3</td>
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<td>Psychology 23, 24</td>
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<tr>
<td>Microbiology 21, 22</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total credits:</strong></td>
<td>66</td>
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</tbody>
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ABOVE: Robert Meltzer
Mortuary Science Student
The Occupational Therapy Assistant Program, coordinated by the Department of Natural and Applied Sciences, offers a course of study leading to the Associate in Science (AS) degree.

Graduates work with occupational therapists providing 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 who has 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 depressed client feel more positively 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 and leads to eligibility for the certification (C.O.T.A.) examination.

Students who need additional skill development in reading, writing, mathematics, and communication will be required to take basic skills courses. These courses are not listed in the required courses section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. When basic skills courses are required, they are included in the program in place of elective courses. For more information on the basic skills requirements see page 7.

Occupational Therapy Assistant Curriculum

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>55 credits</th>
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<tbody>
<tr>
<td><strong>English</strong></td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
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</tr>
<tr>
<td><strong>Cooperative Education</strong></td>
<td>3</td>
</tr>
<tr>
<td>(Optional for Extended Day students)</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>Clinical Placement in Psychosocial Dysfunction SCO290</td>
<td>3</td>
</tr>
<tr>
<td>Clinical Placement in Physical Dysfunction SCO291</td>
<td>3</td>
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<tr>
<td><strong>Science</strong></td>
<td></td>
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<tr>
<td>Biology: Fundamentals of Human Biology I SCB203</td>
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</tr>
<tr>
<td>Biology: Fundamentals of Human Biology II SCB204</td>
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<tr>
<td><strong>Psychology</strong></td>
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</tr>
<tr>
<td>General Psychology SSY101</td>
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<tr>
<td>Abnormal Psychology SSY230</td>
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<tr>
<td>Developmental Psychology I: Childhood SSY240</td>
<td>3</td>
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<tr>
<td>Developmental Psychology II: From Adolescence Through Senescence SSY241</td>
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<tr>
<td>Group Dynamics: Small Group Processes SSY250</td>
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<tr>
<td><strong>Occupational Therapy</strong></td>
<td>11 credits</td>
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<tr>
<td>Occupational Therapy: Theory and Practice in Psychosocial Dysfunction SCO201</td>
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</tr>
<tr>
<td>Occupational Therapy: Theory and Practice in Physical Dysfunction SCO202</td>
<td>3</td>
</tr>
<tr>
<td>Functional Pathology SC0230</td>
<td>3</td>
</tr>
<tr>
<td>Community Health Intensive SCN195</td>
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<tr>
<td><strong>Occupational Therapy Media and Applications I, II, III:</strong></td>
<td>3</td>
</tr>
<tr>
<td>General Crafts, Textiles, and Leather SCO210</td>
<td>3</td>
</tr>
<tr>
<td>Wood and Ceramics SCO211</td>
<td>3</td>
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<tr>
<td>Life Tasks SCO212</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>11 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal arts electives</td>
<td>11</td>
</tr>
</tbody>
</table>

Total credits: 66

ABOVE, Linda Hearns '78
Occupational Therapist
Isabella Geriatrics Center
The Secretarial Science Program, coordinated by the Department of Secretarial Science, leads to the Associate in Applied Science (AAS) degree through one of three courses of study: the legal option, the executive option, or the bilingual concentration.

The legal option prepares students for secretarial positions in law departments, private and corporate law offices, and judicial agencies. (This option is not offered in Extended Day.)

The executive option prepares students for positions as executive, supervising, and administrative secretaries in government and private industry.

The bilingual concentration offers preparation for secretarial positions requiring fluency in Spanish and English, both in language skills and in typewriting and stenography.

Students who have studied Gregg, Pitman, or Machine shorthand in high school may continue study in their system or in Machine shorthand. Students will be placed in advanced courses according to skill achieved and will receive exemption credit for beginning courses. Students who begin shorthand study at LaGuardia will be taught Gregg or Machine shorthand.

Students who need additional skill development in reading, writing, mathematics, and communication will be required to take basic skills courses. These courses are not listed in the required courses section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. When basic skills courses are required, they are included in the program in place of elective courses. For more information on the basic skills requirements see page 7.
Bilingual Concentration Curriculum

Required Courses 62-65 credits

**English**
- Composition I ENG101 3
- Writing for Business ENG112 3

**Humanities**
- Spanish for Fluent Speakers HUS105 3
- May be waived by placement examination.
- Advanced Spanish Composition HUS210 3
- Commercial Spanish HUS220 3

**Mathematics/Science**
- One course from either the Mathematics or Natural and Applied Sciences Department. (MAT098 and 099 do not satisfy this requirement.)

**Social Science**
- Introduction to Social Science SSI100 3

**Cooperative Education**
- (Optional for Extended Day students)
- Three internships, three credits each

**Secretarial Science**
- Typewriting I, II, III SEC140, 141, 142 6
- Stenography I, II, III Gregg SEC100, 110, 120 7
- Spanish Stenography I, II SEC105, 106 4
- Bilingual Transcription I, II SEC218, 219 8
- Office Techniques and Trends I, II SEC200, 201 4

**Managerial Studies**
- Introduction to Business AMM101 3
- Office and Personnel Management AMM120 3

**Elective Courses** 1-4 credits
- One of the following must be an intensive:
  - Liberal arts electives 1-4

Total credits: 66

Executive Option Curriculum

Required Courses 49 credits

**English**
- Composition I ENG101 3
- Writing for Business ENG112 3

**Mathematics/Science**
- One course from either the Mathematics or Natural and Applied Sciences Department (MAT098 and 099 do not satisfy this requirement.)

**Social Science**
- Introduction to Social Science SSI100 3

**Cooperative Education**
- (Optional for Extended Day students)
- Three internships, three credits each

**Secretarial Science**
- Typewriting I, II, III SEC140, 141, 142 6
- Introduction to Business AMM101 3
- Office and Personnel Management AMM120 3
- Office Techniques and Trends I, II SEC200, 201 2
- Select one course sequence from the following:
  - Stenography I, II, III Gregg SEC100, 110, 120 7
  - Stenography I, II, III Pitman SEC101, 111, 121 7
  - Stenography I, II, III ABC SEC103, 113, 123 7
- Select one course from each of the following groups:
  - Transcription I
    - Gregg SEC210
    - Pitman SEC211
    - ABC SEC215
  - Transcription II
    - Gregg SEC216
    - Pitman SEC221
    - ABC SEC225

**Elective Courses** 17 credits
- One of the following must be an intensive:
  - Liberal arts electives 8
  - Unrestricted electives 9

Total credits: 66
Legal Option Curriculum

Required Courses 55 credits

**English**
Composition I ENG101 3
Writing for Business ENGL12 3

**Mathematics/Science**
One course from either the Mathematics or Natural and Applied Sciences Department (MAT098 and 099 do not satisfy this requirement.)

**Social Science**
Introduction to Social Science SS100 3

**Cooperative Education**
(Optional for Extended Day students)
Three internships, three credits each 9

**Secretarial Science**
Typewriting I, II, III SEC140, 141, 142 6
Legal Vocabulary I, II SEC230, 240 6
Business Law AMM110 3
Office Techniques and Trends I II SEC200, 201 4
Select one group of courses from the following: 6
Stenography I, II, III
Gregg SEC100, 110, 120
Pitman SEC101, 111, 121
Machine SEC102, 112, 122
Select one group of courses from the following: 8
Legal Stenography I, II
Gregg SEC212, 222
Pitman SEC213, 223
Machine SEC214, 224

**Elective Courses** 11 credits

One of the following must be an intensive:
Liberal arts electives 8
Unrestricted electives 6

Total credits: 66

---

Word Processing Certificate Curriculum

Required Courses 30 credits

**English/Humanities**
Composition I ENG101 3
Writing for Business ENGL12 3
Oral Communication HUC101 3

**Managerial Studies**
Introduction to Business AMM101 3

**Secretarial Science**
Typewriting I SEC140 (qualified students exempt) 2
Typewriting II SEC141 2
Typewriting III SEC142 2
Introduction to Word Processing SEC144 2
Word Processing I SEC145 2
Word Processing Specialization SEC146 3
Administration of Word Processing Center SEC147 3
Simulation of Word Processing Center SEC148 3

**Elective Courses** 3 credits

Unrestricted electives from any department 3

Total credits: 33

This concentrated one-year certificate program is intended to give the student a general overview of the fast-developing field of word processing.

The student learns the basic and more advanced operating techniques of various word processing keyboarding and printing machines. Through field trips, lectures, and special class projects, the student is given a practical understanding of the administrative duties involved in running and/or working in a word processing center.

An important part of this one-year program is the simulated word processing center where the student is exposed to office-type situations involving production work and administrative responsibility.

This program is not available to evening students.
Cooperative Education

The 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, nonclassroom learning experiences. Cooperative education is designed specifically to help students determine their own individual goals, and generally to assist them in:

1. Applying classroom learning to practical work situations;
2. Gaining additional knowledge and skills through experience;
3. Exploring various career possibilities or to confirming career plans;
4. Broadening horizons through the pursuit of academic or other special interests; and
5. Strengthening personal and work-related skills, such as interpersonal relations and decision-making.

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, including students enrolled in the Human Services, Occupational Therapy, Bilingual Education Associate and the Education Associate Program. The Cooperative Education requirement for the Education Associate Program is 12 credits.

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 the co-op program. 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:

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

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.

In three internship quarters, students will accumulate nine 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 for each internship quarter) toward the associate degree. (For more information see the section on academic and cooperative education policies on page 31.)

An Individualized Program of Preparation and Placement

Each student works closely with a co-op adviser throughout his/her stay at the college. The co-op adviser prepares the student for the program, advises him/her in the selection of each of the three internships, and helps him/her set objectives and assess what has been learned through the internship program.

Prior to the first internship, each student attends a preparatory course taught by a co-op adviser. This “Co-op Prep” course helps students in:

1. Assessing their own experiences and accomplishments;
2. Building the confidence to project their strengths, especially in an interview;
3. Developing career goals and understanding the realities of career choices;
4. Identifying goals for the internships;
5. Identifying knowledge and skills necessary for a particular internship or career.
6. Understanding the employer's goals and needs, and his/her expectations of the intern;
7. Understanding the philosophy and procedures of the LaGuardia program and their responsibility to it;
8. Establishing priorities and selecting initial internships in the context of their larger goals;
9. Preparing for the work environment and potential pitfalls; and
10. Understanding the process of applying classroom learning to practical work situations.

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 problems arise.

The Internship as an Educational Experience

LaGuardia sees the internship as a central feature of its educational program. The internship offers the opportunity for meeting the college's objectives of personal growth and career development. The internship is also the vehicle for examining, practicing, or applying skills and knowledge learned initially in the classroom. Through its T.A.R. (Teaching, Application, Reinforcement) strategy, the college aims to link the classroom directly with the work experience and thus make both more meaningful to the student. The T.A.R. approach is included in the major introductory courses in all curricula. These courses teach certain concepts appropriate to their particular field; workbooks help students apply these concepts in their first internships; the concepts are discussed and reinforced in the internship seminar. Thus, the internship is an essential part of the learning process.

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. It also permits students to discuss and compare their experiences with other students.

Specifically, the goals of the seminar are to: maximize students' ability to learn from their internships; aid the students in relating the field experience to their career exploration and development; help students relate the internship to previous classroom learning; and provide the foundation and motivation for learning in subsequent courses.

A sequence of seminars is offered to permit different perspectives on work experience. The first internship seminar specifically focuses on the T.A.R. approach, helping students to relate their internships to the concepts learned in the introductory courses in their programs of study. The first seminar also emphasizes helping students to clarify their personal values in the context of the internship and to examine the organizational structure and dynamics of the workplace.

The second internship seminar is concerned with career opportunities within the different curricular areas and the realities of various career choices. The third seminar is on opportunity at
an advanced level for independent examination of the application of classroom learning to specific practical situations. (See specific listings under course descriptions.)

In addition to these seminar topics, other seminars and courses are available through the Extended Day Cooperative Education Program.

**The Internship**

LaGuardia students choose their internships from over 350 cooperating companies. The internships are in the world of business and industry as well as in the public, nonprofit, and service areas.

Students may select internships that are part of a three-quarter sequential training program leading to a position within an organization or may use the program as an opportunity to explore three different fields during three different internship quarters.

For example, the secretarial science student may not be certain that he/she wants to be a secretary. Therefore, one internship may be spent applying typing and stenography skills while simultaneously providing the student with the opportunity to observe what supportive service persons actually do, i.e., reception, clerical, and secretarial work. The next two internships may be spent exploring career possibilities in different areas. Another secretarial student, however, may be uncertain as to the kind of secretary he or she wants to be or the type of company in which he/she would like to work. One or two of this student's internships, therefore, may be spent exploring different career possibilities and different types of companies, e.g., a law firm or a corporation. Another student may find that the first internship has worked out particularly well, and he or she may return to the same company for the next two internships and work his or her way up the corporate ladder into a permanent position.

A liberal arts student may be certain that social work is his or her area of interest and may want to have three social work-related internships. Another liberal arts student may not have clearly defined career plans and may use the internships to test different career possibilities.

For example, a student may explore low and business by working in a law firm as a clerk in order to observe the structure and function of a large company. Thus, the student can become aware of the different types of career positions available, such as librarian, file clerk, paralegal, and lawyer. The student may also gain an understanding of the educational requirements and personal qualities needed to succeed in these fields.

In general, the Division of Cooperative Education develops the internships based on the interests and needs of the students and the realities of labor market conditions. The possibilities for unusual and individualized internships are unlimited. Students are encouraged to identify their own internships, propose unusual placements, and develop existing part-time jobs into full-time positions if they do, in fact, meet the program's educational requirements and the student's needs.

**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, the College Adapter Program and other direct admits.

Evening students who are unemployed, working in the home, or seeking a career change may be interested in our optional cooperative education program. (Extended Day students in Human Services, Occupational Therapy, Education Associate and Bilingual Education Associate programs must complete the cooperative education requirements for those programs.) Adults from a variety of special off-campus programs offered by the college may also elect to take cooperative education. Co-op is currently offered through the District Council 37 program, the National Congress of Neighborhood Women, the Women's Program, and the Alternative Degree Program. Students in the Extended Day session or in the extension center
Cooperative Education

programs may take three to nine credits of cooperative education.

Adult students in the optional program often work during the day and attend classes in the evening. The internship seminars have been structured to fit conveniently into the class schedules of Extended Day and Extension Program students.

The Internship Adult students who are employed may elect a three-month internship to provide entry or reentry into a chosen field of work to practice specific skills or to further their personal growth. Students who are currently employed may design a learning experience in the context of their current job or a part-time volunteer work experience. In some instances, a structured job search for a new permanent position, under the supervision of a faculty member, may serve as the field project.

The Internship Seminar The seminar class, which is taken at the same time as the internship or field project, is tailored to meet the needs of working adults. A variety of seminars is offered, including Career Development for Adults, Women in the Workforce, Self and Social Observation in the Workplace, Independent Field Research, and Management Principles.

Other Offerings Advanced standing is available to students with a minimum of six months of full-time work experience. Through the Alternative Degree Program, co-op offers preparation in utilizing experiential education, including application for credit for prior learning. Adult students seeking new permanent positions may use the services of the college’s Placement Office. For further information on co-op for adults, contact the Division of Cooperative Education or the Extended Day Office.

Placement Office

The Placement Office is available to all students and alumni and offers the following services: Full- and part-time job referrals based on a student's interests, skills, experience, and class schedule; placement referrals for alumni; placement in temporary positions; and assistance in developing interview techniques and the preparation of a resume. The office is open each weekday and until 7 p.m. Wednesday evenings.

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. A student’s internship sequence is determined individually, depending on several criteria including academic progress and the availability of appropriate internships.

Prerequisites to Internships Prior to their first internship, students should have completed CSE099 (Basic Reading III) and MAT099 (Basic Math II), and ENG099 (Basic Writing) or have received waivers.

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 noncertification is to the Dean of Cooperative Education or a designee.

To be placed on an internship, students should show evidence of satisfactory academic progress, in general completing at least six credits by the end of their first quarter, twelve credits by the end of their second quarter, and eighteen credits by the end of their third quarter.

Students are expected to have taken the appropriate introductory course in their major field before their first internship and its companion seminar. (See cooperative education course descriptions.)

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 considered advisable for students to take more than six credits of academic course work during an internship quarter.

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 adviser 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 F grades in internships. Appeal may be made to 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 F 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 quarter. Appeal is first to seminar instructor. Further appeal is to the co-op adviser. Still further appeal is to the Dean of Cooperative Education or designee. Final appeal is to the chairperson of the Academic Standing Committee.
Academic Policies

Grading System
There are four passing grades at LaGuardia:

- **A** = 90-100%
- **B** = 80-89%
- **C** = 70-79%
- **D** = Lowest passing grade

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

- **P** = Pass
- **R** = Course must be repeated
- **F** = Failure
- **NC** = No credit (prior to Spring 1977)
- **W** = Official withdrawal
- **WU** = Unofficial withdrawal
- **INC** = Incomplete
- **CR** = Exempted (credit earned)
- **TCR** = Transfer credit
- **Z** = Instructor failed to submit grade
- **@** = Waiver of requirement
- **Y** = Completed first quarter of a two-quarter course (prior to fall 1980)

The F Grade  
F is used when an instructor evaluates a student's work as not as yet meeting the standards for the course. Ordinarily the student is expected to retake the course. A student who has received an F twice for the same course must consult with and receive permission from the department chairperson or designee before attempting the course again.

The Incomplete (INC) Grade  
An INC can be changed to a passing or failing grade by the instructor submitting a change of grade form during the quarter after which the INC is incurred. The one-quarter allowance may be extended for a specified time under extraordinary circumstances at the discretion of the instructor and department chairperson, or designee. If a change of grade form is not submitted by the end of two quarters, the INC grade automatically converts to an F. Instructors giving INC grades must inform students in writing of the conditions under which they may receive passing grades. Special forms are available in the offices of 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 departmental office.

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 department 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. Students who wish to appeal final grades must file a written appeal within two quarters following the quarter in which the course was taken.

Cooperative Education Grades  
Students receive grades for cooperative education internships according to the LaGuardia grading system as outlined above. The grade reflects the degree to which the student has achieved the learning objectives set by the college in general and agreed upon in particular by the student and the co-op adviser. The co-op adviser is responsible for determining the grade. In grading, factors considered include direct 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 chairpersons or departmental 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 days), a grade of W is given. The student must have an official withdrawal form signed by the instructor indicating a passing grade at the time of withdrawal.

Withdrawal from Cooperative Education  
Termination or withdrawal from a cooperative education internship is subject to the approval of the student's co-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-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 ten 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 designated by faculty of the appropriate division or department and approved by the chairperson. To receive credit by exemption, the student should apply to the appropriate 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 requirement. (The cooperative education requirement for the Education Associate Program is twelve credits.) 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; and
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.

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

Grade Point Average  The grade point average, which is a numerical indication of the student's academic record, is computed by:
1. Multiplying the total number of credits earned in each course by the numerical value for each grade received, i.e., A=4, B=3, C=2, D=1, F=0.
2. Totaling the number of credits taken. This sum includes credit for courses not successfully completed (F, WU) as well as courses passed with grades of A, B, C, or D. (Credits completed with a grade of INC, CR, Z, R, TCR, W are not included in this sum).
3. Dividing the result obtained in step 1 by the result obtained in step 2. This becomes the grade point average, which is indicated in two decimal places. For example:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Value</th>
<th>Credits</th>
<th>Total Numerical Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>F, WU</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

Therefore, 30 divided by 15 equals a grade point average of 2.00, which is a C.
academic Standards All matriculated students must achieve a minimum cumulative grade point average to remain in good standing at the college:

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Minimum Cumulative Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-12</td>
<td>1.50</td>
</tr>
<tr>
<td>13-24</td>
<td>1.75</td>
</tr>
<tr>
<td>25 or more</td>
<td>2.00</td>
</tr>
</tbody>
</table>

If a student does not meet the minimum grade point average (GPA), she or he will be placed on academic probation and will be given two quarters to achieve the appropriate average. If the minimum GPA is not achieved during the following two quarters, the student will be suspended by the college. The student may apply for reinstatement after two quarters of suspension. Applications for reinstatement may be obtained from the Admissions Office.

Dean’s List To be eligible for inclusion on the Dean’s List in a given quarter a student must have:
1. Earned a 4.00 credits or more;
2. Achieved a grade point average for the quarter of 3.50 (A=4.00) or more;
3. Not received grades of F, WU, INC, Z, or R; and
4. Not enrolled in any of the following courses: CSE096, CSE097, CSE098, CSE099, ENG098, ENG099, MAT098, MAT099, and any ESL or DC37—DCM courses.

Graduation At LaGuardia, a C (2.00) average is required for graduation. A graduate whose cumulative average is between 3.50 and 3.89 shall be graduated with honors. The term “with honors” will be inscribed on the student’s diploma and noted on the commencement program. A graduate whose cumulative average is 3.90 or better shall be graduated with high honors. The term “with high honors” will be inscribed on the student’s diploma and noted on the commencement program.

Residency Requirements A student must successfully complete a minimum of 36 credits toward his or her degree at the college before being awarded a degree at this institution. Note: exemption credits, as well as courses taken “on permit” may be used to fulfill this requirement.

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 Humanities Department.

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. 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.

Transfer Credits in Health Education Transfer credit will be granted for coursework in health education taken at other institutions of higher education. The Natural and Applied Sciences Department will be responsible for approving transfer credits in health education. Transfer credits so approved will be substituted for liberal arts electives only.

Matriculated Students Taking Courses Outside LaGuardia Students currently matriculated at the college who wish to take courses elsewhere (either during their internship or during a study quarter) should consult their counselors. Permission signatures must be obtained from the appropriate department chairperson and the student’s counselor before a LaGuardia permit for registration will be issued.

Attendance Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of attendance. The maximum number of unexcused absences will be limited to 15 percent of class sessions. Excused absences shall be left to the discretion of the instructor. Note: Students will be responsible for absences incurred from the first day of classes, even if the students registered late or changed their program.

Maximum Credits Attempted Prior to Graduation In general, students are expected to graduate prior to completion of 73 credits attempted. All students who have attempted 73 or more credits and have not satisfied the degree requirements for graduation must obtain approval of the Dean of Students in order to register for additional courses.

Readmission A student returning to the college may obtain a readmit form from a student services counselor or the Admissions Office.
Admissions

Admission policies for the college are outlined beginning on page 35. Topics covered include:

Admissions information:
Advanced standing students/35
Application procedures/35
College Discovery Program/36
Credit banking/36
New freshmen/35
Nondegree applicants/35
Leave of absence:
Medical leave/36
Readmission/36
Regular leave/36
Transfer policies for:
Graduates, within CUNY/37
Nongraduates, within CUNY/37
Private colleges/37
SUNY colleges/37

Tuition and Fees

The total costs of a college education are outlined beginning on page 38. Factors considered include:

Tuition:
Foreign students/39
New York residents/38
Non-State residents/39
Tuition waivers/39
Permit students/39
Tuition refunds/39

Fees:
Change of Program/40
Student Activities/40
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Financial Aid

Financial aid is available to students from two sources: state and federal programs:

State programs:
College Discovery/43
Guaranteed Student Loans/42
Native Americans/42
Regents awards/42
Regents Scholarships/41
TAP/41
Work Incentive Program/43

Federal programs include:
BEOG/43
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Native Americans/45
NDSL/44
SEOG/44
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VA Programs/45
Information regarding admission to LaGuardia is available from the Admissions Office, located in room S-150, or by calling (212) 626-5588.

Admission Requirements for Degree Candidates

Prospective students who plan to attend the college to earn a degree apply for 'matriculated status' and may attend either the day or the extended day (evening) session.

New Freshmen  Applicants who have not previously attended any college are required to have a high school diploma or its equivalent (GED). A high school certificate is not acceptable. Applicants who earned a United States Armed Forces Institute Diploma must submit proof of having earned a total score of 225 on the GED examination.

Students Applying with Advanced Standing

Applicants who have previously attended another accredited college or university having earned fewer than 24 college credits who wish to be considered for matriculated status at the college must submit a high school diploma or its equivalent (GED). Official college transcripts must also be submitted.

Credit is granted for courses taken and passed at other accredited colleges if such courses are comparable to those required to meet the degree requirements in the student's curriculum at LaGuardia. The determination of comparability is vested in the departments involved. A maximum of 30 transfer credits may be granted toward a degree.

LaGuardia participates in both the New York State College Proficiency Examination Program and the College Entrance Examination Board's College Level Examination Program and Advanced Placement Program. Specific information regarding the granting of credit to students who have taken these examinations can be obtained in the Registrar's Office.

The acceptance of students requesting transfer to LaGuardia will be determined by the availability of seats and budget considerations. To be eligible for advanced standing, students should have been matriculated with good academic standing at their home college. In addition, they are required to meet City University standards of retention as a condition for admission.

Admission Requirements for Nondegree Applicants

Prospective students who are not interested in earning a degree should apply for admission directly to the college. These application forms are available only from the college's Admissions Office.

Nondegree students are not eligible for financial aid.

Application Procedures for Matriculated Status

United States citizens and permanent residents who have not attended a college or university previously may obtain an application from any of the admissions offices listed below. Current high school seniors in the New York City public schools (and some parochial schools) must use the UAPC personalized application form, which is obtained from the college advisor's office in their high school.

United States citizens and permanent residents with previous college attendance must file an advanced standing (transfer) application. The application form may be obtained from either the LaGuardia Admissions Office or the university's Office of Admissions Services at the addresses listed below.

Students with foreign educational experience may obtain applications from either the college or the university's International Students Office at the addresses listed below. Students who are permanent residents with foreign credentials must also apply to the International Students Office.

Where to Request an Application

LaGuardia Community College
Admissions Office
31-10 Thomson Avenue
Long Island City, NY 11101
(212) 626-5588
College Discovery Program

The College Discovery Program at the college offers a comprehensive program of basic skills courses, counseling, tutoring, and financial aid to students who meet the eligibility requirements. The criteria for admission include:

1. High school diploma or General Equivalency Diploma (GED);
2. High economic need;
3. Academic underachievement in high school;
4. No previous attendance at an institution of post-secondary education, except veterans who may have earned up to 18 credits of college level work prior to entering the service;
5. Citizenship in the United States or permanent residence status; and
6. Residency in New York City for at least one year.

Important: Applicants will be considered only if they complete the College Discovery portion of the City University application at the time they make initial application to the college.

Credit Banking for High School Students

The college offers high school seniors the opportunity to earn credits toward a college degree. Students who successfully complete LaGuardia courses will have the credits "banked" for them at the college. In addition, students from designated high schools which have articulated co-op programs with LaGuardia may earn advanced standing credits for co-op. On entering LaGuardia, credits earned through the Credit Banking Program will be credited toward the associate degree. A student can earn as much as one quarter's credit through the program. Applications and admission procedures are available in the Admissions Office.

Leave of Absence

Regular Leave of Absence Normally, students attend the college for as many consecutive quarters as they need to complete their requirements and earn their degrees. Those who choose to discontinue enrollment temporarily must go to the Registrar's Office to drop any courses in progress. When they wish to return, they must apply to the Admissions Office for readmission, observing the quarterly deadlines listed in the calendar.

Medical Leave of Absence Students are permitted to take a medical leave of absence, with no penalty for courses dropped, provided there has been certification by the director of the college's Health Services Office. A written statement from the student's physician is also required. Medical leave of absence forms are available in the Health Services Office.

Readmission from a Leave of Absence All students must apply for readmission after both a regular or medical leave of absence from the college. The only exception is Extended Day students. They need not file for readmission if they are out for the summer quarter only. Students who were away from the college for a period of 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. Readmission forms may be obtained in the Admissions Office. There is a readmission fee of $10.
Withdrawal from the College  Students who find it necessary to withdraw from the college permanently must complete and file an official withdrawal form in the Admissions Office. Students who contemplate such action should talk with a counselor to see if other alternatives are possible and advisable.

Transfers to Senior Colleges and Universities

Articulation agreements are in effect between many City University, State University, and some private senior colleges. These agreements make it possible for students who graduate from LaGuardia programs to transfer directly into the third year of a collaborating four-year institution without any loss of credit.

**CUNY Transfer Policies for LaGuardia Graduates**  LaGuardia graduates who earn the Associate in Arts or the Associate in Science degree and meet all other CUNY requirements, including the university's Freshman Skills Assessment Tests in basic reading, writing, and mathematics skills, are guaranteed admission to a CUNY senior college with a minimum of 64 credits transferable to the admitting senior college.

Under ordinary conditions, it will not be necessary to earn more than the 128 credits usually needed to earn a bachelor's degree. Additional credits may be required if the major field is changed or prerequisites are lacking.

An Associate in Applied Science degree graduate who makes a change in the senior college into a program not directly related to the former major, or into a liberal arts program, cannot be assured a specific number of transfer credits. Additional credits may be needed for the new curriculum's requirements.

Transfer students are not guaranteed admission to their first-choice senior college. Further, if the transfer is into a high demand program, graduates cannot be guaranteed their curriculum choice. In such cases, criteria for admission are established by the senior college according to seat availability.

**CUNY Transfer Policies for Nongraduates**  Students who wish to transfer to another CUNY college before earning the associate degree must meet that unit's entrance requirements, have completed a certain number of credits, and earned a minimum grade point index at LaGuardia before filing a transfer application. Specific guidelines vary from college to college.

Students are advised to contact LaGuardia's Admissions Office or the admissions office of the college they wish to attend for specific requirements.

**SUNY Transfer Procedures**  The State University of New York Transfer Guarantee Program pledges that "a New York State resident who wishes to transfer from a State University of New York two-year college, including all community colleges throughout the state, and who possesses, or who will have, an Associate in Arts or Associate in Science degree at the time of transfer, is guaranteed an opportunity to continue education on a full-time basis at a senior campus of the University." Students with an Associate in Applied Science degree or those who do not graduate are not guaranteed admission.

**Private College Transfer Policies**  Students who wish to transfer to a private college should check catalogs, directories, and other literature available at LaGuardia's Admissions Office and/or Career Resource Center. Information can also be obtained by contacting, directly, the college they wish to attend.
Tuition and Fees

The Cost of Education

Cost is an important consideration for most students when they are deciding which educational program is best suited to their goals and aspirations.

The following information will help students calculate the costs of attending The City University of New York. By performing some basic calculations, a student can develop his/her own "student budget."

Generally, a student budget consists of the direct educational costs of tuition, fees, books and supplies, as well as those costs which are incurred by virtue of attendance, such as transportation and lunch. In addition, all students have costs related to recreation and personal expenses.

Developing a student budget

Students who depend on some other person to provide a substantial portion of their support are generally defined as dependent students. For these students, the costs, defined below, represent the total out-of-pocket cost which results from college attendance.

For self-supporting students, who do not depend upon some other person for support, the out-of-pocket costs must be considered in addition to the regular cost of living, which the student incurs as a result of being dependent upon his/her own resources. A general description of these living costs is described in the section under that heading below.

Typical Student Expenses

Following is an itemized estimation of the educationally-related expenses a student is likely to incur for a nine-month (three quarter) period. It is expected that during the student's internship quarter, the salary will cover the expenses. Most students receive some form of financial assistance to help meet these expenses.

Dependent and Certain Independent Students

Dependent students, those who receive assistance from family or other sources, can expect to pay, in addition to $1,006 in annual tuition and fees, the following costs during the 1980-81 academic year: books and supplies, $200; transportation, $324; lunches, $468; other food and personal items, $774, and $513 for miscellaneous expenses. The total is $3,285.

For clarification of financial aid status, students are asked to speak with a financial aid counselor.

Independent Students

Independent student and dependent students living away from home for 12 months during the 1980-81 academic year can expect the following expenses based on the number of students from a family living under those conditions:

<table>
<thead>
<tr>
<th>Number in Family</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Each additional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition, fees</td>
<td>$1,006</td>
<td>$1,006</td>
<td>$1,006</td>
<td>$1,006</td>
</tr>
<tr>
<td>Books, supplies</td>
<td>200</td>
<td>200</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>Rent, utilities</td>
<td>2,460</td>
<td>2,976</td>
<td>3,480</td>
<td>372</td>
</tr>
<tr>
<td>Transportation</td>
<td>432</td>
<td>624</td>
<td>720</td>
<td>72</td>
</tr>
<tr>
<td>Food</td>
<td>1,348</td>
<td>1,908</td>
<td>2,628</td>
<td>1,096</td>
</tr>
<tr>
<td>Clothing</td>
<td>360</td>
<td>732</td>
<td>852</td>
<td>84</td>
</tr>
<tr>
<td>Personal</td>
<td>684</td>
<td>1,044</td>
<td>1,224</td>
<td>144</td>
</tr>
<tr>
<td>Medical</td>
<td>336</td>
<td>516</td>
<td>612</td>
<td>72</td>
</tr>
</tbody>
</table>

$6,826 | $9,006 | $10,722 | $3,046

Tuition Per Quarter

All fees and tuition charges listed in the college Bulletin and in any registration material issued by the college are subject to change by action of the university's Board of Trustees without prior notice. In the event of any increase in the fees or tuition charges, payments already made to the college will be treated as partial payments and notification will be given of the additional amount due and the time and method for payment. Any student who has not paid the total fees and tuition by the time indicated will not be considered as registered and will not be admitted to classes. In the event of an overpayment, the appropriate amount will be refunded.

New York City and State Residents

To qualify, a student must have made New York his principal place of abode for at least 12 consecutive months immediately prior to the first day of classes. A valid certificate of residence, issued by the home county, must be filed with the college.

- 7 tuition units or more: $231.25
- Cooperative education internship: 231.25
- Fewer than 6 tuition units: 35/unit
Non-State Residents and Foreign Students
7 tuition units* or more $356.25
Cooperative education internship 356.25
Fewer than 6 tuition units* 55/unit

Senior Citizens
(Enrollment on space available basis.)
Tuition free
General fee $12.50

CUNY BA Program
Tuition and student activities fees for all students in the CUNY Baccalaureate program are billed for and collected by the Graduate School and University Center. A student are billed according to the fee schedule in effect at his home college.

Permit Students
All tuition and student activities fees are payable to the college in accordance with its fee schedule. No additional payment of tuition or fees is required at the college where the course is taken.

Tuition Waivers
Senior citizens residents of New York City 65 years and older are permitted to enroll in undergraduate courses on a space available basis, tuition free.

Staff members of City University, including professional staff, instructional staff, and Gittleson employees (with six months of employment prior to the first day of classes), may also attend on the same basis.

Tuition and Fees Refunds
The date on which change of program, withdrawal and/or leave of absence forms are filed with the appropriate college office forms the basis for computing a refund to the student in accordance with the following refund schedule:

- Non-instructional fees are nonrefundable. The student activity fee is also nonrefundable except when courses are cancelled by the college, a student's registration is cancelled by the college, or the student enters military, Peace Corps or Vista service.
- Refunds of tuition for courses officially dropped by the student will be made as follows:
  - Official withdrawal before the scheduled opening date of the course: 100% refund
  - Official withdrawal before the 3rd session on which a course meets: 75% refund
  - Official withdrawal before the 5th session on which a course meets: 50% refund
  - Official withdrawal before the 7th session on which a course meets: 25% refund
  - Official withdrawal after completion of the 7th session of the course: No refund

Military, Peace Corps and Vista Refunds
The following guidelines govern all applications for refunds for students withdrawing from the college for service in the military, Peace Corps or Vista:

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.

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.
Refund If a student has enlisted in the armed services, the Peace Corps, or Vista, does not attend classes for a sufficient time to qualify for a grade, but continues in attendance within two weeks of induction, refund of tuition and fees, except for the application fee, will be made as follows:
Withdrawals before the fourth calendar week after scheduled opening of session: 100% refund withdrawals thereafter: 50% refund.

Tap Refunds
Students who have paid their full tuition prior to receiving award notification in the mail from the Tuition Assistance Program (TAP) are entitled, if in full attendance at the college, to a refund in the amount of the TAP award notification.
In order to obtain a TAP refund, students must fill out a Refund Request Form in the Bursar’s Office as soon as the TAP notification is received. A student may pick up the refund check at the Bursar’s Office, or, if the student chooses, the check will be mailed to his or her home.
At least six to eight weeks are needed by the college to process the TAP refund because the State of New York does not send the college individual student checks, but sends one check which may cover the TAP awards for as many as 500 students. The college then deposit the check in the bank and prepare individual refund checks after verification is made that the student is in full-time attendance. Completing this process takes the six to eight weeks of delay.

Other Refunds
The regulations concerning TAP also apply to all other refunds to which a student may be entitled. As a general rule, however, the college will process non-TAP refunds within a few days of the submission of the request.

Fees

Student Activities Fees
These are non-refundable fees paid each quarter at registration.

Full-time Students
7 tuition units or more* / $20
Human Service Curriculum (third quarter and thereafter) / $10

Part-time Students
6 tuition units or less* / $20

Cooperative Education Internship/None

Noninstructional Fees
(Not refundable)

Application / $20
Late Registration / $15
Program Change / $10
Transcript / $4 (Transcripts sent free within CUNY.)
Readmission / $10
Nonpayment Service / $15
Payment Reprocessing / $5
Duplicate Diploma / $15
Duplicate Bursar’s Receipt Fee Form / $4
Locker per year / $1

Special Examination:
First examination / $15
Each additional examination / $5
Maximum each quarter / $25

Library Fines
Overdue materials per day / 10¢
Reserve materials
First hour overdue / 50¢
For the rest of the day / 50¢
For each succeeding day / 50¢ (to maximum of $1.00)

Lost and Damaged Materials:
Over due fines, accumulated to the date reported, plus a $5 processing charge.

Waiver of Program Change Fee
No change of program fee will be charged if any one of the following conditions is met:
1. The college cancels a course, or withdraws a course, whether or not the student substitutes another course;
2. The college changes the hours of the course or makes other substantive changes that provide the student with justification for a change;
3. The college requests that the student transfer from one section to another section of the same course; or
4. The college cancels the registration of the student for academic, disciplinary or other reasons.

* Tuition units represent the number of credits plus compensatory hours required in a course as listed in the Schedule of Classes.
Financial Aid

At LaGuardia every effort is made to help students overcome financial hardships. The Financial Aid Office, located in room MB-04, is staffed by professional counselors who assist students in securing financial aid.

In addition, financial aid counselors are also available to work with students on budgeting their incomes to meet their expenses.

What follows is a comprehensive description of each of the financial aid programs available to eligible students at the college.

New York State Programs: Tuition Assistance Program, Regents College Scholarships, Regents Awards for Children of Deceased or Disabled Veterans, State Aid to Native Americans, Guaranteed Student Loan Program, College Discovery Program, and Work Incentive Program.

Federal Programs: Basic Educational Opportunity Grants, Supplemental Educational Opportunity Grants, National Direct Student Loan Program, College Work/Study Program, Social Security Payments to Children of Deceased or Disabled Parents, U.S. Bureau of Indian Affairs Aid to Native Americans, Adult Vocational Training Program, and Veterans Administration Education Benefits Program.

Note: Where any question of eligibility exists for any of these programs, the student or prospective student should see a financial aid counselor.

State Programs

Tuition Assistance Program (TAP)

Application Procedures: Applicants must apply annually to the New York State Higher Education Services Corporation (HESC), Tower Building, Empire State Plaza, Albany, NY 12255. The application deadline for the 1980-81 academic year is March 31, 1981. Application forms will be mailed, beginning in April 1980, to all: 1) students who received a TAP grant or Regents Scholarship award in 1979-80; 2) high school seniors who applied for a 1980-81 Regents Scholarship and 3) approved postsecondary institutions and high schools in New York State.

Before submitting the application, the applicant should review it with a financial aid counselor.

The Higher Education Services Corporation determines the applicant's eligibility and mails an award certificate directly to the applicant indicating the amount of the grant. The applicant presents the institutional copy of the certificate to the Bursar's Office as soon as it is received.

Selection of Recipients and Allocation of Awards: Tuition Assistance Program is an entitlement program. There is neither a qualifying examination nor a limited number of awards.

The applicant must: 1) be a New York State resident and a U.S. citizen or permanent resident alien; 2) be enrolled full-time and matriculated at an approved New York State postsecondary institution; 3) have, if dependent, a family net taxable income below $20,000; or if independent and single with no taxable dependents, a net taxable income below $5,667; and 4) be charged a tuition of at least $200 per year.

The current definition of independent status is as follows: (independent status under the state definition does not necessarily insure independent status for federal aid programs).

1) Thirty-five years of age or older on July 1, 1980; or
2) Twenty-two years of age or older on July 1, 1980 and not a resident in any house, apartment, or building owned or leased by parents for more than 2 consecutive weeks in calendar years 1979, 1980, 1981;
3) claimed as a dependent by parents on their Federal or State income tax returns for 1979, 1980, 1981; or
4) Under 22 years of age on July 1, 1980 and meeting all other requirements of (2) above, and in addition able to meet at least one of the following requirements.

Both parents deceased, disabled or incompetent, receiving public assistance other than Aid as a Dependent Child (ADC) or food stamps; word of a court; unable to ascertain parents' whereabouts; or unable, due to an adverse family situation, to submit parents' income.

Undergraduate students may generally receive TAP awards for four years of study. Students enrolled in approved five-year programs may receive undergraduate awards for five years. No student may receive awards for more than a total of eight years of undergraduate and graduate study.

Award Schedule: The amount of the TAP award is scaled according to level of study, tuition charge, and net taxable income. The income measure is the family's (or independent student's) net taxable income from the preceding tax year plus certain non-taxable income, and (for dependent students) support from divorced or separated parents. This income is further adjusted to reflect other family members enrolled full-time in postsecondary study.

Regents College Scholarships

Application Procedures: Applicants may obtain information and application forms from the high school and file them with the high school principal.

Selection of Recipients and Allocation of Awards: Regents College Scholarships are awarded competitively for full-time postsecondary study in New York State in: 1) an approved degree, certificate or diploma program offered by a college or other degree-granting institution; 2) a hospital school program leading to licensure or certification; and 3) a two-year program in a registered business school not authorized to grant a degree.

The basis of the award is the Scholastic Aptitude Test (SAT) or American College Testing Program Assessment (ACT) score. A registration fee, currently $7.25, is charged for either of these examinations. A limited number of fee waivers is available for economically disadvantaged applicants. These examinations may be taken more than once, with the highest score used as the basis for the award.

A total of 18,843 scholarships is allocated by county. Additional scholarships are allocated to insure that each approved high school has at least one scholarship for each 40 graduates of the previous year.

The applicant must: 1) have been a legal resident of New York State for at least one year immediately preceding the first term for which application for an award is made; 2) either graduated from high school by the end of the school year in which the examination was taken or be accepted as a full-time
Financial Aid

Regents Awards for Children of Deceased or Disabled Veterans

Application Procedures: A special application may be obtained from the New York State Higher Education Services Corporation (HESC), Tower Building, Empire State Plaza, Albany, NY 12255. Documentary evidence to establish eligibility is required with the application. High school counselors can provide assistance with this.

Award Schedule: The award is $250 per year, for up to five years, depending on the normal length of the program in which the recipient is enrolled.

Source: Division of Educational Testing, New York State Education Department.

State Aid to Native Americans

Application Procedures: Application forms may be obtained from the Native American Education Unit, New York State Education Department, Albany, NY 12234. The completed application form should be forwarded by the applicant to the Native American Education Unit along with the following materials: 1) official transcript of high school record or photocopy of General Equivalency Diploma; 2) letter(s) of recommendation from one or more leaders in the community attesting to personality and character; 3) personal letter, setting forth clearly and in detail educational plans and desires; 4) signatures of the parents of minor applicants, approving education plans; and 5) official tribal certification form.

Selection of Recipients and Allocation of Awards: The applicant must be 1) a member of one of the Native American tribes within New York State; 2) have graduated from an approved high school, or have earned a General Equivalency Diploma, or be enrolled in a program in an approved postsecondary institution leading to degree-credit status and the General Equivalency Diploma; and 3) enrolled in an approved postsecondary institution in New York State.

State Aid to Native Americans is an entitlement program. There is neither a qualifying examination nor a limited number of awards.

Award Schedule: The award is $1,100 per year for a maximum of four years of full-time study, with a minimum of 12 credit hours per semester. Students registered for fewer credit hours will be funded at approximately $46 per credit hour.

Rights and Responsibilities of Recipients: students are responsible for notifying the Native American Education Unit in writing of any change in student status or program or institutional enrollment.

Source: Native American Education Unit, New York State Education Department, Albany, NY 12234.

Guaranteed Student Loan Program

Application Procedures: The student should obtain a loan application from a participating New York State lending institution (bank, credit union, etc.) in his/her area of permanent residence. The completed application is presented to the financial aid officer. The application is then routed to the lending institution and the Higher Education Services Corporation.

A counseling session or an interview, or both, may be required. When the loan is approved, a promissory note is signed by the student.

Selection of Recipients and Allocation of Awards: To be eligible for a guaranteed loan, a student must be: 1) a U.S. citizen or permanent resident alien; 2) enrolled in or admitted as a matriculated, at least half-time student at an approved college, university or other postsecondary institution in any of the United States or a foreign country.

Loan Schedule: An undergraduate may borrow up to $2,500 per class year; for example, $2,500 during the student's freshman year, $2,500 during the sophomore year, etc. All students are eligible to receive interest benefits on their loans unless they choose to waive them. The student is eligible for a full interest subsidy, during the time he/she is in school, and for a following nine-month grace period before repayment must begin. An annual insurance premium of 1/2 percent of the loan amount is subtracted in full at the time the check is issued. Interest payments are as follows: Adjusted family income — all, rate of interest and fee — 7%; student in school and during grace period — 0%; NYS in school and during grace period — 7%; by student in school and during grace period — 15%; rate of interest during repayment — 7%.
Rights and Responsibilities of Recipients: A student may borrow at a relatively low interest rate (currently 7%) with no repayment as long as he/she remains enrolled at least half-time, and for nine months after he/she ceases to be at least a half-time student. Payment of principal may further be deferred during study under a graduate fellowship program approved by the U.S. Commissioner of Education, during up to three years of active U.S. armed forces service, during up to three years as a full-time Peace Corps or VISTA or similar national program volunteer, or during up to 12 months of unsuccessful search for full-time employment.

If a student applies for an additional loan, application must be made to the original lending institution.

Four months after ceasing to be at least a half-time student, the borrower must make formal arrangements with the lending institution to begin repayment. The following regulations apply:
1. Depending on the amount of the loan, the minimum monthly payment will be $30 plus interest. Under unusual and extenuating circumstances the lender, on request, may permit reduced payments.
2. The maximum repayment period is 10 years.
3. The maximum period of loan from date of the original note may not exceed 15 years, excluding authorized deferments of payments.
4. Repayment in whole or part may be made at any time without penalty.

Source: New York State Higher Education Services Corporation, Tower Building, Empire State Plaza, Albany, NY 12255.

College Discovery (CD)

Application Procedures: Application is made by completing the appropriate section of a form available from, and returned to the University Application Processing Center of The City University of New York.

Selection of Recipients and Allocation of Awards: The applicant must be: 1) a resident of New York City; 2) academically disadvantaged according to guidelines approved by the Board of Trustees of the City University of New York; 3) economically disadvantaged according to guidelines approved by the Board of Regents and the President of the University; and 4) an applicant for admission to the two-year colleges of CUNY. Eligible applicants, after screening for academic potential, are offered admission to the CUNY community college of their first choice, on a space available basis.

Award Schedule: The amount of financial assistance other support provided to CD participants is dependent on need as determined by the CUNY Office of Student Financial Assistance and/or the individual college CD programs, within State guidelines.

Work Incentive Program (WIN)

Application Procedures: Application is through the New York State Department of Social Services, which determines eligibility for Aid to Dependent Children (ADC). ADC recipients may be eligible for WIN.

Selection of Recipients and Allocation of Awards: As part of the achievement of the primary goal of the WIN program, to place eligible applicants in permanent unsubsidized employment, applicants may be registered with the New York State Department of Labor for institutional training. Training must be related to a job which is, or is likely to become, available in the WIN project area. WIN registrants may be placed in training programs which do not exceed one year, e.g., to be considered for the program, a registrant wishing to complete a bachelor's degree must have completed 3 years toward this goal and be enrolled in a vocationally oriented curriculum.

Award Schedule: Tuition and books are paid for by WIN. Registrants are paid $2 per day for training related expenses, plus an incentive allowance of up to $30 a month which is not included in ADC assistance payment computations. Child care costs may also be paid.

Rights and Responsibilities of Recipients: Each participant in the institutional training component of the WIN program has the responsibility of attending training, doing the best he/she can to complete training and obtaining regular unsubsidized employment.

Source: Employment Services Superintendent, Manpower Services Division, New York State Department of Labor.

Federal Programs

Basic Educational Opportunity Grants (BEOG)

Application Procedures: Applications and other materials are available in the financial aid office.

The completed application should be submitted for processing according to the directions included on it. A calculated Student Eligibility Report will be sent to the applicant. Based on this, the amount of the applicant's award is determined by the financial aid office. Upon enrollment funds are paid directly to the applicant or credited to his/her college account.

Selection of Recipients and Allocation of Awards: The Basic Educational Opportunity Grant Program is an entitlement program. Eligibility and award amount are based on need rather than academic achievement. The applicant must be enrolled as an undergraduate student, at least on a half-time basis, in an approved postsecondary institution and must need financial assistance to continue his/her education.

Financial need is determined by a formula applied to all applicants. It was developed by the U.S. Office of Education and is reviewed annually by Congress. The student eligibility index is calculated by this formula.

Basic Grant awards are usually paid for up to four years of study. If the student is enrolled in a program which requires five years of study for a first degree, or if he/she is required to complete noncredit remedial courses to prepare for degree-credit enrollment, a fifth year award may be paid.

Copies of the booklet Determination of Basic Grant Eligibility Index in Academic Year 1980-81, the 1980-81 Student Guide: Basic Grants, and a list of approved eligible postsecondary institutions, may be obtained by writing to BEOG at the following address: BEOG, P.O. Box 84, Washington, D.C. 20044.

Award Schedule: Currently awards range from $200 to $1,600, but not more than one half the total cost of attendance. The amount of the award will be affected by costs of attendance and full- or part-time enrollment status. The BEOG award does not duplicate State awards.

Rights and Responsibilities of Recipients: The student must continue to make satisfactory academic progress in the program in which he/she is enrolled. The student must not owe any refunds on Basic Grant or other awards paid, or be in default on repayment of any student loan.

Before receiving payment, the student must sign on affidavit, available from the financial aid office which states that all money received will be used for the costs of attendance only.

Award payments made by check must be picked up by the student within a reasonable time. The financial aid office will
Financial Aid

notify the student of the availability of the award check, and
where it is being held.

Beginning with the Summer 1980 Quarter, students will be
eligible to receive BEOG awards for summer attendance. This
procedure is required by Federal regulations and will have the
following effects:

Students will receive one fourth of their annual BEOG award
each quarter for which they enroll on a full time basis.

In order to receive the maximum allowable award for the
year, students must enroll for all four quarters.

Students must attempt 24 credits during the academic year in
order to earn the full BEOG award. Therefore, enrollment status
for BEOG will be as follows: full-time - 6 credits (or equivalent);
1/4 time - 4 or 5 credits (or equivalent); and, 1/2 time - 3 credits
(or equivalent).

Supplemental Educational Opportunity Grants (SEOG)

Application Procedures: Application is through the financial aid
office by completing the City University Student Aid Form
(CSAF).

Selection of Recipients and Allocation of Awards: The applicant
must be: 1) in exceptional financial need, to the extent that
without a Supplemental Grant award his/her education could
not be continued; 2) enrolled at least one-half-time as an
undergraduate student in an approved postsecondary institution; and
3) enrolled in a program which will provide the applicant
with additional financial assistance at least equal to the
amount of the Supplemental Grant award.

Award Schedule: The awards range from $200 to $1,500.
Normally an award may be paid for up to four years, or for five
years for certain courses of study. However, the total amount
that may be awarded is $4,500 for a four-year course of study:
$5,000 for a five-year course of study.

Rights and Responsibilities of Recipients: The student must con­
tinue to make satisfactory academic progress.

National Direct Student Loan Program (NDSL)

Application Procedure: Application is made through the financial
aid office by completing the City University Student Aid Form
(CSAF). Loan cancellation information for borrowers who go into
certain fields of teaching or specified military duty is also
available.

Selection of Recipients and Allocation of Awards: Loans are available to students enrolled at least half-time in approved
postsecondary institutions.

Award Schedule: Amounts which may be borrowed are: up to
$2,500 by students who have completed fewer than two years
of a program leading to a bachelor's degree or who are enrolled in
a vocational program; up to $5,000 by students who have
completed two years toward a bachelor's degree, to include any
amount borrowed through an NDSL for the first two years of
study, up to $10,000 for graduate study, to include any amount
borrowed through an NDSL for undergraduate study.

Rights and Responsibilities of Recipients: continued eligibility is
dependent on maintenance of satisfactory academic progress.
The current interest rate, payable during the repayment period,
is 3 percent on the unpaid principal. Repayment begins nine
months after graduation or leaving school and may extend over
a period of 10 years. Payment is not required for up to three
years of active U.S. military service, or service in the Peace
Corps, VISTA, or similar national program.

College Work-Study Program (CWS)

Application Procedures: Application is made through the finan­
cial aid office by completing the City University Student Aid
Form (CSAF). Eligibility is determined and work arrangements
made at this point.

Selection of Recipients and Allocation of Awards: The applicant
must be enrolled at least half-time.

An institution must make employment reasonably available
to all eligible students in the institution who are in need of fi­
nancial aid. In the event that more students are eligible for CWS
than there are funds available, preference is given to students
who have great financial need and who must earn a part of
their educational expenses.

Award Schedule: The postsecondary institution arranges jobs
on-campus or off-campus, with the public or private nonprofit
agencies, such as hospitals, for up to 40 hours a week.

Factors considered by the financial aid office in determining
whether, and for how many hours, the recipient may work
under this program are: financial need, class schedule, 
academic progress and health status.

Level of salary must be at least 80 percent of the minimum
wage; maximum wage is dependent on the nature of the job
and applicant qualifications.

Rights and Responsibilities of Recipients: satisfactory academic
progress must be maintained.

Social Security Payments to Children of Deceased or Disabled Parents

Application Procedures: Application may be made at any Social
Security Office. Applicant should present the Social Security
card, if one has been issued, and provide the following infor­
mation: name and address of the institution; dates of post
attendance; student ID number if any; number of credit hours
carried; and full- or part-time status planned for next academic
period.

Selection of Recipients and Allocation of Awards: The applicant
must be: 1) single and between 18 and 22 years of age; 2) fi­
nancially dependent and have a deceased or disabled or retired
parent who worked long enough to qualify for Social Security;
and 3) enrolled in a postsecondary institution (including trade
and vocational schools) as a full-time undergraduate.

Award Schedule: The amount of Social Security benefits may
be affected by earnings from employment or self-employment,
if these are greater than $3,000 per year. Earnings of a parent
may also affect size of the applicant's checks, even if the appli­
cant is not employed. Checks can continue until the end of the
academic period in which the student becomes 22.

Rights and Responsibilities of Recipients: Applicants already re­
ceiving benefits will be notified several months before turning
18, by the Social Security Administration, about what must be
done upon becoming a full-time postsecondary student so that
benefits will continue.

Applicants who become eligible for benefits after reaching
18, by the death, disability or retirement of a parent, must apply
for benefits upon beginning full-time study.

Eligible applicants who apply late may receive back pay­
ments for up to 12 months.

Source: Social Security Checks for Students 18 to 22, U.S.
Department of HEW, Social Security Administration, HEW
Publication No. (SSA) 77-10048.
United States Bureau of Indian Affairs Aid to Native Americans

Higher Education Assistance Program

Application Procedures: Application forms may be obtained from the Bureau of Indian Affairs Office. An application is necessary for each year of study. An official needs analysis from the college financial aid office is also required each year.

Each first-time applicant must obtain tribal enrollment certification from the bureau, agency or tribe which records enrollment for the tribe.

Selection of Recipients and Allocation of Awards: to be eligible, the applicant must: 1) be at least one-fourth American Indian, Eskimo or Aleut; 2) be an enrolled member of a tribe, band or group recognized by the Bureau of Indian Affairs; 3) be enrolled in or accepted for enrollment in an approved college or university, pursuing at least a four-year degree; and 4) have financial need.

Rights and Responsibilities of Recipients: for grants to be awarded in successive years, the student must make satisfactory progress toward a degree, and show financial need. Depending on availability of funds, grants may also be made to graduate students and summer session students. Eligible married students may also receive living expenses for dependents.

Adult Vocational Training Program

Application Procedures: (Same as Higher Education Assistance Program above).

Selection of Recipients and Allocation of Awards: The Vocational Training Program is for short-term vocational training (up to two years).

To be eligible, the applicant must fulfill the requirements listed in (1) and (2) above, and: 3) must reside on a reservation; 4) be enrolled in or accepted for enrollment in an approved training school; and 5) have financial need.

Rights and Responsibilities: For a grant to be awarded the following year, the student must make satisfactory progress toward a degree, and show financial need.

Source: United States Department of Interior, Bureau of Indian Affairs, New York Liaison Office, Federal Building, Room 523; 100 South Clinton St., Syracuse, NY 13202.

Veterans Administration Educational Benefits

Application Procedures: Application forms are available at all VA offices, the office of Veterans Affairs on campus, active duty stations and American embassies. Completed forms are submitted to the nearest VA office.

Selection of Recipients and Allocation of Awards: Persons who served over 180 days between January 31, 1955 and January 1, 1977 and: 1) continue on active duty, 2) were honorably discharged at the end of their tours of duty, or 3) who qualify because of service connected disabilities, are eligible for benefits.

Veterans are entitled to benefits for full-time study at an approved postsecondary institution for 12 months for each month of active service, up to 45 months. Eligible veterans who served for 18 continuous months are entitled to benefits for 45 months of full-time study. In each case, the equivalent in part-time study may be authorized.

Eligibility extends for 10 years after release from service, but not after December 31, 1989.

Children, spouses and survivors of veterans whose deaths or permanent total disabilities were service-connected, or who are listed as missing in action may be eligible for postsecondary education benefits under the same conditions as veterans.

Award Schedule: Current monthly benefit rates are:

<table>
<thead>
<tr>
<th>Status</th>
<th>Dependents:</th>
<th>1</th>
<th>2</th>
<th>Each Additional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>$311</td>
<td>$370</td>
<td>$422</td>
<td>$26</td>
</tr>
<tr>
<td>Three-quarters</td>
<td>233</td>
<td>277</td>
<td>317</td>
<td>19</td>
</tr>
<tr>
<td>Half-Time</td>
<td>156</td>
<td>186</td>
<td>211</td>
<td>13</td>
</tr>
</tbody>
</table>

Veterans enrolled in full-time study may agree to part-time employment under VA supervision and receive extra benefits. For 250 hours of work, the student will receive 25% of the minimum wage, but not less than $775. Lesser numbers of hours are paid proportionately. Veterans may borrow up to $2,500 for an academic year of full-time study through a special loan program for veterans.

Rights and Responsibilities of Recipients: Educational and vocational counseling will be provided by the VA on request. A program of education outside the United States may be pursued at an approved institution of higher learning. Institutions are required to report promptly to the VA interrupted attendance or termination of study on the part of students receiving benefits.

Note: Veterans are required to report their classroom attendance on a weekly basis in order to maintain their eligibility for benefits. The attendance status of each veteran is reported to the Veterans Administration on a regular basis.

Office of Veterans Affairs

The Office of Veterans Affairs, in room MB-02, provides a full range of counseling services for our veteran population. Counselors in the office are prepared to provide information regarding all of the benefits available to you and to help you with any other problems encountered while attending the college. The programs available to veterans are:

Monthly Educational Benefits: Full-time and part-time students are eligible. Awards range from $156 to over $311 per month.

Veterans Tutorial Benefits: To be eligible for tutorial benefits, veterans must be receiving monthly benefits on at least a half-time basis. A veteran is entitled to 12 months of tutorial benefits to a maximum of $69 per month.

Veterans Work Study: Veterans must be receiving full-time benefits to be eligible to work up to 750 hours per year. The hourly rate is $3.10. Placements are in areas which directly affect the student veteran population.

Veterans Educational Loan: This loan is available to full-time and part-time students. Eligibility is based on financial need and pro-rated according to remaining monthly benefits eligibility.

Vocational Rehabilitation: This is available to veterans who have at least a 10% disability rating from the Veterans Administration and includes payment for tuition, books, fees, and a monthly stipend. Full-time and part-time veteran students are eligible.

Benefits for Dependents of Veterans: There are numerous programs available to dependents of disabled veterans. If you are interested in learning more about these programs, please visit the Office of Veterans Affairs.

Note: Veterans are required to report their classroom attendance on a weekly basis in order to maintain their eligibility for benefits. The attendance status of each veteran is reported to the Veterans Administration on a regular basis.
Special Programs and Services

Student Services
The activities of the Student Services Division are described beginning on page 47. These include:
- Counseling Office / 47
- Academic advisement
- Career Resource Center
- Student Activities Department / 47
- Day care services
- Student Activities Committee
- Student clubs
- Student Council
- Student insurance

Special Programs
The college offers several other special programs and services for its students. These include:
- Library / Media Resource Center / 53
- Middle College High School / 52
- Recreation / 52
- Instructional workshops
- Intramural sports
- Open recreation

Continuing Education
The programs of the Division of Continuing Education are described beginning on page 49. These include:
- Extended Day session / 49
- Enrollment policies
- Programs of study
- Noncredit programs / 50
- Special programs / 50
- Adult Learning Center
- Business
- Deaf Adults
- Alternative Education
- Education Associate
- English Language Center
- Older Adults
- Small Business Management
- Veterans Education Center
- Visually impaired adults
- Women's
Student Services

The Division of Student Services offers programs designed to help students achieve goals that are essential to their academic, career, and personal development. These goals include:

1. Understanding the requirements for academic success;
2. Assessing personal interests and abilities in relation to choice of a career;
3. Selecting an appropriate career goal and formulating an educational plan for attaining that goal;
4. Creating an adequate plan for financing one's education;
5. Building the skills of group participation and leadership; and
6. Personal and social growth.

Counseling

Central to the LaGuardia student's educational experience are the support and information provided by the college's counseling services. Student Services Division counselors assist students in making career choices, planning their academic programs, preparing for transfer to a four-year college or beginning a work career, and in dealing with personal and academic problems. The counseling staff also cooperates with the instructional faculty in academic advisement for registration.

The focal point of the counseling program is the Freshman Seminar. Taught by a counselor, this weekly course takes place during a student's initial quarter at the college and provides the new student with an extended orientation to the college experience. Attendance is taken and required. Counselors present information related to academic policies, curriculum and career requirements, study aids, and college resources. In addition, special problems are raised and explored, and preparation for registration for the second quarter classes is completed.

Counselors continue to assist students individually in following quarters with educational and career planning, and in dealing with any problems that arise. They are available to speak with students by appointment, usually on short notice.

In addition, counselors conduct group workshops for students through the Student Development Center on such topics as self-awareness, career exploration, study skills and test-taking strategies, and nutrition. Through such workshops students learn new skills and explore common interests and concerns.

Academic Advisement: The counseling staff shares responsibility for academic advisement of students with the instructional faculty. Their goal is to assure that students receive accurate advisement on courses they must take and other requirements they must meet.

Career Resource 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 Resource Center. The center houses a library of occupational and educational information.

Student Activities Department

The Student Activities Department at the college consists of three main areas — the Student Activities Committee, student clubs and organizations, and the Student Council. The objectives of the department include:

1. Initiating and coordinating co-curricular programs;
2. Creating an atmosphere for self-expression and exploration outside the formal structure of the classroom; and
3. Providing services essential to the total development of the individual.

The Student Activities Committee

The Student Activities Committee consists of student representatives from each club and organization who meet on a weekly basis to discuss and plan educational, cultural, and social programs presented for the college and local community. Such programs include concerts, films, social events, and student publications. An array of modern printing and electronic media equipment is available to promote college activities.
Student Clubs and Organizations

The student organizations and clubs at the college span a broad range of interests and talents of the student body. Clubs and organizations chartered at the college include:

- Afro-American Club
- Aqui-Nosotros Club
- Caribbean Club
- Consumer Assistance Bureau
- Data Processing Club
- Drama Club
- English Club
- Fine Arts Club
- Greek Club
- Occupational Therapy Club
- Seekers Christian Club
- Senior Adults for Education
- Social Essence Club
- Veterans Club

In addition, students produce a newspaper, Fiorello’s Flute, which keeps the LaGuardia community informed of events occurring on and off campus. The newspaper welcomes students interested in news reporting, editing, typing, art work, and photography.

Student Council

The Student Council is elected by students to represent the student body in college deliberations. The general aims of the Student Council are:

1. To increase student interest and participation in educational, cultural and social activities of the college;
2. To sponsor and supervise cocurricular and social activities; and
3. To represent student concerns in college governance.

All matriculated students, upon payment of their activities fees, are eligible to vote in the elections for Student Council. No less than one-third of the council must be first-year students.

The Student Council consists of 12 members. Each council member is called “governor.” Membership on the Student Council offers students the opportunity to assume a mature, responsible leadership role in the college and local community, and provides insights into the workings of democratic institutions. Elections for Student Council are held annually during the fall quarter.

Programs Sponsored by Student Council and Student Activities

Student Insurance  All full-time students are covered by an accident insurance policy which will pay medical expenses for any accidents occurring on campus, while students are traveling to and from the campus, or while students are in college sponsored activities. For further information contact Susan Hessner in the Health Center in room MB-27, or by calling 626-5592 or 5593.

Day Care Services  Licensed by the New York City Department of Health, the Nursery School is a child care facility housed at the college for the children of matriculated students. Relevant learning and play experiences for registered children are provided by a professional staff while the children’s parents are attending class. The Nursery School participates in the free meal program funded by the U.S. Department of Agriculture. For further information, contact the Student Activities Office in room M-122 or by calling 626-5595.

Health Services  The People’s Health Center offers a variety of programs and services in response to the needs of the college community. Programs dealing with sexuality, family planning, weight reduction, abortion, venereal disease, and smoking are offered for groups and individuals. Health counseling and referral services for any health related problem, as well as first aid and emergency care, are provided free of charge by the college nurse and the trained students who staff the center.
The Division of Continuing Education is concerned with the educational needs of a variety of adult students — men and women who attend classes after a day of work to get education needed to compete for better jobs, older adults seeking productive use of retirement years, veterans, recent immigrants and others with broader life experiences than those of the traditional student who enters college directly upon graduation from high school.

To meet the special needs and accommodate the unique contributions of adult students, the Division of Continuing Education offers a variety of credit and noncredit programs which reflect the diversity of adult interests and needs in New York City generally and western Queens in particular.

Continuing education courses are offered in the evening hours and on weekends, both at the college and at various off-campus locations. These include community centers, senior citizen centers, churches, high schools, union headquarters, and business and industrial sites. Many of these programs began with a request from special groups within the broad community served by the college. The staff of the Continuing Education Division welcomes increased contact with organizations interested in developing educational programs for adults.

Through Continuing Education, adults may enroll in any of the following types of courses:

• Credit courses leading to a degree;
• Credit and noncredit courses for personal and professional development;
• Noncredit courses for educational preparation, skills training, and leisure pursuits; and
• Special programs for veterans, deaf, blind and physically handicapped adults.

For further information on any of these programs, visit the Center for Adults in the college’s main building, room 108 or call 626-5507.

Extended Day Session

The Extended Day Session, a continuation of the scheduled day classes, provides students with a wide selection of courses and educational services. Extended Day students are encouraged to take courses meeting during the daytime, evening, or weekend hours, as their personal needs dictate. Similarly, regular full-time day students may enroll in evening classes if they wish.

Extended Day and regular full-time students benefit from the same college services: counseling and advisement, health services, instructional laboratory facilities, and administrative services. In order to meet the needs of adults with work and family commitments, Extended Day courses are scheduled in a variety of patterns which permit a student to take several courses two or three evenings a week. Some courses require attendance only one evening a week or on Saturday. Extended Day students are governed by general college policies and regulations.

To Enroll in Extended Day Session

Persons interested should contact the college’s Admissions Office at 626-5507 for help with the following procedures:

1. Complete an application form and submit a $20 application fee with the following documents:
   a. High school or equivalency diploma;
   b. Marriage certificate (if diploma is in maiden name);
   c. DD214 (if veterans benefits are claimed); and
   d. Alien registration card (if on immigrant visa).
2. Take the Freshman Skills Assessment Test;
3. Attend financial aid workshop if seeking financial aid;
4. Meet with a counselor for assistance in academic planning and course selection prior to registration.

Programs of Study

Extended Day students may pursue degrees in the following programs (exact degree requirements and other information are found on the pages indicated next to each program):

Accounting: page 9
Business Administration/Management: page 21
Data Processing: programming option: page 11
Human Services: page 15
Liberal Arts: page 17
Occupational Therapy: page 23
Secretarial Science: executive option: page 25

Cooperative Education for Extended Day Students

Cooperative education is optional for extended day students. They may substitute unrestricted electives for all or part of the nine cooperative education credits required of day students.

College policy provides adults and other extended day students several options for earning academic credit for work experience.

Noncredit Programs

Noncredit programs are offered throughout the year, both on campus and at community locations. Courses are designed to meet the different interests and needs of a variety of individuals and groups.
Continuing Education

Noncredit courses may be designed to meet special needs through revisions in course content, scope, and difficulty. The scheduling, duration and location of these courses may also be varied to meet the needs of specific groups of students. Because many noncredit courses are initiated and modified to meet new needs as they emerge, any printed listing of courses is incomplete. Current information on all noncredit programs may be obtained from the Center for Adults by calling 626-5057. Below are some areas and courses which have been popular in the past.

Educational
High School Equivalency (in English and Spanish)
English as a Second Language
Adult Basic Education

Skills Development
Bookkeeping
Typing
Speed Reading
Stenography
Real Estate

Personal Development and Leisure Pursuits
Art Workshop for Parents and Children
Assertiveness Training
Auto Repair
Disco Dancing
Yoga
Photography
Guitar

Career Development
The Career Institute offers a series of workshops and seminars designed for the individual interested in making a career change or for those seeking increased job satisfaction.

Special Programs
Special programs administered by the Division of Continuing Education are designed for specific populations and generally focus on educational preparation, occupationally-related skills and training, vocational counseling, or professional development. These programs are usually developed through community outreach, are funded by grants or contracts, and are frequently offered at off-campus locations. The division’s major efforts in this area currently consist of the following programs.

Adult Learning Center This center offers courses in English and Spanish in preparation for the New York State High School Equivalency Test (offered in both English and Spanish). Reading and math skills improvement are also offered in English and Spanish in pre-high school equivalency preparation and in adult basic education courses. Day time as well as evening and Saturday courses are available throughout the year. Personal inquiries are welcome by phone (626-5037 or 626-5537) or by visiting the center, room 320, Executone Building.

Adult Learning Center at the Queens House of Detention for Men and Rikers Island This center assists inmates in the areas of academic skills development, vocational planning, and college entrance counseling. Students’ academic needs are met at a variety of levels from basic literacy through college credit courses.

In addition, the Adult Learning Center programs at Rikers Island and the Queens House of Detention provide courses in preparation for the New York State High School Equivalency test in both Spanish and English, as well as courses in English as a Second Language and Test Taking Skills. The Adult Learning Centers also focus on the development of skills for coping with life problems in the areas of family, work, and community. Funding is provided by a Law Enforcement Assistance Administration grant from the New York City Criminal Justice Coordinating Council and the New York State Division of Criminal Justice Services through the Correctional Education Consortium, as well as other funds from the Department of Corrections, City of New York.

English Language Center This center provides instruction in English in both noncredit and credit courses. Noncredit courses are open to recent immigrants, foreign visitors, and non-English speaking community residents on either a part-time or full-time basis.

The full-time program, meeting 21 hours each week, is designed primarily to improve the English of those who hope to continue their education at an American college, university or vocational school, or who need immediate English improvement in their work. The full-time program qualifies a student to receive the Immigration Form I-20 for full-time status.

The part-time courses, meeting four hours each week, are for students who wish to improve their English for occupational or personal reasons.

Both the full-time and part-time noncredit programs are supported by tuition fees. Credit courses, in a sequence totaling nine credits (ESL 096 [no credit], 097, 098, and 099*) are open to regular first-year students registered at LaGuardia in preparatory, beginning, intermediate, and advanced levels. For further information visit the English Language Center or call 626-2719.

Veterans Education Center This center provides academic preparatory courses and vocational counseling to recently discharged veterans. Full-time day and part-time evening students attend college preparatory courses emphasizing the reading, writing, and study skills necessary to succeed in college level work; courses in high school equivalency preparation, and regular vocational counseling sessions to plan vocational objectives and to develop personal skills related to a successful job search.

All veterans who enroll in this special program are assisted in finding appropriate education, training, or job opportunities. Those who successfully complete the program may be admitted to LaGuardia Community College as matriculated students or are assisted in gaining admission to other colleges. The Veterans Center works closely with the Office of Veterans Affairs to assist veterans in filing for VA educational benefits. For further information, visit the Veteran’s Education Center or call 626-5536 or 626-8504.

Programs for Visually Impaired Adults Blind adults, regardless of age, may enroll in courses given by the Division of Continuing Education. They can choose from a wide range of noncredit courses such as: Listening to Musical Masterpieces, Human Nature, and Social Inequality, and Political Power — all of which are offered at a modest fee, except a course in Typing for the Handicapped, which is offered free of charge. Other services include:

1. Off campus noncredit courses are offered in a variety of senior centers citywide. The provision of readers, tutors, or guides is possible, if requested;
Office of Alternative Education

Programs for Older Adults
In cooperation with New York City Community College’s Institute of Study for Older Adults, LaGuardia offers a wide variety of noncredit courses to adults within senior citizen centers in Queens and nearby communities. In addition, adults, age 65 and over, may register for credit courses of study without tuition costs. Only a registration fee of $12.50 is required each quarter. The full range of services of the college is available to all students.

Small Business Management Program
This program focuses on developing ongoing contact with businesses and industry in the Long Island City area. The division’s major intent in developing sustaining contacts is to let local businesses and industry know more about continuing education, while also learning more about employer/employee needs, especially in the educational realm. Depending on needs identified, the division is open to further discussion regarding program development possibilities. Program offerings may include: English as a Second Language, Supervisory Skills Development, High School Equivalency, and courses in human relations.

Women’s Program
This program provides an opportunity for mature women studying to resume their formal education. Its recruitment efforts attract a diverse group of women who, in many instances, may not have considered themselves ready for college-level work. The program provides credit courses focusing on women’s issues, peer counseling, and career information to facilitate career entry, reentry, and mobility. The program includes a supportive network for women as they move through their course sequences, prepare for new careers, or increase their current job responsibilities.

Education Associate Program
This program enables paraprofessionals employed by the New York City Board of Education to secure a college education leading to career advancement in the city school system. Paraprofessionals are encouraged to pursue a liberal arts education at the two-year college level which is transferable to senior colleges. Curriculum focus includes courses in sociology, psychology, and early childhood development. See description on page 13.

Office of Alternative Education
This office provides counseling and placement for adult students interested in nontraditional and independent study approaches to earning college credits. The college offers on Alternative Degree Program which gives academic credit for knowledge gained through prior life experience. Past work experiences and individual accomplishments may be converted into academic credits which can be used toward meeting the requirements for an associate degree. The program includes courses of study in accounting, business administration, business management, data processing, liberal arts, and human services. The program is designed for adults over 25 years of age who have the ability to do independent research, the necessary reading and writing skills, and the ability to do independent research, the ability to develop an individualized educational plan leading to specific career or personal goals.

The office acts as a clearinghouse for information about alternative education programs or courses available both within the college and throughout the metropolitan and regional areas. The program staff utilize this information and contacts with other alternative degree programs to help adults structure a program of study to meet their unique educational needs and interests. The program will assist persons at the associate, bachelor, and graduate degree levels, including LaGuardia graduates interested in furthering their education. For further information, contact Ms. Sandra Watson at 626-8520.

Programs for Deaf Adults
Since 1975, the college has sponsored a variety of programs and noncredit courses for deaf adults to assist them in developing skills to cope with the academic, social, and communication problems related to post-secondary education and to independent living within the community and the world of work.

Services such as individual counseling, interpreter referral, and tutoring are available to deaf students in both credit and noncredit programs. Specialized courses and campus workshops in American Sign Language and interpreting are offered to both hearing and deaf persons who desire to acquire skill in sign language and/or to become interpreters.

LaGuardia is the only college program within the City University with full-time professional staff composed of both hearing and deaf individuals who communicate fluently with deaf persons using American Sign Language. A full-time interpreter is also available for deaf professional staff and students.

The variety of offerings within the Continuing Education program for deaf adults includes:
1. Access for deaf persons to ongoing continuing education courses for which interpreters are available upon request.
2. An Adult Basic Education Program in pre-GED and GED preparation specifically designed for deaf participants.
3. An American Sign Language program which offers a sequence of courses in American Sign Language and Orientation to Deafness.
4. Training for sign language interpreters, and
5. Technical assistance and consultation to community groups, agencies, and institutions.

For more information, contact Glen Anderson, coordinator, Program for Deaf Adults, at 626-2705, 626-2706 (voice) or 392-9240 (TTY).

The Metro Camera Club of the Deaf meets at LaGuardia on the third Friday of every month (except June, July, and August). New members are welcome.
Special Programs

Recreation

The Recreation Office provides a wide variety of leisure time experiences for the entire college population. The programs are designed to include many kinds of activities throughout the day, evening, and on Saturdays.

The facility, located on the basement level of the main building, includes a multi-purpose gymnasium that is equipped to accommodate, at different times, two regulation basketball courts, two indoor soccer fields, six volleyball courts, three paddle/handball courts, two tennis courts and two enclosed tennis/baseball alleys complete with ball machines and video tape replay.

The gymnasium is complemented by a dance/exercise room featuring the Universal Gym exercise and mirrors and training bars. A game area for backgammon, chess, checkers and table tennis is located in the lobby outside the gymnasium entrance.

Equipment for these games may be obtained at the equipment room. The locker complex consists of large daily lockers, towels, separate men's and women's saunas and bathrooms with hair drying facilities. The equipment and towel check-out is located immediately inside the entrance to the recreation facility.

The recreation program is divided into three broad categories:

Open Recreation

A portion of the gymnasium and exercise room is almost always scheduled for drop-in recreation for students, faculty, and staff. Some of the activities available are rollerskating, basketball, volleyball, gymnastics, tennis, dance, weight training, and table tennis. Your LaGuardia I.D. card allows you to check out equipment for use in the gymnasium or dance/exercise room.

Instructional Workshops

The workshop series provides professional instruction in such activities as modern and jazz dance, gymnastics, tennis, golf, fencing, body conditioning, and weight training. Sections are offered for all levels of skill, beginner to expert. Workshops are scheduled once or twice weekly and continue throughout the quarter. Registration for all workshops takes place at the equipment room during the first week of classes each quarter.

Intramural Sports Activities and Special Events

The intramural program provides competitive recreational experiences in such team sports as basketball, coed volleyball, and soccer. Tournaments, leagues, and special novelty events are scheduled every quarter. You may compete in the activities or participate as coach, official, statistician, or timekeeper. Awards are presented to intramural champions at the conclusion of an event.

Announcements and Publicity

Information governing hours of operation, scheduling, programs and activities is available at the equipment room, room MB2B, and on bulletin boards posted outside the recreation facility entrance, opposite the locker rooms and outside student and faculty staff dining areas. The sports/recreation column in The Flute, the official student publication, announces and reviews program highlights.

Middle College

Middle College High School at LaGuardia Community College each year accepts 125 tenth graders from junior high schools in Districts 24 and 30 in the western section of Queens. The five-year program, which combines the tenth, eleventh, and twelfth grades with the first two years of college, provides intensive remediation, guidance, small classes, career exploration, and an interdisciplinary curriculum for 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 the college for high school credit. College level course credits are
stored in a computer bank and may be counted toward the associate degree upon completion of high school. Middle College High School is a cooperative venture between the Board of Education and the CUNY Board of Trustees. 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.

Students eligible for admission to Middle College High School must be graduating from junior high schools in Districts 24 and 30 in northwest Queens and not meeting their full academic potential. Students interested in enrolling should speak with their junior high school guidance counselors for complete information. Students may call the Middle College High School admissions Office at 626-8596 for information about admissions procedures.

Special Courses and Programs Career Education: All Middle College students participate in an out-of-school internship program which gives them unpaid full- or part-time work experience for one third of each school year as part of the graduation requirement. Students can investigate careers in depth in business technology, human services, and liberal arts and sciences.

Middle College students may choose from hundreds of college courses which can be taken for both college and high school credit. All students graduating from Middle College High School are guaranteed admission to LaGuardia Community College. Special courses, taught by college professors, especially for Middle College students, are available every cycle in the areas of secretarial science and human services.

Students at Middle College are members of the college community, and can use the full facilities of the college including the library, membership in college clubs, participation in intramural sports and open recreation programs. Middle College has a special program for hearing handicapped students in western Queens.

Middle College students can participate in the after-school occupational skills program, Shared Instructional Services Program and the Executive Internship Program.

The Library/Media Resources Center

The college library currently contains approximately 45,000 volumes in the reference and circulating collection plus career and pamphlet files, college catalogs, and framed art reproductions. It also receives the monthly ERIC documents of educational reports and publications on microfiche. The lower level library maintains a large periodical collection of current and back issues of magazines and newspapers which includes The New York Times on microfilm from 1851 to the present.

Material or information not available on the campus often may be obtained from another institution through the interlibrary loan service.

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 aid students in successfully completing their course work.

Most of the library collection is on open shelves and is selected on a self-service basis. Regular and audio-visual carrels are available to allow private, quiet study with a minimum of distraction. Reserve materials, nonprint and print, are available on request for use in the library. The library is open weekdays, evenings, and Saturdays.
Department of Accounting/Managerial Studies

The department offers courses in: Accounting, Managerial Studies. They are presented in that order below.

Accounting

AMA101 Principles of Accounting I
4 hours; 2 credits
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. The student is also introduced to deferrals and accruals and their relationship to periodic reports. Prerequisite: CSE 098 and MAT 098 or waiver

AMA102 Principles of Accounting II
4 hours; 2 credits
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 relating to the partnership form of business organization are also covered. This course is required for accounting majors prior to the first internship. Prerequisite: AMA101

AMA103 Principles of Accounting III
4 hours; 2 credits
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 also explored and related to accounting practice. The second part of the course introduces the student to the accounts and statements used by manufacturing concerns; cost and revenue relationships as well as reports and analysis used by management for decision purposes; the need for preparation of, and use of the statement of changes in financial position; and basic analytical procedures and tools available for financial statement analysis. Prerequisite: AMA102

AMA150 Individual Income Tax Procedures
3 periods; 3 credits
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. Prerequisite: CSE 098 and MAT 098 or waiver

AMA155 Partnership and Corporate Tax Procedures
3 periods; 3 credits
The students will learn the basic principles of partnership and corporate taxation and will be trained in the preparation of basic Partnership Information returns, Corporate Federal Income Tax returns, New York State and New York City Franchise Tax returns. Prerequisites: AMA150 and AMA103

AMA201 Intermediate Accounting I
4 hours; 3 credits
This course is designed to give an overview of the foundations of accounting theory, the problems of current practice and its relationship to accounting theory as expressed in the Accounting Principles Board's opinions and the Financial Accounting Standards Board's statements. A review of the accounting cycle sets the stage for detailed exploration of the reporting process, namely; the Balance Sheet, the Income Statement, the Retained Earnings Statement, and the Statement of Changes in Financial Position. Advanced and alternative accounting practices as well as control procedures are examined as they pertain to cash, short-term investments, receivables and inventories. Prerequisite: AMA103

AMA202 Intermediate Accounting II
4 hours; 3 credits
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. Prerequisite: AMA201

AMA210 Cost Accounting I
4 hours; 3 credits
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. Prerequisite: AMA103

AMA211 Cost Accounting II
4 hours; 3 credits
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 margin 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. Prerequisite: AMA210
Managerial Studies

AMM101 Introduction to Business
3 hours; 3 credits
An introductory course designed to acquaint the student with the role of business in our economy, the forms of organization, and the various business functions such as management, personnel, marketing and finance. Career opportunities in the business world are also explored. This course should be taken prior to any other Business courses.
Prerequisites: CSE098 and ENG099 or waiver

AMM102 Principles of Finance
3 hours; 3 credits
This course is a study of the monetary and credit systems of our economy and related policies and problems. In addition, the course addresses the demand for short-term and long-term funds by business, as well as the financing needs of the consumer and the governmental sector.
Prerequisite: AMM101

AMM103 Principles of Management
3 hours; 3 credits
An analysis of the role of the manager and the functions of management in an enterprise. Consideration is given to the interlocking nature of these functions and the principles which are the basis for the practice of management. Attention is given to the impact of the external environment on the development of the managerial role and on managerial practice. This course is required for Business Administration and Management students prior to their first internships.
Prerequisite: AMM101

AMM104 Principles of Marketing
3 hours; 3 credits
This course explores the vital role of marketing in our economy. The factors of consumer behavior and motivation are covered to provide an understanding of market planning. The system of distribution of goods from producer to consumer is discussed by relating theory to actual case histories.
Prerequisite: AMM101

AMM105 Principles of Insurance
3 hours; 3 credits
The course covers the nature of risk and risk-bearing, functions of insurance organizations, the fundamentals of insurance contracts, the major types of insurance and the basic laws governing insurance policies. It is designed for the student as an individual and as a prospective business manager.
Prerequisite: AMM101

AMM106 Principles of Retailing Management
3 hours; 3 credits
An introductory course dealing with basic retail principles and merchandising practices. Retail store organization and operations in large and small establishments are explored. Prerequisite: AMM101

AMM107 Principles of Real Estate
3 hours; 3 credits
This course covers the social and economic impact of real estate, the nature and instruments of property rights, various types and aspects of property ownership, real estate brokerage operations, and discussion of urban planning needs. Those students who are interested in taking the New York State examination for the Real Estate Salesman license will receive additional assignments geared toward that examination.
Prerequisite: AMM101 and AMA110

AMM110 Business Law I
3 hours; 3 credits
This course introduces the student to the areas of "Law and Society" and "Contracts." The course will encompass sources of the law, legal rights of individuals, the federal, state, and city judicial systems, criminal and tort law as it relates to business problems, contractual capacity, offer and acceptance, consideration, legality, form of contract, assignments, fraud, discharge, breach of contract, and damages. Prerequisites: CSE098 and ENG099 or waiver

AMM111 Business Law II
3 hours; 3 credits
This course encompasses agency-creation and termination, principal and agent, personal property, bailments, sales, franchises, warranties, product liability, consumer protection, secured transactions, partnerships and corporations. Prerequisite: AMM110

AMM115 Basics of Advertising
3 hours; 3 credits
This course gives a broad overview of advertising, its role in marketing and as a motivational force in society. The nature of media and their creative and productive functions are discussed as they are related to advertising programs.
Prerequisite: AMM101

AMM120 Office and Personnel Management
3 hours; 3 credits
This course, designed for Secretarial Science majors, is an introduction to the principles and practices of office management, including such topics as space and equipment layout for efficient workflow, 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.
Prerequisite: CSE098 and ENG099 or waiver

AMM121 Personnel Administration
3 hours; 3 credits
An introduction to the principles and practices of personnel administration including such topics as the personnel management system, recruitment, selection and development of employees, management-labor relations, personnel management and leadership development. Particular emphasis is placed upon the analysis of leadership and supervision.
Prerequisite: AMM101

AMM150 Organizing and Operating a Small Business
3 hours; 3 credits
This course is a basic study of the importance of small business, its status, problems, and requirements for success. The course covers, among other things, the decision to go into business for one's self, the preparation needed, the methods of launching the business, and management functions involved in operating the business.
Prerequisite: AMM101 and AMM103 or approval of chairperson

AMM155 Salesmanship
3 hours; 3 credits
This course is an introduction to the principles and practices of selling as a profession including such topics as the sales job, the sales environment, the sales process, and sales training. The dominant theme is professionalism and contemporary selling.
Prerequisite: AMM101
Communication Skills

CSE098 Basic Reading Workshop
3 hours; ½ credit
This workshop is designed to provide students with an intensive and personalized reading experience. Through various diagnostic approaches students gain an understanding of their reading strengths and weaknesses and begin to learn how to use effective reading and study strategies. Students are encouraged to see how reading, writing, listening and speaking are connected.
Prerequisite: Based on the College placement procedures.

CSE097 Basic Reading I
5 hours; ½ credit
The purpose of this course is to help students improve their reading. Emphasis is placed on reading as a language process. The introduction of new concepts and the development and expansion of vocabulary are priorities. A wide variety of reading materials are used and basic study skills are introduced. The course is taught together with basic writing and oral communications using related and connected themes and skills. Admission is automatic for CSE096 students and for those who must fulfill Developmental Skills requirements based on the College placement procedures.
Prerequisite: CSE096 or waiver

CSE099 Basic Reading II
5 hours; 1 credit
This course is designed to improve students' reading skills. Emphasis is on vocabulary development, development of common and specialized reading skills and study skills. Admission to the course is automatic for CSE097 students and for those who must fulfill Developmental Skills requirements based on the College placement procedures.
Prerequisite: CSE097 or waiver

CSE099 Basic Reading III
5 hours; 1 credit
This course is a continuation of CSE098 for those students who have taken or received a waiver from it. Course content is similar to CSE098; however reading and study skills are developed at a more advanced level. Admission to the course is automatic for CSE099 students and for those who must fulfill Developmental Skills requirements based on the College placement procedures.
Prerequisite: CSE098 or waiver

CSE103 Advanced Reading and Study
3 hours; 2 credits
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.
Prerequisite: CSE099 or waiver

CSE300 Speed Techniques for Efficient Reading
3 hours; 2 credits
This course is offered for those 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 on going practice with mechanical aids and timed exercises. Admission to the course is based on completion of required Developmental Skills courses or waivers.
Prerequisite: CSE099 or CSE103 or waiver

Division of Cooperative Education

CO-OP Prep
No credits
Students must successfully complete a Co-op Prep course as a prerequisite to their first internship. This course meets eight to ten times and is usually taken the second or third quarter of LaGuardia. The course objectives include: understanding the co-operative education program, understanding employer expectations, developing career and personal goals for the internships, learning resume preparation and interviewing skills. Part of the TAR sequence, the course teaches the career education concepts which will be applied in the internship.
Prerequisite or Corequisite: Introductory TAR course in major field

CEP200 Cooperative Education
3 credits
This course includes both the internship (for the entire quarter) and the internship seminar. The internship is a full-time field experience which provides the opportunity for students to attain one or more of the following objectives: apply academic and career education concepts and skills, to explore or confirm their career interests, and to develop new skills. All full-time day students, as well as all Extended Day students in the bilingual education curriculum, register for this course three times in order to fulfill the cooperative education requirement for graduation. Students need a permit to register, which is available from their co-op adviser.

Human Services majors register for CEC200 or 201 (child care) or CEW200 or 201 (mental health) in place of CEP200. See Department of Human Services course descriptions for details.

Ocational therapy majors register for SC0290, 291, and 292 in place of CEP200. Course descriptions can be found under Department of Natural and Applied Sciences.

Dietetic Technician majors register for SC0260, 261, 262, 263, and 264 in place of CEP200. Course descriptions can be found under Department of Natural and Applied Sciences.

Students register with their co-op adviser for the internship seminars, which include the following:

First Internship Seminar
Curriculum Title
Accounting Accounting Information Systems
Bilingual Ed. Bilingual Education Theory and Application
Data Application of Data Processing in the Workplace
Human Human Relations Field Seminar
Liberal Arts Applying Social Science Concepts in the Workplace
Managerial Management Principles
Studies Theory and Application
Occupational Clinical Affiliation in Physical Therapy
Occupational Clinical Affiliation in Psychosocial Dysfunction
Secretarial The Secretary in the Workplace
Science

Second Internship Seminar
Career Opportunities within each major field (sections by curriculum)

Third Internship Seminar
Independent Research. The Application of Coop Work to Reality (sections by curriculum)

Extended Day Internship
CEP200 Cooperative Education for Extended Day

This course includes several cooperative and career education options for the Extended Day student. Specific information on offerings is available through the Division of Cooperative Education.
Department of Counseling

Freshman Seminar
1 hour; 0 credits.

This course, required of all students in their first quarter, provides an extensive orientation to the College's programs, policies and requirements. Instruction is provided by counseling department faculty, who help participants refine their career plans and educational objectives. Using group and individual interactions and out-of-class assignments, students will develop an integrated plan to reach their goals.

Data Processing

BDP100 Introduction to Data Processing
5 hours; 3 credits

This course will introduce the student to the uses of data processing in business and will prepare the student for more advanced courses in data processing. The course will familiarize the student with the vocabulary of the computer field, covering topics such as: how the computer works; basic hardware devices, number systems (Binary, Octal, Hexadecimal); data formats, codes and elementary structures; importance and examples of using software, flowcharting concepts and examples of business functions performed by computers. Since there are many career paths within the data processing field, the course will introduce different types of jobs and activities, so that a student can be better prepared to choose appropriate future courses.

Students are introduced to computer programming with emphasis on the BASIC language. This course should be taken prior to the freshman internship.

Prerequisite: ENG099, MAT098, or waiver.

BDP103 Data Processing Applications I
4 hours; 2 credits

This course is a general introduction to electronic data processing for students in Accounting, Business Administration or Business Management. Various computerized applications such as accounts receivable, inventory, sales analysis and payroll are analyzed. The laboratory portion of the course allows the student to receive "hands-on" experience as a "user" of computerized packages.

Prerequisite: AMA101.

BDP104 Data Processing Applications II
4 hours; 2 credits

A continuation of BDP103. The student will study CPU concepts of data communication systems and minicomputers; the latest state of the art for data entry including point of sale technology; and an introduction to COBOL programming. During the laboratory portion of the course, the student will continue to gain experience in the use of a computerized Accounting "package" as well as design, code and debug Accounting Application programs.

Prerequisite: BDP103 and AMA102.

BDP105 Computers and Society
4 hours; 3 credits

This course 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 governmental systems.

Prerequisite: CSE098, MAT098, ENG099.

BDP106 Cobol Programming I
5 hours; 3 credits

This course introduces the student to the COBOL programming language. The student becomes familiar with the conceptual and syntactical characteristics of the COBOL language. The student then moves from theoretical to practical COBOL programming by means of programming drills, exercises and writing programs in COBOL utilizing various input and output devices. The course subject matter is woven into the business environment and experience with a variety of applications involving inventory control, accounting, payroll, and personnel records.

Prerequisite: ENG099 or waiver; BDP100.

BDP108 Report Program Generator (RPG)
4 hours; 3 credits

This course introduces the student to RPG, a high-level computer language that can be used on a wide range of small-to-large computer systems for solving business problems. RPG, like other computer programming languages, is a means whereby individuals can communicate with the electronic computer for the purpose of getting the computer to solve some problem. RPG programming language is an excellent language for the beginning student and for the experienced programmer who wish to learn RPG and RPG II as they are implemented on IBM Computer Systems.

Prerequisite: ENG099 or waiver; BDP100.

BDP110 Systems Analysis and Design
4 hours; 2 credits

This course introduces the student to existing manual and electronic data processing systems and the design of computer-based systems to replace them, with consideration given to organizational structures, forms, 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.

Prerequisite: BDP120.

BDP115 Data Entry I
4 hours; 2 credits

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 IBM029 Keypunch, the IBM059 Verifier and design and use of keypunch program control cards.

Prerequisite: CSE098, MAT098, ENG099, or waiver.

BDP116 Data Entry II
4 hours; 2 credits

This course covers the intermediate skills required of students who want to qualify as production data entry operators. The topics covered include the IBM029 Keypunch, conversational mode CRT's, key tape systems, key to disk systems and methods of increasing speed and accuracy in machine operations.

Prerequisite: BDP115.

BDP120 System/370 Assembler Language I
5 hours; 3 credits

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 pro-
gram status word, arithmetic, logical, and branching operations; and writing and assembling language programs.
Prerequisite: ENG099 or waiver, BDP100.

BDP121 System/370 Assembler Language II
4 hours; 3 credits
This course is designed to provide additional knowledge of Assembler Language Programming techniques with emphasis on the following areas: looping and indexing; data conversion; translate and editing operations; subroutine and subprogram linkages; input/output operations; introduction to macro-instructions; data set creation and updating using appropriate ALP macros (sequential and indexed sequential organization).
Prerequisite: BDP120

BDP200 COBOL Programming II
4 hours; 3 credits
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. The subject matter is woven into the business environment and experience with a variety of applications involving inventory control, accounting, payroll and personnel records.
Prerequisite: BDP106

BDP210 PL/1 Programming
4 hours; 3 credits
In this course a student will learn the rules and structure of this higher level programming language. It will be assumed that the student already has some familiarity with computer-oriented languages and therefore will be expected to program and document programs of a more complicated nature than in earlier data processing courses. The student will be encouraged to learn how to read core dumps to find out where the "bugs" are. Each student will proceed at his/her own pace, thereby stimulating conditions in commercial data processing installations.
Prerequisite: ENG099 or waiver, BDP100

BDP220 Fortran Programming
4 hours; 3 credits
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.
Prerequisite: ENG099 or waiver, BDP100

BDP230 Operating Systems
4 hours; 3 credits
This is an advanced course designed to introduce the facilities of computer operating system to the student. It includes the definition and objectives of an operating system and a detailed description of Job Management, Task Management, and Data Information Management. There is heavy emphasis on using the control language (OS/JCL) of the IBM Computer, including the use of multiple step job stream and catalog procedures. Topics included are the JOB, EXEC, DD, PROC, PEND, DELIMITER and NULL and comments statements and the various parameters used on these statements, instead procedures and use of the IBM utilities, LEGBENER and LEBTPCH to create and retrieve disk data sets.
Prerequisites: BDP105 and BDP120

BDP240 Introduction to Teleprocessing
4 hours; 3 credits
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.
Prerequisite: BDP120

BDP250 Minicomputer Programming
4 hours; 3 credits
This course will introduce the student to the special attributes of minicomputers and the particular applications for which minicomputers are appropriate. The student will write programs for the Data General NOVA 3 Minicomputer and will learn both hardware and software systems.
Prerequisite: BDP120

BDP270 Computer Operations I
4 hours; 3 credits
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 student will be required to demonstrate their operational and organizational skills at the Computer Center.
Prerequisite: ENG099 or waiver, BDP100

BDP275 Computer Operations II
4 hours; 3 credits
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 student will demonstrate their operational skills on IBM 360/370 series computer equipment.
Prerequisite: BDP270

BDP280 Computer Electronics
4 hours; 4 credits
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 and Boolean Algebra, Direct Current Series & Parallel Circuit, Diodes & Transistors, Arithmetic Circuits and Electronic Measurements Theory. The laboratory portion of the course will include a Logic Trainer, the Cathode Ray Oscilloscope and the Volt Meter.
Prerequisite: CSE09B, MAT09B, ENG099, or waivers

Department of English

The Department of English offers courses in:

- Journalism
- Literature
- Writing

They are presented below in that order.

Journalism

ENG214 Journalism: Its Scope and Uses
3 hours; 3 credits

The course is an overview of journalism, with emphasis on print and related areas, such as publicity, in-house publications and public relations. Also to be covered are the history, techniques and impact of journalism as an institution. Newswriting, editing, production, organization and management methods are to be practiced through assignment to various college publications. Working press visitors to the classroom, and field trips to newspaper and magazine offices are course components.
Prerequisite: ENG101
ENG216 Journalism: The Craft of Gathering and Reporting The News
3 hours; 3 credits
This course emphasizes investigative techniques and old-fashioned legwork. In addition to working on at least one major investigative and several other writing assignments, in teams or individually, students will be involved in rewriting, editing, and新华。Students will be assigned to College publications. Field trips and working press visions are elements of the course.
Prerequisite: ENG101

ENG217 Elements of Broadcast Journalism: Radio and Television Writing and Programming
3 hours; 3 credits
This course deals with news writing for radio and television. It also examines the history of these communications media and their impact on American society. Full-cour expansion news programming will be studied and written. Areas to be covered include the traditional news shows, public and community affairs, music, and educational offerings. Students will simulate television news programs with available equipment.
Prerequisite: ENG101

Literature

ENG201 Social Currents in American Literature I
3 hours; 3 credits
This course presents the American literary heritage from the perspective of its social and political foundations. The course focuses on the period from 1492 to 1876. Such significant social and political subjects and themes as the Revolution, War, the frontier experience, and slavery and the Civil War will be examined against their literary backdrop. Such writers as the early Spanish, French, and English explorers, Anne Bradstreet, Washington Irving, Henry David Thoreau, Frederick Douglass, Benjamin Franklin, James Fenimore Cooper, and American Indian poets will be included.
Prerequisite: ENG099 or waiver and CSE099 or waiver

ENG202 Social Currents in American Literature II
3 hours; 3 credits
This course, a continuation of ENG201, presents the American literary heritage from the perspective of its social and political cross-currents from 1876 to the present. Such significant social and political topics as the Progressive Era, the rise of the modern industrial city, World War I and Prohibition, the Jazz Age, the Depression, and World War II and its aftermath, will be examined against their literary backdrops. Such writers as W.E.B. DuBois, Hart Crane, Willa Cather, James T. Farrell, Ernest Hemingway, Gertrude Stein, Langston Hughes, John Dos Passos, John Steinbeck, and Norman Mailer will be included.
Prerequisite: ENG099 or waiver and CSE099 or waiver

ENG203 Work, Labor and Business in American Literature
3 hours; 3 credits
This course examines the development of American literature from the perspective of work, organized labor, and business. Such major themes in American literature as the Protestant ethic, the Horatio Alger myth, and the commercial spirit will be investigated in the context of the social, economic, and political framework that influenced them. The course will survey colonial times to the present: such major American writers as Franklin, Douglass, Davis, Gage, Fitzgerald, and Steinbeck will be included.
Prerequisite: ENG099 or waiver and CSE099 or waiver

ENG225 Afro-American Literature
3 hours; 3 credits
This course is a survey of Black literature in America from its earlier writers (Phyllis Wheatley, Frederick Douglass) to important modern figures (Ralph Ellison, Richard Wright, Ira N. Waraka, Gwendolyn Brooks). Key writers of the Harlem Renaissance will be considered, as will popular and anonymous forms of Black literature such as spirituals and work songs. Writers to be studied might include Daniel Walker, Charles Chestnut, James Weldon Johnson, Langston Hughes, Dewey B. Wright, Claude McKay, Countee Cullen, W.E.B. DuBois, Robert Hayden, Toni, and Bobo, Chesler Homes, John A. Williams, James Baldwin, Maya Angelou, and Ishmael Reed.
Prerequisite: ENG099 and CSE099 or waiver

ENG240 Literature of the City
3 hours; 3 credits
This course is designed to introduce students to the city in literature and make them more aware of the power, richness, and complexity or urban life. Attention will be given to important urban social issues and cultural developments as seen in novels, short stories, poems, and plays. Popular arts forms like journalism, songs, and films will also be examined from an urban perspective. Such major city writers as Carl Sandburg, Charles Dickens, Jonathan Swift, Ben Jonson, Nathaniel West, Hart Crane, Alfred Kazin, John Rechy, T.S. Eliot, Lorraine Hansberry, Dorothy Parker, and Edna St. Vincent Millay will be considered.
Prerequisite: ENG099 or waiver and CSE099 or waiver

ENG244 The Price of Patriotism: Literature of War
3 hours; 3 credits
This course is designed to trace the experiences of the men who had to go to war and the women who had to stay behind, from the American Revolution and Civil War through the two World Wars and the Vietnam War. By studying works of literature focusing on the phenomenon of war, we hope to understand such differing responses as heroism, madness, escape, mutiny, resignation, loss, pacifism, and triumph. Readings will include works by Vonnegut, Isherwood, Owen, Hemingway, Whitman, Remarque, Brooks, Edna St. Vincent Millay, Ann Frank, and selected contemporary writings of Vietnam veterans.
Prerequisite: ENG099 and CSE099 or permission of the instructor

ENG245 Images of Women in Literature
3 hours; 3 credits
This course is designed to familiarize the student with the ways in which the role of women has been portrayed in literature. By identifying various stereotypes and certain recurrent themes, students will be made aware of how literature reflects and sometimes determines societal expectations. Works by both male and female authors will be examined, including such authors as Henrik Ibsen, D. H. Lawrence, Edward Albee, Tennessee Williams, Jean Rhys, Edna O'Brien, Toni Morrison, Lorraine Hansberry, and Sylvia Plath.
Prerequisite: ENG099 or waiver and CSE099 or waiver
**ENG247 The Woman Writer: Her Vision and Her Art**  
3 hours; 3 credits  
This course will explore the unique experience of the woman writer. Studying works written by women from a variety of ethnic groups, geographic locations and historical periods, will reveal how being a woman has influenced the woman writer's creative interpretation of the human condition. Writers such as Charlotte Bronte, Kate Chopin, Edith Wharton, Willa Cather, Tillie Olsen, Carson McCullers, Joyce Carol Oates, Niki Giovanni, Anne Sexton, Alice Walker, May Sarton, Rita Moe Brown and Sylvia Plath may be studied.  
Prerequisite: ENG099 or CSE099 or waiver  

**ENG250 The Short Story**  
3 hours; 3 credits  
An examination of the development and conventions of the short story. This course provides an analysis of representative short stories in the context of their biographical, social, intellectual, and artistic backgrounds. Such authors as Edgar Allan Poe, Nathaniel Hawthorne, Anton Chekov, Joseph Conrad, Flannery O'Connor, F. Scott Fitzgerald, and Grace Paley will be studied.  
Prerequisite: ENG099 or waiver and CSE099 or waiver  

**ENG255 The Tragic Vision in American Literature**  
3 hours; 3 credits  
Although America traditionally has been termed the land of promise and opportunity, its literature suggests a darker and more complex vision. In this course, such potentially tragic themes as the violation of nature, racial conflict, the menace of technology, the horrors of war, and the destruction of innocence, will be investigated in the American context. Such authors as Herman Melville, Edith Wharton, Eugene O'Neill, Flannery O'Connor, William Faulkner, Robert Lowell, Richard Wright and Alice Walker will be studied.  
Prerequisite: ENG099 and CSE099 or waiver  

**ENG260 The Novel**  
3 hours; 3 credits  
This course explores the structure and growth of the novel—its techniques, its psychological insights, and its startling changes in form. The course provides an analysis of representative works with an emphasis on 19th and 20th Century fiction in the context of its biographical, social, intellectual, and artistic backgrounds. Such authors as Daniel Defoe, Jane Austen, Charles Dickens, George Eliot, D. H. Lawrence, Virginia Woolf, James Joyce, Ernest Hemingway, Ralph Ellison, and John A. Williams will be studied.  
Prerequisite: ENG099 or waiver and CSE099 or waiver  

**ENG265 The Drama**  
3 hours; 3 credits  
This course is designed to help students appreciate Shakespeare. It is a survey that briefly looks at Elizabethan society in order to help the students understand Shakespeare's world. A selection of sonnets are examined to familiarize the class with the special language of the age. The course concentrates on approximately five representative plays from the history plays, the comedies, the romances and the tragedies. Plays studied might include Henry IV, Part I; Twelfth Night; Hamlet; A Midsummer Night's Dream; As You Like It; Romeo and Juliet; King Lear; Anthony and Cleopatra.  
Prerequisite: ENG099 or waiver and CSE099 or waiver  

**ENG266 The Immigrant Experience in American Literature**  
3 hours; 3 credits  
This course will offer an introduction to literature written by and about immigrants in America. Attention will be given to the immigrant's experiences and struggles as seen in novels as well as poems, stories, and plays. The works of such major writers as Willa Cather, Arthur Miller, James T. Farrell, Mario Puzo, Henry Roth, Alex Haley, William Saroyan, Rene Marques, Paule Marshall, Claude McKay, and Maxine Hong Kingston will be considered.  
Prerequisite: CSE099 or waiver, ENG099 or waiver  

**ENG269 Contemporary Black American Fiction**  
3 hours; 3 credits  
This is a consideration and analysis of a selected number of major Afro-American fiction writers from 1952 to the present. Emphasis will be placed on both the survival of older fictional concerns (e.g., racism, violence, the search for identity) and the appearance of new themes (e.g., the employment of folklore materials, the revitalized use of Black dialects, the emergence of a group of women writers). Works by such authors as Ralph Ellison, James Baldwin, John Williams, Toni Morrison, Alben Murray, Alice Walker, Ernest Gaines and Ishmael Reed will be read.  
Prerequisite: CSE099 or waiver, ENG099 or waiver  

**ENG270 Introduction to Poetry**  
3 hours; 3 credits  
This course introduces students to the pleasures and rewards of poetry. The basic elements of poems will be studied. Students will read many kinds of poems from different countries and different historical periods. Such poets as William Shakespeare, William Blake, Walt Whitman, Emily Dickinson, Robert Frost, e.e. cummings, W. B. Yeats, Langston Hughes, and Adrienne Rich may be studied.  
Prerequisite: ENG099 or waiver and CSE099 or waiver  

**ENG280 Children's Literature**  
3 hours; 3 credits  
This course is designed to familiarize the student with various types of children's literature, including folklore, modern fantasy, poetry, picture books and realistic fiction. Students also learn how to evaluate the literature and how to choose books to share with children from preschool through elementary school. Through a study of the works of such authors as Hans Christian Andersen, E. B. White, A. A. Milne, Robert McCloskey and Maurice Sendak, among others, the basic themes of children's literature are explored.  
Prerequisite: ENG099 or waiver, and CSE099 or waiver  

**ENG285 Literature for the Adolescent**  
3 hours; 3 credits  
This course focuses on literature for the adolescent at the junior and senior high school level. Students will learn how to evaluate various genres on the basis of criteria for literary excellence and on the basis of appropriateness for and accessibility to the adolescent. Emphasis is placed on works of literature dealing with the rite of passage into adulthood, and students will explore the various cultural, racial, economic, and religious contexts in which that passage is experienced. Readings will include works by Mark Twain, Sherwood Anderson, J. D. Salinger, John Knowles, Sylvia Plath, Nor-Henoff, James Baldwin, Alice Childress, Paul Zindel, and others.  
Prerequisite: CSE099 or waiver, ENG099 or waiver  

**Writing**  
**ENG098 Basic Writing Workshop**  
4 hours, 1 lab; 1/2 credit  
This course is designed to improve students' fluency in writing through personal experience. The focus is on the development of an idea in a short paragraph. The course introduces the student to essential principles of grammar and sentence structure. Students receive personalized instruction in the classroom and in the Writing Center.  
Prerequisite: based on college placement procedures; ESL sequence, (if previously required)
**ENG099 Basic Writing**
4 hours; 1 lab; 1/2 credit

This course is designed to develop students' mechanical and organizational skills through an understanding of the writing process. The focus is on expressing logical and coherent ideas in essays that display a basic command of written English. Grammatical competency is reinforced throughout the term according to students' individual needs in the classroom and in the Writing Center.

Prerequisite: based on college placement procedures.

**ENG101 Composition I: An Introduction to Expository Writing**
3 hours; 3 credits

This course introduces students to the forms and techniques of writing. Personal experience and model essays will be used as the basis for developing writing skills. Students will demonstrate reasonable proficiency in the mechanics of writing and a basic command of idiom and usage. Frequent conferences with the instructor and attendance at the Writing Center will be encouraged.

Prerequisite: CSE098 or waiver; ENG099 or waiver.

**ENG102 Composition II: Writing through Literature**
2 hours; 3 credits

A continuation of the work done in ENG101, this course provides a dual focus: intensified work in writing and an introduction to the study of fiction, poetry, and drama. This course is designed 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.

Prerequisite: ENG101 or waiver.

**ENG103 Preparing and Writing the Research Paper**
2 hours; 2 credits

This course takes up the skills needed to prepare and write a formal research paper. It is recommended for students transferring to four-year colleges. The students learn and practice the skills involved in research reports for such major disciplines as the Social Sciences, Humanities, Human Services, and English. These include: choosing an appropriate topic and limiting its focus; using library reference materials; outlining and taking notes; using quotations and paraphrasing; understanding and avoiding plagiarism; preparing footnotes and bibliography; and, finally, incorporating these skills in the development of a typed manuscript.

Prerequisite: ENG101 or waiver.

**ENG104 Intermediate Writing: The Peer-Tutor Experience**
5 hours; 4 credits

This course is for students who want to perfect their writing while at the same time engaging in a cooperative learning experience. It is designed to give students a better understanding of themselves and of their writing, and to improve their skills in grammar and composition. Active discussion and criticism of another's writing will form the core of this course. Carefully supervised peer-tutoring in the Writing Center will give students valuable additional experience and insight into the writing process. Three hours of supervised tutoring in the Writing Center and two class hours will be required of all students taking this course.

Prerequisite or Corequisite: ENG101 or waiver.

**ENG112 Writing for Business**
3 hours; 3 credits

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 business reports, and on the use of reference books in the business field.

Prerequisite: ENG101 or waiver.

**ENG212 Forms and Techniques of Popular Writing**
3 hours; 3 credits

This course focuses on how to inform, persuade and entertain in newspaper reportage, magazine articles, advertisements, movie, and TV reviews, fliers and leaflets. The theme of this course may be varied, using the detective and spy story, sports writing, science fiction, the occult and magic, romance and the erotic, and the best seller to explore popular writing.

Prerequisite: ENG099 or waiver; CSE099 or waiver.

**English 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.

**ENNI90 Rural America from an Urban Perspective**
3 hours; 3 credits

This course provides 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 interaction 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 such authors as Thoreau, Stewart Udall, Robert Frost, James Dickey, Loren Eisley, and others. Students are expected to develop a project that explores the force of the artist's environment on his work.

Costs for the Intensive Week may run to a maximum of $45 per student.

**Prerequisite: ENG099 or waiver.**

**ENNI91 Art, Politics, and Protest**
3 hours; 3 credits

This course is designed as an introduction to the study of political and/or protest art as expressed in literature, film, song and other arts. Examples from the work of such artists as Orwell, Wright, Brecht, Pontecorvo, Costa-Gavras, Goya, O'Casey, Rivera and Kazan will be discussed.

Prerequisite: ENG099 or waiver; CSE099 or waiver.

**ENNI93 Ideal Societies: Planning for the Future**
3 hours; 3 credits

This course provides 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.

Prerequisite: SSI100 and ENG099 or waiver.

**ENNI95 Violence in American Art and Culture**
3 hours; 3 credits

This course provides an investigation of the causes 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 with others who want to examine a common problem.

Prerequisite: ENG099 or waiver.
ENN196 Urban Arts Workshop
3 hours; 3 credits
This course provides an exploration of the City’s social and technological impact on artists, and 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. Prerequisite: ENG099 or waiver

ENN197 Media Arts Workshop
3 hours; 3 credits
This course provides an investigation of the methods of media production. There might 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. Prerequisite: ENG099 or waiver

ENN198 Creative Writing Workshop
3 hours; 3 credits
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, followed by the editorial selection and the actual preparation and distribution of the magazine. Prerequisite: ENO101 or waiver

English as a Second Language

ESL096 English as a Second Language Workshop
9 hours (7 lectures, 2 labs); 1½ credits
This course is designed for students who do not know any English or have only a minimum knowledge. They receive intensive practice in pronunciation, speaking, and listening as well as reading and writing. At the end of the course, students must show significant improvement in all of the skills, but especially in speaking and listening. Prerequisite: based on college placement procedures.

ESL097 English as a Second Language I
9 hours (7 lectures, 2 labs); 2½ credits
This course is for students who have some knowledge of English. Its purpose is to develop proficiency in listening, speaking, reading, and writing for academic purposes, with pronunciation receiving careful attention. Special care is given to helping students recognize the similarities and differences between the spoken and written language. At the end of the course, students must demonstrate their overall proficiency in the use of the grammar and vocabulary covered during the course, especially in writing. Admission to this course is automatic for students who have completed ESL096. For other students admission is based on the college placement test. Prerequisite: ESL095 or waiver.

ESL098 English as a Second Language II
9 hours (6 lectures, 2 labs); 2½ credits
This course introduces students to the intermediate-level grammatical structures of English for academic purposes. It provides practice in their use in all of the language skills. Conversational skills using idiomatic English are emphasized as well as the relationship between speaking and writing. At the end of the course, students must demonstrate increased competency in writing as well as in speaking. Admission to this course is based on the college placement procedures. Prerequisite: ESL097 or waiver.

ESL099 English as a Second Language III
8 hours (6 lectures, 2 labs); 2½ credits
This course introduces students to complex English grammatical structures and provides extensive writing, reading, and oral practice. Its primary purpose is to enable students to develop the ability to express their ideas in acceptable written and spoken English. Vocabulary development is emphasized and selected prose styles are examined. At the end of the course, students must demonstrate a fluency in all of the language skills: speaking, listening, reading and writing. Final compositions, which are read by both ESL and English Department faculty, determine whether students qualify for Basic Writing, ENG099. Admission to this course is based on the college placement procedures. Prerequisite: ESL098 or waiver.

Department of Humanities

The Department of Humanities offers courses in:
Art
(Art and Culture, and Studio Art)
Bilingual Education
Foreign Languages
(French, German, Greek, Hebrew, Italian, and Spanish)
Music
Philosophy
These courses are presented below in that order.

Art
Art: Introductory Course

HUA101 Introduction to the Understanding of Art
3 hours; 3 credits
An exploration of the nature, meaning and humanistic value of various art forms through theoretical discussions, studio projects and textbook readings. Museum visits required. Prerequisite: CSE098, ENG099, or waivers.

Art and Culture

HUA200 Art of the 20th Century
3 hours; 3 credits
This course explores the history of various styles and forms of Western art from the Impressionist period to the present. Such diverse styles of Modern Art as Cubism, Dada and Surrealism, Expressionism, and the more recent styles of Pop and Conceptual Art will be discussed and explained. Consideration will be given to the understanding of abstract and non-objective art as well as the influences which African and Eastern art forms have had on the development of modern art styles. Illustrated with slides and reproductions. Museum visits required. Prerequisite: CSE099, ENG099, or waivers.

HUA201 Art in New York: A Museum Gallery Workshop
3 hours; 3 credits
Museum and gallery visits will comprise the major portion of this course. Through this first-hand experience, students will examine the form and content of contemporary painting, drawing and sculpture. The class will discuss selected art exhibits in an effort to explore the nature of art criticism. Prerequisite: CSE099 or waivers, ENG101, HUA200 or permission of the instructor.
HUA215 Nature and Human Nature in Western Art
3 hours; 3 credits
The painting, sculpture, and architecture of Renaissance Europe will be examined for its humanistic content as well as for the visual qualities of composition, style, and technique. Such art forms as Michelangelo’s Sistine Ceiling and Leonardo’s Mona Lisa will be compared with earlier art forms and the modern styles of today. Illustrated with slides and reproductions. Textbook readings and museum visits required.
Prerequisite: CSE099, ENG099, or waivers

HUA216 The Art of Africa, Oceania, and Pre-Columbian America
3 hours; 3 credits
An examination of the art of Africa, Oceania, and Pre-Columbian America. Such art forms as Dogon masks, Navajo sand paintings, and Aztec temples will be considered in terms of social function and stylistic qualities. The training and patronage of the artist in former times will be compared to conditions for the artist in contemporary society. Illustrated with slides and reproductions. Textbook readings and museum visits required.
Prerequisite: CSE099, ENG099, or waivers

HUA217 Greek and Roman Art
3 hours; 3 credits
This course explores Greek and Roman Art from a contemporary point of view. Modern urban centers such as New York City and Washington, D.C., will be contrasted to the ancient cities of Pompeii, Rome, Athens, and Olympia. Such art forms as the Greek temple, civic and military architecture, wall painting, and sculpture of the human figure will be considered. Emphasis will be placed on the stylistic and formal qualities of an art form as well as its function in society. Illustrated with slides and reproductions. Textbook readings and museum visits required.
Prerequisite: CSE099, ENG099, or waivers

Art and Culture Intensive
HUN198 Art and Society
3 hours; 3 credits
This course deals in a variety of ways with the relationship 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.
Prerequisite: CSE099, ENG099, or waivers

Studio Art
HUA103 Beginning Drawing
3 hours; 3 credits
An introduction to drawing through the basic visual fundamentals of line, texture, value, space, and form. Problems in descriptive and imaginative drawing will be explored. There will be individual and group criticism. Sketchbooks are required.
Pre- or Corequisite: CSE099, ENG099, or waivers

HUA110 Beginning Painting
3 hours; 3 credits
Problems in color theory and paint application are discussed as they relate to landscape and unconventional still life. Emphasis will be placed on individual color expression and the abstract qualities of formal composition. There will be individual and group critiques. Sketchbooks are required.
Pre- or Corequisite: CSE099, ENG099, or waivers

HUA120 Beginning Sculpture
3 hours; 3 credits
Problems in three-dimensional form will be examined through projects in clay and paper-mache. There will be group and individual criticism.
Pre- or Corequisite: CSE099, ENG099, or waivers

HUA130 Beginning Photography
4 hours (1 lecture, 3 labs); 3 credits
An introduction to photography covering camera, lighting, exposure, processing and printing. The creative use of photography techniques as they relate to individual expression, journalism, advertising and graphic arts will be considered. Special projects and final portfolio required. It is recommended that students provide their own cameras.
Pre- or Corequisite: CSE099, ENG099, MAT098, or waivers

HUA150 Beginning Printmaking
3 hours; 3 credits
An introduction to printmaking. Employing relief or silkscreening printing techniques, students experiment with designs in black and white and multicolor. Operation of the printing press, registry, inking and other printing techniques will be demonstrated. Edition printing required. Examples of printmaking will be discussed and illustrated with slides.
Pre- or Corequisite: CSE099, ENG099, or waivers

HUA160 Commercial and Advertising Art
3 hours; 3 credits
An introduction to the specific techniques and skills used in commercial art. The basic principles of design will be considered as they apply to layout, lettering, color and transparency. Students work to produce a full mechanical for an original design. The historical styles of newspaper, magazine, poster and packaging design will be discussed and illustrated. (This course may serve as preparation for an internship with a commercial art studio.)
Prerequisite: MAT098 or waiver
Pre- or Corequisite: CSE098, ENG099, or waivers

HUA170 Printmaking Workshop: Etching and Engraving
3 hours; 3 credits
An introduction to the basic intaglio print techniques of metal plate etching, engraving, aquatint and softground. Students learn the operation of the printing press, registry, inking and other procedures in the production of their own print editions. Compositions in line drawing and crosshatch will be emphasized. The historical aspects of etching and engraving will be discussed and illustrated with slides.
Pre- or Corequisite: CSE098, ENG099, or waivers

HUA180 Life Drawing
3 hours; 3 credits
Problems in descriptive and interpretive drawing will be explored. Special emphasis will be placed on drawing from the human figure. Textbook readings, studies in human anatomy, and sketchbooks will be required.
Prerequisite: CSE098, ENG099, or waivers; HUA103 recommended but not required

HUA185 Design and Color
3 hours; 3 credits
An introduction to the fundamentals of design through an investigation of the visual elements. Students produce creative designs in both two- and three-dimensional form. Special emphasis will be given to color. Design principles will be discussed and illustrated as they relate to a variety of visual art forms.
Pre- or Corequisite: CSE098, ENG099, or waivers
HUA210 Intermediate Painting
3 hours; 3 credits
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.
Prerequisite: CSE098 or waiver, ENG099 or waiver, HUA110 or permission of the instructor.

HUA220 Intermediate Sculpture
3 hours; 3 credits
Exploration of two- and three-dimensional sculpture in fiberglass, polyester resin, wood, metal, and other materials. Group projects in environmental and outdoor sculpture may be involved.
Prerequisite: CSE098 or waiver; ENG099 or waiver, HUA110 or permission of the instructor.

HUA230 Intermediate Photography
4 hours (1 lecture, 3 labs); 3 credits
An intermediate course in photographic instruction, darkroom technique and aesthetics. Students will be exposed to classic examples of photojournalism, nature and portrait photography, and instructed in appropriate techniques in each area. Students will begin to build a portfolio in a chosen area. Each person will be expected to have a camera.
Prerequisite: HUA130

HUA260 Studio Art Workshop
3 hours; 3 credits
Students work on independent art projects in drawing, painting, sculpture or graphics. The nature and direction of the art project will be established during the first week of class by the student with direction from the studio instructor. The course encompasses special assignments including a research report and sketchbooks. There will also be discussions and group critiques.
Prerequisite: CSE098 or waiver, ENG099 or waiver, and completion of one of the following: HUA101, HUA120, HUA103, HUA130, HUA180 or consent of instructor. Portfolio required.

Studio Art Intensive
HUN199 New York Museum Workshop
3 hours; 3 credits
Students establish an independent art project based on studies and observations made in New York museums and galleries during the Intensive Week. This art project is then developed in depth during the regular quarter. Research report, sketchbooks and final portfolio required.
Prerequisite: CSE098 or waiver, ENG099 or waiver, and completion of one of the following: HUA110, HUA120, HUA103, HUA130, HUA180 or consent of instructor. Portfolio required.

Bilingual Education
HUB101 Introduction to Bilingualism
3 hours; 3 credits
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 Spanish children in the urban setting will stress the social and economic factors as they relate to different views of bilingual philosophy.
Prerequisite: CSE098 or equivalent in Spanish (as per exam) or waiver.

HUB102 The Hispanic Child in an Urban Environment: Educational Psychology
6 hours; 3 credits
An examination of the psychology 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 3 hour field lab and a case study log are required. Students who have had Developmental Psychology (SSY240) should see the instructor of HUB103.
Prerequisite: SSY100, SSY101, HUB101.

HUB103 Principles and Practices of Bilingual Education
6 hours; 3 credits
Focusing on representative bilingual programs in New York City, the course will examine the basic principles 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. In addition to class sessions a 3-hour field lab and a case study log are required.
Prerequisite: HUB102.

HUB104 Bilingual Language Arts
4 hours; 2 credits
This course is designed to provide an integrated introduction to the basic concepts and application of reading 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 adoption 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. A two hour field lab is required.
Prerequisite: HUB103, HUS105, ENG101.

HUB202 Bilingual Instructional Materials
4 hours; 2 credits
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-speaking 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. A two hour field lab is required.
Prerequisite: HUB103, HUS105, ENG101.

HUB203 Classroom Dynamics in a Bilingual School
4 hours; 2 credits
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. A two hour field lab is required.
Prerequisite: HUB201, HUB202, ENG102.
Communication Arts

Communications

HUC098 Basic Communication Strategies Workshop
4 hours; ½ credit

This course will introduce students to a core of fundamental communication concepts and skills needed to express ideas and feelings with confidence and clarity. Students will explore such issues as: What is communication? What is the self-image? How does language choice affect other people's response to us? How can we use language to create positive images? This course will be taught in a broad range of settings. This course prepares students for HUC099. Prerequisite: based on college placement procedures.

HUC099 Basic Communications Strategies
4 hours; ½ credit

This course builds on the communication concepts and skills introduced in HUC098. Students explore such issues as: How does unspoken communication affect the spoken word? What makes a good listener? How does one build a winning argument? How do misunderstandings arise at home, in school and on the job? What qualities help create a successful job interview? The course is taught together with basic reading and writing using related themes and skills. Prerequisite: based on college placement procedures.

HUC110 Communication and the Non-Native Speaker
4 hours; 1 credit

This course is designed to help the student develop facility with English when it is not his or her native language. The student will learn how knowledge of hidden cultural cues promotes effective communication, and will compare American communication patterns with those of other cultures. Prerequisite: ESL007 or permission.

HUC101 Oral Communication
3 hours; 3 credits

This course is designed to introduce the student to communication concepts, theories and skills which people use in personal and professional settings. Topics include: What is communication? How does culture affect communication patterns? What does self-disclosure mean? What are effective response styles? How do language choices and non-verbal cues affect the image a person projects? How can a verbal confrontation produce its intended result? What are effective ways to organize a message? How does a person prepare for and present a successful job interview? Prerequisite: CSE098.

HUC103 Effective Speaking
2 hours; ½ credit

This course is a continuation of HUC101 (Oral Communication) and provides the student with an in-depth study of message preparation and delivery. It helps the student establish habits that are effective habits strategies needed to express ideas and feelings with clarity, sensitivity, and assertiveness. Prerequisite: ENG099, HUC101, or waivers.

HUC110 Group Communication
3 hours; 3 credits

This course is an extension of HUC101 (Oral Communication) but its focus is on the group rather than on the interpersonal situation. It will introduce students to communication theories, concepts and skills which groups use in a variety of social and professional settings. Topics include: communictor characteristics which promote discussion, leadership skills, effective discussion roles, the effect of sexism on discussion roles, nonverbal messages, techniques for organizing an effective discussion, patterns of problem solving, communication skills for establishing a cooperative climate, and effective ways of dealing with verbal conflicts. Prerequisite: ENG099, HUC101, or waivers.

Film

HUC150 The Art of Film
3 hours; 3 credits

This course provides an overview of film history and theory. The student learns about aesthetic and technological innovations in the medium, while developing critical skills through screening films selected as representative of a type or concept. Prerequisite: CSE098, ENG099, or waivers.

HUC165 Film and the Supernatural
4 hours; 3 credits

This course will explore major films which have reflected and helped to define the concept of "supernatural horror" in Western culture. The films will be related to the themes in folklore and fiction that inspired their scripts. Students will learn to identify the basic themes in supernatural film and fiction and will acquire the basic methodology required to analyze these films as unconscious reflections and/or semi-conscious projections of cultural fears. Prerequisite: CSE098, ENG099, or waivers.

HUC270 American Film and its Genre
4 hours (3 lectures, 1 lab); 3 credits

The course will explore major cinema genres which have both reflected and projected a consciousness of American attitudes and values. Included are such topics as alienation in the cowboy, the spiritual, the gangster and the science fiction film. Through readings and the screening of a selection of movies, students will examine the ways in which the medium of film serves to clarify American social/cultural patterns, realities and illusions. Prerequisite: CSE098 or waiver, ENG099 or waiver, HUC120 recommended but not required.

Media

HUC130 Mass Media and Their Evolution
3 hours; 3 credits

This course critically analyzes selected issues in mass communication. Possible topics include: media violence and pornography, media stereotyping, comics and political cartoons, hidden persuaders, editorial policies, media bias, censorship, press freedom and responsibility. Student projects may vary each term. Prerequisite: CSE098 or waiver, ENG099 or waiver, HUC120 recommended but not required.

HUC240 Media Production Workshop
4 hours (1 lecture, 3 labs); 3 credits

This course seeks to provide a broad and rigorous orientation to the theory, principles, vocabulary, and processes of media production. Projects and research may include such media as video, film or TV. The nature and design of these projects will be determined during the first week of class by the student with the instructor's consultation. Prerequisite: CSE098, ENG099, or waivers.

Humanities
Theatre

HUC170 Art of Theatre
3 hours; 3 credits

This course introduces the student to the theories, techniques, and literature of the theatre. Readings, seminars, field-trips to New York theatres, and class projects provide the student with an understanding of theatre as a social force and as an art form.
Prerequisite: CSE099, ENG099, or waivers

HUC180 Creative Drama
3 hours; 3 credits

This course examines the theories, procedures, and means of assessing improvisational drama for use in artistic, educational, and social work settings. Students will take part in exercises in sensory awareness, improvisation, and role playing, and develop a resource file of materials applicable to their chosen area of concentration.
Prerequisite: CSE099, ENG099, or waivers

HUC190 Acting
3 hours; 3 credits

This course explores the theoretical perspectives and the practical demands of acting as an art form. Readings in theory are supplemented by student presentations of short scenes and possible seminar visits to New York theatres.
Prerequisite: CSE099, ENG099, HUC170 recommended but not required

HUC195 Theatre Production
4 hours (3 lectures, 1 lab); 3 credits

This course will involve the study and practical application of the basic aesthetic and technical aspects of theatrical production. Through the students' own class production they will begin to develop such aesthetic and technical skills as talent selection and coordination, direction and staging, set design and lighting, make-up and costume, business management, advertising and promotion.
Prerequisite: CSE099, ENG099 or waivers, HUC170, HUC190 recommended but not required

HUC245 The New York Theatre Experience
4 hours; 3 credits

This course involves the study of current professional and semi-professional theatre in New York City. Students will be required to attend a total of six Broadway, Off-Broadway, and Off-Off Broadway plays in order to compare their content, underlying aesthetic concepts, and production techniques. (Plays will be seen on Sunday afternoons. Students will pay a total of approximately $30-$40 for tickets.)
Prerequisite: CSE099, ENG099, or waivers

Foreign Languages

French

HUF101 Elementary French I
5 hours (3 lectures, 2 labs); 3 credits

An intensive course for beginners designed to develop comprehension, speaking, reading, and writing skills through work in the classroom and language laboratory.
Prerequisite: CSE099, ENG099 or waivers. A student must successfully complete HUF101 before credit is granted for Elementary French I.

HUF102 Elementary French II
5 hours (3 lectures, 2 labs); 3 credits

This course is a continuation of Elementary French I.
Prerequisite: HUF101 or permission of instructor

HUF103 Intermediate French
4 hours (3 lectures, 1 lab); 3 credits

Further development of speaking, reading, and writing skills. Emphasis will be placed on the ability to understand and interpret media, 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.
Prerequisite: HUF102 or permission of instructor

HUF104 French Life and Institutions
4 hours (3 lectures, 1 lab); 3 credits

This course will involve the advanced development of oral and written skills through 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.
Prerequisite: HUF103 or permission of instructor

German

HUG101 Elementary German I
5 hours (3 lectures, 2 labs); 3 credits

An intensive course for beginners designed to develop comprehension, speaking, reading, and writing skills through work in the classroom and language laboratory.
Prerequisite: CSE099, ENG099. A student must successfully complete HUG101 before credit is granted for Elementary German I.

HUG102 Elementary German II
5 hours (3 lectures, 2 labs); 3 credits

This course is a continuation of Elementary German.
Prerequisite: HUG101 or permission of instructor

Greek

HUK101 Elementary Modern Greek I
5 hours (3 lectures, 2 labs); 3 credits

An intensive course for beginners designed to develop comprehension, speaking, reading, and writing skills through work in the classroom and language laboratory.
Prerequisite: CSE099, ENG099, or waivers. A student must successfully complete HUK101 before credit is granted for Elementary Modern Greek I.

HUK102 Elementary Modern Greek II
5 hours (3 lectures, 2 labs); 3 credits

This is a continuation of Elementary Modern Greek I.
Prerequisite: HUK101 or permission of instructor

HUK103 Intermediate Modern Greek
4 hours (3 lectures, 1 lab); 3 credits

Further development of speaking, reading, and writing skills. Emphasis will be placed on the ability to understand and interpret media, 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.
Prerequisite: HUK102 or permission of instructor

Hebrew

HUH101 Elementary Modern Hebrew I
5 hours (3 lectures, 2 labs); 3 credits

An intensive course for beginners designed to develop comprehension, speaking, reading, and writing skills through work in the classroom and the language laboratory.
Prerequisite: CSE099, ENG099 or waivers. A student must successfully complete HUH101 before credit is granted for Elementary Modern Hebrew I.

HUH102 Elementary Modern Hebrew II
5 hours (3 lectures, 2 labs); 3 credits

This is a continuation of Elementary Modern Hebrew I.
Prerequisite: HUH101 or permission of instructor

Italian

HUH101 Elementary Italian I
5 hours (3 lectures, 2 labs); 3 credits

An intensive course for beginners designed to develop comprehension, speaking, reading, and writing skills through work in the classroom and the language laboratory.
Prerequisite: CSE099, ENG099 or waivers. A student must successfully complete HUH102 before credit is granted for Elementary Italian I.
HU102 Elementary Italian I
5 hours (3 lectures, 2 labs); 3 credits
This is a continuation of Elementary Italian I. Prerequisite: HU101 or permission of instructor.

HU103 Intermediate Italian
4 hours (3 lectures, 1 lab); 3 credits
Further development of speaking, reading, and writing skills. Emphasis will be placed on the ability to understand and interpret media, and to develop creative writing skills. Students will be exposed to many members of the Italian-speaking community, as well as to commentary on current social issues. Prerequisite: HU102 or permission of instructor.

HU104 Italian Life and Institutions
4 hours (3 lectures, 1 lab); 3 credits
This course 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. Prerequisite: HU103 or permission of instructor.

HU1200 Social Themes in Italian Literature
3 hours: 3 credits
An introduction to Italian literature and its relationship to the dynamics of social change. Through reading, 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. Prerequisite: HU104 or permission of instructor.

Spanish

HU101 Elementary Spanish I
5 hours (3 lectures, 2 labs); 3 credits
An intensive course for beginners designed to develop comprehension, speaking, reading, and writing skills through work in the classroom and the language laboratory. Prerequisite: CSE098, ENG099 or waivers. A student must successfully complete HU102 before credit is granted for Elementary Spanish I.

HU102 Elementary Spanish II
5 hours (3 lectures, 2 labs); 3 credits
This is a continuation of Elementary Spanish I. Prerequisite: HU101 or permission of instructor.

HU103 Intermediate Spanish
4 hours (3 lectures, 1 lab); 3 credits
Further development of speaking, reading, and writing skills. Emphasis will be placed on the ability to understand and interpret media, 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. Prerequisite: HU102 or permission of instructor.

HU105 Spanish for Fluent Speakers I
4 hours (3 lectures, 1 lab); 3 credits
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. Prerequisite: HU102 or permission of instructor.

HU107 Conversational Spanish
3 hours; 3 credits
An intermediate course designed to increase fluency in the spoken language through intensive oral and aural practice in discussions, oral exercises, conversations, and occasional field trips. Simulated and real life situations allow the student to develop and reinforce oral comprehension and speaking skills in Spanish. Prerequisite: HU102 or permission of instructor.

HU111 Spanish for the Classroom Teacher I
5 hours (3 lectures, 2 labs); 3 credits
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. Prerequisite: CSE098, ENG099 or waivers. Not open to students who have taken HU101. A student must successfully complete HU111 before credit is granted for Spanish for the Classroom Teacher I.

HU112 Spanish for the Classroom Teacher II
5 hours (3 lectures, 2 labs); 3 credits
This course is a continuation of HU111. Prerequisite: HU111 or permission of instructor. Not open to students who have taken HU101. This course is a continuation of HU111.

HU160 The Barrio
3 hours; 3 credits
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 styles 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. Prerequisite: HU102 or permission of instructor. HU194 is recommended.

HU400 Social Themes in Latin American Literature I
3 hours; 3 credits
An introduction to Latin American literature and its relationship to the dynamics of social change. Through readings, individual research, and attendance at plays and films, the student will have the opportunity to explore the different forms of literary expression and the social values they reflect. Topics include Indian literature, colonization and exploration, the independence movement, and abolition. Prerequisite: HU204 or permission of instructor.

HU104 Social Themes in Latin American Literature II
3 hours; 3 credits
A continuation of HU400, the second term deals with urbanization, social consciousness, alienation, black awareness, and the new revolution. Prerequisite: HU204 or permission of instructor.

HU105 Hispanic Life and Institutions
3 hours; 3 credits
An in-depth study of people and institutions of Latin America. Through examination of literary sources dealing with a variety of themes related to everyday life. Films, speakers, and reading texts will be used in exploring Latin American thought and attitudes. Students will learn to comment critically within the context of Latin American culture and to make significant comparison with their own backgrounds and experiences. Prerequisite: HU105 or permission of instructor.

HU120 Advanced Spanish Composition
3 hours; 3 credits
This course is designed to enable the student already familiar with basic Spanish grammar to express himself/herself in Spanish in a 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 movements. Prerequisite: HU105 or permission of instructor.

HU170 Literature of the Caribbean
3 hours; 3 credits
A comparative study of the novel, drama, poetry, and essay of Puerto Rico, Cuba, and the Dominican Republic. In addition to reading humanities.
and other class assignments, students will attend poetry readings and theatrical productions. Representative authors are Hostos, Llorens Torres, Topia y Rivera, Villegas, Heredia, More, Carpenter, and Bosch. Prerequisite: HUS204 or permission of instructor.

HUS220 Commercial Spanish
3 hours; 3 credits
This course is designed to reinforce advanced composition and research techniques in the field of business. Emphasis is placed on types of business communications, and the preparation and analysis of research reports. In addition, it will familiarize the student with the main similarities and differences between English and Spanish commercial language. Prerequisite: HUS210 or equivalent, ENGL1 Corequisite: ENGL12

Spanish Intensive
HUN194 The Puerto Rican Community: A Minority Group Experience
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 New York City's minorities. Throughout the quarter, students will participate directly in the experiences of the Puerto Rican community. Relevant books will also be assigned. Prerequisite: CSE098, ENG099, or waivers.

HUF150, HUG150, HUI150, HUK150, HUS150
Skill Maintenance in Foreign Languages
2 lab hours; 1 credit
A laboratory course 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 individually arranged. Prerequisite: CSE098, ENG099, or waivers.

Music
HUM101 Introduction to Music
3 hours; 3 credits
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 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. Prerequisite: CSE098, ENG099, MAT098, or waivers.

HUM105 Music History
3 hours; 3 credits
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 an ability to recognize, analyze, and perform the literature. Outside listening, on reserve readings, and attendance of college concerts will be required. Prerequisite: CSE098, ENG099, or waivers.

HUM103 History of Keyboard Instruments
3 hours; 3 credits
A survey course which traces by sight and sound the history of keyboard instruments from the development of the key mechanism through such instruments as the monochord, clavichord, the spinet, the virginal, the harpsichord, the piano, the pitch organ, the chamber organ, the reed organ, the electric organ and keyboard synthesizers. Prerequisite: CSE098, MAT098, or waivers.

HUM105 Music of Africa
3 hours; 3 credits
A survey course which will convey a sense of the general nature of the sound of African music as well as an understanding of how music works in the average African day, both past and present. A study will also be made of the differing types of musical instruments to be found in the various cultures of Africa and the ways in which these instruments have evolved. Prerequisite: CSE099, HUC099, ENG099, or waivers.

HUM110 Introduction to Jazz
3 hours; 3 credits
This course is designed to develop an understanding and appreciation of jazz as a folk art. The music and characteristics of various styles, including Dixieland, blues, ragtime, boogie-woogie, bop, cool, funky, eclectic, and jazz rock, will be studied through recordings and classroom performances. Emphasis will be on the stylistic characteristics of jazz piano, jazz bass, vocalists, rhythm section, alto saxophone, tenor saxophone, trumpet and trombone. The course will involve outside reading and listening, as well as performances and lecture/demonstrations. Prerequisite: CSE098, ENG099, or waivers.

HUM111 Theory of Musical Improvisation
3 hours; 2 credits
This course will be concerned with the art of performing music as an immediate response to creative ability; that is, without the aid of manuscript, sketches or memory. Students will study the technique of spontaneous composition and improvisation, and learn how to extemporize on their principal instrument (including the singing voice). Prerequisite: CSE098, ENG099, MAT098, or waivers. Any of the following: HUM150, HUM155, HUM160 or HUM165.

HUM140 Music Theory I
3 hours; 3 credits
This course is concerned primarily with learning to read music. A study will be made of both the sight and sound of major scales, diatonic intervals, primary chords and key signatures. Emphasis will be placed on the development of melodic, harmonic and natural minor scales. Key signatures and intervals in minor modes will be emphasized. Secondary chords and their inversions as well as suspensions and passing tones will be introduced in both major and minor keys. Students will learn to write melodies in minor keys and will learn to use both primary and secondary chords and their inversions in harmonizing melodies. Students will analyze music for key, modulations, and chord progressions. Prerequisite: HUM140 with grade of "C" or better.

HUM141 Music Theory II
3 hours; 3 credits
This course is a continuation of HUM140. A study will be made of the sight and sound of melodic, harmonic and natural minor scales. Key signatures and intervals in minor modes will be emphasized. Secondary chords and their inversions as well as suspensions and passing tones will be introduced in both major and minor keys. Students will learn to write melodies in minor keys and will learn to use both primary and secondary chords and their inversions in harmonizing melodies. Students will analyze music for key, modulations, and chord progressions. Prerequisite: HUM140 with grade of "C" or better.

HUM150 Choir
3 hours; 1 credit
Emphasis is on the preparation of choral music for performances. The choir will include traditional pieces of choral literature. The students will be prepared for public performances in the arts center and other events. The students will be prepared for public performances in the arts center and other events. The student must take Choir five 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...
HUM155 Voice Class I
3 hours; 3 credits

Emphasis is on the development of the voice for solo performance. Each student will explore the music most suitable for his or her individual voice or singing style. Class work includes basic music reading, vocal exercises, stage conduct and vocal styles. There will be both individual and group vocal work in class, including daily solo stage performance. Use of recording and TV taping for development of style and stage professionalism is included. Prerequisite: ENG099, MAT098, or waivers.

HUM156 Voice Class II
3 hours; 3 credits

Based on foundations and experience in HUM155, emphasis is on individual vocal and professional development in performance. Class work includes advanced vocal exercises, stage conduct and style, daily solo performance, use of recording techniques, stage and TV taping. Experience involves preparation of resumes and professional programs in various styles of vocal music. Actual working experience will include techniques and adaptations required on TV, recording, opera, clubs, orchestras, and combos. Business aspects of the vocal music profession will be investigated, including agents, publicity, managers, and contracts. Public performance at campus or outside is required. Opportunities for auditions in New York City for professional and semi-professional engagements provided. Prerequisite: HUM101 or HUM150 or equivalent; HUM155 or equivalent.

HUM160 Band
3 hours; 1 credit

The Band 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 band 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 Band for 5 quarters for credit, or audit without credit. A student may earn a total of 10 credits in performance groups. Band will be offered fall, winter and spring quarters. Prerequisite: CSE098, ENG099, MAT098 or waivers. By audition only (ability to read music; performance techniques equivalent to grade 5 music).

HUM165 Wind Instruments I
3 hours; 3 credits

Open to all students interested in playing a wind instrument but who have had no previous experience. Students in this class will develop ensemble and solo performance skills on an instrument of their choice. Skills include tone production, intonation, posture, breathing, embouchure, fingering, rhythm, articulation, and scales, and the use of these skills in expressive performance. Prerequisite: CSE098, ENG099, MAT098, or waivers. Recommended. HUM101.

HUM166 Wind Instruments II
3 hours; 3 credits

A continuation of HUM165. Students will continue to develop ensemble and solo performance skills on the instrument of their choice. Special emphasis will be placed on advanced concepts of tone, intonation, fingering, embouchure, breathing, breath control, rhythm, articulation, scales, improvisation and composition. Students will use these skills in expressive musical performance. Prerequisite: HUM165 or equivalent; HUM101 desirable but not required. Corequisite: HUM160 desirable but not required.

HUM180 Piano I
3 hours; 3 credits

Open to all students interested in playing the piano but who have had no previous experience. Students in this class will develop the ability to play simple melodies and learn simple accompanying techniques for folk songs, sight read at the keyboard, and to play easy piano literature from a variety of stylistic eras. Prerequisite: CSE098, ENG099, MAT098, or waivers.

HUM181 Piano II
3 hours; 3 credits

A continuation of "Beginning Piano" (HUM180), this course will train students to play more complex compositions. Students will also learn to sight read more difficult musical selections, and will learn to improvise simple accompaniments for folk songs. Prerequisite: HUM180 with grade of "C" or better, or by audition.

HUM901 The American Musical Theater: A Production Workshop
4 hours; 3 credits

The student will participate in the preparation and public performance of a Broadway musical. Emphasis will be placed on individual and group learning experiences, and specific techniques required for performing in musicals, including such techniques as characterization, coordination of acting and body movement with singing, transition from speech to song, group movement for a singing chorus, techniques of memorization, and overall production and publicity responsibilities. Additional rehearsal hours are part of the course requirement. Prerequisite: HUM140 or 180, and both HUM135 and HUM156.

HUM210 American Music
3 hours; 3 credits

This exploration of musical development in America over the past 350 years will concentrate on three major areas: the origins and changing form and character of American folk music, 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. Prerequisite: HUM101.

Music Intensive

HUN200 Electronic Music
3 hours; 3 credits

After a brief investigation into the nature and history of electronic music, students become involved in a "hands-on" discovery of the various techniques of electronic music composition, including sound collecting, sound modification, tape techniques, tape experiments, acoustics, synthesizers and synthesizer experiments. The work of each student will culminate in the creation of an electronic composition which may involve a multimedia presentation. Prerequisite: CSE098, ENG099, MAT098, or waivers.

Philosophy

HUP100 Critical Thought Skills
3 hours; 3 credits

This course seeks to aid the development of students' thinking skills. Concrete examples will be employed as a means of improving the students' everyday use of concepts to organize their experience. The examples will focus on those skills which students need in order to solve problems and to make choices in their academic, career and personal lives. Corequisite: CSE097, ENG099, HUC099, or waivers.

HUP101 Introduction to Philosophy: Freedom and Human Action
3 hours; 3 credits

This course introduces students to the process of philosophical reflection. Extensively utilizing the concept of freedom, it seeks to develop the student's ability both to analyze concepts and to explore life experience in a structured and coherent fashion. Students are encouraged to develop their perceptions by critically examining their own beliefs, attitudes and assumptions in light of the philosophical analyses they encounter. Prerequisite: CSE099, ENG099, or waivers.
HUP210 Ethics
3 hours; 3 credits
This course investigates the nature of morality and its place in human experience. Among the questions posed and discussed are the following: Is morality relative to specific cultures? What are the standards for right and wrong? What does it mean for the individual to be a moral agent? Does love have a place in the moral life? Students are encouraged to explore how morality functions in their own lives.
Prerequisite: HUP101

HUP215 Philosophy of Love and Sexuality
3 hours; 3 credits
This course involves a philosophical analysis of the basic structures of love and sexuality, their relationship to each other and their place in human existence. Among the questions posed and discussed are: What is the nature of love? What is the relationship between love and sexuality? What is the significance of the language of sexuality? Is there a specific sexual morality? Students will be encouraged to explore and develop the philosophical implications of their perceptions in these areas. Philosophers to be studied include Nagel, Mouton and Solomon.
Prerequisite: HUP101, ENG101 and one additional 3-credit philosophy course

HUP220 Political and Social Philosophy
3 hours; 3 credits
The course will explore the following questions: What are the sources 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.
Prerequisite: HUP101

HUP230 Philosophy of Religion
3 hours; 3 credits
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.
Prerequisite: HUP101 or permission of instructor

HUP240 Freedom and Life Experience
3 hours; 3 credits
This course applies the concept freedom, as developed in HUP101, across the spectrum of one's daily activities, including work, leisure, time with family and time alone. Analysis of concepts such as work, leisure and obligation provide the framework within which students maintain logs of their daily activities and assess these activities from the standpoint of freedom.
Prerequisite: HUC099 or waiver, HUP101

HUP250 Individual Freedom and Work Experience
1.5 hours; 1 credit
This course will help students explore and examine various features and dimensions of their internship/work experiences from the standpoint of freedom. Students will maintain journals in which they will respond to questions concerning the degree of freedom they have and want on the internship.
Prerequisite: HUP101
Corequisite: Internship placement or waiver

Department of Human Services

HSC101 Orientation to Human Services
3 hours; 3 credits
Through field visits, presentations, readings, assignments, and discussions, 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.
Prerequisite: CSE098, ENG099, or waivers

HSC102 Principles in Human Relations
3 hours; 3 credits
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 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. This course should be taken prior to the first internship.
Prerequisite: CSE096, ENG099, or waivers

HSC103 Community Dynamics: Impact on Human Services
3 hours; 3 credits
Students will examine the meaning of "community" as 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, and reading and writing assignments. Visits will be made to community decision-making groups.
If this course is taken as an intensive, it may be used to fulfill the College's Intensive requirement.
Prerequisite: SS1100, HSC101

Child Development

CEC980 Cooperative Education, Child Development
7 hours; 1 1/2 credits
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.
Prerequisite: HSC101 and HSC102; or current employment in an approved child development setting

CEC990 Cooperative Education: Child Development
7 hours; 3 credits
A full-time internship for advanced students, with permission of the coordinator.
HSD170 Integrated Curriculum A: Framework for the Developing Child
3 hours; 3 credits
This first course in the Child Development sequence introduces the concept of the integrated curriculum as the preferred approach in early childhood education. Experiences in social living for young children will be developed on the basis of sound developmental principles and theories of learning. The emphasis on the acquisition of language and its sequent development will provide a framework for understanding the significance of language in interpersonal relationships. Curriculum experiences for children will be planned and tested in a variety of co-op field settings.
Prerequisite: HSC102, SS1100
Corequisite: SSY101, approved co-op internship

HSD171 Integrated Curriculum B: Developing Problem-Solving Skills
3 hours; 3 credits
This course will introduce students to the problem-solving and logical thinking processes that are common to both mathematics and science learning for young children. The continuing emphasis on language development will focus on building a specialized vocabulary and the communication of thinking processes.
In their co-op field settings, students will plan curriculum experiences involving concepts and operations which enable children to view mathematics and science as part of an integrated curriculum rather than as subjects taught in isolation from each other.
Prerequisite: HSD170 or HSE109
Pre-requisite: Course in math or science as required by the specialization: MAT103, or SCP107 or SCB101
Corequisite: approved co-op internship

HSD172 Integrated Curriculum C: Developing Creativity
3 hours; 3 credits
This course will consider the media through which children's creativity is expressed. The content will focus on the use of imaginative play, music and movement, and arts materials. The continuing emphasis on language development will focus on increasing competency in conversation and developing the use of expressive language (i.e., original stories, poems, dramatizations). In their co-op field settings, students will plan curriculum experiences which will enable children to engage in activities which stimulate spontaneity and originality.
Prerequisite: HSD170 or HSE109
Pre-requisite: Course in humanities as required: HUA101 or HUM101
Corequisite: approved co-op internship

Mental Health

CEM200 Cooperative Education, Mental Health
7 hours; 1.5 credits
The Cooperative Education program for Human Services students consists of 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.
Prerequisite: HSC101 and HSC102; or current employment in an approved mental health setting

CEM801 Cooperative Education: Mental Health
7 hours; 3 credits
A full-time internship for advanced students, with permission of the coordinator.

HSM120 Survey of Psychological Treatment Approaches
3 hours; 3 credits
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 what their goals are. Case studies demonstrating selected treatment approaches will be analyzed.
Prerequisite: SSY101 and HSC102

HSM121 Mental Health Roles and Community Resources
2 hours; 2 credits
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.
Prerequisite: HSC101
Corequisite: Internship or employment in an approved mental health setting

HSM128 Topics in Mental Health Field Organization
2 hours; 2 credits
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.
Prerequisite: HSM121 or permission of instructor
Corequisite: Internship or employment in an approved mental health setting

HSM183 Contemporary Issues in Mental Health Services
2 hours; 2 credits
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.
Prerequisite: HSM121 or permission of instructor
Corequisite: Internship or employment in a mental health setting

Human Services Electives

HSE104 Health Services Delivery Systems
3 hours; 3 credits
The course covers the history and current character of institutional health care, and significant trends in health delivery systems, organizational functions and structure of the various kinds of facilities, the philosophy and evolution of the hospital organization, the relationships between the hospital, the community and the medical staff.
Prerequisite: SS1100 or AMH105

HSE105 Understanding and Working With Handicapped Children
3 hours; 3 credits
This course is designed to link an understanding of the growth and development of children in general with an understanding of the special developmental problems of handicapped children. Students will learn to distinguish those features of the educational environment of normal children which must be adapted and revised for the handicapped. It will develop competency in students to analyze and evaluate materials appropriate for use with handicapped children. Students will be trained to observe the special characteristics of handicapped children and how these children relate to their environment.
Prerequisite: SSY240
Corequisite: Internship with the handicapped child, or previous experience, or permission of the instructor

Human Services
HSE109 Principles and Practices of Early Childhood
3 hours; 3 credits
This course examines principles underlying behavior and personality development from birth to adolescence and relates classroom behavior to these two factors. Insights into normal life crises are enriched through the study of important contributions from psychology, sociology, and allied fields. Tasks and growth potential of the child are examined in the light of dynamic cultural settings. In providing insight into curricula for young children, students will become familiar with some theories of learning, and will document environmental factors that promote learning. Prerequisite: SSI100.

HSC180 American Sign Language I
3 hours; 3 credits
A beginning course designed to develop skills in a form of manual communication used primarily by American born hearing impaired persons in interpersonal (face-to-face) relations. Emphasis will be on the use of the body for visually-based communication, and the structure, vocabulary and development of American Sign Language. Prerequisite: CSE098, ENG099.

HSC181 American Sign Language II
3 hours; 3 credits
A continuation of American Sign Language I with emphasis on vocabulary building in conjunction with appropriate use of the body and grammatical patterns. Prerequisite: HSC180.

MAT098 Basic Mathematics I
5 hours (4 lectures, 1 lab); 1 credit
This course develops arithmetic concepts and skills, particularly in the areas of whole numbers, fractions, decimals, percents, and measurement. A self-paced approach, integrating the use of video-tutorial techniques, is used. Students are required to pass a departmental final examination. Note: This course should not be used as an elective unless it is a basic skills requirement. Prerequisite: By placement only.

MAT099 Basic Mathematics II
4 hours (3 lectures, 1 lab); 1 credit
Students will reinforce their basic arithmetic skills through the study of elementary algebra and consumer mathematics with emphasis on problem-solving. Students are required to pass a departmental final examination. Note: This course should not be used as an elective unless it is a basic skills requirement. Prerequisite: MAT098 or waiver, CSE098 or waiver.

MAT103 Structure of the Number System I
3 hours; 3 credits
The first of a two-quarter sequence devoted to the study of the structure of the real number system and its sub-systems, this course is of particular value to prospective elementary school teachers and Human Services Child Development majors. Among the topics studied are: sets, natural numbers, systems of numeration, number bases, mathematical activities and the operations of arithmetic. Prerequisite: MAT098 or waiver, CSE098 or waiver.

MAT104 Structure of the Number System II
3 hours; 3 credits
The second of a two-quarter sequence devoted to the study of the structure of the real number system and its sub-systems, this course is of particular value to prospective elementary school teachers and Human Services Child Development majors. Among the topics studied are: integers, rational and real numbers, geometry and probability, Pedagogical techniques related to the teaching of these topics will be stressed. Prerequisite: MAT103 or waiver.

MAT107 Mathematics and the Modern World
3 hours; 3 credits
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 and topology. Cultural and historical aspects of the topics will be stressed. Prerequisite: MAT099 or waiver, ENG099 or waiver.

MAT110 Algebra
4 hours; 3 credits
This is a first course in algebra. Students will be able to work in close conjunction with the Mathematics Laboratory, enabling them to work at their own pace. Topics to be covered include: signed numbers, linear equations, products and factors, exponents, quadratic functions, and coordinate geometry. Prerequisite: MAT099 or waiver.
Pre- or Corequisite: CSE097 or waiver.

MAT120 Elementary Statistics I
3 hours; 3 credits
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. Prerequisite: MAT099 or waiver. Pre- or Corequisite: CSE098 or waiver.

MAT121 Elementary Statistics II
3 hours; 3 credits
A sequel to MAT120, developing the methods of statistical inference including experimental design, sampling, hypothesis testing, and decision making. Prerequisite: CSE098 or waiver, MAT120 or waiver.

MAT130 Logic and Computers
3 hours; 3 credits
An introduction to logic, with emphasis on the organization and analysis of ideas, symbolic methods and the application of logic to computers and models of the brain. Beginning with deductive reasoning, the course covers formal methods, the concept of "proof," and the use of logic in science and technology. Students will learn a simple computer language (BASIC) and use it to develop programs. Prerequisite: CSE098 or waiver, MAT10 or high school algebra or permission of the department.

MAT132 History of Mathematics
3 hours; 3 credits
An examination of the theoretical developments of mathematics from antiquity to the end of the last century. Mathematical thought will be studied in relation to the social, economic and technological forces of various critical periods in history. Among the topics treated historically are systems of numeration, logic (including an introduction to modern formalism), geometry from Euclid through Riemann, and the development of the modern computer beginning with primitive instruments. Prerequisite: MAT109 or waiver, ENG099 or waiver.

MAT150 Astronomy and Mathematics
3 hours; 3 credits
This is a course in the fundamentals of astronomy, with emphasis on modern discoveries and theories, integrated with the basic applied mathematics introduced to the student in MAT150. The topics in astronomy
and mathematics are combined 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 to be presented in MAT150 and used for astronomical computations include concepts from basic algebra, geometry and trigonometry.

Prequisite: MAT110 or waiver, CSE099 or waiver, ENG099 or waiver

Corequisite: SCP150. Note: SCP150 and MAT150 must be taken together as paired courses

MAT200 Precalculus
4 hours; 4 credits

This course is intended as a preparation for the study of the calculus. Topics to be covered include a study of coordinate geometry and the analysis of the following functions: polynomial, exponential, logarithmic, and trigonometric. Prequisite: MAT110 or waiver. Pre- or Corequisite: CSE098

MAT201 Calculus I
4 hours; 4 credits

First of 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: functions, limits, derivatives, maximization problems, velocity and acceleration problems and antiderivatives.

Prequisite: CSE098 or waiver, MAT200 or its equivalent by waiver

MAT202 Calculus II
4 hours; 4 credits

The second course in the calculus 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: definite integral, area, formal integration, applications of integration and polar coordinates.

Prequisite: MAT201 or waiver

MAT203 Calculus III
4 hours; 4 credits

The third course in the calculus sequence designed to build upon the concepts and techniques of MAT201-202 and provide a more rigorous conceptual grounding for the entire Calculus sequence. Topics to be covered include limits and continuity; indeterminate forms, infinite series, the Taylor Expansion and applications, solid geometry, the calculus of several variables, and an introduction to partial derivatives.

Prequisite: MAT202 or waiver

MAT204 Elementary Differential Equations
4 hours; 4 credits

This course will consider selected problems and mathematical models which generate first and second order differential equations. Both numerical and analytical methods will be used to obtain solutions for first and second order differential equations. Power series solutions will be emphasized, and where feasible, solutions utilizing computer methods will be explored.

Prequisite: MAT202 or its equivalent by waiver

Corequisite: MAT203

MAT210 Linear Algebra
3 hours; 3 credits

The course is designed to introduce students to the theory and applications of algebraic structures by focusing on the solution of systems of linear equations. The algebraic properties of these solutions will be analyzed and generalized in the theory of vector spaces. Matrices will be dealt with both as computational aids and as objects possessing algebraic structure. Finally, major applications to linear programming and optimization problems will be developed.

Prequisite: MAT201 or waiver

Intensive

MAT199 Mathematics in Nature and Society
3 hours; 3 credits

This course will present the student with some of the more unusual roles mathematics plays in both the natural and man-made environment. Topics to be covered include: geometric structure and function, number patterns in nature, elementary computer programming, statistics, and psychological studies of art and commercial. Students will participate in measurement projects, field trips, and other related activities.

Prequisite: MAT099 CSE098, ENG099, or waivers

Department of Natural and Applied Sciences

The department offers courses in:
Natural Sciences (biology, chemistry, general science, health science, and physics)

Applied Sciences (dietetic technician education and occupational therapy)

Courses in these fields are presented below in that order.

Natural Sciences

Biology

SCB101 Topics in Biology
4 hours (2 lectures, 2 labs); 3 credits

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.

Prequisite: CSE098, ENG099, MAT098, or waivers

SCB201, 202 Fundamentals of Biology I and II
6 periods (3 lectures, 1 recitation, 2 labs each quarter); 4 credits

An integrated two-quarter sequence, stressing major concepts of biology designed to assist the student in relating these concepts to himself and the environment. The scientific method of thinking and the experimental approach will be stressed. Among the topics studied are:

SCB201: Cell, tissue and molecular basis of life, heredity, evolution of various organ systems (fall and winter).

SCB202: Diversity of animal, plant, and protist life, evolution, and relationship to man. The principles of ecology and problems of urban development (spring and summer).

Prequisite: For SCB201, ENG099, MAT098, CSE099 or waivers; for SCB202, SCB201

SCB809, 804 Fundamentals of Human Biology I and II
6 hours (3 lectures, 1 recitation and 2 labs each quarter); 4 credits

An introduction to the anatomy and physiology of the man body. The architecture and function of cells, tissues and organ systems will be studied. The laboratory includes gross and microscopic anatomy and physiological experiments. Topics will include:

SCB203: Chemistry of life, the cell, skeletal, muscular, and circulatory systems (fall and winter).

SCB204: Nervous, endocrine, respiratory, excretory, and reproductive systems (winter and spring).

Prequisite: For SCB803: ENG099, MAT098, CSE099 or waivers; for SCB804: SCB203
SCB250 Molecular Biology
6 hours (3 lectures, 1 recitation and 2 labs); 4 credits
An analysis of cellular structures and function utilizing a biochemical approach. The course covers cellular organization, organellar function, bioenergetics, cell proliferation, gene function, and protein synthesis.
Prerequisite: ENG101, SCB202 or equivalent, SCC201 or equivalent

SCB260 General Microbiology
6 hours (3 lectures and 3 labs); 4 credits
An introduction to microorganisms found in nature, industry and disease. The student is introduced to virology, bacteriology, immunology, epidemiology, pathology, and other related areas of microbial physiology. The laboratory will deal with the isolation and identification of common pathogenic and nonpathogenic organisms utilizing techniques of staining, culturing, fermentation reactions and microscopic inspection. Prerequisite: SCB202 or equivalent, or waiver

SCB270 Principles of Cardiology Care
3 hours; 2 credits
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, reading 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 Queens Licensed Practical Nurses Association, Inc., 23-26 30th Avenue, Astoria, New York. Lectures are conducted on 13 consecutive Saturdays from 11 a.m. to 1 p.m. and Wednesdays from 8:30 p.m. to 10:30 p.m. For information call (212) 932-8082.
Prerequisite: SCB204 or equivalent, SCC201 or equivalent, permission of instructor

SCB281 Principles of Respiratory Disease Care
2 hours; 2 credits
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. Practi-
cal demonstrations of various treatment methods in hospital settings will be included.
Prerequisite: SCB201 or equivalent.

SCC201 Topics in Chemistry
4 hours (2 lectures and 2 labs); 3 credits
A one-quarter survey of the principles and applications of chemistry. Emphasis will be placed upon descriptive chemistry in areas such as food, drugs, synthetic 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.
Prerequisite: CSE098, ENG099, MAT098

SCC210 Biological Chemistry
4 hours (2 lectures and 2 labs); 3 credits
An introduction to the chemical basis of life. Topics will include an introduction to basic chemical principles, atomic structure, bond formation, and structure and mechanisms in organic and biochemical systems. These will be related to the basic life processes of reproduction, development, growth, nutrition and health.
Prerequisite: CSE098 or waiver, MAT098 or waiver, ENG099 or waiver

SCC201, 202 Fundamentals of Chemistry I and II
6 hours (3 lectures, 1 recitation, 2 labs each quarter); 4 credits
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: SCC201 Atomic structure, chemical bonding, chemical reactivity, quantitative relationships in chemical reactions, (fall, winter); SCC202 Solutions, acid-base theory, chemical equilibrium, electrochemistry, (spring, summer).
Prerequisites: For SCC201: MAT110, CSE098 or waiver; ENG099 or waiver; for SCC202: SCC201

SCC251, 258 Organic Chemistry I and II
7 hours (3 lectures, 4 labs); 5 credits
A two-quarter sequence emphasizing the synthesis, structure, reactivity and mech-
isms of reaction of organic compounds. Laboratory stresses synthesis, purification, separation and identification of compounds. SCC251: Aliphatic and aromatic hydrocarbons, stereochemistry; SCC252: Alcohols, carboxylic acids, amines, heterocyclics, biomolecules.
Prerequisites: For SCC251: MAT110, SCC202 or equivalent; for SCC252: SCC251

General Science

SCS101 Topics in Ecology
4 hours (2 lectures; 2 labs); 3 credits
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.
Prerequisites: CSE098, ENG099, MAT098, or waivers

SCS101 History of Science
3 hours; 3 credits (Offered during fall and winter only)
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.
Prerequisites: CSE098, ENG099, MAT098, or waivers

SCS111 Science and Modern Society
3 hours; 3 credits (Offered during spring and summer quarters only)
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, medical care, unemployment, pollution, present day genetics, funding for science, and alienation from science and technology. No scientific background is needed.
Prerequisites: CSE098, ENG099, MAT098, or waivers

Intensives

SCN196 Community Health
2 hours; 2 credits
A basic orientation to the organization of health care delivery patterns and the position of the health care worker within these systems. Topics will include: health careers, the nature of health and disease, type of facilities, payment sources, medical care available, and future trends. Visits to health facilities will be included.
Prerequisites: CSE098, ENG099, MAT098, or waivers; permission of instructor or allied health major.
**SCN196 Interaction between Science and Society**  
3 hours; 3 credits  
A consideration by means of speakers, films, field trips, reading and participation of the problems of applying modern technology and science to contemporary society.  
Prerequisite: CSE098, ENG099, MAT098, or waivers.

**SCN197 Getting Sick in New York**  
3 hours; 3 credits  
A study of health and sickness in an urban environment and 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.  
Prerequisite: CSE098, ENG099, MAT098, or waivers.

**Health Science**

**SCH101 Topics in Personal Health**  
4 hours; 3 credits  
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.  
Prerequisite: CSE098, ENG099, MAT098, or waivers.

**SCH111 Aging as a Health Process**  
3 hours; 3 credits  
This course will discuss the aging process and the effect of biological changes on the mental processes and functioning of the individual. The relationship between aging and chronic disease will be reviewed with special consideration given to prevention of the effects of physical and mental deterioration. Role playing, exercises and group discussions will be used to increase the knowledge of the aging process and consider the relationship between the emotional, social and physical forces of aging.  
Prerequisite: ENG101, CSE098, MAT098, or waivers.

**SCH120 Therapeutic Approaches in Pediatrics in the Community**  
2 hours; 2 credits  
This course is designed as a basic orientation to therapeutic approaches in pediatrics. Topics will include: types of disabilities; types of facilities; roles of the therapist working with a pediatric population; the relationship of various members of the health care team to specific approaches to therapeutic technology, e.g.,

**SCH810 Human Sexuality**  
3 hours; 3 credits  
The development of an awareness and understanding of one's own relationship between sexuality and health. Examination of human anatomy, physiology and sexual patterns as they relate to man's total sexual response.  
Prerequisite: CSE098, ENG099, MAT098, or waivers.

**Physics**

**SCP101 Topics in Physical Sciences**  
4 hours (2 lectures, 2 labs); 3 credits  
A survey of the major concepts in one or more of the fields of astronomy, physics, chemistry and geology. Special emphasis will be placed on the historical development and the social significance of these ideas.  
Prerequisite: CSE098, ENG099, MAT098, or waivers.

**SCP120 Concepts in Electricity**  
4 hours (2 lectures, 2 labs); 3 credits  
A basic course covering theoretical and applied concepts in electricity and magnetism. Topics include basic electric currents and circuits; magnets and electromagnetic. Demonstration of these concepts in the laboratory will be stressed.  
Prerequisite: MAT099, CSE098, ENG099, or waivers.

**SCP140 Topics in Astronomy**  
4 hours (2 lectures, 2 labs); 3 credits  
The major areas of modern astronomy with special emphasis on recent developments in space, astrophysics, and radio astronomy. Among the topics to be covered will be planetary astronomy, the moon and the space program; life on other worlds; energy production in stars; stellar evolution; pulsars, quasars and "black holes," and cosmological theories. Laboratory periods will include use of LoGuardia's Astronomical Center -- including the planetarium and telescope -- plus field trips to planetariums and observatories in the N.Y.C. area.  
Prerequisite: CSE098, ENG099, MAT098, or waivers.

**SCP150 Concepts in Mathematical Astronomy**  
4 hours (2 lectures, 2 labs); 3 credits  
A course in the fundamentals of astronomy, with emphasis on modern discoveries and theories, integrated with the basic applied mathematics introduced to the student in MAT150. The topics in astronomy and mathematics are combined 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 to be presented in MAT150 and used for astronomical computations, include concepts from basic algebra, geometry and trigonometry.  
Prerequisite: CSE098, ENG099, or waivers  
Corequisite: MAT150  
Note: SCP150 and MAT150, Astronomy and Mathematics, must be taken together, as paired courses.

**SCP201, 202 Fundamentals of Physics I, II**  
6 hours, (3 lectures, 1 recitation, 2 lab hours each quarter); 4 credits  
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:  
SCP201: The basic concepts of mechanics, kinematics, Newton's gravitation; conservation of momentum and energy; heat; emphasizing the kinetic theory; and electrostatics (charge, forces, fields, electrical energy).  
SCP202: The basic concepts of electromagnetism (currents and magnetism; electromagnetic; optics (wave theory; lenses); and modern physics (relativity; atomic physics; quantum mechanics). (spring, summer)  
Prerequisites: for SCP201: CSE098 or waivers, MAT110 or consent of instructor; for SCP202: SCP201.

**SCP240, 241, 242 General Physics I, II, III**  
6 hours (3 lectures; 1 recitation; 2 labs each quarter); 4 credits  
A three-quarter sequence in physics for science and pre-engineering students.  
SCP240: Motion in one, two and three dimensions; of mass; momentum and collisions; rotational motion; moment of inertia, hydrostatics and hydrodynamics.  
SCP241: Heat and temperature; the laws of thermodynamics; kinetic theory; entropy; oscillations; wave motion; properties of light; optics.  
SCP242: Electrodynamics; DC circuits; magnetism and magnetic materials; AC circuits, special relativity; modern physics. This is a calculus-based physics course  
Prerequisites: for SCP240: MAT110, ENG099 or waivers; for SCP241: SCP240, MAT202, for SCP242: MAT201, MAT241  
Natural and Applied Sciences

SCP250 Engineering Mechanics: Statics
2 hours; 2 credits
This course is an intermediate study of mechanisms covering the fundamental principles of force, moments, centroids, shear, friction, virtual work. Prerequisite: SCP240 Co-requisite: MAT202

SCP251 Engineering Mechanics: Dynamics
2 hours; 2 credits
This course is an intermediate study of mechanisms covering the fundamental principles of dynamics and their application to problems involving particles and systems of particles. Topics include: vectors, kinematics, energy and conservative forces, central forces and celestial mechanics, mechanics of systems of particles and of rigid bodies, non-inertial reference frames. Prerequisite: SCP240, MAT202

Applied Sciences

Dietetic Technician

SCD100 Foods
5 hours (2 lectures, 1 recitation, 2 labs); 3 credits
This course will investigate the didactic and experiential components of the scientific study of foods. Upon completion of the course the student will have acquired a basic understanding of the scientific principles governing foods and the use of commercial food service equipment. Emphasis will be placed on the identification of qualitative aspects of foods and elementary food preparation techniques. Prerequisite: CSE099, ENG099, MAT098, or waivers.

SCD211 Nutritional Care I
3 hours; 3 credits
Identification of the nutritional requirements of individuals in health and disease during the various stages of the life cycle: pregnancy, lactation, infancy, childhood, adolescence, adulthood and geriatrics. The structure and rationale of commonly prescribed clinical diets are featured. An emphasis is placed on the achievement of optimal nutritional status based on established criteria for nutritional assessment. Prerequisite: SCD210, SCD208 Corequisite: SCD204

SCD250 Dietetic Management Systems I: Volume Foods—Planning and Service
3 hours; 3 credits
The principles involved in the planning, preparation and service of large quantities of foods as they apply to health care institutions. Fundamentals of menu development for both regular and modified diets, including ethnic components are covered. Prerequisite: SCD100, SCD211 Corequisite: SCD200

SCD280 Dietetic Field Experience I
8 hours weekly clinical placement; 1 credit
This course is an application of the theories learned in Management Systems I. The practical implementation of the principles involved in the preparation and service of large quantities of food in health care facilities will be studied. The student will actually be involved in the supervised preparation of large quantities of food in the various units of a food service system in a health care institution. Uniform and dress code required. Prerequisite: SCD100, SCD211 Corequisite: SCD250

Occupational Therapy

SCO201 Occupational Therapy Theory and Practice in Psychosocial Dysfunction
3 hours; 3 credits
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. Pre-Clinical required. Prerequisite: For SCCC251, MAAT110, SCCC202 or equivalent; for SCCC252, SCCC251

SCO202 Occupational Therapy Theory and Practice in Physical Dysfunction
3 hours; 3 credits
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. A one week pre-clinical experience is scheduled prior to class sessions. Corequisite: SCO201

SCO210 Occupational Therapy Media and Application I—General Crafts, Textiles and Leather
5 hours (1 recitation, 4 labs); 3 credits
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. Offered winter quarter only. Prerequisite: SCD195 and SCD093 or waiver

SCO211 Occupational Therapy Media and Application II—Wood and Ceramics
5 hours (1 recitation, 4 labs); 3 credits
This course provides a basic experience in woodworking and ceramics, with emphasis on their uses as therapeutic media. Prerequisite: SCO210

SCO212 Occupational Therapy Media and Application III—Life Tasks
5 hours (1 recitation, 4 labs); 3 credits
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. Prerequisite: SCO210, ENG101

SCO220 Functional Pathology
3 hours; 3 credits
This course will review the organ systems of the human body and the ways in which they malfunction. Basic symptoms, the course of illness and treatment will be discussed. Prerequisite: SCD210

SCO230 Clinical Placement in Psychosocial Dysfunction
7 hours (1 quarter full-time); 3 credits
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. An alternate week seminar provides reinforcement. Prerequisite: SCO201 and permission of O.T. Coordinator
SCo91 Clinical Affiliation: Physical Dysfunction
7 hours; 3 credits
Field work experience in physical dysfunction will take place in a clinical facility under professional supervision as a practicum in the methods taught in SCo202. Opportunities to observe and communicate with other members of the rehabilitation team will be provided. An alternate week seminar is required. Prerequisite: SCo202 and permission of O.T. coordinator.

SCo92 Health and Humanities - Creative Arts Therapy
7 hours; 3 credits
This course will focus on how such areas as art, drama, dance, music, are used in activities therapy as an adjunctive means of achieving health-related goals. The student will explore career opportunities available in the activity therapies, and will review their academic and clinical requirements. In addition, the student will become familiar with the competencies of specific activity therapists, and learn how such knowledge and skills facilitate the patient's development. On-site practical periods and/or Co-op placements (ranging from 3 partial days/week to full time for the quarter) will provide the student with an opportunity to critically observe and analyze the practical application of the creative arts therapies as an approach to health care. Prerequisite: CSE098, ENG099, MAT098, or waiver, and permission of instructor.

Department of Secretarial Science

SEC100 Stenography I, Gregg
4 hours; 2 credits
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 45 words a minute and the ability to read shorthand from textbook plates and homework notes. Prerequisite: none.

SEC101 Stenography I, Pitman
4 hours; 2 credits
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. Prerequisite: none.

SEC102 Stenography I, Machine
4 hours; 2 credits
A presentation of the basic theory of the stenographic machine known as "Touch Shorthand." In addition to keyboard theory, correct striking technique, practice in rapid reading of touch notes, and abbreviations are emphasized. Final speed goal is 40 words a minute. Prerequisite: none.

SEC103 Stenography I, ABC
4 hours; 2 credits
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. (Not available for legal option.) Prerequisite: none.

SEC105 Spanish Stenography I
4 hours; 2 credits
Students who have not previously studied Spanish shorthand receive an intensive presentation of the basic theory of Spanish shorthand. 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 for three minutes, and the ability to read Spanish shorthand from textbook plates, homework notes, and classroom dictation. (Fluency in Spanish is required.) Prerequisite: departmental approval.

SEC110 Stenography II, Gregg
4 hours; 2 credits
This course is a review of the basic principles of Gregg Shorthand and provides for speed building 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. Prerequisite: SEC100, 140, ENG099 or waiver.

SEC111 Stenography II, Pitman
4 hours; 2 credits
This course is a review of the basic principles of Pitman Shorthand and provides for speed building 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. Prerequisite: SEC101, 140, ENG099 or waiver.

SEC112 Stenography II, Machine
4 hours; 2 credits
This course is a review of the basic principles of Machine Shorthand and provides for speed building 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. Prerequisite: SEC102 or equivalent, SEC140, ENG099, or waiver.

SEC113 Stenography II, ABC
4 hours; 2 credits
This course is a review of the basic principles of ABC Shorthand and provides for speed building 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. Prerequisite: SEC103 or equivalent, SEC140, ENG099, or waiver.

SEC115 Spanish Stenography II
4 hours; 2 credits
Students will continue the training commenced in Spanish Stenography I. Correct techniques for forming shorthand characters, fluency in writing, rapid reading, and review of principles learned in Spanish Shorthand I will be provided, together with concurrent learning materials, such as, punctuation, spelling, and grammar. Intensive speed dictation and transcription will be commenced, with a final goal of minimum dictation speed of 60 words a minute based on three minutes of sustained dictation. Prerequisite: ENG099 or waiver, SEC105 Corequisite: SEC140.

SEC120 Stenography III, Gregg
6 hours; 3 credits
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. Mailability on average-length letters from unfamiliar material is required. Prerequisite: CSE098 or waiver, SEC110 or equivalent, SEC141.

SEC121 Stenography III, Pitman
6 hours; 3 credits
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. Mailability on average-length letters from unfamiliar material is required. Prerequisite: CSE098 or waiver, SEC111 or equivalent, SEC141.
SECRETARIAL SCIENCE

SEC122 Stenography III, Machine
6 hours; 3 credits
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. Mailability on average-length letters from unfamiliar material is required.
Prerequisite: SEC121 or equivalent, SEC122

SEC123 Stenography III, ABC
6 hours; 3 credits
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. Mailability on average-length letters from unfamiliar material is required.
Prerequisite: SEC123 or equivalent, SEC122

SEC140 Typewriting I: Traditional or AVT
4 hours; 2 credits
This course is designed to instruct beginners and those who have had a minimum of instruction in typing 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.
Prerequisite: none

SEC141 Typewriting II: Traditional or AVT
4 hours; 2 credits
This course is designed to increase the skills of students who possess speed of 35-40 words a minute using touch typing. 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.
Prerequisite: SEC140 or equivalent

SEC142 Typewriting III (Specialized Documents)
3 hours; 2 credits
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.
Prerequisite: SEC141 or equivalent, ENG099 or waiver

SEC145 Word Processing I
4 hours; 2 credits
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 "wordprocessing." The student will learn the basic skills necessary to operate a Microcomputer, word processors, and other word processing equipment. The student will develop the necessary capability of word processing from unfamiliar material, these abilities will be developed into employable skills.
Prerequisite: SEC141 or equivalent

SEC146 Word Processing II
4 hours; 2 credits
The student will develop the ability to function as a professionally trained person in an intermediate level position in the area of word processing. The student will learn the skills necessary to become an integral part of a Word Processing Support Center with skills especially developed for legal and technical areas. The student will learn to apply advanced applications on magnetic keyboard equipment, to store original data in permanent storage, to manage stored materials with variables to produce updated documents, and to produce final documents through text-editing procedures.
Prerequisite: SEC145, SEC141

SEC200 Office Techniques and Trends I
4 hours; 2 credits
This course is designed to cover nonstenographic specialization requiring technical and interpersonal relationships for employable job performance. Students will have opportunities to develop command of related business skills such as filing, duplication processes, telephone techniques, communications, office interpersonal behavior procedures, and principles of office etiquette. Students will research and report on a current secretarial office practice.
Prerequisite: ENG099 or waiver, SEC140 or equivalent
Corequisite: Stenography II

SEC201 Office Techniques and Trends II
4 hours; 2 credits
This course is designed to cover nonstenographic specializations providing students with applications that let them develop, integrate, and refine business skills such as telephone techniques and machine transcription. The students also will become actively involved in job-related projects, research assignments, human relations projects, and communication skills. Students will learn to handle successfully office situations such as setting priorities, organizing work, and making and evaluating decisions.
Prerequisite: SEC149 or waiver, SEC141 or equivalent, SEC200 or equivalent
Corequisite: Stenography III for Secretarial Science majors

SEC210 Transcription I, Gregg
6 hours; 3 credits
Stenographic and typewriting training are correlated in this course to produce stenographic dictation speed at 90 words a minute, typewriting speed of 50 words a minute. Use of carbon copies, proofreading, collating, correcting grammar, punctuation, and spelling are emphasized.
Special Information: In order to successfully complete this course, the student, upon enrollment, should be able to take unfamiliar dictation at the rate of 80 words a minute and to transcribe mailable average-length letters from unfamiliar material.
Prerequisite: SEC120, SEC141 or equivalents, ENG101

SEC211 Transcription I, Pitman
6 hours; 3 credits
Stenographic and typewriting training are correlated in this course to produce stenographic dictation speed at 90 words a minute, typewriting speed of 50 words a minute. Use of carbon copies, proofreading, collating, correcting grammar, punctuation, and spelling are emphasized.
Special Information: In order to successfully complete this course, the student, upon enrollment, should be able to take unfamiliar dictation at the rate of 80 words a minute and to transcribe mailable average-length letters from unfamiliar material.
Prerequisite: SEC121, SEC141 or equivalents, ENG101

SEC212 Legal Stenography I, Gregg
8 hours; 4 credits
Stenographic and typewriting training are correlated in this course to produce stenographic dictation speed at 90 words a minute, typewriting speed of 50 words a minute. Use of carbon copies, proofreading, collating, correcting grammar, punctuation, and spelling are emphasized.
Prerequisite: SEC120, SEC141, AMM110 or equivalents
Corequisite: SEC230
SEC217 Legal Stenography I, Machine
8 hours; 4 credits
This course is designed to provide basic training in the preparation of legal documents and letters. Stenographic and typewriting training and are correlated in this course to produce stenographic dictation speed of 90 words a minute, typewriting speed of 50 words a minute. Use of carbon copies, proofreading, collating, correcting grammar, punctuation, and spelling are emphasized.
Prerequisite: SEC212, SEC141, AMM110 or equivalents
Corequisite: SEC230

SEC218 Bilingual Transcription I
6 periods; 4 credits
Stenographic and typewriting training are correlated in this course to produce stenographic dictation speed of 90 words a minute in English and 60 words a minute in Spanish, typewriting speed of 50 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.
Prerequisite: SEC217, SEC141, SEC210, ENG110 or equivalents
Corequisite: SEC220

SEC219 Bilingual Transcription II, Pitman
6 hours; 4 credits
This final course in Stenographic training brings students to a professional level of competence. Stenographic dictation at 110 words a minute in English and 90 words a minute in Spanish, typewriting speed of 60 words a minute, and transcription rates of 25-35 words a minute are the end goals for this course.
Prerequisite: SEC218, HUS220, ENG112

SEC220 Bilingual Transcription II, Pitman
8 hours; 4 credits
This final course in stenographic training brings students to a professional level of competence. Stenographic dictation at 110 words a minute, typewriting speed of 60 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.
Prerequisite: SEC211, ENG112

SEC221 Legal Stenography II, Pitman
8 hours; 4 credits
This course is designed to provide additional training in the preparation of legal documents and letters, building upon the work completed during the first quarter. Emphasis will be on stenographic aspects of such documents, but common legal forms will also be used.
Prerequisite: SEC213, SEC230 or equivalents
Corequisite: SEC240

SEC222 Legal Stenography II, Machine
8 hours; 4 credits
This course is designed to provide additional training in the preparation of legal documents and letters, building upon the work completed during the first quarter. Emphasis will be on stenographic aspects of such documents, but common legal forms will also be used.
Prerequisite: SEC214, SEC230 or equivalents
Corequisite: SEC240

SEC223 Transcription II, ABC
8 hours; 4 credits
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.
Prerequisite: SEC215, ENG112

SEC230 Legal Vocabulary I: Gregg, Pitman, Machine
3 hours; 3 credits
This course is designed to provide the student with the vocabulary and background information required to prepare legal documents. Stenographic rendition, development of dictation speed, spelling, and punctuation will be stressed.
Prerequisite: SEC210, SEC141, AMM110 or equivalents
Corequisite: Legal Stenography I

SEC230 Legal Vocabulary II: Gregg, Pitman, Machine
3 hours; 3 credits
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.
Prerequisite: SEC230
Corequisite: Legal Stenography II
Department of Social Science

The Department of Social Science offers courses in anthropology, economics, education, history, political science, psychology, and sociology. Courses in these areas are presented below in that order following a listing of the department's interdisciplinary courses.

Interdisciplinary Courses

SS100 Introduction to Social Science
3 hours; 3 credits
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 particularly 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 department and is required for most majors. Prerequisite: CSE098 or waiver, ENG099 or waiver.

SS120 Work and Society
3 hours; 3 credits
This course builds on the student's foundation in introductory social science courses and on cooperative education experiences. It focuses on the relationship of society's needs to its systems of work, as well as the implications for individual workers. Materials and discussions highlight comparative aspects of the work in the United States and other societies, and students have the opportunity to do independent research projects. Prerequisite: SS100.

SS121 Women in Society
3 hours; 3 credits
This course examines the nature of women's social roles from the selected perspectives of psychology, sociology, anthropology and economics. Students will be expected to critically evaluate the literature in this field in order to better understand the sex role demands of various societies. Topics considered will include achievement, motivation, interaction styles, traditional work and family roles of women, and alternative life styles. Prerequisite: SS100.

SS180 Comparative Civilizations
3 hours; 3 credits
The purpose of this course is to explore the meaning of the term "civilization" and to study various types of civilizations throughout the world, past and present. The students will compare the characteristics of social, political, and economic life drawing from African, Oriental, Indian, European, and Latin societies. The course will attempt to identify the similarities and differences between these civilizations. Prerequisite: SS100.

Anthropology

SSA101 Introduction to Cultural Anthropology
3 hours; 3 credits
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 and diversity of human languages and cultures. The role of culture in determining human behavior; the interrelationship and function of basic forms such as kinship, economic and political systems, and religious institutions are examined. Prerequisite: SS100.

SSA241 Native Americans: The Study of American Indian Lifeways
3 hours; 3 credits
The course will study the interrelationships of environment, social organization and cultural products of the descendents 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. Prerequisite: SS100.

Economics

SSE01 Introductory Economics I
3 hours; 3 credits
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. Prerequisite: For Business Administration or Management majors: none, for all others, SS100, MAT099 or waiver. Pre- or Corequisite: MAT099 or waiver.

SSE105 Introductory Economics II
3 hours; 3 credits
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. Prerequisite: SSE101; MAT099 or waiver.

SSE110 Consumer Economics and Personal Finance
3 hours; 3 credits
This course examines the role of the consumer in the American market economy. It includes an examination of the historical, philosophical and cultural roots of contemporary economics. It also includes an examination of consumer price lagalization; and the consumer's role in such economic policies as protective tariffs; monetary policy; agricultural supports and anti-inflation measures. Prerequisite: SSE101 or SSE105.

Education

SSD101 Philosophical and Social Foundations of Education
3 hours; 3 credits
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 educational problems. Prerequisite: SSE100.

History

SSH101 Themes in American History to 1865
3 hours; 3 credits
This course will focus on the major themes in American history from the colonial period to the Civil War. Themes such as slavery, violence, expansion, work, politics, urbanization, reform movements and the development of the American character will be examined in this course. Prerequisite: SSE100.

SSH102 Themes in American History since 1865
3 hours; 3 credits
This course will examine recent American history. The topics covered include industrialization, labor unions, immigration, urbanization, political parties, social movements, foreign policy, and the role of the U.S. as a major force in the world. Prerequisite: SSE100.
This course explores the complexity of the development of the Western World from ancient Egyptian times to the Renaissance. It studies the interrelationship between patterns of government, social organization, religion, war, law, equality, and culture. It also investigates the contributions of key historical figures and evaluates the progress of mankind.
Prerequisite: SS1100

This course introduces the major ideas, people, and events of Western history from the Renaissance to the modern age. The course explores man's efforts to balance reason and emotion as well as his attempts to deal with the various revolutions in government, scientific thinking, economy, and social standards which occurred from the 16th to the 20th centuries.
Prerequisite: SS1100

This course will investigate the changing circumstances of American labor from the Colonial Period to the present. It will cover the relationship of women and minority groups to the mainstream labor market as well as the rise of organized labor. Both labor and management viewpoints will be considered in studying the philosophy of key labor leaders, the changing aims and methods of the labor movement, and contemporary issues such as the right to strike and labor as a factor in politics, economics, and international relations.
Prerequisite: SS1100 or SS1101

The subject of this course will be determined by the instructor before registration and will be chosen from among the important and crucial events occurring in the world at the time the course is offered. The event will be discussed in terms of its historic roots. The causes of this event will be examined in terms of economics, politics and ideology. The class will be directed toward trying to solve or understand the present in terms of the past.
Prerequisite: SS1100

An introduction to some of the basic issues in the black American's struggle against slavery and racial 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.
Prerequisite: SS1100

Major themes in the history of New York from the 16th century to the present will be examined in this course. More specifically, such themes as growth, housing transportation, immigration, politics, settlement patterns, and local social structure will form the core of the course. The rise of New York City as the financial and cultural center of the world will be developed by discussions, lectures, and student involvement with historic data.
Prerequisite: SS1100

The course will focus on the waves of immigration that brought minority and ultimately majority groups into the United States. More specifically, the students will study the old world experiences of such groups as Afro-Americans, German-Americans, Hispanic-Americans and Asian-Americans. The causes for immigration and the new world experience will be related to the unique ethnic experience of each group. Contributions that each group have made to the American culture will be an important part of this course. The goal is for each student to understand the unique immigrant experience of the many ethnic groups that have entered the U.S.

This course analyzes the relationship between the theory, form, and practice of American government. The course studies the strengths and weaknesses of the American political system. A major concern of the course is the nature of power in America and options for reforming the American political system.
Prerequisite: SS1100

This course will investigate the dynamics of international power politics. After an introduction to alternative forms of political organization, the class will study the problems of achieving a balance of power between nations and the ultimate breakdown of that balance in war. It will examine the role of the superpowers, the impact of emerging nations and Third World as well as the function of alliances in world relations. The class will also evaluate the feasibility of various plans for international order and peace.
Prerequisite: SS1100

This course will analyze the political dimensions, problems and possibilities of the American city. Among the topics discussed are: machine politics, alternative forms of urban government, financial and racial problems, the city in American history, home rule for cities, and regional planning for such issues as education, housing, police and mass transit.
Prerequisite: SS1100

This course deals with the purposes and problems of penal systems concerning various approaches to crime (old and new, national and international). The course will investigate the relationship between the criminal, punishment, society, and politics. Selected famous cases will be studied in detail as will the American criminal justice system and the issues of the death penalty.
Prerequisite: SS1100

This course will introduce students to the concept of the living law. Emphasizing changing legal interpretations of the Bill of Rights, students will explore major Supreme Court cases and Constitutional Amendments dealing with topics such as the suffrage, discrimination, freedom of speech and religion, economic opportunity, the right to bear arms and rights in wartime, legal policy will be viewed in the context of practical politics, the American constitutional design and the contributions of famous legal theorists. The class will focus on the relationship between the individual and the political community, that is, on the rights and duties of citizens.
Prerequisite: SS1100

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.
Prerequisite: SS1100

Diverse approaches to the psychology of personality will be systematically examined and critically evaluated. Selected theoretical con-
Social Science

cceptions will be presented, paralleling the historical developments of the field. These will include psychoanalytic theory, the Neo-Freudian position, Jung's analytic psychology, behavioral alternatives, cognitive theories, and the social psychology of personality theory for social systems, social change, and psychotherapy. Prerequisites: SSY100, SSY101

SSY230 Abnormal Psychology
3 hours; 3 credits
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 classification of neurosis, psychosis, schizophrenia and childhood disturbances will be discussed in the light of alternative, more socially relevant conceptions of 'abnormality.' Prerequisites: SSY100, SSY101

SSY240 Developmental Psychology I: Childhood
3 hours; 3 credits
A consideration of the physiological and psychological factors in individual development from birth through puberty, emotional and behavioral disorders of children and principles of child guidance. Prerequisites: SSY100, SSY101

SSY241 Developmental Psychology II: From Adolescence through Senescence
3 hours; 3 credits
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; identity 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. Prerequisites: SSY100, SSY101

SSY250 Social Psychology
3 hours; 3 credits
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. Prerequisites: SSY100, SSY101

SSY260 Group Dynamics: Small Group Processes
3 hours; 3 credits
An introduction to the 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, encounter groups, therapy groups, self-help groups and work groups. Students are advised to take SSY250 (Social Psychology) as a prerequisite or corequisite. Prerequisite: SSY100, SSY101

SSY280 Black Psychology
3 hours; 3 credits
This course is designed to introduce the student to the issues and perspectives in the study of the psychological development of Black people in America. It begins with African philosophy as the foundation of Black Psychology, examines the effects of slavery and racism upon the development of personality, and critically examines the genetic deficiency and cultural deficit models offered by Euro-American psychology to explain the behavior of Black people. Prerequisite: SSY100

SSY280 Psychology of Aging
3 hours; 3 credits
This course will examine the principles underlying the biological, psychological and social changes that occur during the latter part of the life span. It will also explore the determinants of aging — cognition, personality, role changes, and attitudes and adjustments towards dying and death. Prerequisite: CSE090 or waiver; ENG101; SSY100, SSY101; recommended: SSY241

Sociology

SSS101 Urban Sociology
3 hours; 3 credits
An analysis of the profound influence of the urban life style. This course examines 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. Opportunities for field study projects are provided. Prerequisite: SSY100

SSS150 Sociology of Community Development
3 hours; 3 credits
A description and analysis of action programs, with emphasis on organizational strategies and local economic development. A study of business and community interaction, of recent projects in community development corporations, social marketing, cooperatives, credit unions, planning and funding. The relationship of job programs to community needs is examined. Theoretical foundations and practical models are discussed. Prerequisite: SSY100

SSS175 Sociology of Complex Organizations
3 hours; 3 credits
A sociological analysis of large-scale organizations and an examination of the relationship between external environment and internal social worlds and an examination of interaction of formal and informal structures and processes and bureaucratic structures and the individual personality are analyzed. The course focuses on the corporation, government and labor unions. Prerequisite: SSY100

SSS185 Sociology of Education
3 hours; 3 credits
An examination and analysis of the social relations involved in educational institutions and processes; the reciprocal influences of family, school, economic, political, and other social institutions; and the relationships between societal change and movements for educational change. Prerequisite: SSY100

SSS230 Sociology of the Black Community
3 hours; 3 credits
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. Prerequisite: SSY100

SSS240 Sociology of Religions
3 hours; 3 credits
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. Religious role in social change is also discussed. Prerequisite: SSY100
**Intensives**

**SSN189 The Urban Economy**  
*3 hours; 3 credits*

This course examines important economic problems which face cities and urban neighborhoods, particularly those in New York City. Through readings and class discussion, students will study how supply and demand, land use, taxation, gross national product and fiscal and monetary policy affect the local economy. Through visits in their neighborhoods, students will apply the above concepts to local issues of employment, housing, transportation, local revenue and expenditures, and business activity. The course also discusses the role that unions, state and federal governments play in the economic situation of New York City and its neighborhoods. The course blends theoretical study with practical observation.  
Prerequisite: SS1100 or SSE101

**SSN190 Leadership**  
*3 hours; 3 credits*

This course examines the phenomenon of leadership. It focuses on alternative theories about leadership and studies a variety of leadership styles covering people as different as Gandhi, Hitler, Le Guin, Queen Elizabeth I, and Castro. The class explores the relationship between means and ends as well as the particular challenges of leadership in a democracy. This course will illuminate the nature of leadership as a factor in both politics and daily life.  
Prerequisite: SS1100

**SSN191 Social Welfare as an Institution**  
*3 hours; 3 credits*

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.  
Prerequisite: SS1100

**SSN192 Practical Politics in New York City**  
*3 hours; 3 credits*

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.  
Prerequisite: SS1100

**SSN193 Ideal Societies: Planning for the Future**  
*3 hours; 3 credits*

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 they are reflected today in various attempts to reshape urban and rural America.  
Prerequisite: SS1100

**SSN194 Religion and Social Change (Also offered by the Humanities Department as HUN193)**  
*3 hours; 3 credits*

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.  
Prerequisite: SS1100

**SSN195 The Individual and the Urban Crisis**  
*3 hours; 3 credits*

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 processes of alienation such as women's liberation and counter-cultural movements.  
Prerequisite: SS1100

**SSN196 Community Psychology**  
*3 hours; 3 credits*

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.  
Prerequisite: SS1100

**SSN197 Community Control**  
*3 hours; 3 credits*

An analysis of 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.  
Prerequisite: SS1100

**SSN198 The Effects of Crowding**  
*3 hours; 3 credits*

A review and evaluation of the current research and theory on the sociopsychological effects of living in urban areas. Emphasis will be on the interpersonal and intergroup relationship dimensions as they relate to housing, transportation, medical care, education, food supply and work.  
Prerequisite: SS1100

**SSN199 Neighborhood History**  
*3 hours; 3 credits*

This course will study the social, economic and political changes of the neighborhoods of the students taking the course. The focus will be on the people who migrated into, lived and then moved out of these neighborhoods. Through quantitative and/or qualitative methods, each student will look closely at such things as immigration, housing, government legislation, small merchant shops, large factories and mass transit lines that have had significant effects on neighborhood changes. In addition, the history of the neighborhood will be related to historic forces in the city, state and nation. The students' neighborhood will be related to other neighborhoods and the more general urban environment.  
Prerequisite: SS1100

**Interdepartmental Offering**

**BDP106 Computers and Society**  
*4 hours; 3 credits*

Students who enroll in this course (see description p. 00) may receive Social Science credit to fulfill distribution requirements if they have satisfactorily completed SS1100 Introduction to Social Science.  
Prerequisite: CS0998, MAT098, ENG099, or waivers

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**SSS1290 Sociology of the Family**  
*3 hours; 3 credits*

An examination of the contemporary American family as an institution in historical and cross-cultural perspective: sub-cultural variations within American society; the influence of industrial and technological changes on family life, the relationship of socialization to personality development, the development of programs to meet family needs, such as dating, courtship and marriage.  
Prerequisite: SS1100
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All directory information is based on official college records as of June 27th, 1980.

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Joann Lamaro, Lecturer.
Catherine R. Lisanti, College Lab Technician.
Margarita Lopez, Associate Professor.
Ariene Mariber, Lecturer.
F. Stanley Munks, Assistant Professor.
Jean Norris, Assistant Professor.
Donna A. Rahn, Senior College Lab Technician.
Marilou L. Schulman, Lecturer.
Rosemary Scelfani, College Lab Technician.
Deborah P. Shuler, Lecturer.
Barbara R. Smith, Lecturer.

Social Science

John L. Hyland, Chairperson, Associate Professor.
Gilberto Arroyo, Instructor.
John D. Cato, Professor.
Elizabeth D. Davis, Associate Professor.
Judith Gomez, Associate Professor.
William L. Hamilton, Professor.
Jill C. Herbert, Coordinator, Psychology; Assistant Professor.
Janet E. Lieberman, Professor.
Richard K. Lieberman, Coordinator, History and Political Science; Associate Professor.
Carlos Medina, Instructor.
Joel C. Millonzi, Coordinator, Economics; Professor.
Joanne R. Reitano, Coordinator, Introduction to Social Science; Associate Professor.
Harold T. Washington, Assistant Professor.

HEGIS Codes

The following is an official list of State approved programs. H.E.G.I.S. (Higher Educational General Information System) codes and approved degrees.

<table>
<thead>
<tr>
<th>N.Y.S. Program Name</th>
<th>N.Y.S. Degree Approved</th>
<th>H.E.G.I.S. Code No.</th>
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<tbody>
<tr>
<td>Mathematics and Science</td>
<td>AS</td>
<td>4901</td>
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<tr>
<td>Liberal Arts</td>
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<td>4903</td>
</tr>
<tr>
<td>Bilingual</td>
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<tr>
<td>Bilingual Paraprofessional</td>
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<tr>
<td>Bilingual School Secretary</td>
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<tr>
<td>Human Services</td>
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<tr>
<td>Child Care</td>
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<tr>
<td>Mental Health</td>
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<tr>
<td>Humanities</td>
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<tr>
<td>Social Sciences</td>
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<tr>
<td>Accounting</td>
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<td>5004</td>
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<tr>
<td>Business Management</td>
<td>AAS</td>
<td>5005</td>
</tr>
<tr>
<td>Secretarial Science—Executive Sub-Option</td>
<td>AAS</td>
<td>5005</td>
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<tr>
<td>Secretarial Science—Legal Sub-Option</td>
<td>AAS</td>
<td>5005</td>
</tr>
<tr>
<td>Business Mgt./Precision Technology</td>
<td>AAS</td>
<td>5099</td>
</tr>
<tr>
<td>Programming and Systems</td>
<td>AAS</td>
<td>5103</td>
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<tr>
<td>Machine Operations</td>
<td>AAS</td>
<td>5105</td>
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<tr>
<td>Occupational Therapy Assistant</td>
<td>AS</td>
<td>5210</td>
</tr>
<tr>
<td>Business, Health Services Tech. Option</td>
<td>AS</td>
<td>5218</td>
</tr>
<tr>
<td>Education Associate and Family Assistant</td>
<td>AA</td>
<td>5503</td>
</tr>
</tbody>
</table>

Note: In compliance with Federal regulations, it is the policy of LaGuardia Community College to recruit, employ, retain and promote employees, and to admit and provide services for students without regard to sex, age, race, color, religion or handicap. As a public college, LaGuardia Community College believes, in accordance with the requirements of Title IX of the Education Amendments Act of 1972 and the implementing Federal regulations, in a policy of non-discrimination on the basis of sex in the operation of the College's educational programs and activities. Federal requirements of non-discrimination on the basis of sex include employment by the College and admissions to LaGuardia Community College.
Office Directory

Accounting/626-5553
Admissions/626-5588
Art (see Humanities)
Basic Skills (for waiver of Basic Skills course prerequisites)/626-8580
Bursar/626-8523
Business Administration/Business Management/626-5553
Career Resource Center/626-5559
College Discovery/626-5094
Communication Skills (Reading)/626-5507
Cooperative Education/626-5484
Counseling (see Student Development Center)
Data Processing/626-5510
Dean of Faculty/626-5533
Dean of Students/626-5061
Economics (see Social Science)
English/626-5571
ESL/626-2718
Extended Day (coordinates evening and Saturday courses)/626-5513
Financial Aid/626-5515
Foreign Language (see Humanities)

History (see Social Science)
Humanities/626-5572
Human Services/626-5076
Managerial Studies (see Business Administration/Business Management)
Mathematics/626-8582
Music (see Humanities)
Political Science (see Social Science)
Psychology (see Social Science)
Reading (see Communication Skills)
Registrar/626-8519
Science/626-5568
Secretarial Science/626-5547
Social Science/626-5542
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Speech (see Humanities)
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Theatre (see Humanities)
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FALL QUARTER

September 15
First official day of coop internships

September 15—17
Opening Sessions Program for faculty and staff

September 17—19
Intensives

September 20
Yom Kippur—no classes

September 22
First day of regular classes

October 13
Columbus Day—no classes

October 28
Last day to drop a course officially

November 4
Election Day—no classes

November 11
Veterans Day—no classes

November 12
Classes will meet according to a Tuesday schedule

November 27—30
Thanksgiving—no classes

December 6
Last day of fall quarter

December 12
Last official day of coop internships

WINTER QUARTER

December 15
First official day of coop internships

December 22—23
Winter recess—no classes

January 5
First day of regular classes

January 15
Human Rights Day—no classes

January 20
Classes will meet according to a Thursday schedule

February 10
Last day to drop a course officially

February 12
Lincoln's Birthday—no classes

February 16
Washington's Birthday—no classes

February 25
Classes will meet according to a Thursday schedule

March 18
Last day of winter quarter classes

March 20
Last official day of coop internships

SPRING QUARTER

March 23
First official day of coop internships

March 28
First day of regular classes

April 17—26
Spring recess—no classes

May 12
Last day to drop a course officially

May 25
Memorial Day—no classes

June 15
Last day of spring quarter classes

June 19
Last official day of coop internships

SUMMER QUARTER

June 22
First official day of coop internships

June 27
First day of regular classes

July 4
Independence Day—no classes

August 4
Last day to drop a course officially

September 5
Last day of summer quarter classes

September 11
Last official day of coop internships