A College and a Community

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.
Special Programs and Services
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.

Course Descriptions
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

Staff Directory
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.

Bulletin Addendum
The addendum, which begins on page 101, contains major changes in curricular and academic policy which have occurred during the past year. This addendum has been designed to update the text in the main body of the book which, except for the financial aid section, is a reprint of the 1980-81 edition. A completely revised edition will be issued next Fall.
Academic Programs

The academic programs offered by the college are presented in alphabetical order. They are:
- Accounting / B
- 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 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.

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 PSAP will be required to take a retest when they complete their basic skills courses in those areas. 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
- ENG098 Basic Writing Workshop
- ENG099 Basic Writing
- MAT098 Basic Mathematics I
- MAT099 Basic Mathematics II
- HUC098 Basic Communication Strategies Workshop
- HUC099 Basic Communication Strategies
- CSE096 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 Laboratories 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.
Accounting

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.
Data Processing

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>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Composition I (ENG101)</td>
<td></td>
</tr>
<tr>
<td>One additional course from the English or Humanities Departments.</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Algebra (MAT110)</td>
<td></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. One additional course in the Mathematics Department. (MAT098 and 099 do not satisfy this requirement.)</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Social Science (SS100)</td>
<td></td>
</tr>
<tr>
<td>Accounting and Business</td>
<td>2</td>
</tr>
<tr>
<td>Principles of Accounting I (AMA101)</td>
<td></td>
</tr>
<tr>
<td>Principles of Accounting II (AMA102)</td>
<td></td>
</tr>
<tr>
<td>Introduction to Business (AMA101)</td>
<td></td>
</tr>
<tr>
<td>Cooperative Education (Optional for Extended Day students)</td>
<td>9</td>
</tr>
<tr>
<td>Three internships, three credits each</td>
<td></td>
</tr>
<tr>
<td>Data Processing</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Data Processing (BDP100)</td>
<td></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</td>
</tr>
<tr>
<td>Data Processing elective</td>
<td>3</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. Liberal arts electives</td>
<td>5</td>
</tr>
<tr>
<td>Unrestricted electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total credits:</strong> 66</td>
<td></td>
</tr>
</tbody>
</table>

### Programming Option Curriculum

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Composition I (ENG101)</td>
<td></td>
</tr>
<tr>
<td>One additional course from the English or Humanities Departments.</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Algebra (MAT110)</td>
<td></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 one additional course from the calculus sequence. Other students should elect an additional course in statistics. One additional course from the Mathematics Department. (MAT098 and 099 do not satisfy this requirement.)</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Social Science (SS100)</td>
<td></td>
</tr>
<tr>
<td>Accounting and Business</td>
<td>2</td>
</tr>
<tr>
<td>Principles of Accounting I (AMA101)</td>
<td></td>
</tr>
<tr>
<td>Principles of Accounting II (AMA102)</td>
<td></td>
</tr>
<tr>
<td>Introduction to Business (AMA101)</td>
<td></td>
</tr>
<tr>
<td>Cooperative Education (Optional for Extended Day students)</td>
<td>9</td>
</tr>
<tr>
<td>Three internships, three credits each</td>
<td></td>
</tr>
<tr>
<td>Data Processing</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Data Processing (BDP100)</td>
<td></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>Choose one from the following:</td>
<td></td>
</tr>
<tr>
<td>PL/1 Programming (BDP210)</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>Microcomputer Programming (BDP265)</td>
<td>3</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>14</td>
</tr>
<tr>
<td>If students do not take an intensive within their program requirements, one of their electives must be an intensive. Liberal arts electives</td>
<td>5</td>
</tr>
<tr>
<td>Unrestricted electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total credits:</strong> 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.

### Required Courses

<table>
<thead>
<tr>
<th>Subject</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Humanities</td>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>One course from the Humanities Department</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>Introduction to Social Science SS100</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Sociology of Complex Organizations: Health Delivery Systems SS175</td>
<td>3</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>Fundamentals of Human Biology I SCB203</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Fundamentals of Human Biology II SCB204</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>General Microbiology SCB260</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Community Health SCN195</td>
<td>2</td>
</tr>
<tr>
<td>Managerial Studies</td>
<td>Personnel Administration AMM121</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative Education</td>
<td>(Optional for Extended Day students)</td>
<td></td>
</tr>
<tr>
<td>Dietetic Field Experience I, II, III, IV SCD260, 261, 262, 263</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Practical Experience in Food Systems Management SCD264</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Dietetic Technology</td>
<td>Foods SCD100</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Nutritional Care I SCD210</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Nutritional Care II SCD211</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Dietetic Management Systems I SCD250</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Dietetic Management Systems II SCD251</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Dietetic Management Systems III SCD252</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Dietetic Management Systems IV SCD253</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Dietetic Seminar SCD270</td>
<td>1</td>
</tr>
<tr>
<td>Elective Courses</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Liberal arts electives</td>
<td></td>
<td></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 internship seminars, which are designed to assist students with problems they encounter in their teaching situations. The 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 ENGLISH 101</td>
<td>3</td>
</tr>
<tr>
<td>One additional course from the English Department</td>
<td>3</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 MAT 103</td>
<td>3</td>
</tr>
<tr>
<td>Structure of the Number System II MAT 104</td>
<td>3</td>
</tr>
<tr>
<td>One course from either the Mathematics or Natural and Applied Sciences Departments. (MAT 102 and 103 do not satisfy this requirement.)</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
</tr>
<tr>
<td>Introduction to Social Science SSY 100</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology SSY 101</td>
<td>3</td>
</tr>
<tr>
<td>Urban Sociology SSY 102</td>
<td>3</td>
</tr>
<tr>
<td>Philosophical and Social Foundations of Education SSY 103</td>
<td>3</td>
</tr>
<tr>
<td>Principles and Practices of Early Childhood SSY 104</td>
<td>3</td>
</tr>
<tr>
<td>Sociology of the Family SSY 105</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative Education (Optional for Extended Day students)</td>
<td>12</td>
</tr>
<tr>
<td>Four internships, three credits each</td>
<td></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 SSY 230</td>
<td></td>
</tr>
<tr>
<td>Social Psychology SSY 250</td>
<td></td>
</tr>
<tr>
<td>Group Dynamics: Small Group Processes SSY 260</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>
Education Associate

Bilingual Education Associate

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 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.

The Bilingual Education Associate Program is currently being reviewed and modified. Please contact Prof. Max Rodriguez, extension 8590, for information concerning any new requirements or changes that will be in effect for students entering September 1981 or later.

Bilingual Education Associate Curriculum

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG101</td>
<td>English Composition I</td>
</tr>
<tr>
<td>ENG102</td>
<td>Writing Through Literature</td>
</tr>
<tr>
<td>MAB103</td>
<td>Structure of the Number System I</td>
</tr>
<tr>
<td>MAB103</td>
<td>Structure of the Number System II</td>
</tr>
<tr>
<td>SCP101</td>
<td>Topics in Physical Sciences</td>
</tr>
<tr>
<td>SSS100</td>
<td>Social Science in the Bilingual Program</td>
</tr>
<tr>
<td>SSY101</td>
<td>General Psychology</td>
</tr>
<tr>
<td>SSY102</td>
<td>Urban Sociology</td>
</tr>
<tr>
<td>SSS280</td>
<td>Sociology of the Family</td>
</tr>
<tr>
<td>HUB101</td>
<td>Introduction to Bilingualism</td>
</tr>
<tr>
<td>HUB102</td>
<td>The Hispanic Child in the Urban Environment: Educational Psychology</td>
</tr>
<tr>
<td>HUB103</td>
<td>Principles and Practices of Bilingual Education</td>
</tr>
<tr>
<td>HUB201</td>
<td>Bilingual Language Arts</td>
</tr>
<tr>
<td>HUB202</td>
<td>Bilingual Instructional Materials</td>
</tr>
<tr>
<td>HUB203</td>
<td>Classroom Dynamics in the Bilingual School</td>
</tr>
<tr>
<td>HUS103</td>
<td>Intermediate Spanish</td>
</tr>
<tr>
<td>HUS104</td>
<td>Hispanic Life and Institutions</td>
</tr>
<tr>
<td>HUS105</td>
<td>Spanish for Fluent Speakers</td>
</tr>
<tr>
<td>HUS210</td>
<td>Advanced Spanish Composition</td>
</tr>
<tr>
<td>HUS201</td>
<td>Social Themes in Latin American Literature I</td>
</tr>
<tr>
<td>HUS202</td>
<td>Social Themes in Latin American Literature II</td>
</tr>
<tr>
<td>HUS270</td>
<td>Literature of the Caribbean</td>
</tr>
</tbody>
</table>

**Electives**

Select three of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUS103</td>
<td>Intermediate Spanish</td>
</tr>
<tr>
<td>HUS104</td>
<td>Hispanic Life and Institutions</td>
</tr>
<tr>
<td>HUS105</td>
<td>Spanish for Fluent Speakers</td>
</tr>
<tr>
<td>HUS210</td>
<td>Advanced Spanish Composition</td>
</tr>
<tr>
<td>HUS201</td>
<td>Social Themes in Latin American Literature I</td>
</tr>
<tr>
<td>HUS202</td>
<td>Social Themes in Latin American Literature II</td>
</tr>
<tr>
<td>HUS270</td>
<td>Literature of the Caribbean</td>
</tr>
</tbody>
</table>

*Students who have had Developmental Psychology SSY142 should see instructor before registering.*

The total credits: 66

Carmen Torres '79
Bilingual Educational Associate
PS. 133 in Brooklyn

ABOVE

Carmen Torres ’79
Bilingual Educational Associate
PS. 133 in Brooklyn
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 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.

Robert T. Gordner ’77
Staff Analyst
New York City Department of
Mental Health, Retardation
and Alcoholism Services
### Child Development Curriculum

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/Humanities</strong></td>
<td>3</td>
</tr>
<tr>
<td>Composition I ENGL101</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Art MIA101</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Music HUM101</td>
<td>3</td>
</tr>
<tr>
<td><strong>Mathematics/Science</strong></td>
<td>3</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>3</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>3</td>
</tr>
<tr>
<td>(Optional for Extended Day students)</td>
<td>3</td>
</tr>
<tr>
<td>Six part-time internships, 1/2 credits each</td>
<td>9</td>
</tr>
<tr>
<td><strong>Human Services</strong></td>
<td>3</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><strong>Child Development</strong></td>
<td>3</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 requirement, one elective must be an intensive.

Liberal arts electives

Total credits: 66

### Mental Health Curriculum

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/Humanities</strong></td>
<td>3</td>
</tr>
<tr>
<td>Composition I ENGL101</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>3</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>3</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 SSF260</td>
<td>3</td>
</tr>
<tr>
<td><strong>Cooperative Education</strong></td>
<td>3</td>
</tr>
<tr>
<td>(Optional for Extended Day students)</td>
<td>3</td>
</tr>
<tr>
<td>Six part-time internships, 1/2 credits each</td>
<td>9</td>
</tr>
<tr>
<td><strong>Human Services</strong></td>
<td>3</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>3</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

Unrestricted electives

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
  (ENG98 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
  (MAT09B 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
- Three credits

## 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 SSH101
- General Psychology SSH101
- Introduction to Cultural Anthropology SSA101
- Power and Politics in America SSP101
- Introductory Economics SSE101
- Urban Sociology SSH101

## Elective Courses 19 credits

- History of Science SCS101
- Science and Modern Society SCS111
- Topics in Biological Sciences
- Topics in Chemistry SCC101
- Topics in Physical Sciences SCP101

### Mathematics
- Mathematics and the Modern World MAT107
- History of Mathematics MAT132

### Humanities
- Introduction to the Understanding of Art HUA101
- Introduction to Music HUM101
- Art of Theatre HUC170
- Art of Film HUC150
- Mass Media and Their Evolution HUC120
- Introduction to Philosophy HUP101

### English
- The Short Story ENG250
- The Novel ENG260
- The Drama ENG265

## Liberal Arts Electives 7
- One course must be an intensive.

## Unrestricted 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>Subject</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Humanities</td>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Composition II ENG102</td>
<td>3</td>
</tr>
</tbody>
</table>
|                                              | Electives from the English and/or Humanities Departments  
  (ENG098 and ENG099 and HUC098 and 099 do not satisfy this requirement) | 6       |
| Social Science                               | Introduction to Social Science SS100 | 3       |
|                                              | Electives from the Social Science Department | 6       |
| Cooperative Education                        | (Optional for Extended Day students)  
  Three internships, three credits each | 9       |

## 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
- General Physics I, II, III SCP240, 241, 242  
- Engineering Mechanics, Statics SCP250  
- Engineering Mechanics, Dynamics SCP251  
- Calculus I, II MAT201, 202, 203  
- Calculus III MAT204  

### Biology/Health Services
- Fundamentals of Biology I, II SCB201, 202  
- Fundamentals of Chemistry I, II SCC201, 202  
- Electives from Natural and Applied Sciences Department  
- Algebra MAT110  
- Fortran Programming BDP220  

(For students in this pattern, prerequisite BDP100 is waived; BAP220 counts as unrestricted elective below.)

### Chemistry
- Fundamentals of Chemistry I, II SCC201, 202  
- Organic Chemistry I, II SCC251, 252  
- Calculus I, II MAT201, 202  
- Electives from Natural and Applied Sciences and/or Math Departments  
- Mathematics  
  - Precalculus MAT200 (if needed)  
  - Calculus I, II, III MAT201, 202, 203  
- One or more of the following:  
  - Elementary Differential Equations MAT204  
  - Elementary Linear Algebra MAT210  
- Logic and Computers MAT130  
- History of Mathematics MAT132  

One of the following course sequences:  
- Fundamentals of Biology I, II SCB201, 202  
- Fundamentals of Chemistry I, II SCC201, 202  
- General Physics I, II, III SCP240, 241, 242  

### 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  
9 credits

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.

Giglio Banarjee '79
Accountant
Bankers Trust
## Business Administration Curriculum: AS Degree

### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td></td>
</tr>
<tr>
<td>Writing for Business ENG112*</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Algebra MAT110</td>
<td></td>
</tr>
<tr>
<td>Pre-Calculus MAT200*</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 internships, three credits each</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Introductory Economics I SSE101</td>
<td></td>
</tr>
<tr>
<td>Accounting/Managerial Studies</td>
<td>12</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>Introduction to Business AMM101</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Management AMM103</td>
<td>3</td>
</tr>
<tr>
<td>Business Law I AMM110</td>
<td>3</td>
</tr>
<tr>
<td>Data Processing</td>
<td>2</td>
</tr>
<tr>
<td>Data Processing Applications I BDP103</td>
<td>2</td>
</tr>
<tr>
<td>Data Processing Applications II BDP104</td>
<td>2</td>
</tr>
</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>
<td>2</td>
</tr>
</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 ENG112 and/or MAT120. 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</td>
<td>3</td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td></td>
</tr>
<tr>
<td>Writing for Business ENG112*</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Algebra MAT110</td>
<td></td>
</tr>
<tr>
<td>Pre-Calculus MAT200*</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 internships, three credits each</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Introductory Economics I SSE101</td>
<td></td>
</tr>
<tr>
<td>Accounting/Managerial Studies</td>
<td>12</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>Introduction to Business AMM101</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Management AMM103</td>
<td>3</td>
</tr>
<tr>
<td>Business Law I AMM110</td>
<td>3</td>
</tr>
<tr>
<td>Data Processing</td>
<td>2</td>
</tr>
<tr>
<td>Data Processing Applications I BDP103</td>
<td>2</td>
</tr>
<tr>
<td>Data Processing Applications II BDP104</td>
<td>2</td>
</tr>
</tbody>
</table>

### Elective Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal arts elective</td>
<td>6</td>
</tr>
<tr>
<td>Unrestricted electives</td>
<td>17</td>
</tr>
</tbody>
</table>

Total credits: 66

*Writing through Literature ENG112 and/or Pre-Calculus MAT200 will be accepted as graduation requirements for this program in place of ENG112 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.
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.
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, Pitmon, 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

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>62-65 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing for Business ENG112</td>
<td>3</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td></td>
</tr>
<tr>
<td>Spanish for Fluent Speakers HUS105</td>
<td>3</td>
</tr>
<tr>
<td>May be waived by placement examination.</td>
<td></td>
</tr>
<tr>
<td>Advanced Spanish Composition HUS210</td>
<td>3</td>
</tr>
<tr>
<td>Commercial Spanish HUS220</td>
<td>3</td>
</tr>
<tr>
<td><strong>Mathematics/Science</strong></td>
<td>3</td>
</tr>
<tr>
<td>One course from either the Mathematics or Natural and Applied Sciences Department. (MAT098 and 099 do not satisfy this requirement.)</td>
<td></td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Social Science SS1100</td>
<td>3</td>
</tr>
<tr>
<td><strong>Secretarial Science</strong></td>
<td>3</td>
</tr>
<tr>
<td>Typewriting I, II, III SEC140, 141, 142</td>
<td>6</td>
</tr>
<tr>
<td>Stenography I, II, III Gregg SEC103, 110, 120</td>
<td>7</td>
</tr>
<tr>
<td>Spanish Stenography I, II SEC105, 108</td>
<td>4</td>
</tr>
<tr>
<td>Bilingual Transcription I, II SEC218, 219</td>
<td>8</td>
</tr>
<tr>
<td>Office Techniques and Trends I, II SEC200, 201</td>
<td>4</td>
</tr>
<tr>
<td><strong>Managerial Studies</strong></td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Business AMM101</td>
<td>3</td>
</tr>
<tr>
<td>Office and Personnel Management AMM120</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Courses** 1-4 credits

One of the following must be an intensive:

- Liberal arts electives 1-4

**Total credits: 66**

## Executive Option Curriculum

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>49 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing for Business ENG112</td>
<td>3</td>
</tr>
<tr>
<td><strong>Mathematics/Science</strong></td>
<td>3</td>
</tr>
<tr>
<td>One course from either the Mathematics or Natural and Applied Sciences Department. (MAT098 and 099 do not satisfy this requirement.)</td>
<td></td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Social Science SS1100</td>
<td>3</td>
</tr>
<tr>
<td><strong>Secretarial Science</strong></td>
<td>3</td>
</tr>
<tr>
<td>Typewriting I, II, III SEC140, 141, 142</td>
<td>6</td>
</tr>
<tr>
<td>Introduction to Business AMM101</td>
<td>3</td>
</tr>
<tr>
<td>Office and Personnel Management AMM120</td>
<td>3</td>
</tr>
<tr>
<td>Office Techniques and Trends I, II SEC200, 201</td>
<td>2</td>
</tr>
<tr>
<td>Select one course sequence from the following:</td>
<td></td>
</tr>
<tr>
<td>Stenography I, II, III Gregg SEC100, 110, 120</td>
<td>7</td>
</tr>
<tr>
<td>Stenography I, II, III Pitman SEC101, 111, 121</td>
<td>7</td>
</tr>
<tr>
<td>Stenography I, II, III ABC SEC103, 133, 123</td>
<td>7</td>
</tr>
<tr>
<td>Select one course from each of the following groups:</td>
<td></td>
</tr>
<tr>
<td>Transcription I</td>
<td>3</td>
</tr>
<tr>
<td>Gregg SEC310</td>
<td>4</td>
</tr>
<tr>
<td>Pitman SEC211</td>
<td>4</td>
</tr>
<tr>
<td>ABC SEC215</td>
<td>4</td>
</tr>
<tr>
<td>Transcription II</td>
<td>4</td>
</tr>
<tr>
<td>Gregg SEC216</td>
<td>4</td>
</tr>
<tr>
<td>Pitman SEC221</td>
<td>4</td>
</tr>
<tr>
<td>ABC SEC225</td>
<td>4</td>
</tr>
</tbody>
</table>

**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 ENG112 3

Mathematics/Science
One course from either the Mathematics or Natural and Applied Sciences Department (MAT098 and 099 do not satisfy this requirement.) 3

Social Science
Introduction to Social Science SS1100 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 ENG112 3
Oral Communication HUC101 3

Managerial Studies
Introduction to Business AMM110 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 2
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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</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;
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 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 an opportunity a
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 career possibilities in different areas.

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.

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 co-op 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 III), 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 Filling 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 quarter grade is F must repeat the seminar in the subsequent quarter.
   2. The student whose internship quarter grade is INC must complete outstanding assignments by the end of the following quarter.

   Further appeal is to the co-op advisor. 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-op adviser, with the five-week grace period not to be considered as applicable to withdrawal from cooperative education. It is recognized that termination of employment may be due to a variety of justifiable reasons. Therefore, each case will be handled individually by the co-op adviser, subject to normal grading procedures of review and appeal of cooperative education grades.
Exemption Credits  Students with demonstrated competence in specific areas may be granted credit for courses related to the areas, in any event not to exceed a total of 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), he or she 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, W, I, 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 3.98 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.
Student Admissions

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.

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 address 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, 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.

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 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>
<tr>
<td></td>
<td>$6,826</td>
<td>$9,006</td>
<td>$10,722</td>
<td>$3,046</td>
</tr>
</tbody>
</table>

Tuition

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.

Tuition Per Quarter

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

---

* Tuition units represent the number of credits plus compensatory hours required in a course or listed in the Schedule of Classes.
Non-State Residents and Foreign Students

<table>
<thead>
<tr>
<th>Tuition Units</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>7+</td>
<td>$356.25</td>
</tr>
<tr>
<td>Cooperative education internship</td>
<td>$356.25</td>
</tr>
<tr>
<td>Fewer than 6</td>
<td>$55/unit</td>
</tr>
</tbody>
</table>

Senior Citizens
(Enrollment on space available basis.)

<table>
<thead>
<tr>
<th>Tuition</th>
<th>General fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free</td>
<td>$12.50</td>
</tr>
</tbody>
</table>

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 is 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

Tuition Refunds
The date on which change of program, withdrawal and/or leave of absence forms are filed with the appropriate college 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 opening date of the quarter: 100%
Official withdrawal on or before the fifth day of the quarter: 75%
Official withdrawal on or before the eighth day of the quarter: 50%
Official withdrawal on or before the eleventh day of the quarter: 25%
Official withdrawal thereafter: None

Note: Saturday classes will be handled on an individual basis.

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 must deposit the state check and prepare individual refund checks after verification is made that the student is in full-time attendance. Completing this process accounts for 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 nonrefundable 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* / $2.50

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 /$15
Duplicate Diploma /$15
Duplicate ID /$5
Duplicate Bursar's Receipt Fee Form /$4
Locket 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 $10)

Lost and damaged materials:
Over due fines, accumulated to the date reported, and replacement costs of the materials — 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 or withdraws a course, whether or not the student substitutes another course;
2. The college changes the hours of the course or makes any 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 Educational 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 1981-82 academic year is March 31, 1982. Application forms will be mailed, beginning in May 1981, to all 1) students who received a TAP grant or Regents Scholarship award in 1980-81; 2) high school seniors who applied for a 1981-82 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 $20,001, or if independent and single with no tax 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, 1981; or
2) Twenty-two years of age or older on July 1, 1981 and not:
   a) resident in any house, apartment, or building owned or
      leased by parents for more than 2 consecutive weeks in calendar
      years 1980, 1981, 1982;
   b) claimed as a dependent by parents on their Federal or State
      income tax returns for 1980, 1981, 1982; or
3) Under 22 years of age on July 1, 1981 and meeting all other
   requirements of (2) above, and in addition able to meet at least
   one of the following requirements:
   a) Both parents deceased, disabled or incompetent; receiving
      public assistance other than Aid as a Dependent Child (ADC) or
      Food Stamps; ward of a court; unable to ascertain parents' whereabouts; or unable, due to an adverse family situation, to submit parents' income.
   b) 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.

Basic 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 ensure 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
Regents Awards for Children of Deceased or Disabled Veterans

Application Procedures: A special application may be obtained from the high school principal or counselor; and must be filed with 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.

Selection of Recipients and Allocation of Awards: The applicant must be 1) the child of a veteran who died, or who has a current disability of 50 percent or more, or who had such disability at the time of death, resulting from U.S. military service during one of the following periods: April 16, 1917 - November 11, 1918; December 7, 1941 - December 31, 1946; June 25, 1950 - July 27, 1953; October 1, 1961 - March 29, 1973; and 2) the child's parent must be a legal resident of New York State or a legal resident of the state of entry into military service, or, if the parent died as the result of military service, at the time of death.

Regents awards to children of deceased or disabled veterans are independent of family income or tuition charge and are in addition to other grants or awards to which the applicant may be entitled.

Award Schedule: The amount of the award is $450 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 photostat 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; and 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 $3,000 per year for the student's freshman year, $3,000 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 3% 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 — 9%; student in school and during grace period — 0%; NYS in school and during grace period — 9%; by student in school and during grace period — 1%; rate of interest during repayment — 9%. 
Rights and Responsibilities of Recipients: A student may borrow at a relatively low interest rate (currently 9%) 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 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 a 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 Director of the Budget and 4) an applicant for admission to one of 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 and 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 jobs which are, or are 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 booklets Determination of Basic Grant Eligibility Index in Academic Year 1981-82, the 1981-82 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 $1,670, 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 an 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 EOG 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 EOG 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 EOG award. Therefore, enrollment status for EOG will be as follows: full-time - 6 credits (or equivalent); ¾ time - 4 or 5 credits (or equivalent); and, ½ time - 3 credits (or equivalent).

Supplemental Educational Opportunity Grants (SEOG)

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

Selection of Recipients and Allocation of Awards: The applicant must be: 1) in exceptional financial need; 2) not enrolled in a Supplemental Grant award, or the applicant's education could not be continued; 3) enrolled at least half-time as an undergraduate student in an approved postsecondary institution; and 3) enrolled in an institution 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 $1,000. 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 continue 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 $1,500 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 4 percent on the unpaid principal. Repayment begins six 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 in the Peace Corps, VISTA, or similar national program.

College Work-Study Program (CWS)

Application Procedures: Application is made through the financial 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 financial aid. In the event that more students are eligible for CWS than there are funds available, preference is given to students who have been awarded Federal Pell Grants and have a higher 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 information: 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) between 18 and 22 years of age; 2) financially 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 the size of the applicant's checks, even if the applicant 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 receiving 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 payments 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 of Indian Affairs, office, 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, bond 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: Vocational Training Program is for short-term vocational training (up to two years).

To be eligible, the applicant must fulfill the requirements listed: 1) be at least one-fourth American Indian, Eskimo or Aleut; 2) be an enrolled member of a tribe, bond 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 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 term of duty, or 3) who qualify because of service connected disabilities, are eligible for benefits.

Veterans who served are entitled to benefits for full-time study at an approved postsecondary institution for 11/2 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>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>$342</td>
<td>$407</td>
<td>$464</td>
<td>$348</td>
<td>$29</td>
</tr>
<tr>
<td>Three-quarters</td>
<td>257</td>
<td>305</td>
<td>348</td>
<td>232</td>
<td>21</td>
</tr>
<tr>
<td>Half-Time</td>
<td>171</td>
<td>204</td>
<td>232</td>
<td>171</td>
<td>10</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 250 x 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.

Veterans who have been honorably discharged and served over 180 days between January 31, 1955 and: 1) continue on active duty, 2) were honorably discharged at the end of their term of duty, or 3) who qualify because of service connected disabilities, are eligible for benefits.

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 benefits are available. Awards range from $171 to $542 per month.

Veterans Tutorial Benefits: To be eligible for tutorial benefits, veterans must be receiving benefits on at least a half-time basis. A veteran is entitled to 12 months of tutorial benefits to a maximum of $76 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 $3.35. 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
- Academic advisement
- Career Resource Center
- Student Activities Department
- 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
- Middle College High School
- Recreation
- 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
- Enrollment policies
- Programs of study
- Noncredit programs
- Special programs
- 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
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 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 curricular 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 reflects 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 626-5057.

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 626-5588 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, evening and Saturday courses are available throughout the year. Personal inquiries are welcome by phone (626-5057 or 626-5537) or by visiting the center, room 320, Executive 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, 097, 098, and 099) 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 successful in completing 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;
2. A large number of books is available on cassettes within the library, with more to be added in the future; and
3. A machine that enlarges printed material on a television screen for the benefit of partially sighted people is also available in the library.

For more information call Dr. William Goodman, coordinator, Programs for Visually Impaired Adults, at 626-2706.

**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 Brooklyn.

In addition, adults, aged 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 are available to all students.

**Small Business Management Program**

This program, supported through VEA monies from the New York State Education Department, is designed to train persons of limited English speaking ability in small business management and commercially-oriented English as a second language. Participants are drawn from unemployed and underemployed Greek, Hispanic and Armenian populations living in the vicinity of the college. Courses in small business management are taught in each group's native language and English as a second language is taught by instructors trained in ESL methodology who are familiar with one of the native languages of each group.

**Programs for Business**

This program focuses on developing ongoing contact with businesses and industry in the Long Island City area. The division's major intent in developing contacting sustainers 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.

**Women's Program**

This program provides an opportunity for mature working women 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 non-traditional and independent study approaches to earning college credits. The college offers an 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, and 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 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 frequently 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 392-2420 (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 gymnastics. 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 MB28, 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 in 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.
Course Descriptions

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 auditing 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.
Prerequisites: 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.
Prerequisites: 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.
Prerequisites: CSE 098 and MA 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 AMA 103

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

AMA281 Cost Accounting II
4 hours; 3 credits

This course continues the study of cost determination and analysis for manufacturing, cost-volume relationships, systems design, 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
Manegrial Studies

**AMM01 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.
Prerequisite: AMM01

**AMM02 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: AMM01

**AMM03 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 an managerial practice. This course is required for Business Administration and Management students prior to their first internships.
Prerequisite: AMM01

**AMM04 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: AMM01

**AMM05 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 covering insurance policies. It is designed for the student as an individual and as a prospective business manager.
Prerequisite: AMM01

**AMM06 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: AMM01

**AMM07 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: AMM01 and AMM110

**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.
Prerequisite: AMM01 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 roles 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: AMM110

**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, training and development of employees, management-labor relations, remuneration and security, evaluation methods and leadership development. Particular emphasis is placed upon the analysis of leadership and supervision.
Prerequisite: AMM121

**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
Department of Communication Skills

CSE096 Basic Reading Workshop
5 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 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 CSE097 students and for those who must fulfill Developmental Skills requirements based on College placement procedures. Prerequisite: CSE096 or waiver.

CSE098 Basic Reading II
5 hours; ½ 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 College placement procedures. Prerequisite: CSE096 or waiver.

CSE099 Basic Reading III
5 hours; ½ 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 CSE097 students and for those who must fulfill Developmental Skills requirements based on 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, note-taking, summarizing, and critical analysis. Admission to the course is based on College placement procedures. Prerequisite: CSE096 or waiver.

CSE200 Speed Techniques for Efficient Reading
3 hours; 2 credits
This course is offered for students who are interested in speed techniques. Emphasis is placed on the development of effective reading habits and the techniques of rapid reading, identifying authors' patterns of writing, skimming, scanning and going practice with mechanical aids and timed exercises. Admission to the course is based on completion of required Developmental Skills courses or waivers. Prerequisite: CSE098 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 once a week, and is usually taken the second or third quarter at LaGuardia. The course objectives include: understanding the cooperative 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 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 an 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 CEP2200, 2201 (child care) or CEM300 or 201 (mental health). In place of CEP200, students register with the Department of Natural and Applied Sciences. Occupational therapy majors register for CED2020, 2021, 262, 263, 264. In place of CEP200, course descriptions can be found under Department of Natural and Applied Sciences.

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

First Internship Seminar
Curriculum

Accounting: Accounting Information Systems
Bilingual Ed: Bilingual Education: Theory and Application
Data: Application of Data Processing to the Workplace
Human: Human Relations Field Services Seminar
Liberal Arts: Applying Social Science Concepts in the Workplace
Managerial: Management Principles in Practice
Occupational: Clinical Affiliation in Physical Therapy
Occupational: Clinical Affiliation in Psychosocial Dysfunction
Secretarial: The Secretary in the Workplace

Second Internship Seminar
Career Opportunities within Each Major Field (sections by curriculum)

Third Internship Seminar
Independent Research: The Application of Course 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 resources. Instruction is provided by counseling department faculty, who help participants refine their career plans and educational objectives. Utilizing group and individual interactions and out-of-class assignments, students will develop an integrated plan to reach their goals.

Department of Data Processing

BDP 100 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 first internship.
Prerequisite: CSE 098, MAT 098, or waivers
Pre- or Co-requisite: ENG 099 or waiver

BDP 103 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: A MA 101

BDP 104 Data Processing Applications II
4 hours; 2 credits
A continuation of BDP 103. The student will study CPU concepts of data communication systems and maincomputers; 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: BDP 103 and AMA 102

BDP 105 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: CSE 098, MAT 098, ENG 099

BDP 108 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: ENG 099 or waiver, BDP 100

BDP 108 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: ENG 099 or waiver, BDP 100

BDP 110 Systems Analysis and Design
4 hours; 3 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, farm 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: BDP 120

BDP 116 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 form and coding methods, the IBM 029 Key punch, the IBM 059 Verifier and design and use of keypunch program drum cards.
Prerequisite: CSE 098, MAT 098, ENG 099, or waivers

BDP 116 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 IBM 129 Key punch, conversational mode CRT's key to tape systems, key to disk systems and methods of increasing speed and accuracy in machine operations.
Prerequisite: BDP 115

BDP 120 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-
Data Processing

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; instruction using appropriate ALP macros (sequential and indexed sequential organization).
Prerequisite: BDP100

BDP280 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/I 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 compiler-oriented languages, and therefore will be expected to program and document problems of a more complicated nature than in earlier data processing courses. The student will be encouraged to learn how to use core dump to find out where the bugs are. Each student will proceed at his/her own pace, thereby simulating conditions in commercial data processing installations.
Prerequisite: ENG099 or waiver, BDP100

BDP280 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, input procedures and use of the IBM utilities, IEBGENER, and IEETPCH to create and retrieve disk data sets.
Prerequisites: BDP106 and BDP120

BDP280 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, modes, 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

BDP285 Minicomputer Programming
4 hours; 3 credits
This course will introduce the student to the special attributes of minicomputers and to the particular applications for which minicomputers are appropriate. The student will write programs for the Data General NOVA 3 Minicomputer and will learn both hard ware 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 students 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 students will demonstrate their operational skills on IBM 360/370 series computer equipment.
Prerequisite: BDP270

BDP290 Computer Electronics
6 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 Circuits, 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: CSE098, MAT098, 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
ENG215 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 writing and at least one major investigative and several other writing assignments, in teams or individually, students will be involved in rewriting, editing and headwriting. Students will be assigned to College publications. Field trips and working press visitors are elements of the course. Prerequisite: ENG101.

ENG216 Journalism in the Private Sector: The House Organ, Public Relations and Advertising
3 hours; 3 credits
Private sector journalism is an examination of house-and-group organ publications and their impact upon the people they are designed to serve. The course will also cover public relations and advertising history and their growth as institutions. Elements of copywriting for these journalism-related industries will be practiced, as well as planning for simulated advertising and public relations campaigns. 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-coveage 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

ENG220 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 exploration and colonization, the Revolutionary War, the frontier experience, and slavery and the Civil War will be examined against their literary backdrops. 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.

ENG221 Social Currents in American Literature II
3 hours; 3 credits
This course, a continuation of ENG220, presents the American literary heritage from the perspective of its social and political crosscurrents 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. Du Bois, 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.

ENG222 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, Cather, Fitzgerald and Steinbeck will be included. Prerequisite: ENG099 or waiver and CSE099 or waiver.

ENG223 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, Imamu Baraka, Gwendolyn Brooks). Key writers of the Harlem Renaissance will be considered, as will popular anonymous forms of black literature such as spirituals and work songs. Writers to be studied might include Daniel Walker, Charles Chestnutt, James Weldon Johnson, Langston Hughes, John Rocner, Claude McKay, Countee Cullen, W.E.B. Du Bois, Robert Hayden, Toni Cade Bambara, Chester Himes, John A. Williams, James Baldwin, and Amiri Baraka. Prerequisite: ENG099 and CSE099 or waiver.

ENG224 Literature of War
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 of urban life. Attention will be given to important urban social issues and cultural developments as seen in novels, short stories, poems, and plays. Popular art 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.

ENG225 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 A. Bee, Tennessee Williams, Jean Rhys, Edna O'Brien, Toni Morrison, Lorraine Hansberry, and Sylvia Plath. Prerequisite: ENG099 or waiver and CSE099 or waiver.

ENG226 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 of urban life. Attention will be given to important urban social issues and cultural developments as seen in novels, short stories, poems, and plays. Popular art 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.
ENGL 47 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, Nikki Giovanni, Anne Sexton, Alice Walker, and Sylvia Plath may be studied.
Prerequisite: ENG 099 or waiver.

ENGL 250 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: ENG 099 or waiver.

ENGL 255 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 consequence 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: ENG 099 and CSE 099 or waiver.

ENGL 260 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 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: ENG 099 or waiver and CSE 099 or waiver.

ENGL 265 The Drama
3 hours; 3 credits
An introduction to dramatic literature, with attention given to major periods of development, including ancient Greece, the Elizabethan period, and modern times. Selections will be made from such representative dramatists as Sophocles, William Shakespeare, William Congreve, Oscar Wilde, Lillian Hellman, Bertolt Brecht, Tennessee Williams, Peter Schoffen, and Tom Stoppard.
Prerequisite: ENG 099 or waiver and CSE 099 or waiver.

ENGL 266 Shakespeare
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: ENG 099 or waiver and CSE 099 or waiver.

ENGL 268 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, Paul Moellhaus, Claude McKay, and Maxine Hong Kingston will be considered.
Prerequisite: CSE 099 or waiver, ENG 099 or waiver.

ENGL 269 Contemporary Black American Fiction
3 hours; 3 credits
This is a consideration and analysis of a selected number of major African-American fic­tion writers from 1952 to the present. Emphasis will be placed on the survival of older fictional concerns (e.g., racism, violence, the search for identity) and the appearance of new trends (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, Albert Murray, Alice Walker, Ernest Gaines, and Ishmael Reed will be read.
Prerequisite: CSE 099 or waiver, ENG 099 or waiver.

ENGL 270 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: ENG 099 or waiver and CSE 099 or waiver.

ENGL 280 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 pre-school 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: ENG 099 or waiver, and CSE 099 or waiver.

ENGL 285 Contemporary Black American Fiction
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, Nat Hentoff, James Baldwin, Alice Childress, Paul Zindel, and others.
Prerequisite: CSE 099 or waiver, ENG 099 or waiver.

Writing

ENGL 302 Basic Writing Workshop
4 hours, 1 lab; ½ credit
This course is designed to improve students' fluency in writing through personal experi­ence narratives. 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)
**ENN186 Urban Arts Workshop**

This course provides an exploration of the City's social and technological impact on artists, and includes visits from writers, art critics, and students to museums, galleries, and composition. Projects will be in such areas as the photo essay, film, and creative writing.

Prerequisite: ENG099 or waiver.

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**ENN187 Media Arts Workshop**

This course provides an investigation of the methods of media production. The group will visit a newspaper production plant and a television studio. During the quarter, students will select a class unit and develop projects in one of the media. Each group will be responsible for preparation, advertising, casting, production of original content, and the organization of discussions and readings. Emphasis is given to literary and photographic essays that individual members have produced, followed by the editorial selection and the actual distribution of the magazine.

Prerequisite: ENG101 or waiver.

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**ENN188 Creative Writing Workshop**

This course provides an intensive study of the techniques of writing. The course is based on the college placement procedures. The students select prose styles and are required to develop the ability to express ideas in written English.

Prerequisite: ENG102 or waiver.

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**ENN189 Art and Culture**

This course is an introduction to the history of art and the development of modern art styles. It is based on the college placement procedures.

Prerequisite: CSE099, ENG099, or waiver.

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**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.

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**Art**

**HUA101 Introduction to the Understanding of Art**

3 hours; 3 credits

An exploration of the nature, meaning and aesthetic value of various art forms through theoretical discussions, studio projects, and textbook readings. Museum visits required.

Prerequisite: CSE098, ENG099, or waivers.

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**HUA200 Art of the 20th Century**

3 hours; 3 credits

This course explores the history of various styles and forms of art from the Impressionist period to the present. Such diverse styles as impressionism, Post-Impressionism, Expressionism, and the more recent styles of Pop and Conceptual Art will be discussed and examined. Consideration will be given to the understanding of abstract art 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.

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**HUA201 Art in New York: A Museum Gallery Workshop**

3 hours; 3 credits

This seminar explores the major aspects of the New York art scene. The course will be conducted in the gallery, in which students will examine the concept and content of contemporary painting, sculpture, and performance. Students will discuss selected art exhibitions in an effort to explore the nature of art criticism.

Prerequisite: CSE099 or waiver, ENG101, or waiver.

HUA202 permission of the instructor.
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 newsreel production plant and a television studio. During the quarter, students will select a class unit or a small 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 discussion 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: ENG101 or waiver.

English as a Second Language

ESL096 English as a Second Language Workshop
9 hours (7 lectures, 2 labs); 1.5 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 these skills, but especially in speaking and listening. Prerequisite: Based on college placement procedures.

ENN198 English as a Second Language I
9 hours (7 lectures, 2 labs); 2.5 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: ESL097 or waiver.

ESL098 English as a Second Language II
8 hours (6 lectures, 2 labs); 2.5 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 procedure. Prerequisite: ESL097 or waiver.

ESL099 English as a Second Language III
8 hours (6 lectures, 2 labs); 2.5 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: 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: CSE099, ENG099, or waiver.

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 waiver.

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 exhibitions in an effort to explore the nature of art criticism. Prerequisite: CSE099 or waiver, ENG101, or waiver.

HUA200 or permission of the instructor.
Prerequisite: CSE099, ENG099.

**Museum visits required, and reproductions. Textbook readings and civic and military architecture, walt pointing, Olympia. Such art farms as the Greek temple, ciente cities of Pompeii, Rome, Athens, and sculpture of the human figure will be con- dent 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

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**Art and Culture Intensive**

**HUN192 Art and Society**

3 hours; 3 credits

This course deals in a variety of ways with the relationships between art and society. Students will engage in class discussions, field trips, and independent projects in an attempt to experience directly the philosophical and practical aspects of the visual arts in a number of different settings.

Prerequisite: CSE099, ENG099, or waivers

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**Studiart**

**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: CSE098, ENG099, or waivers

**HUA110 Beginning Painting**

3 hours; 3 credits

Problems in color theory and point 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: CSE098, ENG099, or waivers

**HUA120 Beginning Sculpture**

3 hours; 3 credits

Problems in three-dimensional form will be examined through projects in clay and papier-mache. There will be group and individual criticism.

Pre- or Corequisite: CSE098, 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: CSE098, ENG099, MAT098, or waivers

**HUA150 Beginning Printmaking**

3 hours; 3 credits

An introduction to printmaking. Employing relief or silk-screening printing techniques, students experiment with designs in block 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: CSE098, ENG099, or waivers

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**HUA180 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.)

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.

Pre- or Corequisite: CSE098, ENG099, or waivers; HUA103 recommended but not required

**HUA206 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

HUA280 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, HUA150, 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.

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 Hispanic children in the urban setting will stress the social and economic factors as they relate to different views of bilingual philosophy. In addition to 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: HUB101, HUS120, ENG101

HUB201 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 of 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, HUS210, ENG101

HUB208 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-speakers in mainland schools. The use and incorporation of the commonly used forms of instructional technology will be an integral part of the course. In addition to classroom work 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

HUC088 Basic Communication Strategies Workshop
4 hours; 1/2 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? The course is taught together with basic reading and writing using related themes and skills. This course prepares students for HUC099.
Prerequisite: Based on college placement procedures.

HUC098 Basic Communications Strategies
4 hours; 1/2 credit
This course builds on the communication concept and skills introduced in HUC088. Students explore such issues as: How does spoken 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.

HUC103 Effective Speaking
2 hours; 2 credits
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 as habits those rhetorical strategies needed to express ideas and feelings with clarity, sensitivity, and assertiveness.
Prerequisite: ENG099, HUC101, or waivers.

HUC210 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 the student to communication theories, concepts, and skills which groups use in a variety of social and professional settings. Topics include: communicative characteristics which promote discussion, leadership skills, effective discussion roles, and the effect of sexuality 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.

HUC180 The Art of Film
4 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.

HUC185 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-uncosnscious projections of societal fears.
Prerequisite: CSE098, ENG099, or waivers.

HUC270 American Film and Its Genres
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 delirification of the cowboy, the spiritual, and the supernatural in cinema.
Prerequisite: CSE098 or waiver, ENG099 or waiver, HUC100 recommended but not required.

Humanities
### Foreign Languages

#### French

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HUF101</td>
<td>Elementary French I</td>
<td>5 hours (3 lectures, 2 labs)</td>
<td>3 credits</td>
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<tr>
<td>HUF102</td>
<td>Elementary French II</td>
<td>5 hours (3 lectures, 2 labs)</td>
<td>3 credits</td>
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<tr>
<td>HUF103</td>
<td>Intermediate French</td>
<td>4 hours (3 lectures, 1 lab)</td>
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#### German

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<tr>
<td>HUG101</td>
<td>Elementary German I</td>
<td>5 hours (3 lectures, 2 labs)</td>
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<tr>
<td>HUG102</td>
<td>Elementary German II</td>
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### Greek

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<tr>
<td>HUK101</td>
<td>Elementary Modern Greek I</td>
<td>5 hours (3 lectures, 2 labs)</td>
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<td>HUK102</td>
<td>Elementary Modern Greek II</td>
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<tr>
<td>HUK103</td>
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### Hebrew

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<tbody>
<tr>
<td>HUH101</td>
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<tr>
<td>HUH102</td>
<td>Elementary Modern Hebrew II</td>
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### Italian

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<tbody>
<tr>
<td>HUI101</td>
<td>Elementary Italian I</td>
<td>5 hours (3 lectures, 2 labs)</td>
<td>3 credits</td>
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</tbody>
</table>
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 aural comprehension and speaking skills in Spanish.
Prerequisite: HU102 or permission of instructor.

HU110 Elementary Spanish II
5 hours (3 lectures, 2 labs); 3 credits
An intensive course for beginners designed to develop and improve basic Spanish language skills through work in the classroom and the language laboratory.
Prerequisite: HU101 or permission of instructor.

HU112 Spanish for the Classroom Teacher II
5 hours (3 lecture, 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, 102. 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 of the island and rapidly changing life styles, family structures and style of self-expression, the student will have the opportunity to become aware of the contributions, problems, and challenges faced by one of New York City's largest minorities.
Prerequisite: HU110 or permission of instructor. HU194 is recommended.

HU200 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, 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.

HU204 Hispanic Life and Institutions
3 hours; 3 credits
An introduction to Hispanic life 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 on reading texts within the cultural context and to make comparisons within their own background and experience.
Prerequisite: HU104 or permission of instructor.

HU210 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: HU110 or permission of instructor.

HU220 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...
and other class assignments, students will attend poetry readings and theoretical productions. Representative authors are Hossok, Lloren Torres, Tapia y Rivero, Villaverde, Heredia, Marti, 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, ENG101  
Corequisite: ENG112

**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 flows 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 sensitivity to the value systems of New York City's minorities. Throughout the quarter, students will participate directly in the experience 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

**HUM102 Music History**  
3 hours; 3 credits  
This course is designed to provide an 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 at 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 acoustic piano, the electric piano, the pipe organ, the chamber organ, the reed organ, the electric organ and keyboard synthesizers. Prerequisite: HUM102, 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 also will be made of the different types of musical instruments found in the various cultures of Africa and the ways in which these instruments have evolved. Prerequisite: CSE098, HUC099, 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 one of the following: HUM130 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 and inversions will be emphasized. Secondary chords and their inversions as well as suspensions and passing tones will be introduced in both major and minor modes. 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 organize music for keys, 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 performance. The repertoire will include traditional masterpieces of choral literature, Broadway show tunes and currently popular works. Choir will provide the student with an opportunity to learn and perform masterpieces of the choral literature from ancient chants to the latest contemporary works. Choir members will study the form and structure of choral works from different historical periods and learn to recognize their stylistic differences. In addition to classwork (rehearsals), the students will be prepared for public performances before audiences and on radio and TV. A student may take Choir five 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**
3 hours; 3 credits

Emphasis is on the development of the voice for solo performance. Each student will learn the techniques 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

**HUM168 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 on campus 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 audution 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. Students will learn to have 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

**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

**HUM201 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 is 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 movements, acting techniques, memorization, and overall production and publicity responsibilities. Additional rehearsal hours are part of the course requirement.

Prerequisite: HUM140 or 180, and both HUM155 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**

**HUN300 Electronic 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

**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.

Prerequisite: 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 own perceptions by critically examining their own beliefs, attitudes and assumptions in light of the philosophical analyses they encounter.

Prerequisite: CSE099, ENG099, or waivers
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<th>Course Code</th>
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<th>Hours</th>
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<tr>
<td>HUP210</td>
<td>Ethics</td>
<td>3</td>
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<td>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</td>
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<td>HUP215</td>
<td>Philosophy of Love and Sexuality</td>
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<td>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, Moulton and Solomon. Prerequisite: HUP101, ENG101 and one additional 3-credit philosophy course</td>
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<td>HUP220</td>
<td>Political and Social Philosophy</td>
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<td>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 theoretical and a normative point of view. Prerequisite: HUP101</td>
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<td>HUP230</td>
<td>Philosophy of Religion</td>
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<td>An examination of man's basic perceptions of himself and the world as they are reflected in his religions. Both Western and Eastern non-theism will be explored and evaluated. Special attention will be given to the phenomena of religious experience as it occurs in the different traditions. Prerequisite: HUP101 or permission of instructor</td>
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<td>HUP240</td>
<td>Freedom and Life Experience</td>
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<td>This course applies the concept of 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 their daily activities and assess these activities from the standpoint of freedom. Prerequisite: HUP101 or waiver, HUP101</td>
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<td>HUP250</td>
<td>Individual Freedom and Work Experience</td>
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<td>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</td>
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### Department of Human Services

The Department of Human Services offers courses in:
- Child Development
- Mental Health

Courses in these areas are presented below in that order, following a listing of courses in the Human Services core curriculum.

### Core Curriculum

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<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>HSC101</td>
<td>Orientation to Human Services</td>
<td>3</td>
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<td>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</td>
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<tr>
<td>HSC102</td>
<td>Principles in Human Relations</td>
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<td>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: CSE098, ENG099, or waivers</td>
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### Child Development

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<td>CEC200</td>
<td>Cooperative Education, Child Development</td>
<td>7</td>
<td>1.5</td>
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<td>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</td>
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<tr>
<td>CEC201</td>
<td>Cooperative Education: Child Development</td>
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<td>A full-time internship for advanced students, with permission of the coordinator</td>
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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 sequential 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: HSCI02, SSYIOO
Corequisite: SSI01, 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 develop 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- or Corequisite: Course in math or science as required by the specialization: MAT103, or SCP101 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 art 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 enable children to engage in activities which stimulate spontaneity and originality.
Prerequisite: HSD170 or HSE109
Pre- or Corequisite: SSY240, course in humanities as required: HUA101 or HUM101
Corequisite: approved co-op internship

Mental Health

CEM200 Cooperative Education, Mental Health
7 hours; 1 Y2 credits
The Cooperative Education program for Human Service 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: HSCI01 and HSCI02; or current employment in an approved mental health setting.

CEM201 Cooperative Education: Mental Health
7 hours; 3 credits
A full-time internship for advanced students, with permission of the coordinator.

HSM210 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: SSI01 and HSCI02

HSM211 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 lectures, discussions, case presentations prepared by students and guest speakers.
Prerequisite: HSCI01
Corequisite: Internship or employment in an approved mental health setting

HSM212 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 included staff relations in bureaucratic organizations, work with families and networks, small groups and inter-face dynamics. Students present case studies from their agencies, and also use prepared cases, role playing, and selected readings as materials in the course.
Prerequisite: HSM212 or permission of instructor
Corequisite: Internship or employment in an approved mental health setting

HSM220 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: HSM212 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: SSY100 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 chil-dren 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 adopted 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
**Department of Mathematics**

**MAT098 Basic Mathematics I**
3 hours; 3 credits

This course develops arithmetic concepts and skills, particularly in the area 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

**MAT101 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. The topics studied include sets, natural numbers, systems of numeration, number bases, mathematical activities, and the operations of arithmetic.

Prerequisite: MAT098 or waiver

**MAT102 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. The topics studied include integers, rational and real numbers, geometry and probability, Pedagogical techniques related to the teaching of these topics will be stressed.

Prerequisite: MAT101 or waiver

**MAT103 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: MAT102 or waiver

**MAT104 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: MAT098 or waiver

**MAT110 Pre-Calculus and Trigonometry**
4 hours (3 lectures, 1 lab); 1 credit

This course is a prerequisite for calculus. Emphasis is placed on the study of algebraic functions and their graphs, trigonometry, and analytic geometry. The use of graphing calculators is required.

Prerequisite: MAT104 or waiver

**MAT111 Calculus I**
4 hours (3 lectures, 1 lab); 1 credit

This course is the first in a three-quarter sequence in elementary calculus. Topics include limits, continuity, differentiation, and integration of algebraic, trigonometric, exponential, and logarithmic functions. Applications to the natural and social sciences are included.

Prerequisite: MAT104 or waiver

**MAT112 Calculus II**
4 hours (3 lectures, 1 lab); 1 credit

This course is the second in a three-quarter sequence in elementary calculus. Topics include techniques of integration, applications of the definite integral, and an introduction to differential equations.

Prerequisite: MAT111 or waiver

**MAT113 Calculus III**
4 hours (3 lectures, 1 lab); 1 credit

This course is the third in a three-quarter sequence in elementary calculus. Topics include vector calculus, multivariable calculus, and an introduction to partial differential equations.

Prerequisite: MAT112 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

**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: 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: MAT104 or waiver, MAT110 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: MAT099 or waiver, ENG098 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 include celestial mechanics, astrophysics, and the application of mathematics to astronomical problems.
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: MAT110 or waiver, CSE098 or waiver; ENGO99 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.

Prerequisite: MAT110 or waiver. Corequisite: MAT150.

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, maxima-minima problems, velocity and acceleration problems and antiderivatives.

Prerequisite: MAT200 or waiver. Corequisite: CSE098.

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: the definite integral, area, formal integration, applications of integration and polar coordinates.

Prerequisite: 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.

Prerequisite: 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.

Prerequisite: 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.

Prerequisite: 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 environments. Topics to be covered include: geometric structure and function, number patterns in nature, elementary computer programming, statistics, and psychological studies of art and commerce. Students will participate in measurement projects, field trips, and other related activities.

Prerequisite: MAT200 or waiver.

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

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: Cellular and molecular basis of life, heredity, evolution of various organism systems (fall and winter).
SCB202: Diversity of animal, plant, and protozoa life, evolution, and relationship to man. The principles of ecology and problems of urban development (spring and summer).

Prerequisite: For SCB201: ENG099, MAT098, CSE098 or waivers; for SCB202: SCB201.

SCB203, 204 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 human 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).

Prerequisite: For SCB203: ENG099, MAT098, CSE099 or waivers; for SCB204: SCB203.

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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, organelle function, bioenergetics, cell proliferation, gene function, and protein synthesis. Prerequisite: ENG101, SCB202 or equivalent, SCC201 or equivalent

SCB280 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 microbiological study. 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

SCB 290 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: (a) the normal and abnormal physiology of the heart; classification of heart diseases and their effects on the rest of the body, (b) 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., 23-16 30th Avenue, Astoria, New York. Lectures are conducted on Tuesday evenings from 7 p.m. - 9 p.m. For additional information call (212) 932-8082. Prerequisite: SCB204 or equivalent, or waiver

SCC281 Principles of Respiratory Disease Care
2 hours; 2 credits
This course will acquaint the student with various aspects of respiratory diseases, their diagnosis and methods of treatment. Topics will include: the functional anatomy of the lung, the normal and pathological physiology of respiration; classification of respiratory diseases; and basic procedures in respiratory care. The course consists of 10 lectures, accompanied by discussions, films and slides. Practical demonstrations of various treatment methods in hospital settings will be included. Special information: This course is offered under the joint auspices of LaGuardia Community College and the Queens Licensed Practical Nurses Association. Classes are held at Queens Licensed Practical Nurses Association, Inc., 23-16 30th Avenue, Astoria, New York. Lectures are conducted on Tuesday evenings from 7 p.m. - 9 p.m. For additional information call (212) 932-8082. Prerequisite: SCB204 or equivalent, or waiver, permission of chairperson

Chemistry
SCC101 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 and drugs, syntheses 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 similar items. Prerequisite: CSE098, ENG099, MAT098

SCC140 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 reactions, descriptive chemistry, stoichiometry, general equilibria, solutions. SCC202, acid-base theory, chemical equilibria, electrochemistry. Prerequisite: CSE098, ENG099, MAT098 or waivers

SCC251, 252 Organic Chemistry I and II
7 hours (3 lectures, 4 labs); 5 credits
A two-quarter sequence emphasizing the synthesis, structure, reactivity and mechanisms 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, heterocycles, biomolecules. Prerequisite: For SCC251: MAT110, SCC202 or equivalent, or SCC252: SCC251

General Science
SCS100 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. Prerequisite: 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. Prerequisite: 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, computers and unemployment, pollution, present day genetics, funding for science, and alienation from science and technology. No scientific background is needed. Prerequisite: CSE098, ENG099, MAT098, or waivers

Intensives
SCN198 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. Prerequisite: CSE098, ENG099, MAT098, or waivers, permission of instructor or allied health major
modification, perceptual motor training and future trends in pediatric services. Pre-requisite: SCN105; O.T. Major or students with an equivalent background upon receipt of permission from the instructor. Pre- or Corequisite: ENG0101

**SCN210 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. Pre-requisite: CSE098, ENG099, MAT098, or waivers

**Health Science**

**SCN101 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 everyday 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. Pre-requisite: CSE098, ENG099, MAT098, or waivers

**SCI111 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. Pre-requisite: ENG101; CSE098, MAT098, or waivers

**SCI120 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; specific approaches to therapeutic technology, e.g.

**SCI100 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. Pre-requisite: CSE098, ENG099, MAT098, or waivers

**SCI105 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. Pre-requisite: CSE098, ENG099, MAT098, or waivers

**SCI100 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. Pre-requisite: CSE098, ENG099, MAT098, or waivers

**SCI210 Topos 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. Pre-requisite: CSE098, ENG099, MAT098, or waivers

**SCI120 Concepts in Electricity**

4 hours (2 lectures, 2 labs); 3 credits

A basic course covering theoretical and practical concepts in electricity and magnetism. Topics include basic electric currents and circuits, magnets and electromagnetism. Demonstration of these concepts in the laboratory will be stressed. Pre-requisite: MAT098, CSE098, ENG099, or waivers

**SCI140 Topos 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 LaGuardia's Observatory Center--including the planetarium and telescope--plus field trips to planetariums and observatories in the N.Y.C. area. Pre-requisite: CSE098, ENG099, MAT098, or waivers

**SCI150 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

**SCI150. 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 SCI150 and used for astronomical computations, include concepts from basic algebra, geometry and trigonometry. Pre-requisite: CSE098, ENG099, or waivers. Corequisite: SCI150. Note: SCI150 and SCI150, Astronomy and Mathematics, must be taken together, as paired courses.**

**SCI201, 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:

SCI201: The basic concepts of mechanics; kinematics; Newton's gravitation; conservation of momentum and energy; heat; emphasizing the kinetic theory; and electrodynamics; charge, forces, fields, electrical energy.

SCI202: The basic concepts of electrodynamics (currents and magnetism; electromagnetism); optics (wave theory; lenses); and modern physics (relativity; atomic physics; quantum mechanics) (spring, summer)

Pre-requisites: for SCI201: CSE098 or waivers, MAT110 or consent of instructor; for SCI202:

SCI201

SCI240, 241, 242 General Physics I, II, III

6 hours (3 lecture, 1 recitation, 2 labs each quarter); 4 credits

A three-quarter sequence in physics for science and pre-engineering students. SCI240: Motion in one, two and three dimensions; of mass; momentum and collisions; rotational motion; moments of inertia; hydrostatics and hydrodynamics.

SCI241: Heat and temperature; the laws of thermodynamics; kinetic theory; entropy; oscillations; wave motion; properties of light; optics.

SCI242: Electrostatics; DC circuits; magnetism and magnetic materials; AC circuits, special relativity; modern physics. This is a calculus-based physics course.

Pre-requisites: for SCI240: MAT110; CSE098 or waiver; for SCI241, SCI240, MAT200, for SCI242, MAT201, SCI241

Corequisites: for SCI240: MAT1200; for SCI241: MAT201; for SCI242: MAT202

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SCP2110 Engineering Mechanics: Statics
2 hours; 2 credits
This course is an intermediate study of mechanics covering the fundamental principles of force, moments, centroids, shear, friction, virtual work.
Prerequisite: SCP240
Corequisite: MAT202

SCP2111 Engineering Mechanics: Dynamics
2 hours; 2 credits
This course is an intermediate study of mechanics 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.
Prerequisites: CSE109, ENG099, MAT099, or waivers

SCD210 Nutritional Care I
3 hours; 3 credits
Fundamentals of scientific principles of normal nutrition applied to the study of the population's dietary habits. Emphasis is placed on the major ethnic groups residing in the New York Metope area. Also included are aspects of the important dietary nutrients, their physical properties, physiologic functions, the effect of a deficiency or excess, dietary allowances, food sources as derived from ethnic diets and availability of the nutrients from the average American diet.
Prerequisites: ENG101; MAT109, or waivers Pre- or Corequisite: SCD203

SCD211 Nutritional Care II
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.
Prerequisites: SCD210, SCD203
Corequisites: 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.
Prerequisites: SCD100, SCD211
Corequisites: SCD260

SCD260 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 planning, 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.
Prerequisites: 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.
Prerequisites: For SCC251, MAT110, SCD202 or equivalent; for SCC252: SCC251

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 readiness for Occupational Therapy techniques in prevention and treatment in the area of physical dysfunction. The student will learn to examine abilities versus deficits, select appropriate activities, implement treatment goals, report observations professionally and to prepare a case study. A one-week pre-clinical experience is scheduled prior to class sessions.
Prerequisites: SCO201 and permission of O.T. coordinator
SC0291 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 SC0202. Opportunities to observe and communicate with other members of the rehabilitation team will be provided. An alternate week seminar is required. Prerequisite: SC0292 and permission of O.T. coordinator.

SC0292 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 40 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 keyboard 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, 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, 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 communicative 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 material. Final writing speed goal is 80 words a minute. Practitioners are provided 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: SEC108, ENG099, or waiver.

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 material. Final writing speed goal is 80 words a minute. Pre-transcription drills are commenced in preparation for typewritten transcription. Prerequisite: SEC109, ENG099, or waiver.
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SEC128 Stenography III, Machine
6 hours; 3 credits
Speed building to a writing speed of 90 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. Maturity on average-length letters from unfamiliar material is required.  
Prerequisite: SEC122 or equivalent, SEC123 or equivalent.

SEC129 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. Maturity on average-length letters from unfamiliar material is required.  
Prerequisite: SEC122 or equivalent, SEC123 or equivalent.

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 typewriting in the fundamentals of skill building. Keyboard mastery will be followed by training in setting up basic business forms, tabulations, and manuscripts. Students will become familiar with handling carbon copies, envelopes, and proper corrective techniques. Proofreading will be stressed. The final speed goal is 30 words a minute.  
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 typewriting. Intensive speed, accuracy, and remedial work will be stressed. Basic forms of correspondence will be reviewed and more complicated business forms and tabulations introduced. Students are taught to type stencil, ditto, and other duplicating masters. The final speed goal is a minimum of 40 words a minute.  
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 typing speed goal of 50 words a minute is required.  
Prerequisite: SEC141 or equivalent, ENGO99 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 field of office communication. No foreword processing. The student will learn the basic skills necessary to operate a Word Processing System.  
Prerequisite: SEC141 or equivalent

SEC146 Word Processing II
4 hours; 2 credits
The student will develop the ability to function as a professionally trained word processor 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 merge 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 stenographic specialization requiring technical and interpersonal relationship competencies 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 work with a current secretarial office practice.  
Prerequisite: ENGO99 or waiver, SEC140 or equivalent  
Corequisite: Stenography II

SEC201 Office Techniques and Trends II
4 hours; 2 credits
This course is designed to cover stenographic specialization including legal, medical, statistical, and business reports. The students also will become actively involved in job-related projects, research assignments, human relation projects, and communication skills. Students will learn to handle successfully office situations such as setting priorities, organizing work, and making and evaluating decisions.  
Prerequisite: SEC109 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 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.  
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 readable average-length letters from unfamiliar material.  
Prerequisite: SEC210, SEC141 or equivalents, ENGO101

SEC211 Transcription I, Pitman
6 hours; 3 credits
Stenographic and typewriting training 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.  
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 readable average-length letters from unfamiliar material.  
Prerequisite: SEC211, SEC141 or equivalents, ENGO101

SEC212 Legal Stenography I, Gregg
8 hours; 4 credits
Stenographic and typewriting training 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
SEC213 Legal Stenography I
Pitman
8 hours; 4 credits
This course is designed to provide basic training in the preparation of legal documents and letters. 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: SEC121, SEC141, AMM110 or equivalents
Corequisite: SEC230

SEC214 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 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: SEC122, SEC141, AMM110 or equivalents
Corequisite: SEC230

SEC215 Transcription I, ABC
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: SEC123, SEC141 or equivalents; ENGI12
Corequisite: ENGI12

SEC216 Transcription I, Gregg
8 hours; 4 credits
This course is designed to provide basic training in the preparation of legal documents and letters. 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, 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. In the Extended Day program this course is offered over two sequential quarters. Students enrolling for the course in the Extended Day Division must complete both quarters in order to receive credit for the course.
Prerequisite: SEC210, ENGI12

SEC218 Bilingual Transcription I
8 hours; 4 credits
Stenographic and typewriting training are correlated in this course to produce stenographic dictation speed at 90 words a minute in English and 80 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 in both languages are emphasized.
Prerequisite: SEC115, SEC120, SEC141, HUS105, HUS210 or permission of the instructor
Corequisite: HUS220, ENGI12

SEC219 Bilingual Transcription II
8 periods; 4 credits
This final course in stenographic training brings students to a professional level of competence. Stenographic dictation at 100 words a minute in English and 90 words a minute in Spanish, typewriting speed of 60 words a minute, and transcription rates of 25-30 words a minute are the end goals for this course.
Prerequisite: SEC218, HUS220, ENGI12

SEC221 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 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: SEC217, ENGI12

SEC222 Legal Stenography II, Gregg
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: SEC212, SEC230 or equivalents
Corequisite: SEC240

SEC223 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

SEC224 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

SEC225 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, ENGI12

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.
Prerequisites: Stenography III, SEC141, AMM110 or equivalents
Corequisite: Legal Stenography I

SEC240 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, sociology. Courses in these areas are presented below in that order, following a listing of the department's interdisciplinary courses.

Interdisciplinary Courses

**SSI100 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 all majors. Prerequisite: SSI100 or waiver

**SSI200 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: SSI100

**SSI210 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: SSI100

**SSI220 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: SSI100

**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 is studied. The role of culture in determining human behavior, the interrelationships and function of formal and informal institutions and systems are examined. Prerequisite: SSI100

**SSA240 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 descendants of the earliest human inhabitants of the Americas. The course consists of two major parts: exploration of the geography and social life of widely different tribes, and the examination of the cultural aspects radiating from these different tribes. Prerequisite: SSI100

**Economics**

**SSE101 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; the problems of inflation and unemployment. Prerequisite: For Business Administration or Management majors: none. For all others, SSI100, MAT099 or waiver. Pre- or Corequisite: MAT099 or waiver

**SSE102 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 developing countries, and the implications of economic policy on the environment. Prerequisite: SSI101, 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. In addition, it seeks to illuminate consumer concerns in daily economic transactions. Topics include: consumer behavior, the relation of consumption to the nation's wealth; the consumer movement and consumer organizations; consumer protection laws; and the consumer's role in such economic policies as protective tariffs, monetary policy, agricultural supports and anti-inflation measures. Prerequisite: SSI100 or SSE101

**Education**

**SSD210 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 an educational problem in depth. Prerequisite: SSI100

**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. Topics such as slavery, violence, expansion, work, politics, urbanization, reform movements and the development of the American character will be examined in this course. Prerequisite: SSI100

**SSH102 Themes in American History since 1865**
3 hours; 3 credits

This course will examine recent American history. Such topics as industrialization, labor unions, immigration, urbanization, political parties, reform movements, foreign policy, and the rise of the U.S. as the major force in the world will be the focus of this course. Prerequisite: SSH101
SSH103 Western Civilisation from Ancient Times to the Renaissance
3 hours; 3 credits
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: SSI100

SSH104 Western Civilisation from the Renaissance to Modern Times
3 hours; 3 credits
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: SSI100

SSH210 Labor History
3 hours; 3 credits
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, economic systems and international relations.
Prerequisite: SSI100 or SSI101

SSH220 Current Events In Historical Perspective
2 hours; 2 credits
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 cause of this event will be examined in terms of its economic, political and ideological context. The class will be directed toward trying to solve or understand the present in terms of the past.
Prerequisite: SSI100

SSH231 Afro-American History
3 hours; 3 credits
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: SSI100

SSH240 History of New York City
3 hours; 3 credits
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 social class 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: SSI100

SPP200 World Politics
3 hours; 3 credits
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 this 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: SSI100

SPP240 Crime and Punishment
3 hours; 3 credits
This course deals with the purposes and problems of penal systems comparing 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 issue of the death penalty.
Prerequisite: SSI100

SPP245 The Law, Politics, and the Individual
3 hours; 3 credits
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 such topics 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: SSI100

Political Science

SSY101 General Psychology
3 hours; 3 credits
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: SSI100

SSY200 Personality
3 hours; 3 credits
Diverse approaches to the psychology of personality will be systematically examined and critically evaluated. Selected theoretical con-
Social Science

ceptions will be presented, paralleling the historical development of the field. These will include psychoanalytic theory, the Neo-Freudian position, Jung's analytic psychology, behaviorist alternatives, cognitive theories, and factor-analytic and situational approaches. Crucial topics and issues in the study of personality will be discussed in the context of divergent theoretical orientations; personality development, personality assessment relations between the "normal" and "abnormal" personality, conflict adjustment, defense, and the implications of personality theory for social systems, social change, and psychotherapy.

Prerequisites: SSY100, SSY101

SSY210 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 psycho-analytic behaviorist, and humanist positions. The conventional psychiatric classifications 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, ideals; values; and successful and unsuccessful aging. Students will be required to make field visits to community centers and nursing homes and make cultural and socio-economic comparisons in written and oral reports. 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. Prerequisites: 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: CS2059 or waiver; ENVI101, SSY100, SSY101, recommended: SSY241

Sociology

SSY101 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

SSY150 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

SSY170 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

SSY185 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

SSY180 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

SSY184 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. Religion's role in social change is also discussed. Prerequisite: SSY100
SSS880 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: SSI/100

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: SSI/100 or SSI/101

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, LaGuardia, Queen Elizabeth I, and Castro. The class explores the relationship between means and ends as well as the particular challenge of leadership in a democracy. This course will illuminate the nature of leadership as a factor in both politics and daily life. Prerequisite: SSI/100

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: SSI/100

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: SSI/100

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: SSI/100

SSN194 Religion and Social Change (Also offered by the Humanities Department as HUN/193)
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: SSI/100

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 process of alienation such as women's liberation and counter-cultural movements. Prerequisite: SSI/100

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: SSI/100

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: SSI/100

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 relations dimensions as they relate to housing, transportation, medical care, education, food supply and work. Prerequisite: SSI/100

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: SSI/100

Interdepartmental Offering

BDP105 Computers and Society
4 hours; 3 credits
Students who enroll in this course (see description p. 88) may receive Social Science credit to fulfill distribution requirements if they have satisfactorily completed SSI/100 Introduction to Social Science. Prerequisite: CS/098, MA/098, EN/099, or waivers
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Off-campus agencies contributing to the Human Services Department:

Child Development: Bank Street School for Children, Patricia Green, Beachbrook Nursery School, Todd Brosnoff, Boys Harbor School Age D.C.C., Cathie Plax, Bronx Psychiatric Pac Family Center, Carolyn Goodman (C), Carole Willinger, Campus D.C.C., Robin Gadsden, Convalescent Headstart, Deborah Schulerbrandt, Early Childhood Resource Center, Hanne Shieffer, Forest Hills Coop Nursery, Lois Rotblat-Hirsh, Frank A. Child Care Centers, Sr. Claudia Braddock, Greenwich House D.C.C., Hildreth Baptist, Hoffel Cove D.C.C., Agnes Glover, Effie Lui, Hamilton-Madison House, Jamaica D.C.C., Irene Tyler, Lexington School for the Deaf, Eleanor Norre; Sunder Nursery, Marilyn Hartel, Monticello Castle Nursery School, Gretchen Buchholz, New York Foundling Center for Mother and Child, Nancy Donworth, North Queens D.C.C., Esther Feinberg; Old Country Day School, Florence Adler, P.S. 251G, Dorothy Moore; Red Bank D.C.C., Rebecca Riesz; River Park Nursery School, Eszter Fordisco; Seal D.C.C., Maria Groval, Sr. Ignatius of Loyola D.C.C., Sr. Louise Ann Di-Gennaro; Starlight D.C.C., Winifred Rumlinson; Union Settlement Headstart, Roslyn Conolly; Volunteer Services for Children, Grace McLean.

Mental Health: WAAC, Carolyn Christman, Bronx Developmental Services, Earl Hines, Brooklyn Developmental Services, Murray Madnick, Bernard Finneman Developmental Center, Joseph Eagan; Catholic Charities - South Brooklyn, Donna Herman, Catholic Charities - Woodside Services Center, Christy Pennyman, Carol Weingold; Catholic Charities Office of the Hispanicap, Dennis Bready; Children's Aid Society, Maria Cruz, Community School District No. 2, Janice McGuire; Forest Hills Community House, Peter Hertz; Herbert G. Birch School, Sydelle Lozar, Little Neck Nursing Home, Barbara Albench, Long Island Jewish-Hillside Medical Center, Enid Chassonoff, New York Foundling Hospital, Paul Shubert, Pomonak Community Center, Barbara Cross; St. Luke's Hospital, Gloria Ziche, Steinway Mental Health Clinic, Rosaline Zivan; The Door, Keith Guifin; Tristitutional Services, Joseph Birkman, Under 21; Covenant House, Eleanor de Bruin, Mari Pickrum; Union Settlement, Herb Hildebrand; Unitals, Lynn Stokos United Cerebral Palsy of Queens, Linda H. Silver, Washington Heights Community Services, Gerald Seamon; Young Adult Institute, Claudia Samuelson, Cynthia Stirk.

Library

Ngangi P. Agbim, Chief Librarian, Professor.

Mark W. Altshuler, College Librarian.

Anne C. Cahn, Librarian.

Frederick E. Low, Coordinator, Technical Services; Assistant Professor.

Joseph F. Menna, College Librarian.

Kenneth E. Peeples, Jr., Coordinator, Public Services; Assistant Professor.

Ronald Rhodes, College Librarian.

Catherine A. Stern, Instructor.

Albert Teltora, Assistant Professor.

Colette A. Wagner, Assistant Professor.

Natural and Applied Sciences

George S. Hamada, Chairperson, Professor.

Mary Lee Abbekeemer, Associate Professor.

John P. Bihn, Director, Mortuary Science; Associate Professor.

Godfrey G. Cheeffing, Senior College Librarian.

Roberta Douttack, Clinical Coordinator.

Mary Beth Everly, Assistant Professor.

Noami S. Greenberg, Director, Occupational Therapy; Professor.

Walter E. Gross, Assistant Professor.

Joseph R. McPhee, Assistant Professor.

John E. Orte, Director, Dietetic Technology; Assistant Professor.

Gertrude M. Pinto, College Librarian.

Sherrill Powell, Assistant Professor.

Bryan A. Stock, College Librarian.

Off-campus agencies contributing to the Natural and Applied Science Department:

The Occupational Therapy Program:

Brooklyn Psychiatric Center, Helen Rikon, Brooklyn Developmental Center, Marnin Kohnen; Brooklyn Hospital, Mural Flick, Cobble Hill Nursing Home, Lill Atterm; Columbus Hospital of Queens, Linda Aliper, Caney Island Hospital, Helen Rod; Cremeomoor Psychiatric Center, Terry Johnson; Daughters of Jacob Nursing Home, Morin Miller; DeWitt Nursing Home, Sandy Ores; Downstate Medical Center, Gretchen Dunn, Flower Hospital, Erin McNeil; Flushing Manor Nursing Home, Fern Lieberman; Gracie K. Nursing Home, Sarah Abelson; Greater Harlem Nursing Home, Rosemary Puzio; Hebrew Home for Chronic Sick, Phyllis Goughan; Hempstead General Hospital, June Davis; The Henry Street Settlement, Julia paira; Hillsdale Division-Long Island Jewish Hospital, Philip Petrolino, Anne Mazor; ICD Research Center, Isidore Goodman, Muriel Grant; Institute for Rehabilitation Medicine, Mercedes Abella; Jewish Home and Hospital, Edith Tovin; Lincoln Hospital, Carmen Fernandez; Margaret Tietz Center for Nursing Care, Cleopatra Jones; Mercy Hospital, Joan Alexander; Metropolitan Hospital, Susan Wineberg; Metropolitan Jewish Geriatric Center, Susan Assaf; Montefiore Hospital, Mildred Gortlieb; Nassau County Mental Hospital, Marcella Levine; Mt. Sinai Hospital and Medical Center, Valerie Takai; Nassau County Mental Hospital, Marcella Miller; Pilgrim State Psychiatric Center, Olympia Pappas; Post Graduate Center for Mental Health, Sheila Chasen; Psychiatric Institute, Janet N. Kessler, P.S. 199, Sarah Atonson; Queens Autistic Children's Program, Tony Holender; Queens Hospital Center, Ada Frierson; Richmond Fellowship, Margaret Johnson; Roosevelt Hospital, Joan Fainer; Samuel Shuman Institute-Brookdale Hospital, Ral Megna; St. Luke's Hospital, Barbara Hennessy; Staten Island Developmental Center, William Brown; Trump Pavilion of Jamaica Hospital, John Perrous; U.C.P. of Brooklyn, Marilyn Orgel, Ilene Kadanoff; U.C.P. of Nassau

Mathematics

Ray H. McLeod, Chairperson, Professor.

James Allan, Instructor.

Daniel J. Aulicino, Assistant Professor.

Denise A. Carter, Instructor.

Don B. Charrow, Senior College Librarian.

Maria Cassio, Assistant Professor.

David Frieder, Instructor.

Anthony R. Giangrossi, Associate Professor.

Allen Gross, College Librarian.

Brito Immegurt, Instructor.

J瀯e (pino, instructor.

Howard N. Kellner, Assistant Professor.

Hilda Medel, Assistant Professor.

Barbara Mute, Associate Professor.

Lorraine Renfick, Assistant Professor.

Rupert Rivera, College Librarian.

Leonard Sorensen, Associate Professor.

Anita Silverstein, Assistant Professor.

Elizabeth R. Spizer, Assistant Professor.

James K. Toole, Instructor.

Middle College High School

Arthur Greenberg, Principal.

Donald Amaker, Teacher.

Ruth Antosofsky, Teacher.

Teresa Born, Chairperson and Teacher, English Department.

Elaine Brandl, Teacher.

Ruth Antosofsky, Teacher.

Frank Scimone, Teacher.

Harold Rosenberg, Teacher.

Borry Goldman, Teacher.

Lois Rothstein, Teacher.

Mory Beth Early, Assistant Professor.

Mary Lee Abbekeemer, Associate Professor.

John P. Bihn, Director, Mortuary Science; Associate Professor.

Godfrey G. Cheeffing, Senior College Librarian.

Roberta Douttack, Clinical Coordinator.

Mary Beth Everly, Assistant Professor.

Noami S. Greenberg, Director, Occupational Therapy; Professor.

Walter E. Gross, Assistant Professor.

Joseph R. McPhee, Assistant Professor.

John E. Orte, Director, Dietetic Technology; Assistant Professor.

Gertrude M. Pinto, College Librarian.

Sherrill Powell, Assistant Professor.

Bryan A. Stock, College Librarian.
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.

LaGuardia Community College — New York State Institution No. 1100.

<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>
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<tr>
<td>Liberal Arts</td>
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<tr>
<td>Bilingual</td>
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<tr>
<td>Bilingual Paraprofessional</td>
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<td>Bilingual School Secretary</td>
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<td>Mental Health</td>
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<td>Social Sciences</td>
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<tr>
<td>Secretarial Science — Executive Sub-Option</td>
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<tr>
<td>Secretarial Science — Legal Sub-Option</td>
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<tr>
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<tr>
<td>Programming and Systems</td>
<td>AAS</td>
<td>5103</td>
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<tr>
<td>Machine Operations</td>
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<td>Occupational Therapy Assistant</td>
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<tr>
<td>Business, Health Services Tech. Option</td>
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<tr>
<td>Education Associate and Family Assistant</td>
<td>AA</td>
<td>5503</td>
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</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.
<table>
<thead>
<tr>
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<td>Cooperative Education/626-5484</td>
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<td>Human Services/626-5076</td>
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<td>Managerial Studies (see Business Administration/Business Management)</td>
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<td>Mathematics/626-8582</td>
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<td>Music (see Humanities)</td>
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<td>Philosophy (see Humanities)</td>
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<td>Speech (see Humanities)</td>
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<td>Student Development Center (to make an appointment to see a counselor)/626-8562</td>
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<td>Theatre (see Humanities)</td>
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# Academic Calendar

## FALL QUARTER

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<th>Date</th>
<th>Event</th>
</tr>
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<tbody>
<tr>
<td>September 14</td>
<td>First official day of coop internships</td>
</tr>
<tr>
<td>September 14-15</td>
<td>Intensives</td>
</tr>
<tr>
<td>September 16-18</td>
<td>Opening Sessions Program for faculty and staff</td>
</tr>
<tr>
<td>September 21</td>
<td>First day of regular classes</td>
</tr>
<tr>
<td>October 8</td>
<td>Yom Kippur—no classes</td>
</tr>
<tr>
<td>October 12</td>
<td>Columbus Day—no classes</td>
</tr>
<tr>
<td>October 27</td>
<td>Last day to drop a course officially</td>
</tr>
<tr>
<td>November 3</td>
<td>Election Day—no classes</td>
</tr>
<tr>
<td>November 11</td>
<td>Veterans Day—no classes</td>
</tr>
<tr>
<td>November 26-29</td>
<td>Thanksgiving—no classes</td>
</tr>
<tr>
<td>December 12</td>
<td>Last day of fall quarter</td>
</tr>
<tr>
<td>December 11</td>
<td>Last official day of coop internships</td>
</tr>
</tbody>
</table>

## WINTER QUARTER

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 14</td>
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</tr>
<tr>
<td>December 21-23</td>
<td>Intensives</td>
</tr>
<tr>
<td>December 24-January 3</td>
<td>Winter recess—no classes</td>
</tr>
<tr>
<td>January 4</td>
<td>First day of regular classes</td>
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<tr>
<td>January 15</td>
<td>Human Rights Day—no classes</td>
</tr>
<tr>
<td>January 20</td>
<td>Classes will meet according to a Friday schedule</td>
</tr>
<tr>
<td>February 9</td>
<td>Classes will meet according to a Friday schedule</td>
</tr>
<tr>
<td>February 10</td>
<td>Last day to drop a course officially</td>
</tr>
<tr>
<td>February 12</td>
<td>Lincoln's Birthday—no classes</td>
</tr>
<tr>
<td>February 15</td>
<td>Washington's Birthday—no classes</td>
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<tr>
<td>March 17</td>
<td>Last day of winter quarter classes</td>
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<td>Last official day of coop internships</td>
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## SPRING QUARTER

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<td>March 22</td>
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</tr>
<tr>
<td>March 27</td>
<td>First day of regular classes</td>
</tr>
<tr>
<td>April 8-11</td>
<td>Spring recess—no classes</td>
</tr>
<tr>
<td>May 4</td>
<td>Last day to drop a course officially</td>
</tr>
<tr>
<td>May 28-31</td>
<td>Memorial Day—no classes</td>
</tr>
<tr>
<td>June 10</td>
<td>Last day of spring quarter classes</td>
</tr>
<tr>
<td>June 18</td>
<td>Last official day of coop internships</td>
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## SUMMER QUARTER

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<thead>
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<th>Event</th>
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<tbody>
<tr>
<td>June 21</td>
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<tr>
<td>June 23</td>
<td>First day of regular classes</td>
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<tr>
<td>July 5</td>
<td>Independence Day—no classes</td>
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<tr>
<td>August 3</td>
<td>Last day to drop a course officially</td>
</tr>
<tr>
<td>September 1</td>
<td>Last day of summer quarter classes</td>
</tr>
<tr>
<td>September 10</td>
<td>Last official day of coop internships</td>
</tr>
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</table>
Academic Policies

Readmission after a Leave of Absence

Students returning from a leave of absence, not exceeding one year (four academic quarters), will be readmitted to the college under the same curriculum (major) requirements which were in effect at the time the student was admitted to the college. However, students returning from a leave of absence, in excess of one year (five or more academic quarters), will be readmitted under the curriculum (major) requirements in effect at the time of their readmission. In exceptional cases where the new requirements create an unnecessary hardship (such as graduating with an excess of 20 credits), students will be able to petition the requirements and possible exception to this policy.

Please refer to the section on Leave of Absence on page 36 for more information.

Transfer Credits

In addition to information on transfer credits on page 33, please note the following:

Transfer Credit in Remediation

Students who transfer having received credit from another college for a remedial-level course in English, mathematics, reading, or oral communications, but who, according to college placement procedures, are required to take a course or courses at or below the level of the course previously taken, will not receive transfer credit for their remedial course previously taken.

Transfer Credit in College-Level Courses

Students who transfer having received credit from another college for a college-level course, but who, according to Los Angeles Community College's placement procedures, are required to take a course or courses at or below the level of the course previously taken, upon successful completion of the course(s) will be eligible to receive transfer credit for the college-level course previously taken.

Dean's List

To be eligible for inclusion on the Dean's List in a given quarter, a student, in addition to not having enrolled in the courses listed on page 33, cannot enroll in HUC098 and HUC099.

Curricular Changes

Below are listed the curricular additions and changes which occurred during 1980-81:

1. The Independent Study and Individualized Course Guidelines provide students with a new opportunity for academic study. These guidelines begin immediately below.

2. Following this section, under the heading "Liberal Arts Elective Requirements," is a description of changes in policy for meeting the liberal arts elective requirement. Certain courses, if taken after September 20, 1981, cannot only be applied to a student's degree program as "Elective Requirements." These courses are listed by department, beginning on page 103.

3. In another change, the "Inertive Requirement" has been replaced by the "Urban Study Requirement." A description of this change and the courses associated with it are presented, beginning on page 103.

4. Effective in Fall 1981, pre- and co-requisites for certain courses in the Departments of Humanities and Social Science have been changed. These are listed by department, beginning on page 103.

5. Finally, new courses offered at the college are listed by department, beginning on page 106.

Independent Study and Individualized Courses

Independent Study The college offers the possibility for students to pursue Independent study. This format is designed for the student who is self-motivated, self-disciplined, and capable of doing advanced work. Before registering, students interested in pursuing independent study must secure the permission of the instructor and the departmental chairperson on the completed Request to Register form specifying the number of credits to be earned for the course. The format learning contract must be developed with the instructor and submitted to the Registrar's office before the end of the third week of classes. In addition:

1. The student must have successfully completed 30 credits.

2. The student must meet the requirements for independent study set by the individual department.

3. Contract may involve an in-depth exploration of a specific topic not within an existing course or may involve an in-depth exploration of a specific topic within (but not duplicating) an existing course.

4. Students may take a maximum of six credits of Independent Study and may not engage in more than three credits of Independent Study per quarter. (A request for waiver may be made to Dean Matthews, Associate Dean of Faculty.)
Individualized Course At the discretion of the department, for certain courses and under certain conditions, the college offers students the chance to accomplish the goals of pre-existing courses in a non-traditional mode. The project must be based on and fulfill the instructional and performance objectives of the existing courses. Students interested in pursuing such a project must meet departmental prerequisites for the existing courses, must provide a transcript of work already completed to his/her sponsor, must secure the written permission of the instructor and the departmental chairperson on the completed Request to Register Form specifying the number of credits to be earned for the course. The formal learning contract must be developed with the instructor and submitted to the Registrar before the end of the third week of classes. The course may be offered if any of the following conditions are met:

1. Student needs course to graduate in next two quarters.
2. The course is required for the student's progress in sequences.
3. The course has been dropped.
4. The course won't be offered in this quarter or the next quarter.
5. Students may take a maximum of six credits of individualized courses and may not engage in more than 3 credits of individualized course study per quarter. (A request for waiver may be made to Dean Matthews, Associate Dean of Faculty.)

In addition:
1. The student must meet departmental requirements and prerequisites for individualized course study.
2. The student and faculty member must have met and formalized a learning contract within stated time requirements.
3. The course must be among those listed as being offered for individualized course study by the department.
4. All of the above depend upon faculty consent.

Procedures for Independent Study and Individualized Courses
In order to pursue Independent Study or an Individualized Course, the student must read the attached catalogue description to see if he/she is eligible. If eligible, the student must complete the following steps:

Faculty Approval Consult a faculty member who agrees to work with the student. Complete the Request to Register form. The form must be signed by instructor, student and chairperson.

Registration Submit the signed request form at registration so the course can be put on a roster.

Planning the Contract Meet with the instructor of a planning session to be held during the first 2 weeks of the quarter. The purpose of this planning session is to complete the contract form. For Independent Study a detailed description of course requirements must be listed on the contract. For an Individualized Course the course outline must be attached and the material to be covered during the session should be noted. Student and instructor should determine the dates for future meetings. A minimum of 7 hours and a maximum of 10 hours must be spent in discussing course work during predetermined sessions with the instructor.

Recording the Contract The signed contract must be submitted to the Registrar's Office by either the instructor or the chairperson of the department by the end of the 3rd week of classes.

Consequences for Failing to Make or Carry out the Plan If a contract is not received by the Registrar before the deadline, the student will automatically receive a "W" grade and his/her financial aid may be affected. If the contract once filed is not completed satisfactorily, the student will receive an "F" or "I" grade.

Liberal Arts Elective Requirements
In general, courses offered by the departments of English, Human Services, Humanities, Mathematics, Natural and Applied Sciences, and Social Sciences are considered liberal arts courses and may be used to fulfill the liberal arts elective requirements specified in each degree program. The following courses, however, if taken after September 20, 1981, must be applied to Unrestricted Elective requirements. (These courses do, however, continue to satisfy departmental distribution requirements.)

English
ENGI12 Writing for Business
ENNI97 Media Arts Workshop

Humanities
Art:
HUA103 Beginning Drawing
HUA110 Beginning Painting
HUA120 Beginning Sculpture
HUA130 Beginning Photography
HUA150 Beginning Printmaking
HUA160 Commercial and Advertising Art
HUA170 Printmaking Workshop, Etching and Engraving
HUA180 Life Drawing
HUA205 Design and Color
HUA210 Intermediate Painting
HUA220 Intermediate Sculpture
HUA230 Intermediate Photography
HUA290 Studio Art Workshop
HUN199 New York Museum Workshop

Bilingual Education:
HUB102 The Hispanic Child in an Urban Environment: Educational Psychology
HUB103 Principles and Practices of Bilingual Education
HUB201 Bilingual Language Arts
HUB202 Bilingual Instructional Materials
HUB203 Classroom Dynamics in a Bilingual School

Communication Arts:
HUC240 Media Production Workshop
HUC245 Theatre Production

Music:
HUM150 Choir
HUM151 Vocal Ensemble
HUM155 Voice Class I
HUM156 Voice Class II
HUM160 Band
HUM165 Wind Instruments
HUM166 Wind Instruments II
HUM180 Piano
HUM181 Piano II
HUM183 Piano III
HUM201 The American Musical Theatre: A Production Workshop
HUM200 Electronic Music
Urban Study Requirement

Replaces the Intensive Requirement. The purpose of the Urban Study Requirement as stated in the original charge of the College is to encourage multi-disciplinary approaches to the environment. Classroom learning will be applied and reinforced through direct experience in the surrounding city.

At least one urban study course must be completed by each candidate for graduation. Additional urban study courses would count as electives. Some urban study courses will be offered every academic quarter. The criteria for urban study courses are:

1. To focus primarily on aspects of urban life and to help students understand some aspects of cultural, historical, political, sociological, economic, ecological, etc., of New York City.
2. To explore systematically and visit resources within New York City in order to introduce and/or reinforce course concepts. At least two or more field trips will be made during the quarter.
3. To be scheduled in a mode which facilitates the use of the city as a learning laboratory and permits follow-through of conceptual material in the classroom.

Following is a list, by department, of urban study courses.

### Human Services

**Child Development**
- HSD170 Integrated Curriculum A: Framework for the Developing Child
- HSD171 Integrated Curriculum B: Developing Problem-Solving Skills
- HSD172 Integrated Curriculum C: Developing Creativity

**Mental Health**
- HSM121 Mental Health Roles and Community Resources
- HSM122 Topics in Mental Health Field Organizations
- HSM123 Contemporary Issues in Mental Health Services

**Human Services Electives**
- HSE104 Health Services Delivery Systems
- HSE109 Principles and Practices of Early Childhood

### Natural and Applied Sciences

**Biology**
- SCB290 Principles of Cardiology Care
- SCB291 Principles of Respiratory Disease Care

**General Science**
- SCN195 Community Health
- SCN197 Getting Sick in New York

**Health Science**
- SCH101 Topics in Personal Health
- SCH11 Aging as a Health Process
- SCH120 Therapeutic Approaches: Pediatrics in the Community

**Physics**
- SCP120 Concepts in Electricity

**Dietetic Technician**
- All Courses

**Occupational Therapy**
- All Courses

**Social Science**
- SSY245 Industrial Psychology

- SSD210 Principles and Practices of Early Childhood

### Department of English

**ENN191 Art, Politics and Protest**
- 3 hours, 3 credits
  - This course examines political and/or protest art as expressed in literature, song, drama, and other arts in New York that stirred or stimulated artistic responses will be given special emphasis. Activities will include visits to museums such as the Metropolitan Museum of Art or the Museum of Modern Art, to galleries, and to individual communities.
  - Prerequisites: ENG099 or waiver; CSE098 or waiver

**ENN195 Violence in American Art and Culture**
- 3 hours, 3 credits
  - This course investigates the atmosphere of violence in New York life as reflected in urban art forms. Through field trips to television studios, theaters, construction sites, subway stations and selected neighborhoods, students will examine art that mimics and reflects the sources and forms of urban violence. Special attention will be given to forms of popular culture — films, newspapers, theaters, crime stories, and subway art.
  - Prerequisite: ENG099 or waiver

**ENN198 Creative Writing Workshop**
- 3 hours, 3 credits
  - This course introduces students to the elements of creative writing by using New York as a writer's laboratory. Field trips to city places such as schools, streets, parks, will lead to writing that uses these places and the people in them as themes. Students will write a variety of creative pieces — sketches, brief narratives, poems, dramatic dialogues dealing with the glimpsed New York life. Reading of and visits with New York writers, writers on New York themes will supplement these activities.
  - Prerequisite: ENG101 or waiver

### Department of Human Services

**HSN103 Community Dynamics: Impact on Human Services**
- 3 hours, 3 credits
  - This course focuses on the social and political forces influencing the delivery of human services in the urban setting, using New York City as the primary example. The class will visit City agencies and community groups such as the Board of Estimate, community planning boards, neighborhood coalitions and planning councils. Topics will include leadership.
Curricular Changes

Department of Humanities

HUN101 Introduction to Bilingualism
3 hours; 3 credits
This course is a study of the development of bilingualism as a philosophy and the attendant sociological and economic changes in the educational system in the United States, especially in New York City. Emphasis will be placed on the social, psychological and linguistic development of the Hispanic child in an urban setting. Models will be examined through visits to bilingual classes, the NYC Office of Bilingual Education, the Office of the Commissioner of Education, and through invited speakers. Prerequisites: CSE099 or equivalent in Spanish (as per exam) or waiver.

HUN192 Art and Society
3 hours; 3 credits
This course examines the relationship among various art forms and the societies out of which they arise. Using the rich cultural resources of New York City, students will have the opportunity to explore characteristic and functions of art in other historical and cultural settings. Field trips will include visits to the Institute of Art and Urban Resources, the Jemez Arts and the Hispanic Society as well as the Metropolitan Museum of Art and the Cloisters.

HUN194 Puerto Rican Community: Minority Group Experience
3 hours; 3 credits
This course examines the Puerto Rican community in order to provide an enhanced awareness of and sensitivity to the value systems of New York City's minorities. Students will experience firsthand the cultural heritages of one of the city's largest minorities and will learn about their contributions, values, and problems. Field trips will include El Barrio, Office of the Commissioner of Puerto Rico, the Puerto Rican Travelling Theatre, and other organizations.

HUN285 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 compose their own work, understanding artistic concepts, and production techniques. (Plays will be seen on Saturday afternoons. Students will pay a total of approximately $30–$40 for theatre tickets.)

Department of Natural and Applied Sciences

SCN195 Community Health
2 hours; 2 credits
This course offers a basic orientation to the organization of health care delivery systems in New York City and the position of the health care worker within these systems. Topics will include health careers, the nature of health and disease, prevention of disease, public health measures, type of facilities, payment sources, medical care available, and future trends. Visits to local health facilities (i.e., hospitals, nursing homes, etc.) are included.

Prerequisites: CSE099, ENG099 or waivers.

SSN199 The Urban Economy
2 hours; 2 credits
This course examines the urban economy of New York City as a city, as a neighborhood, as a business. It studies the economic factors which influence the making of policy and competition among groups within the city for urban policy. Students will study New York City's economy through visits to the Office of Economic Development and the Stock Exchange, as well as through field trips to the city's major economic institutions.

Prerequisites: SS100 or SS101.

SSN190 Leadership
3 hours; 3 credits
This course explores alternative leadership theories and styles. It focuses on leadership within the urban context and on the importance of New York City as a leadership model for other contexts. Special reference will be made to the particular leadership problems presented by cities. The course will include speakers and field trips to centers of leadership in New York City, either on the city-wide or community level, in the public or private sectors.

Prerequisite: SS100.

SSN198 Legal Studies in New York City
3 hours; 3 credits
This course studies New York City as a unique political entity within the context of urban politics in America. Students will obtain a working knowledge of New York City government through readings, visits to their community boards, interviews with their local representatives and other guest speakers. The course includes field trips to City Hall or Borough Hall among other places.

Prerequisite: SS100.

SSN/ENN193 Ideal Societies
3 hours; 3 credits
This course is designed to help students understand utopian movements in urban society from a historical, psychological, and sociological perspective. The course will focus on both the psychological motivations leading to membership in an utopian experiment, and the sociological dimensions of each experience, such as family structure, religion, education, and economic organization. Field trips will be taken to such places as Greenwich Village, Shaker Village, and others.

Prerequisite: SS100.

SSN194 Religion and Social Change
3 hours; 3 credits
The object of this course is the study of religious sects within New York City and especially the role religious plays in adherents' adaptation to urban life. The interaction of society and religious organizations and ideas is seen as the context for both established and new popular movements. Field visits to Unitarian Church, as seen in this course, will be taken to such places as Roosevelt Island and Shaker Village.

Prerequisite: SS100.

SSN195 Urban Social Problems
3 hours; 3 credits
This course examines social problems in urban areas and the attention of people from social institutions. Included will be an analysis of
housing, unemployment, crime, education, and the judicial and welfare systems. An assessment of current attempts to alleviate social problems through collective and political action will be reviewed. Two or more visits to social institutions such as criminal court, community planning boards, or self-help organizations will be required for this course.

Prerequisites: SS/100

SSN198 Psychology at Work in the Community
3 hours; 3 credits

This course is designed to introduce the student to community psychology. Community mental health services in the New York metropolitan area (ranging from state and municipal hospitals, multi-service outreach centers and clinics) will be visited, compared, and evaluated. Methods of psychological intervention and a variety of approaches to community psychology, community mental health services in the New York metropolitan area, and storefront clinics will be reviewed and evaluated. Methods of psychological intervention and a variety of approaches to treatment will be explored through classroom discussion, role play and group exercises.

Prerequisites: SS/100

SSN196 Community Control
3 hours; 3 credits

This is a study of major institutions in the United States, and especially New York City, from the perspective of decision-making and power. The development, goals, and strategies of community organizations are examined in the areas of schools, health agencies, government, housing, and work. At least two field visits to organizations, such as community boards, local Economic Development Corporations, alternative schools, or welfare, will be made to clarify strengths and weaknesses of such projects.

Prerequisites: SS/100

SSN198 Effects of Crowding
3 hours; 3 credits

This course will review and evaluate current research and theory on the social psychological effects of crowding. Emphasis will be upon the interpersonal and intergroup relations as affected by housing, transportation, medical care, education, and work in the city. At least two field visits to organizations such as community boards, local Economic Development Corporations, alternative schools, or welfare will be made to clarify strengths and weaknesses of such projects.

Prerequisites: SS/100

New Pre/Corequisites

Effective Fall 1981, courses offered by the Department of Humanities and Secretarial Science will have the following pre- or corequisites. These replace all pre- or corequisites listed for these courses elsewhere in this Bulletin.

Department of Humanities

HUP100 Critical Thought Skills
Corequisites: CSE097, CSE098, CSE099, ENG008, ENG099, or waivers. This course is limited to students enrolled in any one or more of these courses.

HUP215 Philosophy of Love and Sexuality
Prerequisites: HUP101, ENG101, and any additional 3 credit philosophy course, with the exception of HUP100, Critical Thought Skills.

Department of Secretarial Science

SEC100 Stenography I, Gregg
Prerequisites: ENG098, or waiver, CSE098, or waiver

SEC101 Stenography I, Pitman
Prerequisites: ENG098, or waiver, CSE098, or waiver

SEC102 Stenography I, Machine
Prerequisites: ENG098, or waiver, CSE098, or waiver

SEC103 Stenography I, ABC
Prerequisites: ENG098, or waiver, CSE098, or waiver

SEC105 Spanish Stenography I
Prerequisites: Spanish language proficiency requirement, and HUS103 level

SEC108 Stenography II, Gregg
Prerequisites: SEC100, 140, ENG099 or waiver, CSE098 or waiver

SEC111 Stenography II, Pitman
Prerequisites: SEC101, 140, ENG099 or waiver, CSE098 or waiver

SEC112 Stenography II, Machine
Prerequisites: SEC102, 140, ENG099 or waiver, CSE098 or waiver

SEC113 Stenography II, ABC
Prerequisites: SEC103, 140, ENG099 or waiver, CSE098 or waiver

SEC115 Spanish Stenography II
Prerequisites: SEC105, HUS103, 101, 102, Coreq.: HUS 210

SEC120 Stenography III, Gregg
Prerequisites: SEC100, 110, 140, 141, ENG099 or waiver, CSE098 or waiver

SEC121 Stenography III, Pitman
Prerequisites: SEC101, 111, 140, 141, ENG099 or waiver, CSE098 or waiver

SEC122 Stenography III, Machine
Prerequisites: SEC102, 112, 140, 141, ENG099 or waiver, CSE098 or waiver

SEC133 Transcription I, Gregg
Prerequisites: SEC110, 111, 120, 140, 141, ENG099 or waiver, ENG101, CSE099 or waiver, Coreq.: ENG112

SEC134 Transcription I, Pitman
Prerequisites: SEC110, 111, 120, 140, 141, ENG099 or waiver, ENG101, CSE099 or waiver, Coreq.: ENG112

SEC140 Typewriting I
Prerequisites: ESL students must have completed ESL098 or waiver

SEC141 Typewriting II
Prerequisites: SEC140

SEC142 Typewriting III
Prerequisites: SEC140, 141, ENG099 or waiver, CSE098 or waiver

SEC144 Concepts of Word Processing
Prerequisites: SEC140 or its equivalent

Department of Secretarial Science

SEC100 Stenography I, Gregg
Prerequisites: ENG098, or waiver, CSE098, or waiver

SEC101 Stenography I, Pitman
Prerequisites: ENG098, or waiver, CSE098, or waiver

SEC102 Stenography I, Machine
Prerequisites: ENG098, or waiver, CSE098, or waiver

SEC103 Stenography I, ABC
Prerequisites: ENG098, or waiver, CSE098, or waiver

SEC105 Spanish Stenography I
Prerequisites: Spanish language proficiency requirement, and HUS103 level

SEC108 Stenography II, Gregg
Prerequisites: SEC100, 140, ENG099, or waiver, CSE098 or waiver

SEC111 Stenography II, Pitman
Prerequisites: SEC101, 140, ENG099 or waiver, CSE098 or waiver

SEC112 Stenography II, Machine
Prerequisites: SEC102, 140, ENG099 or waiver, CSE098 or waiver

SEC113 Stenography II, ABC
Prerequisites: SEC103, 140, ENG099, or waiver, CSE098 or waiver

SEC115 Spanish Stenography II
Prerequisites: SEC105, HUS103, 101, 102, Coreq.: HUS 210

SEC120 Stenography III, Gregg
Prerequisites: SEC100, 110, 140, 141, ENG099 or waiver, CSE098 or waiver

SEC121 Stenography III, Pitman
Prerequisites: SEC101, 111, 140, 141, ENG099 or waiver, CSE098 or waiver

SEC122 Stenography III, Machine
Prerequisites: SEC102, 112, 140, 141, ENG099 or waiver, CSE098 or waiver

SEC133 Transcription I, Gregg
Prerequisites: SEC110, 111, 120, 140, 141, ENG099 or waiver, ENG101, CSE099 or waiver, Coreq.: ENG112

SEC134 Transcription I, Pitman
Prerequisites: SEC110, 111, 120, 140, 141, ENG099 or waiver, ENG101, CSE099 or waiver, Coreq.: ENG112

SEC140 Typewriting I
Prerequisites: SEC140, 141, ENG099 or waiver, CSE098 or waiver

SEC144 Concepts of Word Processing
Prerequisites: SEC140 or its equivalent

SEC145 Word Processing I
Prerequisites: SEC140, 141

SEC146 Word Processing II
Prerequisites: SEC140, 141, 145

SEC200 Office Techniques & Trends I
Prerequisites: SEC140, ENG099, or waiver; Coreq.: Sten. III

SEC201 Office Techniques & Trends II
Prerequisites: SEC140, 141, 140, 141, ENG099, or waiver, CSE098, or waiver; Coreq.: Sten. III

SEC210 Transcription I, Gregg
Prerequisites: SEC110, 110, 110, 140, 141, ENG099, or waiver, ENG101, CSE099, or waiver, Coreq.: ENG112

SEC211 Transcription I, Pitman
Prerequisites: SEC110, 111, 121, 140, 141, ENG099, or waiver, ENG101, CSE099, or waiver, Coreq.: ENG112

SEC212 Legal Stenography I, Gregg
Prerequisites: SEC140, 141, 140, 141, ENG099, or waiver, ENG101, CSE099, or waiver, AMM110, Coreq.: SEC230

SEC213 Legal Stenography I, Pitman
Prerequisites: SEC110, 111, 121, 140, 141, ENG099, or waiver, ENG101, CSE099, or waiver, AMM110, Coreq.: SEC231

SEC214 Legal Stenography I, Machine
Prerequisites: SEC110, 112, 122, 140, 141, ENG099, or waiver, ENG101, CSE099, or waiver, AMM110, Coreq.: SEC232
New Courses

Department of Accounting/Managerial Studies

AMA120 Secretarial Accounting
4 hours; 2 credits
This course is tailored to the accounting needs of the Secretarial Science student. It introduces the fundamentals of accounting and the entire accounting cycle. Emphasis is placed on the recording of transactions in special journals relating to cash receipts, cash payments, payroll, sales and purchase journals. The meaning and purpose of financial statements is explored. Students who wish to continue accounting studies can complete Audio Visual Topps units 12, 13, 17, 18, 24, 25, and 26 in order to be admitted to Accounting 102. Prerequisites: CSE099 or waiver; EMA108 (or waiver).

Department of Data Processing

BDP235 Pascal Programming
3 class hours; 1 lab hour; 3 credits
This course is an introduction to the language of Pascal and a study of algorithms to solve mathematical and business applications. A structured approach will be used and the student will be required to flowchart, code, test and debug programs during the laboratory portion of the course.
Prerequisites: CSE099, ENG099, or waiver; MAT098 (or waiver).

Division of Cooperative Education

Cooperative Education/"Co-op Prep" Course
No credits
Cooperative education is required of all full-time students and of some curriculum. It is available to students who wish to continue in academic programs. This course is designed to help students develop new skills. The field experience will be supervised by the Cooperative Education faculty member. Students need a permit to register, which is available from faculty in the Division of Cooperative Education.

Departments of English and Humanities

ENG/HUC278 Literature and Film
4 hours; 3 credits
This course is required of all full-time students and of some curriculum. It is available to students who wish to continue in academic programs. This course is designed to help students develop new skills. The field experience will be supervised by the Cooperative Education faculty member. Students need a permit to register, which is available from faculty in the Division of Cooperative Education.

Curricular Changes

ACCOUNTING:AMA102 Principles of Accounting
Bilingual Education: HUB101 Introduction to Bilingual Education
Business Admin./Mgmt. AMM103 Principles of Management
Data Processing: BDP101 Introduction to Data Processing
Human Services: HSC101 Principles in Human Services
Liberal Arts: SJS100 Introduction to Social Science
Occupational Therapy: SOC201 Theory and Practice
Secretarial Science: SEC001 Office Techniques

CxEE100 Cooperative Education for Extended Day
This course includes both the internship and the internship seminar. The internship is a full-time field experience which provides an opportunity for students to apply academic and career education concepts and skills and to explore and confirm their career interests and to develop new skills. The field experience may be developed by the College or by the student, with the specific approval of a Cooperative Education faculty member. Students need a permit to register, which is available from faculty in the Division of Cooperative Education.

CxEE50 Cooperative Education for Extended Day
This course includes both the internship and the internship seminar. The internship is a full-time field experience which provides an opportunity for students to apply academic and career education concepts and skills and to explore and confirm their career interests and to develop new skills. The field experience may be developed by the College or by the student, with the specific approval of a Cooperative Education faculty member. Students need a permit to register, which is available from faculty in the Division of Cooperative Education.
Departments of:
English, Humanities, Mathematics, Natural and Applied Sciences, and Social Sciences

LIB200 Liberal Arts Final Seminar
3 hours; 3 credits
The Liberal Arts Seminar explores aspects of the relationship between humanities and technology. The course deals with such questions as: What does it mean to be a man or woman in a world of machines? Are the values we cherish in conflict with those imposed by mechanization? The course probes these and other issues in class discussions based on selected readings; student seminar reports and papers; attendance; current developments; and for example, in the Science Times and trips to various museums. Prerequisites: CES099, ENG099, MAT019, and technology. The course deals with such questions as: Who does it mean to be a man or woman in a world of machines? Are the values we cherish in conflict with those imposed by mechanization? The course probes these and other issues in class discussions based on selected readings; student seminar reports and papers; attendance; current developments; and for example, in the Science Times and trips to various museums. Prerequisites: CES099, ENG099, MAT019, and technology.

Department of Human Services

HSC182 American Sign Language III
3 hours; 3 credits
In this course, students who have learned some of the vocabulary and grammatical principles of American Sign Language in the previous two courses will begin to apply what they have learned in a conversational context. Students will become acquainted with a variety of ASL communication styles and dialects used by deaf people. Prerequisites: CSE099, ENG099, HSC180, and HSC181.

Department of Humanities

HUM181 Contemporary Vocal Ensemble
3 hours; 1 credit
Emphasis is on the preparation for public performances of contemporary choral music for small vocal ensemble with two to four voices on each part. The repertoire will include arrangements in a variety of contemporary vocal idioms, gospel, musical theatre, jazz. Performances of original works will also be encouraged. Enrollment will be limited to 20 students. Prerequisites: CSE099. A student may take Contemporary Vocal Ensemble five quarters for credit, or audit with credit. (A student may earn a total of 18 credits in Choir, Band and/or Contemporary Vocal Ensemble.)

HUM182 Piano III
3 hours; 3 credits
A continuation of Piano II, this course is designed to give the student an increased technical and reading capability. The student will learn about scales and finger exercises which will aid in the study of pieces representative of the various periods of musical composition. Upon completion of the course, the student should be able to play pieces appropriate for the advanced beginner from both the classical and popular repertory. Prerequisites: Piano I and II or audition.

Department of Natural and Applied Sciences

SCD251 D.T. Management Systems II Planning: Layout and Equipment
3 hours; 3 credits
The course comprises the study of physical features of food service systems in healthcare institutions. The major emphasis of this course is upon the understanding of the relationship between layout and design of a food service system and its functional equipment. Topics include: operational aspects of layout and design; equipment selection; sanitation and maintenance requirements of conventional foodservice equipment; lectures, discussions, analysis of layouts, and complement the course. Prerequisites: SCD250 and SCD260. This course must be taken with SCD261.

SCD252 D.T. Management Systems III: Quantity Food Purchasing
3 hours; 3 credits
This course deals with forecasting, purchasing and institutional procurement for food service systems. Topics include market analysis, buying ethics and legal aspects. The goal of the course is to promote the idea that food costs in foodservice systems originate in forecasting and are an integral part of every operation within that system. Students will be exposed to written food commodity specifications, purchasing strategies, inventory control and receiving procedures. Food cost accounting topics are presented. Prerequisites: SCD251 and SCD261. This course must be taken together with SCD262.

SCD255 D.T. Management Systems IV: Foodservice Systems Administration
3 hours; 3 credits
The final course in the D.T. Mgt. Systems sequence deals with the organization and administration of foodservice systems in health care facilities. Topics include the development of policy and procedure manuals with organizational charts, job descriptions, job specifications, work scheduling and work simplification methodology. Also administrative leadership topics are presented including employee selection, training and evaluation, labor unions, job safety and budget planning for dietary departments. Prerequisites: SCD252 and SCD257 must be taken with SCD263.

SCD261 Dietetic Field Experience II
8 fieldwork hours per week; 1 credit
This course applies the practical aspects learned in D.T. Management Systems II. Under supervision, the student will be rotated through a health care facility to acquire experience in the characteristics of food systems, layout and equipment. Competencies to be acquired include: understanding of the purpose and functions of equipment to a given food service system. The course will also explore factors related to maintaining sanitation and safety, service training, workflow and layout analysis. Prerequisites: SCD250 and SCD260. This course must be taken with SCD251.

SCD268 Dietetic Field Experience III
8 fieldwork hours per week; 1 credit
Theoretical aspects introduced in D.T. Management Systems III will be reinforced and implemented through fieldwork experiences. With supervision, the student obtains competencies in the following areas: forecasting procedures, food production, receiving procedures, purchase specifications, inventory procedures, purchasing strategies, cost-comparisons between convenience and non-convenience menu items, evaluation of meal services in terms of economic factors and aesthetics. Prerequisites: SCD251, SCD261. This course must be taken together with SCD252.

SCD269 Dietetic Field Experience IV
8 fieldwork hours per week; 1 credit
Fieldwork experiences apply and reinforce the theoretical aspects of administration introduced in D.T. Management Systems IV. The student, under supervision, will evaluate policies and procedures in a health care institution. Participate in supervisory and administrative duties, develop menus, work schedules, job descriptions, reports, conduct in-service training, use simplified cost-effective procedures, inspect foodservice facility for compliance with health and sanitation codes. Prerequisites: SCD252, SCD262. must be taken with SCD253.
SCD264 Practical Experience in Food Systems Management  
40 fieldwork hours per week; 3 credits
This is a ten-week, full-time fieldwork experience in a foodservice department of a healthcare facility. The student will apply the knowledge, skills, and competencies acquired from previous academic and experiential preparation in the Dietary Technician curriculum. The student will further develop professionalism and expertise in food service management through an individualized program. Group seminars and projects are required. A process for partial waiver of fieldwork hours is available.
Prerequisites: CSE099, ENG099, or waiver, S51100

SCD270 Dietetic Seminar  
1 hour; 1 credit
This course is designed to prepare the student for the job market by discussing the roles and responsibilities of the dietetic technician and dietitian in the foodservice operations of health care facilities. Other topics covered include job-interviewing techniques, resume construction, marketing of acquired skills, career-orientation opportunities, and professional organizations. The course serves as preparation for SCD264 through lecture, guest speakers, and simulations.
Prerequisites: CSE099, ENG099

SEC113 Techniques with the Visually Impaired: Scopes/Uses  
2 hours; 2 credits
This course will provide the student with an awareness of, and a basic orientation to, approaches used in services for the blind and visually impaired. Topics related to the visually-impaired will include attitudes toward the blind, common dysfunction of the eye, agencies and programs available, specific living techniques, e.g., skills in eating, cooking, grooming, and communication. Prerequisites: CSE099, ENG099, or waiver

Department of Social Science

SSN188 Archeology  
3 hours; 3 credits
In this course, students will be introduced to the development, history, techniques, and methods of the discipline of Archeology. The aim will be to explore the reconstruction of the lifeways of past societies such as the Aztecs, Incas, Nubians, and others. The student will read selected writings on current problems as well as gain practical experience by participating in two site visits in the New York City area, such as Weeksville in Brooklyn, Indian Caves in Woodhull Park and others.
Prerequisites: CSE099, ENG099, MAT098, S51100

SSY345 Industrial Psychology  
3 hours; 3 credits
This course is designed to examine and analyze human behavior in the workplace. Students will investigate the ways in which the work environment affects the emotions of individual workers and will examine theories of worker motivation. In addition, the course will explore work-related problems deriving from personal, psychological, cultural, and social sources. Finally, the class will investigate the ways in which psychologists can improve the work environment.
Prerequisites: CSE099, ENG099 or waiver, S51100

SAS101 Introduction to Anthropology  
3 hours; 3 credits
In this course, students will be introduced to the fields of Anthropology — Physical Anthropology, Archaeology, Cultural Anthropology, and Anthropological topics in Linguistics. The aim shall be to explore the origins and development of some of the world's hunter-gatherer, agricultural, peasant and industrial societies. Tying examples from both extant and modern-day societies, the student shall gain an appreciation of the wide diversity of human cultures.
Prerequisites: CSE099, ENG099, or waiver, S51100

Department of Secretarial Science

SEC144 Concepts of Word Processing  
2 class hours, 2 lab hours; 2 credits
The student will acquire a knowledge of the history, concepts, and current office processes of word processing. The student will develop the ability to function as a skilled operator of machine transcribing equipment, and will learn the skills necessary to produce readable transcripts of letters, reports, statistical tables, and interoffice memorandums from rough drafts and/or recorded messages. Special emphasis will be placed on spelling, grammar, and punctuation.
Prerequisites: CSE099, ENG099, Typing I or equivalent and ENG112. Pre- or corequisites: Typing II and ENG112

Staff Directory
All staff directory information listed on pages 84-76 of this bulletin is based on official college records as of June 27th, 1980. Updated records are available from the Personnel Office.

Affirmative Action Policy
LaGuardia Community College has established an affirmative action program in accordance with the policy of the Trustees of the City University of New York, federal and state regulations, Presidential Executive Orders, and Titles VII and IX of the Civil Rights Act of 1964, as amended in 1972. These regulations prohibit discrimination in the admission of students and recruitment and retention of employees on the basis of race, color, creed, national origin, handicap, marital status, sex or age. The college also adheres to the provisions of the Rehabilitation Act, as amended in December, 1974, and the Vietnam Era Veterans Readjustment Assistance Act. For additional information please contact Mary E. Ryan, Affirmative Action Office, 212-226-2720.