The World's Community College

For Reference

Not to be taken from this room

MORE STUDENTS FROM MORE PLACES
The College’s Enhanced Semester

LaGuardia’s unique academic calendar consists of two "enhanced" 18-week semesters. Each of these semesters has two sessions: a 12-week session and a 6-week session. Each session is followed by an exam period.

The reason for having a semester comprised of two sessions is to allow students greater flexibility and choice in structuring their programs. It also maximizes the number of credits they can earn within each semester.

Students may attend either or both sessions, though it is highly recommended that students attend both the 12-week and the 6-week sessions.

Below is a chart illustrating both the Fall and Spring semesters, including dates for each session, when final exams occur as well as the schedule for intersessions.

### 2000 Fall Semester

<table>
<thead>
<tr>
<th>Session One</th>
<th>Begins September 5 and ends December 5</th>
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<tbody>
<tr>
<td>Exam Period</td>
<td>Begins December 6 and ends December 12</td>
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<tr>
<td>Intersession</td>
<td>Begins December 13 and ends January 1, 2001</td>
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<tr>
<th>Session Two</th>
<th>Begins January 2 and ends February 15</th>
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<tbody>
<tr>
<td>Exam Period</td>
<td>Begins February 16 and ends February 22</td>
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<tr>
<td>Intersession</td>
<td>Begins February 23 and ends March 11</td>
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### 2001 Spring Semester

<table>
<thead>
<tr>
<th>Session One</th>
<th>Begins March 12 and ends June 11</th>
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<tr>
<td>Exam Period</td>
<td>Begins June 12 and ends June 18</td>
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<tr>
<td>Intersession</td>
<td>Begins June 19 and ends June 24</td>
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<table>
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<tr>
<th>Session Two</th>
<th>Begins June 25 and ends August 6</th>
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<tr>
<td>Exam Period</td>
<td>Begins August 7 and ends August 13</td>
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<tr>
<td>Intersession</td>
<td>Begins August 14</td>
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Breaking New Ground

Fiorello H. LaGuardia Community College is one of 17 undergraduate colleges of The City University of New York. A vibrant community of learners—students, faculty and staff—the College was conceived as a place where a wide range of educational opportunities would be available to anyone seeking to enrich his or her life. Since admitting its first class of 540 students over 26 years ago, LaGuardia has continually supported the principles of open access and equal opportunity for all. Today, the College has grown to over 11,000 students.

LaGuardia serves the growing neighborhoods of Western Queens, as well as the greater New York City metropolitan area and the world. With over 100 nations represented in the student body, many of our students are recent arrivals to the United States or have traveled here from their home countries specifically to study at LaGuardia. The College, through an array of academic programs, serves students studying in both associate degree and certificate programs. Our 30 academic majors and two certificate programs meet the needs of all students, whether they plan to continue study toward the baccalaureate degree at a four-year college or are seeking to immediately embark on a career.

Students with limited English language proficiency and students needing additional academic preparation to successfully complete college-level courses are well served through innovative English-as-a-Second Language and developmental skills programs. Courses in reading, writing, speaking, critical thinking and mathematics provide a comprehensive framework that helps to ensure success in major and elective coursework. Students receive additional academic support through tutorial support services and academic and transfer counseling.
Each year, through a variety of non-credit programs in continuing education, some 20,000 students take advantage of courses available both on and off campus. In so doing, we reach out through community based programs to respond to the educational needs of such groups as the homeless, senior citizens, prisoners, deaf adults, recent immigrants and the under- and unemployed.

LaGuardia promotes the dynamic interplay between the classroom and the workplace through the offerings of our groundbreaking program in cooperative education. Through co-op internships, students blend professional and humanistic learning and hone the array of skills necessary for a full life of work, service, and personal growth.

Long committed to collaboration between colleges and secondary schools, LaGuardia hosts three model high schools on campus—a constructive partnership between the College and the New York City Board of Education. Middle College High School is a unique educational opportunity for students who are at risk of dropping out. International High School serves recent immigrants from numerous countries by offering a comprehensive secondary curriculum while developing students' oral and written English language competence. The Robert F. Wagner Institute for Arts and Technology, a New Visions school, uses the standard core curriculum and melds art and technology into every phase.

Whether by traditional means or via the information super highway, LaGuardia continues to provide access to higher education and meaningful employment for those populations in New York City that have so often been neglected: ethnic minorities, women, the disabled, the poor, and recent immigrants. As we begin the new century, LaGuardia will remain true to its mission and indeed, build upon it by making use of increasingly innovative technologies that will enable the College to benefit even more underserved populations. By celebrating the potential of an ever growing community, embracing its diversity, and sharpening the focus for economic development and internationalization, LaGuardia will continue to forge new paths of educational opportunity for every student it serves.
LaGuardia Community College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools.

**Pre-Admission Counseling**

The Admissions Office of LaGuardia Community College encourages prospective students to meet with an admissions counselor regarding their higher education goals. The counselor will help students examine their objectives, evaluate the requirements of the programs offered at LaGuardia, and discuss career opportunities. The Admissions Office is located in the Main Building, M-147. Students may call (718) 482-7206 to arrange an appointment.

**Applying for Admission**

When students apply, they choose which program they want to enter. Most majors offer both a day and an extended day (evening and Saturday) program. All applicants admitted as day students are required to complete the college's cooperative education requirement. In general, the Co-op requirement is optional for most extended day students. Once registered, students cannot change their day or extended day status. However, regardless of students' day or extended day program, they can register to take classes at any time.

**Applications**

Complete only one of the following applications. Students are responsible for filing the correct application. Failure to file the correct application will result in a delay in processing for admission and additional fees. Be certain to read the instructions carefully and submit all necessary documentation. Students educated outside the U.S. should refer to CUNY's "Information for International Undergraduate Applicants" for further application instructions.

There are three types of applications:

**Undergraduate freshman application for admission**

Students who have never attended a college, university or postsecondary institution since graduating from high school or receiving its equivalent (a GED) should file a freshman application. Applicants must submit a high school diploma and transcript or their equivalent, a GED and scores.

**Undergraduate transfer application for admission**

Students who have attended a college, university or postsecondary institution, either in the U.S. or outside the U.S., since graduating from high school or receiving a GED should file a transfer application. Applicants must submit a high school transcript and diploma or GED and scores and an official college transcript from each college attended. To be eligible for advanced standing, students should have been matriculated with good academic standing at their home college. In addition, they are required to meet CUNY standards of retention as a condition for admissions.

The application fee is $50.00.

**Non-degree application for admission**

This application is used for both freshman and transfer students who are applying to LaGuardia as a non-degree student. A non-degree student is defined as a student who enrolls for individual courses but is not enrolled in a specific curriculum or major. The student is not working towards a degree.

This application must be delivered in person to the Admissions Office, M-147. Do not send the application to the University Application Processing Center. Applications must be completed by the deadline; check with the Admissions Office for dates. Non-degree registration is on a space available basis each semester. Non-degree students must have a minimum of a high school diploma or equivalent (GED and scores) and are not eligible for financial aid.

The application fee is $40.00.

Neither a high school certificate nor an I.E.P. diploma is acceptable. Applicants who earned a United States Armed Forces Institute Diploma must submit proof of having earned a minimum score of 225 on the GED examinations.

Current high school seniors in New York City public schools and in some parochial schools should contact their high school college advisor to receive a personalized City University of New York (CUNY) application. All others can acquire applications at the locations listed at the end of this section.
Where to request an application

Undergraduate freshman and transfer applications

Admissions Office
LaGuardia Community College
31-10 Thomson Avenue, M-147
Long Island City, N.Y. 11101
(718) 482-7206

CUNY Office of Admissions Services
1114 Avenue of the Americas, 15th floor
New York, N.Y. 10036
(212) 997-CUNY

Non-degree application

Admissions Office
LaGuardia Community College
31-10 Thomson Avenue, M-147
Long Island City, N.Y. 11101
(718) 482-7206

Students may also apply on-line by visiting:
http://www.applyto.uapc.cuny.edu

Immunization

The State of New York requires all students born on or after January 1, 1957 to present proof of immunity against measles, mumps, and rubella. Acceptable proof of immunization must include two doses of measles vaccine and one dose of mumps and rubella vaccine. All students, both degree and non-degree, who register for six or more tuition units must comply with this law. Free immunization clinics through the Health Services Office are offered periodically throughout the year to accommodate the students' obligations. Further information is available from the Admissions Office, M-147, Health Services Office, MB-40, and from the New York City Department of Health.

University Testing Policies And Procedures

Freshman Skills Assessment Program Tests and Policies

The Freshman Skills Assessment Program is a series of tests in the three areas of reading comprehension, mathematics, and language and writing skills. These tests are used to assess students' readiness in these three basic skills areas. As a result of their performance on these tests, students may be required to take remedial or developmental courses to strengthen these basic academic skills or ESL courses to strengthen their English language proficiency.

After successful completion of coursework in these areas, students are tested again on another version of the test. Successful retesting certifies the students' academic skills and is an important part of their academic record.

All matriculated students must take the tests or be exempted from them.

Students are exempted from the reading and writing portions of the test if they have a score or 480 or above on the verbal part of the Scholastic Aptitude test. A score of 480 or above on the SAT mathematics section exempts students from the Mathematics Assessment test.

Students who receive a grade of 75 or above on the English Regents' examination are exempt from the reading and writing portions of the FSAP. Similarly, a grade of 75 or above on the Math Regents' exam in Sequential Math 2 or 3 or Math A are exempt from the MAT certification exam, though the college may require them to take the test for placement purposes.

Students who hold a Bachelor's degree from an accredited U.S. institution of higher education are exempt from testing.

Transfer students from outside of CUNY with 45 or more credits earned or in progress are exempt from the tests.

Students transferring within CUNY who do not have passing FSAP scores in any testing area are urged to take the opportunity to retest. Otherwise, they may be required by college policy to enroll in skills course if they have already taken elsewhere.

The University Proficiency Examination.

Beginning with those students admitted Fall 1999, all students admitted to the college will be required to pass the University Proficiency Examination, a three-hour essay examination, after they have completed 45 credits and prior to graduation. The test is in two parts: Part 1 is a long essay in which students are asked to discuss in writing two reading selections they have been given, a long selection which they receive some time before the test and a shorter piece given out at the test. Part 2 is a test of Interpreting Information from Graphs and Tables.

The purpose of the test is to allow students to demonstrate the skills proficiency necessary to graduate from associate degree programs, transfer to a senior college and advance from the lower to the upper division of a senior college. The test must be successfully completed before any of these changes in status can occur. At present, the test is planned on being given once each session at a time to be determined in collaboration with the University's central office.

This examination is an addition to the university requirements, and parts of its design and implementation are still under review. For further information on this test, or for any questions about testing and placement, please call the Testing Office, 718-482-5149.

Advanced Placement and Transfer Credit at LaGuardia

The College Board: LaGuardia is a member institution of the College Entrance Examination Board. The college has a policy governing the granting of credit to students who have taken Advanced Placement (AP) exams and College Level Examination of Program (CLEP) subject exams.

Advanced Placement: Students presenting scores of 3 or above will receive appropriate credit. To be awarded credit, an official score report must be sent to LaGuardia Community College, Admissions office.

College Level Examination Program: Credit is granted at the discretion of individual academic departments in conjunction with the Transfer Credit Office. Check with the Transfer Credit Office, M-149, or call (718) 482-6103 prior to registering for an exam for more information or to obtain a brochure. To be awarded credit, the student must be matriculated, earn a score deemed passing by the American Council on Education, and have an official score report sent to LaGuardia Community College (code 2246).

Transfer credits

Matriculated students may transfer to LaGuardia credits earned at other accredited colleges or universities either in the U.S. or outside the U.S. for courses that are comparable to those offered at LaGuardia. Transfer credits are evaluated by the Transfer Credit Office, M-149, prior to or during the first semester of attendance in a degree program at LaGuardia. The maximum number of credits to be granted toward the degree is 30 and 10 toward a certificate.

In general for courses to be transferred a grade of C or better must have been earned, or, if taken at another unit of CUNY, a grade of D or better must have been earned. However, students admitted into Nursing, Veterinary Technology, P.T.A, or O.T.A. programs will be awarded credit for transferable courses with earned grades of A, B, C, or D from any accredited college as long as they appear on that major's approved courses list.
Transfer and the Freshman Skills Assessment Program (FSAP)
In general, transfer students are required to take CUNY’s FSAP tests in reading, writing and mathematics. See the Freshmen Skills Assessment Test Policy section to determine if you meet any of the requirements for exemption.

NOTE: Transfer students from CUNY units are urged to make every effort to pass all parts of the FSAP test before applying for transfer to LaGuardia. Based on FSAP test results, LaGuardia may require students to retake basic skills courses passed elsewhere.

Transfer and the New Student Seminar (formerly called Freshmen Seminar)
The New Student Seminar provides an orientation to LaGuardia, a forum for academic planning and advisement, and teaches skills imperative to academic success. All students are required to complete the New Student Seminar during their first semester at LaGuardia. Transfer credit will not be awarded for another school’s orientation course.

Transfer credits in cooperative education
Transfer credit may be granted for cooperative education courses completed 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 must satisfy the cooperative education requirement.

Transfer credits in English
Transfer credits are awarded for college-level English courses taken at postsecondary institutions in the U.S. and English speaking countries provided a grade of C or better was earned even if the writing FSAT has not been passed. These students will not be required to register for remedial writing courses, but will be required to pass the University Proficiency Exam prior to graduation. If the writing FSAT has been passed, a grade of D or better will be accepted for a college-level English course taken at another CUNY unit. If the writing FSAT has not been passed, a grade of D or better will only be accepted for a college-level English course taken at another CUNY unit after the student completes remedial writing courses. English credits are not awarded for college-level English courses taken at postsecondary institutions in non-English speaking countries.

Transfer credits in foreign languages
Students who have taken an elementary level foreign language course at another institution and wish to receive transfer credits must complete an intermediate level course before transfer credit will be awarded.

Transfer credits in health education
Transfer credit may 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 for clinical phase Nursing, OTA and PTA courses will not be awarded.

Transfer credits in Math
Transfer credit will be awarded for the equivalent of statistics, pre-calculus or better provided the student has met LaGuardia’s passing standard on the math FSAT. Those students with a math FSAT score below our minimum standard will be required to take remedial courses in order to receive transfer credit for their prior math courses unless a waiver of the remedial course is granted by the Math department.

Transfer credits in noncollegiate education
Transfer credits may be granted for formal courses and educational programs sponsored by noncollegiate organizations such as work related courses and formal military training recognized by The National Program on Noncollegiate Sponsored instruction (PONSI).

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 remediation
Transfer credit will not be granted for any remedial, developmental level, or ESL courses previously taken at another college.

Veteran’s credit for military service
Veteran’s enrolled in degree programs (matriculated) who have been honorably discharged from the United States Military may qualify for unrestricted elective credit. The veteran must have been in active service for more than 90 days and have completed at least one semester at LaGuardia Community College with a cumulative GPA of 2.00 or higher. Unrestricted elective credits will be awarded based on length of active service according to the following scale:
less than 3 months = none
3 months through 12 months = 2
12 months through 24 months = 4
25 months or more = 6
Veteran’s who qualify under the above mentioned guidelines should present form DD214 to the Registrar’s office, M-101, for review.

Special Learning Opportunities
LaGuardia offers a number of special learning opportunities to students prior to starting college, during their college careers as well as during the summer.

Prior to College
Orientation for New Students
All incoming students are invited to meet with a counselor during the Orientation Program. Counselors provide an overview of the college and its various college resources, explain the placement test results, and assist students with selecting their academic program for their first semester.

Quick Start Program
The Quick Start Program offers special pre-college courses in reading, math, and writing for students whose placement test results indicate that they may benefit from such courses. Quick Start courses are offered over the summer and during intersessions.

New students eligible to participate in the Pre-Freshman Summer Program, called “Quick Start,” are invited to attend the Strategies for Success course. Strategies for Success is an intensive Learning to Learn course designed to provide students with the academic skills needed to be successful in college.

Students are contacted by the Coordinated Freshman Program Office if they are eligible for the Quick Start Program. If you think you might be eligible but have not received a letter, please call (718) 482-5414.

During College
Learning Communities
During Fall Session I and Spring Session I the college offers over 20 different kinds of learning communities. The content of pairs and clusters is thematically linked by faculty who have created the courses together. Students are encouraged to learn how to study particular disciplines and also to make connections across disciplines. Learning communities provide students with an enriched learning experience as well as a supportive and friendly environment. They have become very popular modes of learning and are offered by Liberals Arts, COPE and
The College Discovery Program, available at CUNY's community colleges, provides eligible students with concentrated and specialized counseling as well as specialized CD counseling groups, workshops and tutorials.

In accordance with the State Education law and CUNY policies, students are eligible for admission to the College Discovery Program if they meet the following criteria:
- are economically disadvantaged,
- are educationally disadvantaged,
- graduated from an approved high school or attained a New York State high school equivalency diploma (GED) or their equivalent,
- did not previously attend a college or university, and
- resided in New York City for at least one year prior to the first day of classes.

Program services include a special new student orientation session, a New Student Seminar section devoted specifically to CD students, individualized counseling as well as specialized CD counseling groups, workshops and tutorials.

Note: Applicants for the College Discovery Program will only be considered if they complete the College Discovery portion of the City University Undergraduate Freshman Application at the time they make initial application to the university.

College Discovery certification is determined by completing financial aid forms: the Free Application for Federal Student Aid (FAFSA) and the Financial Aid Supplemental Information Request (FASIR).

COPE Program

College Opportunity to Prepare for Employment (COPE) is part of the New York State response to the Federal Job Opportunities and Basic Skills (JOBS) program established by the Welfare Reform Act of 1988.

The goals of the CUNY COPE plan are to see that public assistance recipients graduate from CUNY schools more quickly, that their retention is improved, and that ultimately, they find employment.

COPE is a college-within-a college, consisting of small, thematic, multidisciplinary learning communities. These communities utilize active learning strategies and set carefully in place an intensive support system, involving counselors, HRA liaisons, tutors, and job placement counselors. Faculty plan their syllabi together and team-teach as appropriate. The curricula for each COPE Learning Community prepares students to pursue careers in Allied Health, Business and Computer Science or Human Services. COPE students enroll in one of the following learning communities: New Student House, Human Services Cluster, Career Pair, or Enterprise.

HRA provides training related expenses (TREs) to COPE participants to assist with transportation and child care expenses. In order to remain eligible for TREs, participants must attend college full-time and make satisfactory progress towards their degree. For more information, students may visit the COPE Office, M-418 or call (718) 482-5479.

CUNY BA/BS Program

Established in 1971, the CUNY Baccalaureate Program (CUNY BA/BS) is the only university-wide alternate degree program that allows students, working with faculty mentors, to design a program of study tailored to their unique individual academic interests and goals. Students may take courses at any of CUNY’s 17 colleges and at The Graduate School. The program is administered by The City University of New York Graduate School and University Center.

The CUNY BA/BS Program accepts up to 68 transfer credits earned at a community college toward the 120 credits needed for the degree. Qualified LaGuardia students can be in the CUNY BA/BS Program at the same time they are taking courses at LaGuardia toward their associate’s degree. To be eligible for admission to the program students need 15 college credits and a GPA of at least 2.50. For further information contact the CUNY BA/BS campus coordinator at (718) 482-5395.

The Honors Experience

The Honors Experience is dedicated to providing an enriched educational experience to highly motivated students interested in transferring to four-year institutions. The ultimate aim is to equip honors students with the academic abilities and personal confidence needed to succeed at demanding public and private four-year colleges and universities.

Honors students enroll in special sections of regular courses. These sections provide additional instruction in reading complex texts, thinking critically, and writing gracefully and analytically. Students are guided in independent research, oral debate, and the creative examination of ideas.

Each semester, approximately eight honors courses are offered in a variety of departments. In past semesters, they have included The Novel, American History, Pre-Calculus, Sociology, Introduction to Poetry, Principles of Management, and Writing Through Literature. Honors courses are designated in the Schedule of Classes.

Honors students are required to have a GPA of at least 3.2 in 12 or more credits, and to have the willingness to engage in more challenging academic work. They receive an honors designation on their grade transcripts and the opportunity to attend special transfer information sessions, honors receptions, and guest lectures. For additional information, contact the honors coordinator, M-400, or call (718) 482-5400.

LaGuardia AMP

LaGuardia AMP (Alliance for Minority Participation) is participating institution of the New York City Alliance (NYC-AMP) program that is sponsored by a grant from the National Science Foundation in collaboration with The City University of New York. The LaGuardia AMP's overall goal is to ensure long-term capacity to produce significantly greater number of minority students in science, mathematics and engineering careers.

Full-time students who are citizens or permanent residents and are black, Hispanic, American Indian, Alaskan native or native Pacific Islander, are eligible for AMOP research assistantships. Students are invited to apply based on academic performance and will be required to take part in an interview as part of the application process.

Financial support is provided for participation in this program. Stipends for successful transferring community college students to a participating CUNY senior college will be continued.

For more information or to request an application, contact the LaGuardia activity coordinator, M401 or call 718-482-5478.

NASA's Undergraduate Student Researchers Program

This program is funded by a grant from NASA to increase the presence of under-represented minority students and students with disabilities, who are US citizens in the fields of science, mathematics, engineering, or computer science. Students awarded this prestigious scholarship receive financial support in the form of tuition assistance, stipend, books,
and program related student travel (professional conferences and summer research experience).

Through the mentor program, a faculty member provides intensive individual academic counseling to each student. The mentoring involves monitoring each student’s academic progress (they must maintain at least a 3.0 GPA), providing them with academic counseling, exposing them to professional conferences and lectures, identifying and involving them in research activities, enhancing their confidence as scholars, and providing them with strong role models in their areas of concentration, as well as within LaGuardia’s college community.

During the summer, the students are required to participate in a research project. An example of a research experience has been with the Goddard Institute for Space Studies. Students have been engaged in research activities in the investigation of stratospheric aerosols in the atmosphere of Jupiter. They have had to analyze data transmitted from Jupiter by the Voyager spacecraft.

Supplemental Instruction
Supplemental instruction, a non-remedial peer tutoring program available at the college since 1993, provides free tutoring in high-risk or difficult courses. Courses in biology, human biology, microbiology, calculus, statistics, and accounting have currently been targeted as Supplemental Instruction courses. These courses have a tutor or student leader assigned to them. This student, who has already successfully completed the course, attends all classes and arranges a minimum of three weekly group tutoring sessions. The sessions are designed to help students improve their grades. To date, the average grade of students who have participated in Supplemental Instruction is one-half to one full-letter grade higher than students who do not participate.

When registering for a course or receiving advisement, ask if there is a Supplemental Instruction session being offered. For additional information, please call (718) 482-5637.

Enriched Off-Campus Summer Programs
Exchanges
The Barnard-LaGuardia Intercollegiate Partnership Program is a component of the Hughes Science Pipeline Project at Barnard College aimed at transferring quality students to study science at Barnard or other senior colleges. Qualified LaGuardia students take part in a five-week co-educational residential program at Barnard. Students take two science courses which are team-taught by Barnard and LaGuardia faculty. Students who successfully complete the summer program are invited to take one science course at Barnard during the academic year.

The Vassar College “Exploring Transfer” Program is a five-week summer program designed to give qualified LaGuardia students the opportunity to explore their transfer opportunities while experiencing education at a four-year residential college. Students enroll in two interdisciplinary courses team-taught by LaGuardia and Vassar faculty, earning six academic credits. In addition, special transfer counseling is provided, as well as social and recreational activities. All expenses are paid for students. Since 1985 over 200 LaGuardia students have benefited from this award-winning program, going on to continue their education at outstanding colleges like Vassar, Columbia, Yale, Middlebury, New York University, Clark, and Smith.

Study Abroad Program
The Study Abroad Program provides LaGuardia students with an opportunity to earn up to six academic credits during Spring Session II while gaining invaluable experience living in a country and culture different from their own.

Eligible students are invited to apply for study abroad where the City University of New York has summer programs (Spring II Session). Most programs offer humanities and social science courses. Countries of destination include, but are not limited to, Denmark, Dominican Republic, Ecuador, England, Germany, Greece, Ireland, Puerto Rico, Senegal, and Spain. It is possible to do internships or clinical fieldwork abroad, depending on the student’s major and upon approval of the internship/clinical fieldwork advisor. Applications for study abroad are due by December first. The selection process takes place in January.

In order to apply for participation in the Study Abroad Program, students must:
1. have an overall G.P.A of 3.0 or higher;
2. have completed at least 24 credits;
3. have finished all basic skills requirements;
4. have completed all prerequisites for course/internship/clinical fieldwork to be done overseas;
5. be recommended by a faculty member;
6. go through the selection process.

For further information, students may contact the Director of the Study Abroad Program at (718) 482-5715.

Articulation Agreements
LaGuardia has articulation agreements with over twenty public and private four-year colleges and universities. The Office for Academic Affairs has developed specific agreements that guarantee acceptance of LaGuardia credits when students transfer to these colleges after earning the Associate degree. At the time of printing, the following institutions have joined LaGuardia in articulation partnerships: Baruch College, City College, Hunter College, John Jay College, Lehman College, Queens College, York College, SUNY College at Old Westbury, SUNY College at Plattsburgh, SUNY College of Technology Utica/Rome, LaGuardia/Adelphi University Connection Program, Clarkson University, Cornell University, Dominican College of Blauvelt, Laboratory Institute of Merchandising, Long Island University, Middlebury College, New York University, St. John’s University, The College of Insurance, Vassar College, New York City Technical College, Manhattanville College, Marymount College (Manhattan/Tarrytown, Pratt Institute, School of Visual Arts, Shaw University, Springfield College – School of Services and SUNY at Oswego.

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 cost of attending LaGuardia Community College. By performing some basic calculations, students can develop their 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 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 costs which result 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 students incur as a result of being dependent upon their own resources. A general description of these living costs is described below.
Typical expenses
Following is an estimate of the educationally-related expenses students are likely to incur for a twelve-month period. It is possible that during students’ internship semester, their salary may cover some expenses. Most students receive some form of financial assistance to help meet these expenses.

Dependent and Certain Independent Students
Dependent students, those who receive assistance from family or other sources, can expect to pay $2,622 in annual tuition and fees. In addition, the following costs are estimated for the 2000-01 academic year: books and supplies $600, transportation $578, personal and lunch items $1,761, and room and board $2,425.

Independent Students
Independent students and dependent students living away from home for 12 months during the 2000-01 academic year can expect the following expenses in addition to $2,622 tuition and fees: books and supplies $600, transportation $578, personal and lunch items $3,776 and room and board $5,964.

Tuition
All fees and tuition charges listed in the college catalog 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 of payment. Any student who has not paid the total fees and tuition by the time indicated in the Schedule of Classes 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. However, all students seeking refunds must complete a refund application before the refund process can begin. Tuition refund applications are distributed in the Registrar’s Office, M-101. TAP and other refund applications, such as PELL, are distributed at the Bursar’s window, basement of the Main Building.

Tuition per semester
Students must pay their tuition and fees or clear their accounts on the day they register. Students’ financial aid may be used to cover all or part of the total amount due.

New York City Residency
To qualify, students must have made New York State their principal place of abode for at least 12 consecutive months and resided in the City of New York for at least 6 consecutive months immediately prior to the first day of classes. New York State residents who are not city residents must obtain a Certificate of Residence from their County Treasurer prior to registering. A new Certificate of Residence is required each school year.

New York City/New York State residents
Full-time matriculated students (12 tuition units or more) $1250.00
Part-time matriculated students (fewer than 12 tuition units) $105/ unit
Nondegree students $120/unit

Non-state residents and foreign students
Full-time matriculated students (12 tuition units or more) $1,538.00
Part-time matriculated students (fewer than 12 tuition units) $130/unit
Non-degree students $175/unit

Senior Citizens (60 or older)
(Enrollment on space available basis)
Tuition waived
Student fee $70.00

CUNY BA/BS Program
Tuition and student activities fees for all students in the CUNY Baccalaureate program are billed for and collected by the Bursar at their home college. Students are billed according to the fee schedule in effect at their home college.

Permit students
All tuition and student activities fees are payable to the “home” 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
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), are permitted to enroll in undergraduate courses on a space available basis, tuition free.

Tuition refunds
Tuition refunds are computed according to the date that the student drops a course or courses. Refund applications are available in the Registrar’s Office, M-101. In cases of Medical Leave of Absences, the refund is computed according to the effective date of the leave. Non-instructional fees are non-refundable, except when courses are cancelled by the college, a student’s registration is cancelled by the college, or if the student enters military, Peace Corps or Vista service.

Students who drop courses from their record during the Change of Program period are entitled to a refund according to the following schedule:

<table>
<thead>
<tr>
<th>Schedule</th>
<th>% Refund</th>
<th>Date of Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall and 12-week sessions</td>
<td>100%</td>
<td>On or before the first day of classes</td>
</tr>
<tr>
<td>Spring 6-week sessions</td>
<td>100%</td>
<td>On or before the first day of classes</td>
</tr>
<tr>
<td>Spring 12-week sessions</td>
<td>75%</td>
<td>Within 6 calendar days after scheduled opening date</td>
</tr>
<tr>
<td>Spring 50%</td>
<td>Between the 7th and the 12th calendar days after the scheduled opening date</td>
<td></td>
</tr>
<tr>
<td>Spring 25%</td>
<td>Between the 13th and 17th calendar days after scheduled opening date</td>
<td></td>
</tr>
<tr>
<td>Spring NONE</td>
<td>Beyond the 17th calendar day after the scheduled opening date</td>
<td></td>
</tr>
</tbody>
</table>

Note: If the 6th, 8th, 12th or 17th day falls on a weekend, the refund period is extended to the next business day.

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. Refund applications are available at the Bursar’s window.

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.

Qualifications 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 fifth 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.

TAP refunds will be issued within 45 days after the college receives a certified TAP roster from the State of New York. A postcard will be sent to each student entitled to a TAP refund with instructions on how and when to obtain this refund.

**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 and non-tuition refunds within six weeks of the submission of the request at the Bursar’s window.

**Withdrawals and the Return of Title IV Funds**

The Higher Education Act of 1965 as amended in 1998 (Public Law 105-244) revised the rules to return Title IV funds (e.g. Federal Pell) for students who completely withdraw from a term of enrollment. The new rules which take effect in fall 2000 assumes that students earn their Financial Aid based on the period of time they remain enrolled.

During the first 60% of the term, students earn Title IV funds in proportion to the time they are enrolled. If a student received more aid than he/she earned, the unearned portion must be returned to the Department of Education. If a student received less aid than the amount earned he/she may be eligible for a late disbursement.

The portion of aid the student is entitled to receive is based on a percentage by comparing the total number of days in the semester to the number of days completed before the withdrawal. For example if you completed 20% of the semester, you would have earned 20% of your Title IV aid. If you received 100% of your Title IV aid you would have to return the unearned portion. The regulation stipulates that the amount to be returned is to be shared by the college and the student in proportion to the aid that each possessed. The college’s share of the excess funds is the lesser of: the total amount of unearned aid or institutional charges multiplied by the percentage of aid that was unearned.

The college’s share is allocated to the Title IV programs as determined by statute. The student’s share is the difference between the total unearned amount and the college’s share. This is also allocated to the Title IV programs as determined by statute. The law provides that any amount that the student returns to a grant program be reduced by half. The amount to be returned is also considered an overpayment and must be returned within 30 days to the Department of Education. If the student does not repay the overpayment in full or make a satisfactory payment arrangement within 45 days from the date of notification, the student will become ineligible for future Title IV funds.

Students who remain enrolled beyond the 60% point of the term are considered to have earned all their aid and do not have to return any Title IV funds.

**Fees**

**Student Fees**

These are non-refundable fees paid each semester of registration.

**Full-time students (12 tuition units or more)**

- Student Activity Fee/$30
- Consolidated Services Fee/$5
- University Senate Fee/$.85
- Consolidated Services Fee/$5

**Non-instructional fees (not refundable)**

- Freshman Application/$40
- Transfer Application/$50
- Late Registration/$15
- Program Change/$10
- Transcript/$4 (Transcript sent free to CUNY. Cash or money order for all others.)
- Readmission/$10
- Reinstatement/$10
- Penalty Fee for issuance of bad check/$15
- Duplicate Diploma/$15
- Duplicate ID/$5
- Duplicate Bursar’s Receipt Fee Form/$5
- Locker per year/$1

**Special Examination**

- First examination/$15
- Each additional examination/$5
- Maximum each quarter/$25

**Reserve Materials**

- First hour overdue/50¢
- For the rest of the day/50¢
- For each succeeding day/50¢ (to maximum of $10)

**Lost or Damaged Materials:**

Overdue fines, accumulated to the date reported, and replacement costs of the materials, plus a $5 processing charge.

**Waiver of Change of Program 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 other substantive changes that provide the student with justification for a change;
3. the college requests that the student transfer from one section to another section of the same course; or
4. the college cancels the registration of the student for academic, disciplinary or other reasons.

**Financial Aid**

At LaGuardia every effort is made to help students overcome financial hardships. The Financial Aid Office, MB-10, is staffed by professional counselors who assist students in securing financial aid.

What follows is a description of some of the financial aid programs available to eligible students of the college. Applications and additional information may be obtained in the Financial Aid Office.

**Federal Programs:**

All students applying for the following programs must complete the Free Application for Federal Student Aid (FAFSA).


Note: When questions of eligibility exist for any of these programs, the student or prospective student should see a financial aid counselor.
New York State Programs:
At CUNY students applying for the following programs must complete the TAP/APTS application. This application will be mailed to CUNY applicants and students after they complete a FAFSA.

When students file a CUNY TAP application, they are applying for: Tuition Assistance Program, Aid to Part-Time Students, Child of Veteran Award, Child of Deceased Police Officer/Firefighter, College Discovery Program, Vietnam Veterans Tuition Award, and Nursing Scholarship.

**Federal Programs**

**Federal Pell Grants**

*Application Procedures:* The complete application takes at least six weeks to process. A processed Student Aid Report (SAR) will be sent to the applicant. The amount of the applicant’s award is determined from the SAR by the Financial Aid Office. Upon enrollment, funds are paid directly to the applicant or applied to the students’ tuition bill.

*Selection of Recipients and Allocation of Awards:* The Federal Pell Grant is an entitlement program. Eligibility and award amounts are based on need rather than academic achievement. The applicants must demonstrate need and must attend their classes. Financial need is determined by a formula applied to all applicants. It was developed by the U.S. Department of Education and is reviewed annually by Congress. The Expected Family Contribution (EFC) is calculated by this formula.

*Award Schedule:* 1999-00 awards range from $200.00 to $1,562.50 per semester. The amount of the award will be affected by costs of attendance and full- or part-time enrollment status. The Federal Pell award does not duplicate State awards.

*Rights and Responsibilities of Recipients:* Students must continue to make satisfactory academic progress in the degree program in which they are enrolled. Students must not owe any refunds on Federal Pell Grants or other awards paid, or be in default on repayment of any student loan.

Award payments made by check must be picked up by the student within a reasonable time. The Financial Aid Office notifies all eligible students of the dates, times and place of check distributions. Students must attempt 24 credits during the academic year in order to earn the full Federal Pell award. Therefore, enrollment status for Federal Pell will be as follows: full-time 12 credits (or equivalent); 3/4 time 9 through 11.5 credits (or equivalent); 1/2 time 6 through 8.5 credits (or equivalent); and less than half time 1.0 through 5.5 credits (or equivalent). Please see Schedule of Classes for more information.

**Federal Supplemental Educational Opportunity Grants (FSEOG)**

*Selection of Recipients and Allocation of Awards:* The applicants must:
1) have exceptional financial need and be enrolled at least half-time
2) have an exceptional need for funds to attend school

*Award Schedule:* The awards can range from $400.00 to $800.00 in 1999-2000.

*Rights and Responsibilities of Recipients:* The student must continue to make satisfactory academic progress, and meet all the requirements for the Pell Grant.

**Federal Perkins Loan (FPL)**

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

*Award Schedule:* Awards can range up to $3,000.00 for each year of undergraduate study. The total debt cannot exceed $15,000 as an undergraduate.

*Rights and Responsibilities of Recipients:* Continued eligibility is dependent on maintenance of satisfactory academic progress. The current interest rate of 5% is payable during the repayment process and 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 service in the Peace Corps, VISTA, or similar national program.

**Federal Work-Study Program (FWS)**

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

Employment is 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 FWS than there are funds available, preference is given to students who have greater financial need and who must earn a part of their educational expenses.

*Award Schedule:* The post-secondary institution arranges jobs on-campus or off-campus, with public or private nonprofit agencies, such as hospitals, for up to 20 hours a week, based on the availability of funds.

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, and academic progress.

*Level of salary in 1999-2000 is $6.00 an hour.*

*Rights and Responsibilities of Recipients:* Satisfactory academic progress must be maintained, and all the requirements of the Pell Grant must be met.

**Federal Direct Loan Program**

*Application Procedures:* Application is made through the Financial Aid Office by completing a Loan Origination Request Form. The applicant is required to first file and receive a response from a FAFSA.

A counseling session and an interview are 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 Federal Direct 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.

*Loan Schedule:* The loan amounts vary and are based on class year: for example, $2,625.00 during the student’s freshman year, $3,500.00 during the sophomore year, etc. All students are eligible to receive interest benefits on their loans unless they choose to waive them. Some students are eligible for a full interest subsidy on a subsidized loan during the time he/she is in school at least half time, and for a following six month grace period before repayment must begin. An “Origination Fee” of 4% of the loan amount is subtracted in full at the time the check is issued.

*Rights and Responsibilities for Recipients:* Students may borrow at a relatively low interest rate (currently 7.66%) with no repayment as long as they remain enrolled at least half-time, and for six months after they cease to be at least a half-time student. Payment of principal may further be deferred during study under a graduate fellowship program approved by the U.S. Commissioner of Education, during up to three years as a full-time Peace Corps or VISTA or similar national program volunteer.

Six months after ceasing to be at least a half-time student, the borrower must make formal arrangements with the loan servicer to begin repayment. The following regulations apply:
1) Depending on the amount of the loan, the minimum monthly payment may be at least $50.00 plus interest. Under unusual and extenuating circumstances the loan servicer, on request, may permit reduced payments.

2) The repayment period varies and is dependent upon the repayment plan chosen. For example, the Standard Repayment Plan has a maximum period of ten years, and the Income Contingent Payment Plan has a maximum period of 25 years.
3) Repayment in whole or part may be made at any time without penalty.

**Federal Direct Parent Loan for Undergraduate Students (FDPLUS)**

FDPLUS enables either natural or adoptive parents of dependent undergraduate students to borrow per child up to the cost of education, for each academic year at federally-approved schools. The amount borrowed in any year cannot be greater than the cost of going to school during that year, minus all other financial aid received for the period of the loan. Costs that may be covered include: tuition and fees, room and board, books, transportation, and an allowance for personal expenses. EPLUS loans for which the first disbursement was made on or after July 1, 1993 have no aggregate loan limit. Interest rates are variable and change every July 1st.

Repayment of the loan must begin within 60 days after the date funds are distributed. Borrowers have 10 years to repay. The loan servicer may charge an Insurance Premium of up to 4% on the loan principal. This premium is deducted from each loan disbursement. Application is made through the Financial Aid Office by completing a Loan Origination Request Form. Parents will be eligible for the same authorized deferments described in the Federal Direct Loan Program.

**Academic Requirements for Federal Aid (Title IV)**

Federal regulations stipulate that a student at LaGuardia Community College may remain eligible to receive Title IV assistance upon achieving at least a "C" average, or its equivalent according to the College's retention policy, and accumulating credits towards the degree according to the following standards:

1. a student's earned credits are equal to or greater than two-thirds of the credits the student has attempted at the institution;
2. the credits a student has attempted are not more than 150% of the credits normally required for completion of the degree.

If the standard in 1 is not met, eligibility may be retained by meeting the following conditional standard:

3. the credits the student has earned are equal to or greater than .875 of the total amount of credits attempted minus 21.

Students who fail to meet the conditional status will lose Title IV eligibility. They may file a Financial Aid Waiver Appeal through the Academic Standing Committee. The decision of the committee is final.

**Special Value Courses:** To be eligible to receive Title IV, you must, according to Federal guidelines, be "making significant progress toward your degree", meaning that you must be earning credits at a sufficient rate. The Federal guidelines for achieving full-time status in a semester do allow you to include, along with credits, the tuition units of the "special value" courses, but there is a limit: after you have registered (and received Title IV money) for thirty or more "special value" tuition units, Title IV programs will not pay for any additional "special value" courses. For example, if you register for Basic Writing 099 and Math 095, those two courses count for a total of 10.0 "special value" tuition units. If those units are used in calculating your Title IV award for the semester, you will have 20.0 "special value" tuition units remaining in your account.

If, however, you register for other, "non-special value" courses which make you full-time without using the "special value" tuition units, you would still have 30 "special value" tuition units in your account.

Once you have used up your 30 "special value" tuition units, you can only receive Title IV money for "non-special value" courses. Any future awards will be based on the credit values of regular courses only. It is therefore to your advantage to try to take "special value" courses along with regular courses, if you have met the prerequisites.

Note: Although ESL courses are listed as "special value" courses, those courses do not count toward the Title IV maximum.

**Probation:** Students who do not meet the college’s minimum grade point average (GPA) will be placed on academic probation. They will be given one semester to achieve the minimum grade point average that was required before they were placed on probation. During this probationary period students who make satisfactory academic progress will continue to maintain their academic standing with the college and their concurrent eligibility for financial aid.

**Additional Regulations:** For Federal Pell awards, students not yet 24 years old by January 1st must prove their independence if they claim to be independent of their parents. They must also have unusual circumstances which must be documented.

Students are reminded that attendance is a requirement for receiving financial aid. Failure to attend classes could result in a reduction or loss of financial aid. If students charge tuition and/or books and do not attend classes, they are still liable for the costs and will be billed accordingly.

Permanent residents who have not had their status confirmed by INS must also submit a copy of their permanent resident card. Students who have an I-94, with the following endorsements, are no longer eligible for Federal Pell, Federal Work-Study, FSEOG or Federal Perkins: a) Adjusted Applicant, b) 245, c) 245 Applicant, d) Applicant for Permanent Residence, e) Voluntary Departure, and f) Deferred Action.

**Office of Veterans Affairs**

The Office of Veterans Affairs, MB-10, provides a full range of counseling services for the veteran population. The Veterans Coordinator provides information regarding all of the benefits available to students and assists with any other problems encountered while attending the college. The programs available to veterans are:

**Veterans Tutorial Benefits:** To be eligible for tutorial benefits, veterans must be receiving monthly benefits on at least a half-time basis. A veteran is entitled to 12 months of tutorial benefits to a maximum of $100.00 per month.

**Veterans Work Study:** Students must be receiving full-time benefits to be eligible to work up to 750 hours per year. The hourly rate is $5.15. Placements are in areas which directly affect the student veteran population.

**Vocational Rehabilitation:** This is available to veterans who have at least a 20% disability rating from the Veterans Administration and includes payment for tuition, 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. For more information about these programs, please visit the Office of Veterans Affairs.

**Veterans Administration Educational Benefits**

Montgomery G.I. Bill—Active Duty (Chapter 30)

**Application Procedure:** Application forms are available at all VA offices, the Office of Veteran Affairs on campus, room MB-10, active duty stations and American embassies.

**Eligibility Requirements:** Individuals entering military service on or after July 1, 1985 have their basic military pay reduced by $100.00 a month for the first 12 months of their service, in order to be eligible for this educational assistance program. Individuals eligible for the Old G.I. Bill (Chapter 34) as of December 31, 1989, who meet certain eligibility criteria may also be eligible but do not have their basic pay reduced. Persons who, after December 31, 1976, received commissions as officers from service academies (e.g., West Point, the Naval Academy, etc.) or ROTC scholarship programs are not eligible for this program.
Entitlement/Monthly Rates:
Active duty for 3 years or 2 years active duty plus 4 years in the Selected Reserve or National Guard entitles an individual to $528.00 a month basic benefits for 36 months or the equivalent in part-time training. If an individual's initial obligated period of active duty is less than 3 years which is not followed by service in the Selected Reserve, the basic educational assistance benefit is $429.00 monthly for 36 months (or the equivalent in part-time training). There is also a targeted, discretionary kicker of up to an additional $400.00 available to persons whose skills are critical to the military (e.g. Army College Fund, Navy Sea College Fund programs).

Montgomery G.I. Bill-Selected Reserve
(Chapter 106, Title 10, U.S. Code)
Chapter 106 of title 10, U.S.C., Educational Assistance for Members of the Selected Reserve, is also referred to as the Montgomery G.I. Bill-Selected Reserve. Since July 1, 1985, DVA has held benefit payment responsibility, although the funding of educational assistance payments under this program is provided by the Department of Defense.

Monthly Rates: The rates of educational assistance allowance payable under Chapter 106 for pursuit of a program of education are:
- $251.00 per month for full-time pursuit,
- $188.00 per month for three-quarter time pursuit,
- $125.00 per month for half-time pursuit.

State Programs

Academic Requirements for State Aid (TAP)
In order to be eligible for TAP, there are three major requirements that students must meet. They are outlined below.

1. Students must be registered as full-time students. In the Schedule of Classes, there is a chart called, “Am I a Full Time Student?” Students should check each semester at registration to be sure they are registering for a full-time program.
2. Students must be making satisfactory academic progress toward their degree. In each semester that they wish to receive an award, they must meet the following standards: a) Successfully pass a specified number of credits (see chart below), and b) Achieve a grade point average at a specified minimum level (see chart below).

<table>
<thead>
<tr>
<th>To be eligible for payment</th>
<th>Your total earned credits must equal</th>
<th>Your average (GPA) must be at least</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>1.00</td>
</tr>
<tr>
<td>4</td>
<td>18</td>
<td>1.20</td>
</tr>
<tr>
<td>5</td>
<td>31</td>
<td>2.00</td>
</tr>
<tr>
<td>6</td>
<td>45</td>
<td>2.00</td>
</tr>
<tr>
<td>7</td>
<td>60</td>
<td>2.00</td>
</tr>
<tr>
<td>8</td>
<td>75</td>
<td>2.00</td>
</tr>
</tbody>
</table>

3. Students must pursue their courses at a specified level of completion. Completion means receiving any LaGuardia grade except WA, W or WU (grades of R and F are acceptable). Students complete their courses at the rate shown below:

<table>
<thead>
<tr>
<th>To be eligible for payment</th>
<th>You must complete this % of the courses you take</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>2-3</td>
<td>50%</td>
</tr>
<tr>
<td>4-5</td>
<td>75%</td>
</tr>
<tr>
<td>6-10</td>
<td>100%</td>
</tr>
</tbody>
</table>

In addition to the academic requirements described, they must also meet certain residency requirements, citizenship requirements, and financial program criteria. For a full explanation of these regulations, students should contact the Financial Aid Office.

Every semester, all students' records are reviewed in the Registrar's Office to see if they meet all of the academic TAP regulations. If they have met all of the conditions outlined above, they will be eligible to receive the next payment. Students who do not meet the criteria will be decertified for the following semester. Students may, however, file an appeal through the Academic Standing Committee. The decision of the committee is final.

Tuition Assistance Program (TAP)
Application Procedures: Applicants must complete CUNY’s TAP application.

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.

Selection of Recipients and Allocation of Awards: The Tuition Assistance Program is an entitlement program based on financial need.

The applicant must:
1) be a New York State resident for at least one year and a U.S. citizen or permanent resident alien;
2) be enrolled full-time and matriculated at an approved New York State post secondary institution;
3) if dependent, have a family net income below $50,500.00; and
4) be charged a tuition of at least $200.00 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 or older on June 30, 2000 or
2) twenty-two years or older on June 30, 2000 and not
   • a resident in any house, apartment, or building owned or leased by parents for more than 2 consecutive weeks in calendar years 1999, 2000 or 2001, or
   • claimed as a dependent by parents on their Federal or State income tax returns for 1998 and 2000
3) under 22 years of age on June 30, 2000 and meeting all other requirements of (2) above, and able to meet at least one of the following requirements:
   • both parents deceased, disabled or incompetent;
   • receiving public assistance other than Aid as a Dependent Child (ADC) or food stamps;
   • ward of a court;
   • unable to ascertain parents' whereabouts;
   • unable, due to an adverse family situation, to submit parents' income;
   • married on or before December 31, 1999.

Undergraduate students may generally receive TAP awards for four years of study. Students enrolled in approved five-year programs 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) New York State net 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 post secondary study.

Part-Time TAP Program (PTAP)
Many students in the past, because of family and/or employment obligations, cannot attend college full-time. Beginning Fall 2000 part-time students may be eligible for assistance from New York State.
A student is eligible for participation in the CUNY Part-Time TAP (PTAP) pilot program if he/she meets the following criteria:

* Satisfies all program requirements for Tuition Assistance Program awards except the full-time attendance requirement;
* Enrolled as a first time freshman at CUNY during the 1998-1999 academic year or thereafter;
* Earned at least twenty-four credits at The City University of New York by the time of the receipt of the award;
* Has a cumulative grade-point average of at least 2.00; and
* Is enrolled for at least six but less than twelve semester hour, or the equivalent, in an approved undergraduate degree program.
* Contact the Financial Aid office to see if you qualify.

Aid for Part-Time Study (APTS)

Application Procedures: Application is made through the Financial Aid Office by completing the APTS application. This program is opened to eligible students who meet income requirements and who are taking 6.0 to 11.5 credits. Since funds are restricted, applicants are advised to apply early.

Child of Veteran Award

The Child of Veteran Award is a financial aid program for children of veterans who are deceased, disabled, or missing in service as a result of service during such service.

A Child of Veteran awardee can receive up to $600.00 each year without consideration of income or tuition costs. The award may be granted for 4 years of full-time undergraduate study (or for 5 years in an approved 5-year bachelor’s degree program).

The combined Child of Veteran Award and TAP award can never exceed the amount of tuition charges.

For further information contact NYSHESE (see TAP application procedures) and request a Child of Veteran Award Supplement.

Child of Deceased Police Officer/Firefighter Award

The Child of Deceased Police Officer-Firefighter Award is a financial aid program for children of police officers, firefighters, and volunteer firefighters who died as a result of injuries sustained in the line of duty.

A recipient of a Child of a Deceased Police Officer-Firefighter Award can receive up to $450.00 each year without consideration of income or tuition costs. The award may be granted for 4 years of full-time undergraduate study (or for 5 years in an approved 5-year bachelor’s degree program).

The combined Child of Deceased Police Office-Firefighter award and TAP award can never exceed the amount of tuition charges.

For further information contact NYSHESE (see TAP application procedures) and request a Child of Veteran Award Supplement.

College Discovery (CD)

Application Procedures: Application is made by completing the appropriate section of the admission form available from the Admissions Office, M-147, and returning the form to the University Application Processing Center of The City University of New York. CUNY’s TAP application must also be completed.

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.

Nursing Scholarships

These scholarships are awarded by the Senate Education Department (SED) based on national test (ACT, SAT) scores. Scholarships may be granted for 4 years of full-time undergraduate study (or for 5 years in an approved bachelor’s degree program.) For further information, contact the Financial Aid Office, MB-10.

Persian Gulf Veterans Tuition Award

The Persian Gulf Veterans Tuition Award (PGVTA) provides up to $1,000 per semester for full-time study or $500 per semester for part-time study to Persian veterans matriculated in an undergraduate (or graduate) degree-granting program in New York State. A student must have served in the U.S. Armed Forces in the hostilities that occurred in the Persian Gulf from August 2, 1990 to November 30, 1995.

Application Procedures: Complete a FAFSA, a CUNY TAP application (if full-time) and a Persian Gulf Veterans Tuition Award Supplement.

For further information and applications, contact NYSHESE.

Vietnam Veterans Tuition Award

The Vietnam Veterans Award (VVTA) Program provides financial aid to veterans who served in Indochina between January 1, 1963 and May 7, 1975. Awards are available for full- and part-time study in both undergraduate degree and certain vocational programs.

Full-time awards are $500.00 per semester or full tuition, whichever is less, and are available for four years of full-time study (or for five years in an approved five-year bachelor’s degree program.) The applicant is required to apply for a TAP award and Pell Grant. If a TAP award is approved, the combination of TAP and VVTA cannot exceed tuition.

Part-time awards are $250.00 per semester or tuition, whichever is less, and are for students taking 3-11 credit-hours (or the equivalent) per semester. The awards are available for up to 16 semesters (8 years), or 20 semesters (10 years) in an approved program which would normally require 5 years if the study were full-time. The applicant is required to apply for a Federal Pell Grant.

For further information, contact, NYSHESE and request a Vietnam Veterans Tuition Award Supplement.

Note: Due to legislative and budgetary constraints, any of the above information is subject to change.

New York City Merit Scholarship (NYCMS)

Selection of Recipients and Allocation of Awards:

New York City high school students who graduated with at least a “B” average and enroll in the City University of New York system within a year of their high school graduation are eligible for consideration of a New York City Merit Scholarship. Students must file a FAFSA, enroll full-time and maintain a “B” average for continued eligibility in the program. Students enrolled at LaGuardia Community College must be registered in an Associate Degree program and are limited to six semesters of eligibility. Students must also have accumulated 39 credits by the end of their fourth semester in order to receive the award for the remaining two semesters.

Award Schedule:

Each year the amount of the award is dependent on the program appropriation in the annual City budget. Awards for the 2000-2001 academic year are $1450.00 ($725.00 per semester).
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.

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). In addition, the college offers two Certificate programs. The programs of study include:

**Associate in Applied Sciences**
- Accounting
  - Joint Accounting/Computer Option
- Administrative Assistant
- Business Management
  - Business Finance Option
  - International Business Option
- Commercial Foodservice Management
- Commercial Photography
- Computer Operations
  - Network Systems Administration Option
- Computer Technology
  - Telecommunications Option
- Emergency Medical Technician/Paramedic
- Microcomputer Systems and Applications
- Mortuary Science/Joint with American Academy McAllister Institute
- Nursing
- Paralegal Studies
- Physical Therapist Assistant
- Programming and Systems
- Travel and Tourism
- Veterinary Technology

**Associate in Arts**
- AA/BA Program in Liberal Arts/Education
- Education Associate: The Bilingual Child
- Human Services: Child Development
- Human Services: Gerontology
- Human Services: Mental Health
- Liberal Arts: Social Sciences and Humanities
  - International Studies Option

**Associate in Science**
- Business Administration
- Computer Science
- Dietetic Technician
- Fine Arts
- Liberal Arts: Mathematics and Science
- Occupational Therapy Assistant
- School Foodservice Management

**Certificate Programs**
- Commercial Photography
- Word Processing Specialist
Accounting

The Accounting programs, coordinated by the Accounting and Managerial Studies Department, offer two courses of study leading to an Associate in Applied Science (AAS) degree.

The major objectives of the Accounting Program and the Joint Accounting/Computer Option are to provide students with a foundation in key conceptual, theoretical, and procedural accounting aspects and an understanding of their relevance to the functioning of various organizations.

Graduates of the Accounting programs are employable in entry-level positions in the private business sector and in federal, state, and local governmental agencies. Graduates are also qualified to perform basic auditing and accounting functions on the staffs of public accounting firms. Although the AAS degree programs are designed for students with immediate career goals upon graduation, experience has shown that a significant percentage of accounting majors will continue their studies at a four-year college.

Students interested in acquiring proficiency in accounting and computer systems can register in the Joint Accounting/Computer Option. This option underscores the relevance of accounting and computers in contemporary society.

Students are able to complete internships from numerous job opportunities available through LaGuardia’s Cooperative Education Division. These work experiences not only enable students 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 and/or ESL courses. These courses are not listed in the curriculum. The particular courses students must successfully complete are determined by their scores on the college placement test. For more information on the basic skills requirements see page 101.

Accounting Curriculum: AAS Degree

<table>
<thead>
<tr>
<th>Counseling</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>English: 6 credits</td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td>3</td>
</tr>
<tr>
<td>Humanities/Social Science: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Elementary Statistics I MAT120 *</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics/Science: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Accounting</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Accounting/Managerial Studies: 26 credits</td>
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</tr>
<tr>
<td>Principles of Accounting I AMA111</td>
<td>4</td>
</tr>
<tr>
<td>Principles of Accounting II AMA112</td>
<td>4</td>
</tr>
<tr>
<td>Accounting Applications for the Microcomputer AMA130</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Business AMM101</td>
<td>3</td>
</tr>
<tr>
<td>Business Law AMM110</td>
<td>3</td>
</tr>
<tr>
<td>Select three of the following courses:</td>
<td>9</td>
</tr>
<tr>
<td>Intermediate Accounting I AMA201</td>
<td></td>
</tr>
<tr>
<td>Intermediate Accounting II AMA202</td>
<td></td>
</tr>
<tr>
<td>Cost Accounting I AMA210</td>
<td></td>
</tr>
<tr>
<td>Cost Accounting II AMA211</td>
<td></td>
</tr>
<tr>
<td>Individual Income Tax Procedures AMA150</td>
<td></td>
</tr>
<tr>
<td>Partnership and Corporation Tax Procedures AMA155</td>
<td></td>
</tr>
<tr>
<td>Internal Audit AMA220</td>
<td></td>
</tr>
<tr>
<td>Computer Information Systems: 3 credits</td>
<td></td>
</tr>
<tr>
<td>Introduction to Computers and their Applications CIS100</td>
<td>3</td>
</tr>
<tr>
<td>Social Science: 3 credits</td>
<td></td>
</tr>
<tr>
<td>Introductory Economics I SSE101</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative Education: 6 credits</td>
<td></td>
</tr>
<tr>
<td>Gateway to the Workplace CEP100</td>
<td>1</td>
</tr>
<tr>
<td>Part-Time Internship CEP151</td>
<td>2</td>
</tr>
<tr>
<td>Full-Time Internship CEP201</td>
<td>3</td>
</tr>
<tr>
<td>(Required for day students. Extended day students may take Co-op Internships or elective courses.)</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts Electives: 2 credits</td>
<td></td>
</tr>
<tr>
<td>(Any course in Communication Skills, English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 102-103 for these courses.)</td>
<td></td>
</tr>
<tr>
<td>Unrestricted Electives: 5 credits</td>
<td>5</td>
</tr>
<tr>
<td>Transfer students are advised to take liberal arts courses. Career students are advised to select courses from the Accounting/Managerial Studies Department.</td>
<td></td>
</tr>
<tr>
<td>One elective must be an urban study course.</td>
<td></td>
</tr>
</tbody>
</table>

Note:
Students enrolled in this program who have not fulfilled their College Preparatory Initiative (CPI) requirement may need to take more than 60 credits in order to graduate. Additional information regarding CPI may be found on page 110.
Joint Accounting/Computer Option

Accounting/Managerial Studies: 20 credits
Principles of Accounting I AMA111 4
Principles of Accounting II AMA112 4
Accounting Applications for the Microcomputer AMA130 3
Introduction to Business AMM101 3

Select one of the following pairs:
Intermediate Accounting I AMA201 and Intermediate Accounting II AMA202 6
or
Cost Accounting I AMA210 and Cost Accounting II AMA211

Computer Information Systems: 12 credits
Introduction to Computers and their Applications CIS100 3
Principles of Programming with BASIC CIS109 3
Data Base Concepts and Programming CIS250 3
Introduction to Teleprocessing CIS260 3

Cooperative Education: 6 credits
Gateway to the Workplace CEP100 1
Part-Time Internship CEP151 2
Full-Time Internship CEP201 3
(Required for day students. Extended day students may take Co-op Internships or elective courses.)

Liberal Arts Electives: 5 credits
(Any course in Communication Skills, English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Sciences EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 102-103 for these courses.)

Unrestricted Electives: 2 credits
One elective must be an urban study course.

Note:
Students enrolled in this program who have not fulfilled their College Preparatory Initiative (CPI) requirement may need to take more than 60 credits in order to graduate. Additional information regarding CPI may be found on page 110.

Total credits: 60

* Precalculus, MAT200, or Calculus, I MAT201, can be used to satisfy this degree requirement.

Note: Students should consult with a counselor and/or faculty advisor in the selection of elective courses to ensure maximum transferability of credits taken.
Administrative Assistant

The Administrative Assistant program, which is coordinated by the Department of Accounting and Managerial Studies, leads to an Associate in Applied Science (AAS) degree. This program prepares students for positions which require technical office skills and which may involve supervising office operations, interacting with customers or clients, and managing a billing system or budget. Graduates of this program will be capable of assisting their employers with business operations and engaging in independent decision-making based on relevant knowledge and experience.

This program includes coursework using current computer technologies. Graduates may qualify for certification examinations given by major software publishers to document their proficiency.

A graduate of this program may seek employment in a wide array of organizational settings. These range from a variety of small businesses to major corporations, and include health care providers, the financial sector and other service industries. It is the goal of the program to give the student a well-rounded career preparation through comprehensive classroom and computer-laboratory instruction, supplemented with two internships.

Students who need additional skills development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the curriculum. Scores on the college placement test determine the particular courses students must successfully complete. For more information on basic skills requirements see page 101.

Administrative Assistant Curriculum: AAS Degree

| Counseling | 0 |
| English: 6 credits | 6 |
| Composition I ENG101 | 3 |
| Writing Through Literature ENG102 | 3 |
| Humanities: 3 credits | 3 |
| Oral Communication HUC101 | 3 |
| Mathematics/Science: 3 credits | 3 |
| Liberal Arts Elective | |
| Social Science: 3 credits | 3 |
| Introduction to Sociology SSS100 | 3 |
| Accounting and Managerial Studies: 30 credits | 30 |
| Essential Computer Skills AMO116 | 2 |
| Word Processing I AMO155 | 3 |
| Word Processing II AMO156 | 3 |
| Business Communications AMO260 | 3 |
| Electronic Office Procedures AMO270 | 3 |
| Principles of Accounting I AMA111 | 4 |
| Accounting Applications for the Microcomputer AMA130 | 3 |
| Introduction to Business AMM101 | 3 |
| Business Law I AMM110 | 3 |
| Elective (any Accounting and Managerial Studies Department course) | 3 |
| Computer Information Systems: 3 credits | 3 |
| Introduction to Computers CIS100 | |
| Cooperative Education: 6 credits | 6 |
| Gateway to the Workplace CEP100 | 1 |
| Part-Time Internship CEP151 | 2 |
| Full-Time Internship CEP201 | 3 |
| (Required for day students. Extended day students may take Co-op Internships or elective courses.) | |
| Liberal Arts Elective Credits: 6 credits | 6 |
| (Any course in Communication Skills, English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 102-103 for these courses.) | |

One elective must be an urban study course.

Total credits: 60

Notes:

Students enrolled in this program who have not fulfilled their College Preparatory Initiative (CPI) requirement may need to take more than 60 credits in order to graduate. Additional information regarding CPI may be found on page 110.

Students should consult with a counselor and/or faculty advisor in the selection of elective courses to ensure maximum transferability of credits taken.
# Business Administration

The Business Administration program, which is coordinated by the Department of Accounting and Managerial Studies, leads to an Associate in Science (A.S.) degree. It is designed to provide a solid foundation for transfer to a senior college for those students intending to continue their education at the baccalaureate level immediately after graduation. A key objective of the program is to maximize transfer credit at senior colleges. Students who are interested in immediate employment upon graduation should find the Business Administration program more suited to their needs, since it is designed to allow more flexibility in the selection of business courses.

Students enrolled in the Business Administration program will be able to complete internships from numerous job opportunities available through LaGuardia’s Cooperative Education Division. 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 and/or ESL courses. These courses are not listed in the curriculum. Scores on the college placement test determine the particular courses students must successfully complete. For more information on basic skills requirements see page 101.

## Business Administration Curriculum: AS Degree

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Counseling</strong></td>
<td></td>
</tr>
<tr>
<td>New Student Seminar</td>
<td>0</td>
</tr>
<tr>
<td><strong>English: 6 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td>3</td>
</tr>
<tr>
<td><strong>Humanities: 3 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Mathematics: 3 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Elementary Statistics MAT120*</td>
<td>3</td>
</tr>
<tr>
<td><strong>Natural and Applied Sciences/Mathematics: 3 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Social Science: 6 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Introductory Economics I SSE101</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Accounting/Managerial Studies: 20 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Principles of Accounting I AMA111</td>
<td>4</td>
</tr>
<tr>
<td>Principles of Accounting II AMA112</td>
<td>4</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>Principles of Marketing AMM104</td>
<td>3</td>
</tr>
<tr>
<td>Business Law I AMM110</td>
<td>3</td>
</tr>
<tr>
<td><strong>Computer Information Systems: 3 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction to Computers and their Applications CIS100</td>
<td>3</td>
</tr>
<tr>
<td><strong>Cooperative Education: 6 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Gateway to the Workplace CEP100</td>
<td>1</td>
</tr>
<tr>
<td>Part-Time Internship CEP151</td>
<td>2</td>
</tr>
<tr>
<td>Full-Time Internship CEP201</td>
<td>3</td>
</tr>
<tr>
<td><em>(Required for day students. Extended day students may take Co-op Internships or elective courses.)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Liberal Arts Electives: 9 credits</strong></td>
<td></td>
</tr>
<tr>
<td><em>(Any course in Communication Skills, English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 102-103 for these courses.)</em></td>
<td>9</td>
</tr>
<tr>
<td><strong>Unrestricted Elective: 1 credit</strong></td>
<td></td>
</tr>
<tr>
<td>One elective must be an urban study course.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total credits: 60**

*Pre-calculus, MAT2000, or Calculus I, MAT201, can be used to satisfy this degree requirement.

### Notes:

- Students enrolled in this program who have not fulfilled their College Preparatory Initiative (CPI) requirement may need to take more than 60 credits in order to graduate. Additional information regarding CPI may be found on page 110.

- Students should consult with a counselor and/or faculty advisor in the selection of elective courses to ensure maximum transferability of credits taken.
Business Management

The Business Management program, which is coordinated by the Department of Accounting and Managerial Studies, leads to an Associate in Applied Science (AAS) degree. It is designed to lead to immediate employment upon graduation. However, it also provides an opportunity for those students who decide to continue their education to complete many of the requirements for a baccalaureate degree while at LaGuardia. Students in the Business Management program will become acquainted with the various functional areas of business, such as management, marketing, business law and accounting. In addition, students may choose from a wide array of business elective courses, which allows for more flexibility in meeting individual needs and interests.

The Business Management program has two options in addition to the more general program described above. The Business Finance option is specifically designed to introduce the student to the function of commercial credit in today's business world. The program will examine the role of the credit department within a company and the career possibilities within the department. It will prepare students for entry-level positions in a credit department. Employment opportunities exist in manufacturing, banks, retail establishments and factoring firms.

The International Business option is designed to lead to employment and careers in firms which operate in the growing global marketplace. Graduates could be employed by import-export firms, banks, transportation companies and other firms directly or indirectly engaged in international trade. The option includes specialized courses focused on international aspects of marketing, finance and trade documentation. Study of a modern foreign language is required.

Students enrolled in the Business Management program will be able to complete internships from numerous job opportunities available through LaGuardia's Cooperative Education Division. 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 and/or ESL courses. These courses are not listed in the curriculum. Scores on the college placement test determine the particular courses students must successfully complete. For more information on basic skills requirements see page 101.

Business Management Curriculum:
AAS Degree

<table>
<thead>
<tr>
<th>Counseling</th>
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</tr>
</thead>
<tbody>
<tr>
<td>English: 6 credits</td>
<td>3</td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Elementary Statistics I MAT120*</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics/Science: 3 credits</td>
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<tr>
<td>Liberal Arts Elective</td>
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<tr>
<td>Social Science: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Introductory Economics I SSE101</td>
<td>3</td>
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<tr>
<td>Computer Information Systems: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Computers and their Applications CIS100</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative Education: 6 credits</td>
<td>3</td>
</tr>
<tr>
<td>Gateway to the Workplace CEP100</td>
<td>1</td>
</tr>
<tr>
<td>Part-Time Internship CEP151</td>
<td>2</td>
</tr>
<tr>
<td>Full-Time Internship CEP201</td>
<td>3</td>
</tr>
</tbody>
</table>

(Required for day students. Extended day students may take Co-op Internships or elective courses.)

Business Management

| Humanities/Social Science: 3 credits | 3 |
| Liberal Arts Elective               |   |
| Accounting/Managerial Studies: 29 credits | 3 |
| Principles of Accounting I AMA111  | 4 |
| Principles of Accounting II AMA112 | 4 |
| Accounting Applications for the Microcomputer AMA130 | 3 |
| Introduction to Business AMM101    | 3 |
| Principles of Management AMM103    | 3 |
| Business Law I AMM110              | 3 |
| Choose three of the following courses: 9 credits | 9 |
| AMM102, AMM104, AMM108, AMM111, AMM115, AMM120, AMM139, AMM140, AMM141, AMM142, AMM150, AMM155, AMA150, AMA155, AMA201, AMA202, AMA210, AMA211, AMA220, AMN195 | 9 |

Liberal Arts Electives: 2 credits

<table>
<thead>
<tr>
<th>Liberal Arts Electives: 2 credits</th>
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<tbody>
<tr>
<td>(Any course in Communication Skills, English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 102-103 for these courses.)</td>
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</tr>
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</table>

Unrestricted Electives: 2 credits

<table>
<thead>
<tr>
<th>Unrestricted Electives: 2 credits</th>
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</tr>
</thead>
<tbody>
<tr>
<td>One elective must be an urban study course.</td>
<td>2</td>
</tr>
</tbody>
</table>

*Precalculus, MAT200, or Calculus I, MAT201, can be used to satisfy this degree requirement.

Notes:

Students enrolled in this program who have not fulfilled their College Preparatory Initiative (CPI) requirement may need to take more than 60 credits in order to graduate. Additional information regarding CPI may be found on page 110.

Students should consult with a counselor and/or faculty advisor in the selection of elective courses to ensure maximum transferability of credits taken.
### Business Finance Option

<table>
<thead>
<tr>
<th>Humanities/Social Science: 3 credits</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts Elective</td>
<td></td>
</tr>
<tr>
<td><strong>Accounting/Managerial Studies:</strong></td>
<td>29</td>
</tr>
<tr>
<td>Principles of Accounting IAMA111</td>
<td>4</td>
</tr>
<tr>
<td>Principles of Accounting IIAMA112</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Business AMM101</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Finance AMM102</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Management AMM103</td>
<td>3</td>
</tr>
<tr>
<td>Business Law IAMA110</td>
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</tr>
<tr>
<td>Introduction to Credit Management AMM140</td>
<td>3</td>
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<tr>
<td>Financial Statement Analysis AMM141</td>
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<tr>
<td>Accounts Receivable Financing AMM142</td>
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</tr>
<tr>
<td><strong>Liberal Arts Electives:</strong> 2 credits</td>
<td>2</td>
</tr>
<tr>
<td>(Any course in Communications Skills, English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 102-103 for these courses.)</td>
<td></td>
</tr>
<tr>
<td>Unrestricted Electives: 2 credits</td>
<td>2</td>
</tr>
<tr>
<td>One elective must be an urban study course.</td>
<td></td>
</tr>
</tbody>
</table>

### International Business Option

<table>
<thead>
<tr>
<th>Humanities/Social Science: 6 credits</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Choose two of the following courses:</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction to Economics II SSE102</td>
<td></td>
</tr>
<tr>
<td>Modern Language Elective*</td>
<td></td>
</tr>
<tr>
<td>Modern Language Elective*</td>
<td></td>
</tr>
<tr>
<td><strong>Accounting/Managerial Studies:</strong></td>
<td>29</td>
</tr>
<tr>
<td>Principles of Accounting IAMA111</td>
<td>4</td>
</tr>
<tr>
<td>Principles of Accounting IIAMA112</td>
<td>4</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 IAMA110</td>
<td>3</td>
</tr>
<tr>
<td>Principles of International Business AMM260</td>
<td>3</td>
</tr>
<tr>
<td>Export/Import Procedure and Documentation AMM261</td>
<td>3</td>
</tr>
<tr>
<td>Global Marketing AMM262</td>
<td>3</td>
</tr>
<tr>
<td>International Finance AMM263</td>
<td>3</td>
</tr>
<tr>
<td><strong>Unrestricted Electives:</strong> 1 credits</td>
<td>1</td>
</tr>
</tbody>
</table>

* A 102-level Modern Language course must be completed before graduation credit is granted for a 101-level course. A language maintenance course (HUF/U/K/S150) does not satisfy this degree requirement, but may be taken as an unrestricted elective.

Total credits: 60
Commercial Foodservice Management

The Commercial Foodservice Management Program, offered through the Natural and Applied Sciences Department, leads to an Associate of Applied Science (AAS) degree. The program provides course work in food preparation, menu planning, sanitation and safety, purchasing, management and personnel administration. Through the cooperative education component of the program, students apply classroom learning to practical work experience in the foodservice industry. Additional support courses include food microbiology, accounting, advanced foods and nutrition.

The foodservice industry is the third largest employer in the country. The industry anticipates it will need at least 250,000 new employees per year in the next decade. Program graduates are qualified for entry-level middle management trainee positions in large-scale foodservice enterprises such as food catering businesses, cafeterias, fast food outlets and vending machine operations. Areas of employment include purchasing, sanitation and safety management, personnel supervision and food production management.

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the curriculum. The particular courses students must successfully complete are determined by their scores on the college placement test. For more information on the basic skills requirements see page 101.

Commercial Foodservice Management Curriculum:
AAS Degree

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>0</td>
</tr>
<tr>
<td>New Student Seminar</td>
<td></td>
</tr>
<tr>
<td>English: 6 credits</td>
<td>3</td>
</tr>
<tr>
<td>Composition 1 ENG101</td>
<td></td>
</tr>
<tr>
<td>Writing through Literature ENG102</td>
<td></td>
</tr>
<tr>
<td>Humanities: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Oral Communication HUC101</td>
<td></td>
</tr>
<tr>
<td>Mathematics: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td></td>
</tr>
<tr>
<td>Natural and Applied Sciences: 7 credits</td>
<td></td>
</tr>
<tr>
<td>Foods Microbiology SGB160</td>
<td>4</td>
</tr>
<tr>
<td>Introductory Nutrition SCD200</td>
<td>3</td>
</tr>
<tr>
<td>Social Science: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Sociology SSS100</td>
<td></td>
</tr>
<tr>
<td>Accounting/Managerial Studies and</td>
<td></td>
</tr>
<tr>
<td>Computer Information Systems: 10 credits</td>
<td></td>
</tr>
<tr>
<td>Principles of Accounting 1 AMA111</td>
<td>4</td>
</tr>
<tr>
<td>Principles of Management AMM103</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following courses:</td>
<td></td>
</tr>
<tr>
<td>Personnel Administration AMM121</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Computers and their Applications GIS100</td>
<td></td>
</tr>
<tr>
<td>Foodservice Management: 18 credits</td>
<td></td>
</tr>
<tr>
<td>Foods SCD100</td>
<td>3</td>
</tr>
<tr>
<td>Quantity Food Production SCD250</td>
<td>3</td>
</tr>
<tr>
<td>Foodservice Sanitation and Safety SCD251</td>
<td>3</td>
</tr>
<tr>
<td>Quantity Food Purchasing SCD252</td>
<td>3</td>
</tr>
<tr>
<td>Foodservice Administration SCD253</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Foods SCD205</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative Education: 6 credits</td>
<td></td>
</tr>
<tr>
<td>Gateway to the Workplace CEP100</td>
<td>1</td>
</tr>
<tr>
<td>Part-Time Internship CEP151</td>
<td>2</td>
</tr>
<tr>
<td>Full-Time Internship CEP201</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Electives: 4 credits</td>
<td>4</td>
</tr>
<tr>
<td>(Any course in Communication Skills, English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 102-103 for these courses.)</td>
<td></td>
</tr>
</tbody>
</table>

One elective must be an urban study course.

Total credits: 60

Notes:
Students enrolled in this program who have not fulfilled their College Preparatory Initiative (CPI) requirement may need to take more than 60 credits in order to graduate. Additional information regarding CPI may be found on page 110.

Students should consult with a counselor and/or faculty advisor in the selection of elective courses to ensure maximum transferability of credits taken.
## Commercial Photography

The Commercial Photography Program, administered by the Department of Humanities, leads to both an Associate in Applied Science (AAS) degree, and/or a one-year certificate.

The one-year Certificate curriculum emphasizes basic and intermediate photography skills and is an excellent introduction to commercial laboratory techniques. It is particularly suited to people interested in seeking employment in a commercial photography lab. Students will learn to process color transparencies, color negative film, and print color photographs using professional automated equipment. In addition to color photography, the curriculum involves the student in intensive black and white photography techniques including photo chemistry, lighting, mathematics, and basic techniques of the commercial photographer.

The two-year AAS degree program is designed to train and qualify graduates for entry-level positions in the commercial photography industry. The first year of the program is almost identical to that of the certificate curriculum. In the second year, the student will concentrate on advanced concepts and techniques of commercial photography, including 4x5 camera, electronic flash and tungsten illumination. Students will also receive essential information on business practices, self-promotion, portfolio development, and how to secure employment as either a Photographer's Assistant or Staff Photographer. Additional courses focus on content, such as color theory, computer art (graphics, necessary as an introduction to digital imagery), 2-dimensional design and photo journalism. This AAS degree is also an excellent vehicle through which to transfer to a variety of four-year colleges with professional programs in photography.

The New York metropolitan area leads the nation in the quantity of work produced in commercial photography. LaGuardia Community College takes advantage of its location by placing AAS degree students in required internships. This provides excellent "hand-on" experience in the field to complement students' on-campus studies.

Students who need additional skills development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the curriculum. The particular courses students must successfully complete are determined by their scores on the college placement test. For more information on basic skills requirements see page 101.

### Commercial Photography Curriculum: AAS Degree

<table>
<thead>
<tr>
<th>Category</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>New Student Seminar</td>
<td>0</td>
</tr>
<tr>
<td>English: 6 credits</td>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Writing Through Literature ENG102</td>
<td>3</td>
</tr>
<tr>
<td>Humanities: 12 credits</td>
<td>Speech Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The Art of Film HUC150</td>
<td>3</td>
</tr>
<tr>
<td>Select two of the following courses:</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Introduction to Design HUA104</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Color Theory HUA115</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Computer Art HUA125</td>
<td></td>
</tr>
<tr>
<td>Mathematics: 3 credits</td>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Science: 3 credits</td>
<td>Introduction to Sociology SSS100</td>
<td>3</td>
</tr>
<tr>
<td>Commercial Photography: 24 credits</td>
<td>Beginning Photography HUA130</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Intermediate Photography HUA230</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Studio Lighting I HUA145</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Studio Lighting II HUA245</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Color Photography HUA234</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Color Darkroom Techniques HUA235</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Commercial Photography Workshop HUA275</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Commercial Photography Seminar HUA280</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative Education: 6 credits</td>
<td>Gateway to the Workplace CEP100</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Part-Time Internship CEP151</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Full-Time Internship CEP201</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(Required for day students. Extended day students may take Co-op Internships or elective courses.)</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts Electives Credits: 3 credits</td>
<td>(Any course in Communication Skills, English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 102-103 for these courses.)</td>
<td>3</td>
</tr>
<tr>
<td>One elective must be an urban study course.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total credits: 60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Notes:
Students enrolled in this program who have not fulfilled their College Preparatory Initiative (CPI) requirement may need to take more than 60 credits in order to graduate. Additional information regarding CPI may be found on page 110.

Students should consult with a counselor and/or faculty advisor in the selection of elective courses to insure maximum transferability of credits taken.
Commercial Photography Certificate
Curriculum

Counseling
New Student Seminar 0

English: 3 credits
Composition 1 ENG101 3

Humanities: 6 credits
Speech Elective 3

Choose one course from the following three:
- Color Theory HUA115
- Introduction to Design HUA104
- Computer Art HUA125

Mathematics: 3 credits

Natural and Applied Sciences: 3 credits
Topics in Chemistry SCC101 3

Commercial Photography: 15 credits
- Beginning Photography HUA130 3
- Intermediate Photography HUA230 3
- Studio Lighting I HUA145 3
- Color Photography HUA234 3
- Color Darkroom Techniques HUA235 3

Unrestricted Electives: 3 credits

Total Credits: 33
# Computer Information Systems

Computer Information Systems (CIS): All programs and options award students an Associate of Applied Science (AAS) degree, except for the Computer Science Program which awards the Associate of Science (AS) degree.

The major objectives of the department’s curriculum offerings are to provide students with technical competency in the area of specialization and to instill a basic understanding of business organization and the role of computer information systems in support of the management process. All offerings assist students to prepare for careers in the field of computer information systems, as well as to facilitate transfer to senior colleges.

Students may select the following courses of study:

**Computer Science**: The major in Computer Science is appropriate for those students interested in mathematics and/or computer science who plan to transfer to a senior college for further study in computer science. Graduating students will be prepared for careers as programmers for business and/or scientific applications.

**Programming and Systems**: The Programming and Systems curriculum provides training for entry-level jobs as well as for transfer to a senior college as a business or information sciences major. Graduates of this program may qualify for positions as programmers or programmer-trainees.

**Computer Operations**: The Computer Operations Curriculum prepares students to operate computer equipment. After graduation, students will qualify for positions as input/output control clerks, computer operators, and console operators.

**Computer Operations: Network Systems Administration Option**: This option will provide graduates with a thorough knowledge of network operating systems, thereby enabling graduates to fully support client server environments. In addition, students will be prepared to take certification examinations in three major network operating systems. LaGuardia is a NEAP (Novell Education Academic Partner) and as part of its relationship with Novell, students will be prepared for CNA (Certified Novell Administrator) certification exams.

**Computer Technology**: This curriculum provides the skills needed for careers in a rapidly growing technical area. Students will be prepared for careers as field engineers specializing in microcomputer repair and network diagnosis. Students will be prepared to transfer to a bachelors of technology program at a senior college.

**Computer Technology: Telecommunications Option**: The option in Telecommunications provides students with skills for working in data switching centers, maintaining data lines and repairing communication devices. In addition, students have the opportunity to plan advanced studies in teleprocessing and telecommunications. Students will be prepared to transfer to a bachelors of technology program at a senior college.

**Microcomputer Systems and Applications**: Students who wish to employ the latest in end user computer applications in the workplace will be interested in this program. Graduates will be qualified to fill positions in technical support, training and office administration, as well as becoming a computer aide or an applications software specialist. Students will be offered the opportunity to take qualification exams for certification by Microsoft.

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the curriculum. The particular courses students must successfully complete are determined by their scores on the college placement test. For more information on basic skills requirements see page 101.

## Computer Science Curriculum: AS Degree

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>0</td>
</tr>
<tr>
<td>New Student Seminar</td>
<td></td>
</tr>
<tr>
<td>English: 6 credits</td>
<td>3</td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td></td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td></td>
</tr>
<tr>
<td>Humanities: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective*</td>
<td></td>
</tr>
<tr>
<td>Mathematics: 19 credits</td>
<td></td>
</tr>
<tr>
<td>Calculus I MAT201</td>
<td>4</td>
</tr>
<tr>
<td>Calculus II MAT202</td>
<td>4</td>
</tr>
<tr>
<td>Calculus III MAT203</td>
<td>4</td>
</tr>
<tr>
<td>Linear Algebra MAT210</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Discrete Mathematical Structures MAT230</td>
<td>4</td>
</tr>
<tr>
<td>Social Science: 3 credits</td>
<td></td>
</tr>
<tr>
<td>Introduction to Sociology SSS100</td>
<td>3</td>
</tr>
<tr>
<td>Computer Information Systems: 20 credits</td>
<td></td>
</tr>
<tr>
<td>Introduction to Computer Science CIS101</td>
<td>4</td>
</tr>
<tr>
<td>Structured Programming Techniques with COBOL CIS195</td>
<td>4</td>
</tr>
<tr>
<td>Basic Assembler Language for Computer Science CIS196</td>
<td>5</td>
</tr>
<tr>
<td>Data Structures CIS286</td>
<td>3</td>
</tr>
<tr>
<td>Computer Architecture CIS295</td>
<td>4</td>
</tr>
<tr>
<td>Accounting/Managerial Studies: 3 credits</td>
<td></td>
</tr>
<tr>
<td>Introduction to Business AMM101</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative Education: 6 credits</td>
<td></td>
</tr>
<tr>
<td>Gateway to the Workplace CEP100</td>
<td>1</td>
</tr>
<tr>
<td>Part-Time Internship CEP151</td>
<td>2</td>
</tr>
<tr>
<td>Full-Time Internship CEP201</td>
<td>3</td>
</tr>
</tbody>
</table>

Total credits: 60

*Elective must satisfy the urban study requirement.

Notes:

Students enrolled in this program who have not fulfilled their College Preparatory Initiative (CPI) requirement may need to take more than 60 credits in order to graduate. Additional information regarding CPI may be found on page 110.

Students should consult with a counselor and/or faculty advisor in the selection of elective courses to ensure maximum transferability of credits taken.
Programming and Systems Curriculum: AAS Degree

Counseling
New Student Seminar

English: 6 credits
Composition I ENG101
Writing Through Literature ENC102

Humanities: 3 credits
Liberal Arts Elective
Mathematics: 4 credits
Pre calculus MAT200

Social Science: 3 credits
Introduction to Sociology SSS100
Accounting/Managerial Studies: 7 credits
Principles of Accounting I AMA111
Introduction to Business AMM101

Computer Information Systems: 24 credits
Introduction to Computers and Their Applications CIS100
Database Concepts and Programming CIS250
Introduction to Teleprocessing CIS260
System Analysis and Design CIS110
Computer Information Systems Elective
(Choose any CIS course except CIS105)

Choose either:
Structured Programming Techniques with COBOL CIS195 and
Basic Assembler Language for Computer Science CIS196
or
Principles of Programming with BASIC CIS109 and
C/C++ Programming CIS125 and
Comparative Operating Systems CIS230

Cooperative Education: 6 credits
Gateway to the Workplace CEP100
Part-Time Internship CEP151
Full-Time Internship CEP201
(Required for day students. Extended day students may take Co-op Internships or elective courses.)

Liberal Arts Electives: 5 credits
(Any course in Communication Skills, English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 102-103 for these courses.)

Unrestricted Electives: 2 credits
One elective must be an urban study course.

Total credits: 60

Notes:
Students enrolled in this program who have not fulfilled their College Preparatory Initiative (CPI) requirement may need to take more than 60 credits in order to graduate. Additional information regarding CPI may be found on page 110.

Students should consult with a counselor and/or faculty advisor in the selection of elective courses to ensure maximum transferability of credits taken.

Or

Computer Operations Curriculum: AAS Degree

Counseling
New Student Seminar

English: 6 credits
Composition I ENG101
Writing Through Literature ENC102

Mathematics: 3 or 4 credits
Liberal Arts Elective

Social Science: 3 credits
Introduction to Sociology SSS100
Accounting/Managerial Studies: 7 credits
Principles of Accounting I AMA111
Introduction to Business AMM101

Computer Information Systems: 24 credits
Introduction to Computers and Their Applications CIS100
Database Concepts and Programming CIS250
Introduction to Teleprocessing CIS260
System Analysis and Design CIS110
Computer Information Systems Elective
(Choose any CIS course except CIS105 recommended-CIS241, CIS250 or CIS265)

Cooperative Education: 6 credits
Gateway to the Workplace CEP100
Part-Time Internship CEP151
Full-Time Internship CEP201
(Required for day students. Extended day students may take Co-op Internships or elective courses.)

Liberal Arts Electives: 5 credits
(Any course in Communication Skills, English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 102-103 for these courses.)

Unrestricted Electives: 2 or 3 credits
One elective must be an urban study course.

Note:
Students enrolled in this program who have not fulfilled their College Preparatory Initiative (CPI) requirement may need to take more than 60 credits in order to graduate. Additional information regarding CPI may be found on page 110.
### Network Systems Administration Option

**Humanities: 3 credits**
- Oral Communications HUC101 or Communication in a Professional Setting HUC108 3

**Computer Information Systems: 25 credits**
- Introduction to Computers and Their Applications CIS100 3
- Comparative Operating Systems CIS230 3
- Principles of Programming CIS109 3
- Novell Network Operating Systems CIS231 3
- UNIX Network Operating Systems CIS232 3
- Windows Network Operating System CIS233 3
- Computer Repair and Network Maintenance CIS293 4
- Computer Information Systems Elective (Choose any CIS course except CIS105) 3

**Cooperative Education: 6 credits**
- Gateway to the Workplace CEP100 1
- Part-Time Internship CEP151 2
- Full-Time Internship CEP201 3
  (Required for day students. Extended day students may take Co-op Internships or elective courses.)

**Liberal Arts Electives: 5 credits**
- Any course in Communication Skills, English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 102-103 for these courses.

**Unrestricted Electives: 1 or 2 credits**
- One elective must be an urban study course.

Notes:
- Students enrolled in this program who have not fulfilled their College Preparatory Initiative (CPI) requirement may need to take more than 60 credits in order to graduate. Additional information regarding CPI may be found on page 110.

**Total credits: 60**

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### Computer Technology Curriculum:

**AAS Degree**

**Counseling**
- New Student Seminar 0

**English: 6 credits**
- Composition I ENG101 3
- Writing Through Literature ENG102 3

**Humanities: 3 credits**
- Oral Communication HUC101 3

**Mathematics: 8 credits**
- Technical Mathematics I MAT241 4
- Technical Mathematics II MAT242 4

**Social Science: 3 credits**
- Urban Sociology SSN187 3

**Accounting/Managerial Studies: 3 credits**
- Introduction to Business AMM101 3

**Computer Technology**

**Computer Information Systems: 31 credits**
- Introduction to Computers and Their Applications CIS100 3
- Computer Electronics I CIS241 4
- Computer Electronics II CIS242 3
- Computer Hardware Interfacing and Programming CIS265 3
- Computer Technology Project Lab CIS289 2
- Computer Logic, Design and Implementation I CIS291 4
- Computer Logic, Design and Implementation II CIS292 4
- Computer Repair and Network Maintenance CIS293 4
- Computer Architecture CIS295 4

**Cooperative Education: 6 credits**
- Gateway to the Workplace CEP100 1
- Part-Time Internship CEP151 2
- Full-Time Internship CEP201 3
  (Required for day students. Extended day students may take Co-op Internships or elective courses.)

Notes:
- Students enrolled in this program who have not fulfilled their College Preparatory Initiative (CPI) requirement may need to take more than 60 credits in order to graduate. Additional information regarding CPI may be found on page 110.
Telecommunications Option

- Computer Information Systems: 30 credits
  - Introduction to Computers and Their Applications CIS100: 3
  - Computer Electronics I CIS241: 4
  - Computer Electronics II CIS242: 3
  - Computer Architecture CIS295: 4
  - Introduction to Telephony CIS261: 3
  - Data Communications CIS262: 4
  - Network Operations CIS263: 4
  - Computer Hardware Interfacing and Programming CIS265: 3
  - Computer Technology Project Lab CIS289: 2

- Cooperative Education: 6 credits
  - Gateway to the Workplace CEP100: 1
  - Part-Time Internship CEP151: 2
  - Full-Time Internship CEP201: 3
  (Required for day students. Extended day students may take Co-op Internships or elective courses.)

- Unrestricted Electives: 1 credit

Note: Students enrolled in this program who have not fulfilled their College Preparatory Initiative (CPI) requirement may need to take more than 60 credits in order to graduate. Additional information regarding CPI may be found on page 110.

Total credits: 60

Note: Students should consult with a counselor and/or faculty advisor in the selection of elective courses to ensure maximum transferability of credits taken.

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Microcomputer Systems and Applications Curriculum: AAS Degree

- Counseling
  - New Student Seminar: 0

- English: 6 credits
  - Composition I ENG101: 3
  - Writing Through Literature ENG102: 3

- Humanities: 3 credits
  - Choose one of the following:
    - Oral Communication HUC101: 3
    - Communication in a Professional Setting HUC108: 3

- Mathematics: 3 credits
  - Choose one of the following:
    - Mathematics and the Modern World MAT107: 3
    - Elementary Statistics I MAT120: 3

- Social Science: 3 credits
  - Introduction to Sociology S100: 3

- Accounting and Managerial Studies: 14 credits
  - Essential Computer Skills AM0116: 3
  - Word Processing I AM0155: 3
  - Word Processing II AM0156: 3
  - Introduction to Business AMM101: 3
  - Electronic Office Procedures AMQ270: 3

- Computer Information Systems: 20 credits
  - Introduction to Computers CIS100: 3
  - Spreadsheet Applications CIS170: 2
  - Database Applications CIS171: 3
  - Desktop Publishing CIS172: 3
  - Integrated Software System CIS173: 3
  - Choose one of the following:
    - Comparative Operating Systems CIS230: 3
    - Introduction to Teleprocessing CIS260: 3

- Cooperative Education: 6 credits
  - Gateway to the Workplace CEP100: 1
  - Part-Time Internship CEP151: 2
  - Full-Time Internship CEP201: 3
  (Required for day students. Extended day students may take Co-op Internships or elective courses.)

- Liberal Arts Electives: 5 credits
  - (Any course in Communication Skills, English, Human Services, Humanities, Library, Mathematics, Natural and Applied Science, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 102-103 for these courses.)

  One elective must be an urban study course

Total credits: 60

Notes:
Students enrolled in this program who have not fulfilled their College Preparatory Initiative (CPI) requirement may need to take more than 60 credits in order to graduate. Additional information regarding CPI may be found on page 110.

Students should consult with a counselor and/or faculty advisor in the selection of elective courses to ensure maximum transferability of credits taken.
The Dietetic Technician Program, coordinated by the Department of Natural and Applied Sciences, leads to the Associate of Science (AS) degree. The program is approved by the Commission on Accreditation/Approval for Dietetics Education (CAADE) of the American Dietetic Association (ADA), 216 W. Jackson Blvd., Chicago, IL 60606-6995, 312/899-4876. Currently the program is seeking developmental accreditation from CAADE.

The program is designed to educate individuals in the areas of medical nutrition therapy and foodservice management. Students are taught to screen and assess patients and to plan and implement appropriate nutrition intervention plans. They are also taught to supervise food production, plan menus, implement sanitation and safety procedures, and to manage personnel. The program provides courses in normal nutrition, medical nutrition therapy, nutrition education methodologies, and foodservice management. The basic science courses include human anatomy, physiology, and biological chemistry.

Students complete three required field experiences at health care facilities in the New York Metropolitan area. These experiences provide the opportunity to combine classroom learning with practical work experience.

Successful graduates are eligible to sit for the dietetic technician registration exam. This exam is administered through the Commission on Dietetic Registration of the ADA. Employment opportunities exist in medical centers, hospitals, extended care facilities, foodservice contract companies, educational feeding programs, and community health programs. Graduates may also enroll in bachelor’s degree programs at various senior colleges. Membership in the American Dietetic Association and the Dietary Managers Association is also available to program graduates.

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the curriculum. The particular courses students must successfully complete are determined by their scores on the college placement test. For more information on basic skills requirements see page 101.

### Dietetic Technician Curriculum: AS Degree

- **Counseling**
  - New Student Seminar: 0 credits

- **English:** 6 credits
  - Composition I: ENG101: 3 credits
  - Writing Through Literature: ENG102: 3 credits

- **Humanities:** 5 credits
  - Oral Communication: HUC101: 3 credits

- **Natural and Applied Sciences:** 13 credits
  - Fundamentals of Human Biology I: SCB203: 4 credits
  - Fundamentals of Human Biology II: SCB204: 4 credits
  - Biological Chemistry: SCC140: 3 credits
  - Community Health: SCN195: 2 credits

- **Social Science:** 6 credits
  - Introduction to Sociology: SSS100: 3 credits
  - General Psychology: SSY101: 3 credits

- **Dietetic Technology:** 26 credits
  - Foods: SCD100: 3 credits
  - Introductory Nutrition: SCD200: 3 credits
  - Clinical Nutrition A: SCD201: 3 credits
  - Clinical Nutrition B: SCD202: 3 credits
  - Life Cycle Nutrition: SCD203: 3 credits
  - Applied Dietetics: SCD206: 2 credits
  - Quantity Food Production: SCD250: 3 credits
  - Foodservice Sanitation and Safety: SCD251: 3 credits
  - Foodservice Administration: SCD253: 3 credits

- **Cooperative Education:** 5 credits
  - Co-op Prep: SCD007: 0 credits
  - Dietetic Field Experience I: SCD260: 1 credit
  - Dietetic Field Experience II: SCD221: 2 credits
  - Dietetic Field Experience III: SCD222: 2 credits

- **Liberal Arts Elective:** 1 credit
  - (Any course in Communication Skills, English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 102-103 for these courses.)

**Total credits: 60**

Notes:

Students enrolled in this program who have not fulfilled their College Preparatory Initiative (CPI) requirement may need to take more than 60 credits in order to graduate. Additional information regarding CPI may be found on page 110.

Students should consult with a counselor and/or faculty advisor in the selection of elective courses to ensure maximum transferability of credits taken.
**Education**

The jointly registered AA/BA Program in Liberal Arts/Education, coordinated by the Social Science Department, is designed for students who are interested in pursuing teaching as a career, and who plan to transfer to the Queens College School of Education. The program can lead to admission to Queens College upon successful completion of LaGuardia’s Associate of Arts (AA) degree requirements (60 credits) in Liberal Arts, and provides a clearly defined academic path that leads to New York State provisional certification in teaching. It also ensures that the students’ course selection at LaGuardia will simultaneously satisfy degree requirements at Queens College. Therefore, a student can earn an AA degree in Liberal Arts and a BA degree within the 120 credit limit.

This program is a response to a predicted teacher shortage nationwide in the coming years. This shortage is envisioned as being particularly acute among minority teachers, especially in the City of New York. This program is designed to respond to the shortcomings within the teaching profession itself by combining a strong Liberal Arts course of study with an early experiential component. It emphasizes a broad intellectual foundation and an understanding of the world we live in, its history, diversity and cultures.

The program has one Cooperative Education internship. The internship is accompanied by a Cooperative Education seminar designed to integrate theory and practice.

The intent of the Cooperative Education internship is to involve students in the educational life of the classroom, to let them experience a variety of school settings, and to learn beginning skills in a teaching role. The aim of the seminar is to provide knowledge and practice that reinforce and explain the experience of internship. Through this experiential component, students will have the opportunity to clarify their personal goals, gain insight into the teaching profession and make informed career decisions about continuing in the field of urban education.

Students in this program must maintain an average grade of B in the English courses and a minimum overall cumulative average of 2.5 in order to begin the study of education at Queens College. Please see an advisor. While a GPA of 2.5 is the minimum requirement for consideration, it does not guarantee admission to the School of Education at Queens College. Furthermore, students in this program are required to complete a Liberal Arts major along with the education core major at Queens College. Queens College offers a large number of academic majors. The credits required to complete each range from 27-83 credits. Currently, we have identified four Queens College Liberal Arts and Sciences majors that students can begin at LaGuardia as part of the general requirements for the AA degree and at the same time can earn a BA degree within the 120 credit limit: Sociology, Anthropology, Spanish and Political Science. Therefore, the Liberal Arts elective credits at LaGuardia should be taken towards a Liberal Arts major at Queens College. Students should consult with an advisor before selecting electives.

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the curriculum. The particular courses students must successfully complete are determined by their scores on the college placement tests. Basic skills courses do not transfer to Queens College. For more information on basic skills requirements see page 101.

**AA/BA Program in Liberal Arts/Education Curriculum: AA Degree**

**Counseling**

New Student Seminar 0

**English: 12 credits**

Composition I ENG101 3

Writing Through Literature ENG102 3

**Select one of the following courses:**

The Drama ENG265 3

Shakespeare ENG266 3

Introduction to Poetry ENG270 3

**Select one of the following courses:**

Afro-American Literature ENG225 3

Contemporary Black American Fiction ENG269 3

**Humanities: 9 or 12 credits**

Select one of the following courses:

Introduction to Art HUA101 3

Introduction to Music HUM101 3

Modern Languages**:

Elementary Language I 3

Elementary Language II 3

Advanced Spanish Composition HUS210 3

**Social Science: 21 credits**

Introduction to Sociology SSS100 3

Sociology of Education SSS185 3

General Psychology SSY101 3

Developmental Psychology SSY240 3

Cultural Anthropology SSA101 3

**Select one of the following courses:**

Western Civilization I SSH103 3

Western Civilization II SSH104 3

Introduction to Philosophy HUP101 (Humanities course) 3

**Select one of the following urban study courses:**

Urban Sociology SSN187 3

Sociology of the Black Community SSN186 3

The Urban Economy SSN189 3

**Mathematics: 3 credits**

Elementary Statistics MAT120 3

**Natural & Applied Sciences: 8 credits**

Choose ONE PAIR of courses from below:

Fundamentals of Biology I SCR201 and Fundamentals of Biology II SCC202 3

or Fundamentals of Chemistry I SCC201 and Fundamentals of Chemistry II SCC202 3

or Fundamentals of Physics I SPC201 and Fundamentals of Physics II SPC202 3

**Cooperative Education: 4 credits**

Gateway to the Workplace CEP100 1

Full-Time Internship CEP201 3

(Required for both day and extended day students.)

**Liberal Arts Electives: 0 to 3 credits**

The Liberal Arts elective credits must be courses in the area of concentration that you will study at Queens College. For example: 3 credits in English, 3 credits in Psychology, 3 credits in Anthropology, and so on

**Total credits: 60**

* Students in this program must have a minimum overall cumulative average of 2.5 and an average grade of B in English courses in order to begin the study of education at Queens College.

** HS1180 and HS1181 American Sign Language I & II fulfill the requirements for modern languages.

*** For students whose modern language is Spanish, this course is to be taken at LaGuardia if the student will major in Spanish at Queens. If taken, it reduces the number of elective credits to be taken at LaGuardia to zero.
Education Associate: The Bilingual Child

The Education Associate: The Bilingual Child Program is a two-year program that prepares Bilingual Education Associates to meet the critical need for professionally trained teaching support personnel to work in schools comprised largely of Spanish-speaking children. The program is administered by the Department of Humanities and awards the Associate in Arts (AA) degree. Students are encouraged to transfer to a senior college after graduation. Students admitted to the program must demonstrate written and oral proficiency in Spanish equivalent to HUS105, Spanish for Fluent Speakers I.

Selected courses 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 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 and/or ESL courses. These courses are not listed in the curriculum. The particular courses students must successfully complete are determined by their scores on the college placement test. For more information on the basic skills requirements see page 101.

Education Associate: The Bilingual Child Curriculum: AA Degree

<table>
<thead>
<tr>
<th>Counseling</th>
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<tbody>
<tr>
<td>English: 6 credits</td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature</td>
<td>3</td>
</tr>
<tr>
<td>MAN102</td>
<td></td>
</tr>
<tr>
<td>Humanities: 6 credits</td>
<td></td>
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<tr>
<td>Advanced Spanish Composition</td>
<td>3</td>
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<tr>
<td>Select one of the following courses:</td>
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<tr>
<td>Latin American Literature I</td>
<td>3</td>
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<tr>
<td>Latin American Literature II</td>
<td>3</td>
</tr>
<tr>
<td>Literature of the Caribbean HUS270*</td>
<td></td>
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<tr>
<td>Mathematics: 6 credits</td>
<td></td>
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<tr>
<td>Early Concepts of Math for Children MAT103 or MAB103</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics in Elementary Education MAT104 or MAB104</td>
<td>3</td>
</tr>
<tr>
<td>Natural and Applied Sciences: 3 credits</td>
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<tr>
<td>Select one of the following courses:</td>
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<tr>
<td>Topics in Biology SCB101</td>
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<tr>
<td>Topics in Chemistry SCC101</td>
<td></td>
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<tr>
<td>Topics in Physical Science SCP101</td>
<td></td>
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<tr>
<td>Social Sciences: 9 credits</td>
<td></td>
</tr>
<tr>
<td>Introduction to Sociology SS100 or SSB110 (bilingual mode)</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology SSY101 or SSY102 (bilingual mode)</td>
<td>3</td>
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<tr>
<td>Group Dynamics SSY260</td>
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<tr>
<td>Bilingual Education Core Courses: 15 credits</td>
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<tr>
<td>Introduction to Bilingualism HUN101</td>
<td>3</td>
</tr>
<tr>
<td>Educational Psychology: Bilingual Child in the Urban Environment HUB102</td>
<td>3</td>
</tr>
<tr>
<td>Principles and Practices of Bilingual Education and ESL HUB103</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Reading and Language Arts in the Bilingual Classroom HUB200</td>
<td>3</td>
</tr>
<tr>
<td>Latin American Civilizations HUS204*</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative Education: 6 credits</td>
<td></td>
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<tr>
<td>Gateway to the Workplace CEP100</td>
<td>1</td>
</tr>
<tr>
<td>Part-Time Internship CEP151</td>
<td>2</td>
</tr>
<tr>
<td>Full-Time Internship CEP201</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts Electives: 9 credits</td>
<td></td>
</tr>
<tr>
<td>(Any course in Communication Skills, English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 102-103 for these courses.)</td>
<td></td>
</tr>
</tbody>
</table>

Total credits: 60

Notes:
Students enrolled in this program who have not fulfilled their College Preparatory Initiative (CPI) requirement may need to take more than 60 credits in order to graduate. Additional information regarding CPI may be found on page 110.

Students should consult with a counselor and/or faculty advisor in the selection of elective courses to ensure maximum transferability of credits taken.

*These courses are taught in Spanish only.
Emergency Medical Technician/Paramedic Curriculum: AAS Degree

Counseling
New Student Seminar 0

English: 6 credits
Composition I ENG101 3
Writing Through Literature ENG102 3

Humanities/English: 3 Credits
Liberal Arts Elective

Mathematics: 3 credits
Elementary Statistics MAT120 3

Social Science: 3 credits
Introduction to Sociology SSS100 3

Natural and Applied Sciences: 8 credits
Fundamentals of Human Biology I SCB203 4
Fundamentals of Human Biology II SCB204 4

Paramedic Component: 33 credits
Introduction to Paramedic Technology SCE200 2
Cardiovascular Physiology and Pathophysiology SCE202 5
Fluid Dynamics, Shock and Clinical SCE210 4
Clinical Rotation SCE224 3
Pharmacology for the EMT-Paramedic SCE251 3
Musculoskeletal/Soft Tissue and Medical Emergencies SCE252 3
Etiology of Respiratory Diseases and Clinical SCE265 4
Obstetric and Pediatric Pathophysiology and Clinical SCE266 4
Physiology and Pathophysiology of the Nervous System SCE271 2
Operations, Crisis, Behavioral Emergencies and Clinical SCE275 2
Seminar in Paramedic Technology and Clinical SCE285 1

Unrestricted Elective Credits: 4 credits 4

One elective must be an urban study course.

Total credits: 60

Notes: EMTs wishing to begin Paramedic training must, in addition to listed academic prerequisites, demonstrate a minimum of six months or 200 hours paid or volunteer experience. With successful completion of the paramedic tract of courses, students will be eligible to take the New York State EMT-IV Certification Examination.

Students who enter the college already certified as Paramedics and complete one enhanced semester at LaGuardia will receive 33 total credits for prior paramedic training. To earn the AAS degree, students will complete a total of 27 required credits and elective credits. Since 33 credits are being awarded for prior paramedic training, students may not transfer in any additional credits from other college coursework. Students who have taken one or more of the required courses at another college, will have substitute courses recommended.

Students enrolled in this program who have not fulfilled their College Preparatory Initiative (CPI) requirement may need to take more than 60 credits in order to graduate. Additional information regarding CPI may be found on page 110.

Students should consult with a counselor and/or faculty advisor in the selection of elective courses to ensure maximum transferability of credits taken.

Paramedic component courses under revision. Contact Program Director for additional information.
Fine Arts

The Fine Arts Program, coordinated by the Humanities Department, leads to an Associate of Science (AS) Degree. This two-year program will offer training in studio art for students seeking careers in either the Fine or Applied Arts. Emphasis throughout the curriculum will be placed on individual creativity, aesthetic awareness and an understanding of the visual arts in societies past and present.

The Fine Arts Program is open to students of all levels who wish to expand their technical and aesthetic knowledge in the areas of painting, drawing, sculpture, design, photography and the history of art and film. The curriculum is structured to prepare students for immediate career objectives or for transfer to B.A. or B.F.A. programs in studio art at the senior colleges of City University or other metropolitan area art schools. The Fine Arts curriculum is also designed to meet the needs of students who intend to transfer to specialized commercial art programs.

The curriculum places emphasis on drawing techniques and visual fundamentals. There are two required courses in drawing and one in design. A third drawing course may be selected as an elective. Within the curriculum, it is possible for students to select concentrations in painting, sculpture, photography or design. Two required courses in art history form an introduction to the major movements of world art. A third elective course in art history provides focus on the arts of a particular culture or period. Required areas of study in the Liberal Arts include writing, literature, mathematics, science, history and the humanities, providing indispensable cultural and practical background for the visual artist.

The program also provides important “hands on” experience in the New York art world through cooperative education internships in professional art studios, galleries and museums.

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the required courses section of the curriculum. The particular courses students must successfully complete are determined by their scores on the college placement test. For more information on basic skills, see page 101.

Fine Arts Curriculum: AS Degree

Counseling
New Student Seminar 0

English: 6 credits
Composition I ENG101 3
Writing Through Literature ENG102 3

Humanities: 3 credits
Liberal Arts Elective (other than Fine Arts) 3

English/Humanities: 3 credits
Liberal Arts Urban Study Elective 3

Mathematics: 3 credits
Liberal Arts Elective 3

Natural and Applied Sciences: 3 credits
Liberal Arts Lab Science Elective 3

Social Science: 6 credits
Introduction to Sociology SSI100 3
History Elective 3

Liberal Arts: 3 credits
Humanism, Science and Technology LIB200 3

Fine Arts: 27 credits
Beginning Drawing HUA103 3
Introduction to Design HUA104 3
Life Drawing HUA180 3
Art History: Prehistoric Through Gothic HUA165 3
Art History: Renaissance Through Modern HUA166 3
Select two of the following Studio Art courses:
Three-Dimensional Design HUA106 3
Beginning Painting HUA110 3
Color Theory HUA115 3
Beginning Sculpture HUA120 3
Beginning Photography HUA130 3
Beginning Printmaking HUA150 3
Select one of the following Studio Art courses:
Intermediate Drawing HUA203 3
Intermediate Painting HUA210 3
Intermediate Sculpture HUA220 3
Intermediate Photography HUA230 3
Select one of the following Art History courses:
Art of the 20th Century HUA200 3
Art in New York HUA201 3
History of Photography HUA202 3
Art of the Renaissance HUA215 3
Art of Africa, Oceania and Pre-Columbian America HUA216 3
Art of Film HUC150 3

Cooperative Education: 6 credits
Gateway to the Workplace CEP100 1
Part-Time Internship CEP151 2
Full-Time Internship CEP201 3

Total credits: 60

Note: Students should consult with a counselor and/or faculty advisor in the selection of elective courses to insure maximum transferability of credits taken.

Notes:
Students enrolled in this program who have not fulfilled their College Preparatory Initiative (CPI) requirement may need to take more than 60 credits in order to graduate. Additional information regarding CPI may be found on page 110.
Human Services

Human Services Programs, coordinated by the Department of Natural and Applied Sciences, lead to an Associate in Arts (AA) degree with a special orientation toward the helping professions. Students may select from one of the following programs: Child Development, Mental Health or Gerontology. The curriculum is designed to prepare students either for career objectives or for transfer to senior colleges.

The Child Development Program 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.

The Mental Health Program prepares students for careers in social services agencies, community centers, 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.

The Gerontology Program prepares students for careers in neighborhood senior citizen’s centers, in nursing homes and in geriatric outreach programs. Gerontology students who transfer to senior colleges can continue their studies in fields such as gerontology and social work.

To complete the program successfully, all human services students must earn six credits in supervised internships in an approved human services setting. Internships are not assigned before the second semester. Integration of classroom and work experience is then achieved through a weekly schedule 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 and/or ESL courses. These courses are not listed in the curriculum. The particular courses students must successfully complete are determined by their scores on the college placement test. For more information on basic skills requirements see page 101.

Human Services: Child Development Curriculum: AA Degree

<table>
<thead>
<tr>
<th>Counseling</th>
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<tbody>
<tr>
<td>New Student Seminar</td>
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<tr>
<td>English: 6 credits</td>
<td>3</td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td></td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td></td>
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<tr>
<td>Humanities: 6 credits</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Art HUA101</td>
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<tr>
<td>Introduction to Music HUM101</td>
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<tr>
<td>Mathematics: 3 credits</td>
<td>3</td>
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<tr>
<td>Early Concepts of Math for Children MAT103</td>
<td></td>
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<tr>
<td>Natural and Applied Sciences: 6 credits</td>
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<tr>
<td>Topics in Biology SCB101</td>
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<tr>
<td>Topics in Physical Sciences SCP101</td>
<td></td>
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<tr>
<td>Social Science: 9 credits</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Sociology SSS100</td>
<td></td>
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<tr>
<td>General Psychology SSY101</td>
<td></td>
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<tr>
<td>Developmental Psychology ISSY240</td>
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<tr>
<td>Human Services: 18 credits</td>
<td></td>
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<tr>
<td>Core Courses: 9 credits</td>
<td>3</td>
</tr>
<tr>
<td>Orientation to Human Services HSC101</td>
<td></td>
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<tr>
<td>Principles of Human Relations HSC102</td>
<td></td>
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<tr>
<td>Community Dynamics: Impact on Human Services HSN103</td>
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<tr>
<td>Child Development: 9 credits</td>
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<tr>
<td>(Specialization courses must be taken with internships)</td>
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<tr>
<td>Integrated Curriculum A: The Developing Child HSD170</td>
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<tr>
<td>Integrated Curriculum B: Developing Problem Solving Skills HSD171</td>
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<tr>
<td>Integrated Curriculum C: Developing Creativity HSD172</td>
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<tr>
<td>Cooperative Education: 6 credits</td>
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</tr>
<tr>
<td>Co-op Prep</td>
<td>0</td>
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<tr>
<td>2 half-time Internships, 1 credit each</td>
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<tr>
<td>2 full-time Internships, 2 credits each</td>
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<tr>
<td>Liberal Arts Electives: 6 credits</td>
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<tr>
<td>(Any course in Communication Skills, English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog.)</td>
<td></td>
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<tr>
<td>Total credits: 60</td>
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</tr>
</tbody>
</table>

Notes:
Students enrolled in this program who have not fulfilled their College Preparatory Initiative (CPI) requirement may need to take more than 60 credits in order to graduate. Additional information regarding CPI may be found on page 110.

Students should consult with a counselor and/or faculty advisor in the selection of elective courses to insure maximum transferability of credits taken.
### Human Services: Gerontology Curriculum: AA Degree

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Counseling</td>
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<tr>
<td>New Student Seminar</td>
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<tr>
<td><strong>English</strong>: 6 credits</td>
<td>3</td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td></td>
</tr>
<tr>
<td>Writing Through Literature ENC102</td>
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<tr>
<td><strong>Humanities</strong>: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
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<tr>
<td><strong>Mathematics</strong>: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
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<tr>
<td><strong>Natural and Applied Sciences</strong>: 6 credits</td>
<td>3</td>
</tr>
<tr>
<td>Topics in Biological Science SCB101</td>
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<tr>
<td>Aging as a Health Process SCH111</td>
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<tr>
<td><strong>Social Science</strong>: 9 credits</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Sociology SSS100</td>
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<tr>
<td>General Psychology SSY101</td>
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<tr>
<td>Developmental Psychology I SSY241</td>
<td></td>
</tr>
<tr>
<td><strong>Human Services</strong>: 18 credits</td>
<td>3</td>
</tr>
<tr>
<td>Orientation to Human Services HSC101</td>
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</tr>
<tr>
<td>Principles of Human Relations HSC102</td>
<td></td>
</tr>
<tr>
<td>Community Dynamics: Impact on Human Services HSN103</td>
<td></td>
</tr>
<tr>
<td><strong>Gerontology</strong>: 9 credits</td>
<td>3</td>
</tr>
<tr>
<td>(Specialization courses must be taken with internships)</td>
<td></td>
</tr>
<tr>
<td>Introduction to Gerontological Services HSC150</td>
<td></td>
</tr>
<tr>
<td>Human Services Roles and Systems HSC135</td>
<td></td>
</tr>
<tr>
<td>Activities for Human Services Settings HSC130</td>
<td></td>
</tr>
<tr>
<td><strong>Cooperative Education</strong>: 6 credits</td>
<td>3</td>
</tr>
<tr>
<td>Co-op Prep</td>
<td></td>
</tr>
<tr>
<td>2 half-time Internships, 1 credit each</td>
<td>2</td>
</tr>
<tr>
<td>2 full-time Internships, 2 credits each</td>
<td>4</td>
</tr>
<tr>
<td><strong>Liberal Arts Electives</strong>: 9 credits</td>
<td>3</td>
</tr>
<tr>
<td>(Any course in Communication Skills, English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog.) See pages 102-103 for these courses.</td>
<td></td>
</tr>
</tbody>
</table>

**Total credits: 60**

**Notes:**
Students enrolled in this program who have not fulfilled their College Preparatory Initiative (CPI) requirement may need to take more than 60 credits in order to graduate. Additional information regarding CPI may be found on page 110.

Students should consult with a counselor and/or faculty advisor in the selection of elective courses to ensure maximum transferability of credits taken.

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### Human Services: Mental Health Curriculum: AA Degree

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>0</td>
</tr>
<tr>
<td>New Student Seminar</td>
<td></td>
</tr>
<tr>
<td><strong>English</strong>: 6 credits</td>
<td>3</td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td></td>
</tr>
<tr>
<td>Writing Through Literature ENC102</td>
<td></td>
</tr>
<tr>
<td><strong>Humanities</strong>: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong>: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td></td>
</tr>
<tr>
<td><strong>Natural and Applied Sciences</strong>: 6 credits</td>
<td>3</td>
</tr>
<tr>
<td>Topics in Biological Science SCB101</td>
<td></td>
</tr>
<tr>
<td><strong>Social Science</strong>: 12 credits</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Sociology SSS100</td>
<td></td>
</tr>
<tr>
<td>General Psychology SSY101</td>
<td></td>
</tr>
<tr>
<td>Developmental Psychology I SSY249</td>
<td></td>
</tr>
<tr>
<td><strong>Human Services</strong>: 18 credits</td>
<td>3</td>
</tr>
<tr>
<td>Orientation to Human Services HSC101</td>
<td></td>
</tr>
<tr>
<td>Principles of Human Relations HSC102</td>
<td></td>
</tr>
<tr>
<td>Community Dynamics: Impact on Human Services HSN103</td>
<td></td>
</tr>
<tr>
<td><strong>Mental Health</strong>: 9 credits</td>
<td>3</td>
</tr>
<tr>
<td>(Specialization courses must be taken with internships)</td>
<td></td>
</tr>
<tr>
<td>Survey of Psychological Treatment Approaches HSM120</td>
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</tr>
<tr>
<td>Human Services Roles and Systems HSC135</td>
<td></td>
</tr>
<tr>
<td>Activities for Human Services Settings HSC130</td>
<td></td>
</tr>
<tr>
<td><strong>Cooperative Education</strong>: 6 credits</td>
<td>3</td>
</tr>
<tr>
<td>Co-op Prep</td>
<td></td>
</tr>
<tr>
<td>2 half-time Internships, 1 credit each</td>
<td>2</td>
</tr>
<tr>
<td>2 full-time Internships, 2 credits each</td>
<td>4</td>
</tr>
<tr>
<td><strong>Liberal Arts Electives</strong>: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>(Any course in Communication Skills, English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog.) See pages 102-103 for these courses.</td>
<td></td>
</tr>
</tbody>
</table>

**Total credits: 60**

**Notes:**
Students enrolled in this program who have not fulfilled their College Preparatory Initiative (CPI) requirement may need to take more than 60 credits in order to graduate. Additional information regarding CPI may be found on page 110.

Students should consult with a counselor and/or faculty advisor in the selection of elective courses to ensure maximum transferability of credits taken.
Liberal Arts and Sciences

The Liberal Arts and Sciences Program is designed for students who wish to continue their education past the Associate in Arts degree. For students interested in pursuing a career in the arts and sciences, the Liberal Arts and Sciences Program leads to an Associate in Arts (AA) degree. This program is designed to provide a foundation in the liberal arts, as well as preparation for specific careers in the arts and sciences.

The Liberal Arts: Mathematics and Science Program leads to an Associate in Science (AS) degree. Students interested in pursuing a career in mathematics, the sciences, engineering, medicine, and allied health fields. The science and mathematics courses are designed specifically to meet the requirements of those students who wish to continue their education beyond the Associate degree.

The Liberal Arts: Social Sciences and Humanities Program leads to an Associate in Arts (AA) degree. For students interested in pursuing a career in the arts and sciences, the Liberal Arts and Sciences Program leads to an Associate in Arts (AA) degree. This program is designed to provide a foundation in the liberal arts, as well as preparation for specific careers in the arts and sciences.

In the Introductory Cluster, an interdisciplinary approach to the liberal arts, students learn how to make meaningful connections among different areas of study. Through core courses, students gain knowledge of liberal studies necessary to continue their education after graduation.

In addition to required courses, students choose to meet their individual career goals and interests; electives. Through the sequence of courses offered, students are prepared for internships taken in the Division of Cooperative Education. Internships provide a laboratory for linking classroom preparation with further exploration of careers in the liberal arts and sciences. Students bring together their work/study experience in a final seminar where liberal studies are viewed through humanistic, scientific and technological themes.

Liberal Arts and Sciences majors have faculty advisors to help with the planning of their programs. Planning courses well allows students to take full advantage of existing articulation agreements.

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the curriculum. The particular courses students must successfully complete are determined by their scores on the college placement test. For more information on basic skills requirements see page 101.

Liberal Arts: Social Sciences and Humanities Curriculum: AA Degree

<table>
<thead>
<tr>
<th>Counseling</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>English: 11 credits</td>
<td>3</td>
</tr>
<tr>
<td>Composition I ENGL101</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature ENGL102</td>
<td>2</td>
</tr>
<tr>
<td>Preparing and Writing the Research Paper ENGL102</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>Humanities: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>English/Humanities: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts: 4 credits</td>
<td>3</td>
</tr>
<tr>
<td>The International Studies Option (A.A. Degree) exposes students to opportunities that will enable them to live in the global village and function in the global economy. Students will build a knowledge base and develop a perspective regarding issues of international importance. Students are required to take two semesters of a modern language. Internships in the international area are provided.</td>
<td></td>
</tr>
<tr>
<td>The Introductory Cluster, an interdisciplinary approach to the liberal arts, students learn how to make meaningful connections among different areas of study. Through core courses, students gain knowledge of liberal studies necessary to continue their education after graduation.</td>
<td></td>
</tr>
<tr>
<td>In addition to required courses, students choose to meet their individual career goals and interests; electives. Through the sequence of courses offered, students are prepared for internships taken in the Division of Cooperative Education. Internships provide a laboratory for linking classroom preparation with further exploration of careers in the liberal arts and sciences. Students bring together their work/study experience in a final seminar where liberal studies are viewed through humanistic, scientific and technological themes.</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts and Sciences majors have faculty advisors to help with the planning of their programs. Planning courses well allows students to take full advantage of existing articulation agreements.</td>
<td></td>
</tr>
<tr>
<td>Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the curriculum. The particular courses students must successfully complete are determined by their scores on the college placement test. For more information on basic skills requirements see page 101.</td>
<td></td>
</tr>
<tr>
<td>Social Science: 9 credits</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Sociology S101</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following courses:</td>
<td>3</td>
</tr>
<tr>
<td>Themes in American History to 1865 SSH101</td>
<td>1</td>
</tr>
<tr>
<td>Themes in American History since 1865 SSH102</td>
<td>3</td>
</tr>
<tr>
<td>Western Civilization from Ancient Times to the Renaissance SSH103</td>
<td>3</td>
</tr>
<tr>
<td>Western Civilization from the Renaissance to Modern Times SSH104</td>
<td>3</td>
</tr>
<tr>
<td>East Asian Civilization and Societies SSH110</td>
<td>3</td>
</tr>
<tr>
<td>Afro-American History SSH231</td>
<td>3</td>
</tr>
<tr>
<td>Survey of Latin American and Caribbean History SSH232</td>
<td>3</td>
</tr>
</tbody>
</table>

Cooperative Education: 6 credits

| Gateway to the Workplace CEP100 | 1 |
| Part-Time Internship CEP151     | 2 |
| Full-Time Internship CEP201     | 3 |
| Liberal Arts Electives: 6 credits | 6 |
| (Any course in Communication Skills, English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 102-103 for these courses.) |
| Unrestricted Electives: 9 credits | 9 |
| One elective must be an urban study course. |

Total credits: 60

Note: Students should consult with a counselor and/or faculty advisor in the selection of elective courses to ensure maximum transferability of credits taken.
### Introductory Cluster Requirement

An Introductory Cluster containing four courses with an Integrating Seminar (LIB110, one credit) is required for all DAY students; students must take the Cluster during the 12-week session when they take ENG101. Extended Day students and students who change to the Liberal Arts major after completing ENG101 may substitute a liberal arts elective.

### Core Requirement

All students must select 12 credits from the core courses listed below. One course must be taken in four of the following areas.

**English Core Courses (choose one):**
- The Short Story ENC250
- The Novel ENC260
- Drama ENC265
- Afro-American Literature ENG225
- Images of Women in Literature ENC245
- Introduction to Poetry ENG270

**Humanities Core Courses (choose one):**
- Introduction to Art HUA101
- Oral Communication HUC101
- Creative Thinking HUR101
- Introduction to Music HUM101
- Introduction to Bilingualism HUN101
- Introduction to Philosophy HUP101

**Mathematics Core Courses (choose one):**
- Math and the Modern World MAT107
- Elementary Statistics I MAT120
- History of Mathematics MAT132
- Pre-calculus MAT200

**Natural and Applied Sciences Core Courses (choose one):**
- Fundamentals of Biology I, SCB201
- Fundamentals of Chemistry I, SCC201
- Fundamentals of Physics I, SCP201

This core area can be fulfilled by a topics course as well as a fundamentals course.

**Social Science Core Courses (choose one):**
- Introduction to Cultural Anthropology SSA101
- Introduction to Economics SSE101
- Power & Politics in America SSP101
- Urban Sociology SSS101
- General Psychology SSS101

### International Studies Option

<table>
<thead>
<tr>
<th>Category</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>New Student Seminar</td>
<td>0</td>
</tr>
<tr>
<td><strong>English: 8 credits</strong></td>
<td>Composition I ENC101</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Writing Through Literature ENC102</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Writing The Research Paper ENC103</td>
<td>2</td>
</tr>
<tr>
<td><strong>Humanities: 6 credits</strong></td>
<td>Two Language Courses</td>
<td>6</td>
</tr>
<tr>
<td>(No exemption credit will be given for previous knowledge of a foreign language)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Liberal Arts: 4 credits</strong></td>
<td>*Integrating Seminar: Liberal Arts Cluster LIB110</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Humanities, Science and Technology: Liberal Arts Seminar LIB200</td>
<td>3</td>
</tr>
<tr>
<td><strong>Mathematics: 3 credits</strong></td>
<td>Elementary Statistics I MAT120</td>
<td>3</td>
</tr>
<tr>
<td><strong>Natural and Applied Sciences: 3 credits (Choose One)</strong></td>
<td>Topics in Biological Sciences SCB101</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Topics in Chemistry SCC101</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biological Chemistry SCC140</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Topics in Physical Sciences SCP101</td>
<td></td>
</tr>
<tr>
<td><strong>Social Science: 6 credits</strong></td>
<td>Introduction to Sociology SSS100</td>
<td>3</td>
</tr>
<tr>
<td>(Choose One)</td>
<td>History (Choose One)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Survey of Latin American and Caribbean History SSH232</td>
<td></td>
</tr>
<tr>
<td>or Western Civilization From Ancient Times to the Renaissance SSH103</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or Western Civilization from the Renaissance to Modern Times SSH104 or East Asian Civilization and Cultures SSH110</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cooperative Education: 6 credits</strong></td>
<td>Gateway to the Workplace CEP100</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Part-Time Internship CEP151</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Full-Time Internship CEP201</td>
<td>3</td>
</tr>
<tr>
<td><strong>Introductory Cluster Requirement</strong></td>
<td>An Introductory Cluster containing four courses with an Integrating Seminar (LIB110, one credit) is required for all DAY students; students must take the Cluster during the 12-week session when they take ENG101. Extended Day students and students who change to the Liberal Arts major after completing ENG101 may substitute a liberal arts elective.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Composition I ENG101. Extended Day students may substitute a liberal arts elective.**

**English (Choose One)**
- Literature of the City ENC240
- Images of Women in Literature ENC245
- The Woman Writer: Her Vision and Her Art ENC247
- The Short Story ENC250
- The Novel ENC260
- Literature of Difference: Lesbian and Gay Writers ENC261
- The Drama ENC265
- Introduction to Poetry ENC270
- Literature and Film ENC/HUC272
- **Art, Politics and Protest ENN191**
- The Immigrant Experience in American Literature ENC268

**Humanities (Choose Three):**
- Art History: Prehistoric through Gothic HUA165
- Art History: Renaissance through Modern HUA166
- Oral Communication HUC101
- Music of Latin America HUM107
- **Introduction to Bilingualism HUN101**
- **Introduction to Intercultural Communication HUN/SSN180**
- **The Puerto Rican Community: Minority Group Experience HUN194**
- **Introduction to Philosophy HUP101**
- Critical Thinking Across Cultures HUR100

**Social Science (Choose Three):**
- Cultural Anthropology SSA101
- Peoples and Cultures of the Caribbean SSA120
- Introductory Economics I SSE101
- World Geography SSE125
- Western Civilization from Ancient Times to the Renaissance SSH103
- Western Civilization from the Renaissance to Modern Times SSH104
- World Politics SSP200

**Social Sciences or Humanities Elective (Choose One)**
- Choose one course from either the Social Science or the Humanities listing above.
- **(One elective must be an urban study course.)**

**Total Credits**: 60
## Liberal Arts: Mathematics and Science Curriculum: AS Degree

### Counseling
- New Student Seminar: 0

### English: 6 credits
- Composition I ENG101: 3
- Writing Through Literature ENC102: 3

### Humanities: 3 credits
- Elective: 3

### English/Humanities: 3 credits
- Elective: 3

### Liberal Arts: 3 credits
- Liberal Arts Seminar: Humanism, Science & Technology LIB200: 3

### Social Science: 9 credits
- Introduction to Sociology SSS100: 3
- Elective: 3

**Select one of the following courses:**
- Theme in American History to 1865 SSH101: 3
- Theme in American History since 1865 SSH102: 3
- Western Civilization from Ancient Times to the Renaissance SSH103: 3
- Western Civilization from the Renaissance to Modern Times SSH104: 3
- East Asian Civilization and Societies SSH110: 3
- Afro-American History SSH231: 3
- Survey of Latin American and Caribbean History SSH232: 3

### Mathematics/Sciences: 24 credits
- At least one math course and one lab science course must be included; all math courses must be at the MAT120 level or higher. Students may follow one of the suggested patterns below:

#### Pre-Engineering
- Calculus I, II, III MAT201, MAT202, MAT203: 3
- Differential Equations MAT204: 3
- General Physics, I, II, SCP240, SCP241, SCP242: 3
- Engineering Mechanics: Statics SCP250: 3
- Engineering Mechanics: Dynamics SCP251: 3

#### Biology/Health Sciences
- Fundamentals of Biology I, II SCB201, SCB202: 3
- Fundamentals of Chemistry I, II, SCC201, SCC202: 3
- Electives from Natural and Applied Sciences*: 3
- Precalculus MAT200: 3

#### Chemistry
- Fundamentals of Chemistry I, II, SCC201, SCC202: 3
- Organic Chemistry I, II SCC251, SCC252: 3
- Calculus I, II, MAT201, MAT202: 3
- Electives from Natural and Applied Sciences or Mathematics Departments*: 3

### Cooperative Education: 6 credits
- Gateway to the Workplace CEP100: 1
- Part-Time Internship CEP151: 2
- Full-Time Internship CEP201: 3

(Required for day students. Extended day students may take Co-op Internships or elective courses.)

### Unrestricted Electives: 6 credits
- One elective must be an urban study course.

**Total credits: 60**

*To be chosen by the student in consultation with a faculty advisor.

**Note:** Students should consult with a counselor and/or faculty advisor in the selection of elective courses to ensure maximum transferability of credits taken.

Students enrolled in this program who have not fulfilled their College Preparatory Initiative (CPI) requirement may need to take more than 60 credits in order to graduate. Additional information regarding CPI may be found on page 110.
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 services. Students in the Mortuary Science Program are given both a theoretical and a practical understanding of funeral home operation and are taught the public health roles of the funeral director and embalmer.

Mortuary Science is a joint 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 27 liberal arts and unrestricted elective 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 residencies at funeral homes, and take the National Funeral Services Board Examination for New York State Licensure.

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 and/or ESL courses. These courses are not listed in the curriculum. The particular courses students must successfully complete are determined by their scores on the college placement test. When basic skills courses or ESL are required, they are included in the program in place of unrestricted elective courses. For more information on basic skills requirements see page 101.

### Mortuary Science Curriculum: AAS Degree

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English: 6 credits</td>
<td>3</td>
</tr>
<tr>
<td>Composition I EN101</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature EN102</td>
<td>3</td>
</tr>
<tr>
<td>Humanities: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Oral Communication HUC101</td>
<td>3</td>
</tr>
<tr>
<td>Natural and Applied Sciences: 11 credits</td>
<td></td>
</tr>
<tr>
<td>Biological Chemistry SCC140</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Biology I SCB201</td>
<td>4</td>
</tr>
<tr>
<td>Fundamentals of Biology II SCB202</td>
<td>4</td>
</tr>
<tr>
<td>Social Science: 6 credits</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Sociology SSS100</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology SSY101</td>
<td>3</td>
</tr>
<tr>
<td>Unrestricted Electives: 1 credit</td>
<td>1</td>
</tr>
<tr>
<td>Mortuary Science Courses: 33 credits</td>
<td>33</td>
</tr>
<tr>
<td>(to be taken at the American Academy-McAllister Institute of Funeral Service, Inc.)</td>
<td></td>
</tr>
<tr>
<td>Accounting 101</td>
<td></td>
</tr>
<tr>
<td>Anatomy 131, 132, 133</td>
<td></td>
</tr>
<tr>
<td>Business Law 101</td>
<td></td>
</tr>
<tr>
<td>Chemistry 121, 122</td>
<td></td>
</tr>
<tr>
<td>Clinical Embalming 122</td>
<td></td>
</tr>
<tr>
<td>Computer Application to Funeral Service 101</td>
<td></td>
</tr>
<tr>
<td>Funeral Service Principles 121, 122</td>
<td></td>
</tr>
<tr>
<td>General Psychology &amp; Dynamics of Grief 101</td>
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<tr>
<td>History of Funeral Service 101</td>
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<tr>
<td>Microbiology 121, 122</td>
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</tr>
<tr>
<td>Mortuary Law 101</td>
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<tr>
<td>Pathology 121, 122</td>
<td></td>
</tr>
<tr>
<td>Principles of Counseling the Bereaved 101</td>
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</tr>
<tr>
<td>Principles of Embalming 132, 133</td>
<td></td>
</tr>
<tr>
<td>Professional Ethics 101</td>
<td></td>
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<tr>
<td>Restorative Arts 121, 122</td>
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<tr>
<td>Small Business Management 122</td>
<td></td>
</tr>
<tr>
<td>State Rules and Regulations 101</td>
<td></td>
</tr>
<tr>
<td>Thanatology and Society 101</td>
<td></td>
</tr>
</tbody>
</table>

**Total credits: 60**

Notes: Students must have a minimum 2.00 cumulative GPA to be considered for transfer to the second year of the program at the American Academy-McAllister Institute.

Students enrolled in this program who have not fulfilled their College Preparatory Initiative (CPI) requirement may need to take more than 60 credits in order to graduate. Additional information regarding CPI may be found on page 110.

Students should consult with a counselor and/or faculty advisor in the selection of elective courses to ensure maximum transferability of credits taken.
Nursing

The Nursing Program, coordinated by the Department of Natural and Applied Sciences, offers a course of study leading to the Associate in Applied Science (AAS) degree.

The program prepares graduates to function as registered nurses in structured care settings, using the nursing process to provide direct care to clients of all ages. The curriculum contains a balance of nursing and general education courses to enable the graduate to provide direct client care within the legal and ethical framework of nursing.

Classroom instruction for each nursing course is complemented by campus laboratory experience and actual clinical practice in area health care facilities.

Graduates will be eligible to sit for the National Council of State Boards Licensure Examination (NCLEX-RN).

Special progression standards exist for nursing majors. Students admitted into this program for Fall 1994, and all students admitted thereafter, are considered to be in the “pre-clinical” phase of the major. To progress to the “clinical” phase, students must meet specific criteria which are described in the Nursing Student Handbook. This handbook is available from the Admissions Office and from the program director.

Students are advised that achievement of the progression standards does not guarantee advancement to the clinical phase. Only a small number of students are admitted to the clinical phase of each program due to limited program capacity.

The Nursing program is fully accredited by the National League for Nursing.

Licensed Practical Nurses who are graduates of an approved LPN program may be eligible for an Advanced Standing pathway, which may exempt them from the first semester of nursing course work.

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the curriculum. The particular courses students must successfully complete are determined by their scores on the college placement test. For more information on the basic skills requirements see page 101.

Note: The Nursing Student Handbook provides information on grading criteria, retention and graduation rates as well as a summary of the graduates’ employment status.

Nursing Curriculum: AAS Degree

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Counseling</td>
<td>0</td>
</tr>
<tr>
<td>English: 6 credits</td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101*</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td>3</td>
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<tr>
<td>Natural and Applied Sciences: 15 credits</td>
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<tr>
<td>Biological Chemistry SCC140*</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Human Biology I SCB203*</td>
<td>4</td>
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<tr>
<td>Fundamentals of Human Biology II SCB204</td>
<td>4</td>
</tr>
<tr>
<td>General Microbiology SCB260</td>
<td></td>
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<tr>
<td>Social Science: 9 credits</td>
<td></td>
</tr>
<tr>
<td>General Psychology SSY101*</td>
<td>3</td>
</tr>
<tr>
<td>Developmental Psychology I SSY240</td>
<td>3</td>
</tr>
<tr>
<td>Urban Sociology SNS187</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics: 2 credits</td>
<td></td>
</tr>
<tr>
<td>Mathematics of Medical Dosages MAT106</td>
<td>2</td>
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<tr>
<td>Nursing: 33 credits</td>
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<tr>
<td>Fundamentals of Nursing SCR110</td>
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<tr>
<td>Perspectives of Nursing SCR150</td>
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<tr>
<td>Psychiatric Mental Health Nursing SCR200</td>
<td>4</td>
</tr>
<tr>
<td>Medical Surgical Nursing I SCR210</td>
<td>4</td>
</tr>
<tr>
<td>Trends in Nursing SCR260</td>
<td>1</td>
</tr>
<tr>
<td>Parent-Child Health Nursing SCR270</td>
<td>8</td>
</tr>
<tr>
<td>Medical Surgical Nursing II SCR290</td>
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</tr>
</tbody>
</table>

Total credits: 65

* Pre-Clinical Nursing Key Courses

Notes:

The nursing courses required for this program are only offered in the day.

Students enrolled in this program who have not fulfilled their College Preparatory Initiative (CPI) requirement may need to take more than 65 credits in order to graduate. Additional information regarding CPI may be found on page 110.

Students should consult with a counselor and/or faculty advisor in the selection of elective courses to ensure maximum transferability of credits taken.
Occupational Therapy Assistant

The Occupational Therapy Assistant Program is coordinated by the Department of Natural and Applied Sciences and offers a course of study leading to the Associate in Science (AS) degree.

Graduates work with occupational therapists providing services to persons with needs caused by physical injuries, developmental impairment, aging, mental health concerns, or other 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 depressed clients feel more positively toward their 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.

Special progression standards exist for occupational therapy assistant majors. Students admitted into this program for Fall 1994, and all students admitted thereafter, are considered to be in the "pre-clinical" phase of the major. To progress to the "clinical" phase, students must meet specific criteria which are described in the program's handbook. These handbooks are available from the Admissions Office and from the program director.

Students are advised that achievement of the progression standards does not guarantee advancement to the clinical phase. Currently, approximately thirty-six students are admitted to the clinical phase of the program each semester due to limited program capacity. The Occupational Therapy Program is accredited by ACOTE, The Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association (AGTA) located at 4720 Montgomery Lane, P.O. Box 31220 Bethesda, MD 20824-1220. AOTA's telephone number is (301) 652-AOTA.

Graduates are eligible to sit for the national certification exam for the occupational therapy assistant, administered by the National Board for Certification in Occupational Therapy (NBOT). Most states require licensure in order to practice. State licensure is usually based on the NBOT certification exam. However, New York State does not require the exam for practice as an occupational therapy assistant. All Occupational Therapy Assistant students must complete fieldwork within 18 months of completing their academic work.

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the curriculum. The particular courses students must successfully complete are determined by their scores on the college placement test. For more information on basic skills requirements see page 101.

Occupational Therapy Curriculum: AS Degree

| Counseling                     | 0 |
| English: 6 credits             | 3 |
| Composition I ENG101*          | 3 |
| Writing Through Literature ENG102| 3 |
| Humanities: 3 credits          | 3 |
| Liberal Arts Elective          | 3 |
| Natural and Applied Sciences: 10 credits | 4 |
| Fundamentals of Human Biology I SCB203* | 4 |
| Fundamentals of Human Biology II SCB204 | 2 |
| Community Health SCN195*       | 3 |
| Social Science (Psychology): 12 credits | 3 |
| General Psychology SSV101*     | 3 |
| Abnormal Psychology SSV230     | 3 |
| Developmental Psychology I SSV240| 3 |
| Group Dynamics SSV260          | 3 |
| Occupational Therapy Foundations and Skills: 14 credits | 3 |
| Introduction to Occupational Therapy SCO101 | 3 |
| Physical Aspects of Human Growth & Development SCO200 | 4 |
| Occupational Therapy Skills and Functional Activities I SCO214 | 3 |
| Occupational Therapy Skills and Functional Activities II SCO215 | 3 |
| Occupational Pathology SCO230 | 3 |
| Occupational Therapy Theory and Practice: 8 credits | 3 |
| Occupational Therapy Process: Psychosocial Dysfunction and Geriatric Conditions SCO204 | 4 |
| Occupational Therapy Process: Physical and Developmental Disabilities SCO205 | 4 |
| Cooperative Education: (Fieldwork) 7 credits | 0 |
| Occupational Therapy Co-op Prep SCO054 | 1.5 |
| Occupational Therapy Clerkship for Psychosocial/Dysfunction and Geriatrics Conditions SCO204 | 1.5 |
| Occupational Therapy Clerkship for Physical/Developmental Disabilities SCO205 | 1.5 |
| Occupational Therapy Fieldwork in Psychosocial Dysfunction and Geriatric Conditions SCO294 | 2 |
| Occupational Therapy Fieldwork in Physical and Developmental Disabilities SCO295 | 2 |
| Liberal Arts Electives: 3 credits | 3 |

Notes:

Students enrolled in this program who have not fulfilled their College Preparatory Initiative (CPI) requirement may need to take more than 63 credits in order to graduate. Additional information regarding CPI may be found on page 110.

Students should consult with a counselor and/or faculty advisor in the selection of elective courses to insure maximum transferability of credits taken.

Total credits: 63
Paralegal Studies

Students who complete the Paralegal Studies curriculum, which is administered by the Department of Accounting and Managerial Studies, will receive the Associate in Applied Science (AAS) degree. The program, which is approved by the American Bar Association, has the following goals:

1. To give students the necessary substantive knowledge and practical skills to qualify them for entry-level positions as paralegals.
2. To prepare students for successful transfer to a four-year college.
3. To give students the foundation for lifelong career and personal growth.

Paralegals, or legal assistants, assist lawyers in a wide range of activities. Lawyers remain responsible for paralegals' work. (In general, paralegals may not themselves give legal advice, set fees, or represent clients in court.) In the litigation area, for example, paralegals may interview prospective clients, research the law, prepare court documents, and assist at trials. Paralegals who work on corporate legal matters may prepare contracts, maintain records, and ensure that a corporation has complied with various statutes and government regulations. Paralegals who work on real estate matters may prepare mortgage agreements and other documents relating to real estate transactions and assist at closings.

While the major employers of paralegals are private law firms, there are also job opportunities with government agencies, including District Attorneys' offices, and a variety of other employers. In addition, the curriculum may be highly suitable for students who contemplate pursuing other law-related careers, such as careers in law enforcement, or who seek a broad, practical knowledge of the law for its own sake.

The Paralegal Studies curriculum has been carefully designed to balance paralegal specialty and related courses with a broad liberal arts background. Students gain valuable practical experience through internships. Paralegal specialty courses are taught by experienced attorneys.

Students can transfer up to 30 credits earned at other, accredited colleges and universities. These transfer credits can include up to nine credits for paralegal specialty courses. To be transferable, paralegal specialty courses taken elsewhere must be part of a degree program and must be comparable to courses in the LaGuardia curriculum.

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the curriculum. The particular courses students must successfully complete are determined by their scores on the college placement test. For more information on basic skills requirements, see page 101.

Paralegal Studies Curriculum:
AAS Degree

Counseling
- New Student Seminar

English: 6 credits
- Composition I ENG101
- Writing Through Literature ENG102

Humanities: 6 credits
- Liberal Arts Elective*

Select one of the following courses:
- Oral Communication HUC101
- Voice and Diction HUC104

Communication in a Professional Setting HUC108

Mathematics: 3 or 4 credits**
- Elementary Statistics I MAT120
- or
- Precalculus MAT200

Social Science: 6 credits
- Introduction to Sociology SSS100
- Liberal Arts Elective*

Accounting/Managerial Studies: 10 credits
- Principles of Accounting I AMA111
- Introduction to Business AMM101
- Business Law I AMM110

Paralegal Studies: 21 credits
- Introduction to Paralegal Studies AMP101
- Legal Research and Writing AMP204
- Civil Litigation AMP205
- Computer Applications for Paralegals AMP211

Select any three of the following courses:
- Administrative Law AMP201
- Wills, Trusts and Estates AMP202
- Family Law AMP203
- Real Estate Law for Paralegals AMP207
- The Law of Business Enterprises for Paralegals AMP208
- Criminal Law and Procedure AMP209

Cooperative Education: 6 credits
- Gateway to the Workplace CEP100
- Part-Time Internship CEP151
- Full-Time Internship CEP201

(Required for day students. Extended day students may take Co-op Internships or elective courses.)

Unrestricted Electives: 1 or 2 credits

Total credits: 60

*One elective must satisfy the urban studies requirement.

**Students who take MAT120 must complete at least 2 elective credits.
- Students who take MAT200 must complete at least 1 elective credit.

Notes:
- Students enrolled in this program who have not fulfilled their College Preparatory Initiative (CPI) requirement may need to take more than 60 credits in order to graduate. Additional information regarding CPI may be found on page 110.

- Students should consult with a counselor and/or faculty advisor in the selection of elective courses to ensure maximum transferability of credits taken.
Physical Therapist Assistant

The Physical Therapist Assistant Program leads to an Associate in Applied Science (AAS) degree and its graduates are eligible for certification by the New York State Education Department and accredited by the American Physical Therapy Association.

Graduates work under the supervision of a licensed physical therapist in a variety of settings such as nursing homes, general hospitals, rehabilitation centers, school programs, developmental centers, orthopedic and sports medicine programs and private offices of physical therapists. The patients served could include those with cerebral palsy, mental retardation, cerebro-vascular accidents (stroke), fractures, amputations, arthritis, head or spinal cord injuries, burns, back and musculoskeletal problems, and other conditions.

Some of the treatment techniques performed by the physical therapist include therapeutic exercise, massage, heat and cold treatments, hydrotherapy, ultrasound, electrical stimulation, and mobility training.

The program consists of classroom and laboratory courses at the college, as well as clinical placements (affiliations) in different types of settings where physical therapy services are provided.

Special progression standards exist for physical therapy assistant majors. Students admitted into this program for Fall 1994, and all students admitted thereafter, are considered to be in the "pre-clinical" phase of the major. To progress to the "clinical" phase, students must meet specific criteria which are described in the program's admissions handbook. These handbooks are available from the Admissions Office and from the program director.

Students are advised that achievement of the progression standards does not guarantee advancement to the clinical phase. Only a small number of students are admitted to the clinical phase of the program due to limited capacity.

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the curriculum. The particular courses students must successfully complete are determined by their scores on the college placement test. For more information on basic skills requirements see page 101.

Physical Therapist Assistant Curriculum: AAS Degree

| Counseling                                      | 0 |
| English: 6 credits                              |   |
| Composition I ENG101*                           | 3 |
| Writing Through Literature ENG102              |   |
| Natural and Applied Sciences: 16 credits       |   |
| Fundamentals of Human Biology I SCB203*        | 4 |
| Fundamentals of Human Biology II SCB204       | 4 |
| Community Health SCN195*                       | 2 |
| Functional Pathology SCO230                    | 3 |
| Aging and Health SCH111                        | 3 |
| Social Science: 6 credits                      |   |
| General Psychology SSY101*                     | 3 |
| Developmental Psychology ISSY240              | 3 |
| Physical Therapist Assistant: 20 credits      |   |
| Introduction to Physical Therapy SCT101       | 2 |
| Clinical Kinesiology SCT203                    | 4 |
| Therapeutic Procedures I SCT211               | 4 |
| Therapeutic Procedures II SCT212              |   |
| Mobility Activities for P.T. Assistants SCT225| 2 |
| Therapeutic Exercise Applications SCT260      | 4 |
| Cooperative Education and Affiliations:** 9 credits |
| Gateway to the Workplace (for PTA students) CEP100 | 1 |
| Physical Therapist Assistant Clinical Affiliation and Seminar I SCT290 | 2 |
| Physical Therapist Assistant Clinical Affiliation & Seminar II SCT291 | 3 |
| Physical Therapist Assistant Clinical Affiliation & Seminar III SCT292 | 3 |
| Liberal Arts Electives: 3 credits             |   |
| (Any course in Communications Skills, English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 102-103 for these courses.) |   |

Total credits: 60

*Pre-Clinical Physical Therapy Key Courses.

**While all other courses are offered in both the day and evening, affiliations are available during the day only.

Notes:

Students enrolled in this program who have not fulfilled their College Preparatory Initiative (CPI) requirement may need to take more than 60 credits in order to graduate. Additional information regarding CPI may be found on page 110.

Students should consult with a counselor and/or faculty advisor in the selection of elective courses to ensure maximum transferability of credits taken.
Admission to the School Foodservice Management Program is available only to students referred to LaGuardia by District Council 37/Local 372 and/or the New York City Office of School Food and Nutrition Services. Those referred are employed in school foodservice positions, such as school lunch assistants, school lunch aides and school lunch helpers.

The School Foodservice Management program at LaGuardia awards the Associate in Science (AS) degree to those who successfully complete the program. The degree fulfills the academic requirements for eligibility for promotion to a school lunch manager position with the Office of School Food and Nutrition Services, NYC Department of Personnel. Students may also choose to pursue their bachelor's degree at a senior college of their choice.

Cooperative education internships are completed at student’s school work sites under the direction of their district supervisors. The internships are accompanied by internship seminars, designed to assist students with problems and to provide reinforcement for technical and human relations skills.

Applications for the program are submitted through the District Council 37 Education Fund. The basic skills testing and any additional basic skills courses required in reading, writing and mathematics are also provided by the Education Fund of District Council 37.

Courses in Foodservice Management are offered in the day and evening in consideration of students' work schedule.

---

School Foodservice Management
Curriculum: AS Degree

**Counseling**
- New Student Seminar 0

**English:** 6 credits
- Composition I ENG101 3
- Writing Through Literature ENG102 3

**Humanities:** 3 credits
- Oral Communication HUC101 3

**Mathematics:** 3 credits
- Mathematics and the Modern World MAT107 3

**Natural and Applied Science:** 9 credits
- Community Health SCN195 2
- Foods Microbiology SCB160 4
- Introductory Nutrition SCD200 3

**Social Science:** 9 credits
- Introduction to Sociology SSS100 3
- General Psychology SSSY101 3
- Urban Sociology SSSN187 3

**Accounting/Managerial Studies:** 3 credits
- Principles of Management AMM103 3

**Foodservice Management:** 18 credits
- Foods SCD100 3
- Advanced Foods SCD205 3
- Quantity Food Production SCD250 3
- Foodservice Sanitation and Safety SCD251 3
- Quantity Food Purchasing SCD252 3
- Foodservice Administration SCD253 3

**Cooperative Education:** 6 credits
- Gateway to the Workplace CEP100 1
- Part-Time Internship CEP151 2
- Full-Time Internship CEP201 3

**Liberal Arts Electives:** 3 credits
- Any course in Communication Skills, English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 102-103 for these courses.)

Total credits: 60

**Notes:**
Students enrolled in this program who have not fulfilled their College Preparatory Initiative (CPI) requirement may need to take more than 60 credits in order to graduate. Additional information regarding CPI may be found on page 110.

Students should consult with a counselor and/or faculty advisor in the selection of elective courses to ensure maximum transferability of credits taken.
Travel and Tourism

The Travel and Tourism curriculum, a course of study leading to the Associate in Applied Science (AAS) degree, is administered by the Accounting and Managerial Studies Department and co-sponsored by the Department of Social Sciences. The program is designed to prepare students either for career-entry positions in the travel and tourism industry or for transfer to tourism management programs at senior colleges.

The Travel and Tourism industry is very diverse. It encompasses airline, bus, rail and ship travel; hospitality enterprises (hotels, motels, resorts); tour packaging; retail and wholesale travel agencies; car rental; etc. Each of these areas has employment needs on several levels: sales, market research and development, packaging and advertising, customer service, operations, and general management.

The curriculum is designed to meet the needs of the industry, combining liberal arts courses, business courses, specialized courses in travel and tourism, and the experience of two internships. These cooperative education internships give students experience as travel industry employees, enabling them to utilize the knowledge learned in the classroom and to learn the realities of working at their chosen profession. The travel operations courses in the program are taught by experienced professionals.

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the curriculum. The particular courses students must successfully complete are determined by their scores on the college placement test. For more information on the basic skills requirements see page 101.

Travel and Tourism Curriculum:
AAS Degree

<table>
<thead>
<tr>
<th>Counseling</th>
<th>New Student Seminar</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>English: 3 credits</td>
<td>Composition 1 ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Humanities: 3 credits</td>
<td>Select one of the following courses:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oral Communication HUC101</td>
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<tr>
<td></td>
<td>Voice and Dictation HUC104</td>
<td></td>
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<tr>
<td></td>
<td>Communication in a Professional Setting HUC108</td>
<td></td>
</tr>
<tr>
<td>Mathematics: 3 credits</td>
<td>Communication and the Non-Native Speaker HUL100</td>
<td></td>
</tr>
<tr>
<td>Social Science: 12 credits</td>
<td>Principles of Accounting I AMA111</td>
<td></td>
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<tr>
<td></td>
<td>Introduction to Business AMM101</td>
<td></td>
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<tr>
<td></td>
<td>Principles of Personal Selling AMM155</td>
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<tr>
<td>Accounting/Managerial Studies: 10 credits</td>
<td>Principles of Accounting II AMA112</td>
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<tr>
<td>Travel and Tourism: 21 credits</td>
<td>Introduction to the Travel Industry AMT101</td>
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<tr>
<td></td>
<td>Airline Reservations and Ticketing AMT110</td>
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<td></td>
<td>Airline Reservations Computer Systems AMT111</td>
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<tr>
<td></td>
<td>Basic Tour Planning AMT120</td>
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<tr>
<td></td>
<td>Advanced Tour Planning AMT121</td>
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<tr>
<td></td>
<td>Travel, Tourism and Hospitality Law AMT205</td>
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<tr>
<td></td>
<td>Travel, Tourism and Hospitality Marketing AMN211</td>
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<tr>
<td>Cooperative Education: 6 credits</td>
<td>Gateway to the Workplace CEP100</td>
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<tr>
<td></td>
<td>Part-Time Internship CEP151</td>
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<tr>
<td></td>
<td>Full-Time Internship CEP201</td>
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</tr>
<tr>
<td></td>
<td>(Required for day students. Extended day students may take Co-op Internships or elective courses.)</td>
<td></td>
</tr>
<tr>
<td>Unrestricted Electives: 2 credits</td>
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<td></td>
</tr>
</tbody>
</table>

Total credits: 60

*Pre-calculus, MAT200 or Calculus 1, MAT201 can be used to satisfy this degree requirement.

Notes:
Students enrolled in this program who have not fulfilled their College Preparatory Initiative (CPI) requirement may need to take more than 60 credits in order to graduate. Additional information regarding CPI may be found on page 110.

Students should consult with a counselor and/or faculty advisor in the selection of elective courses to ensure maximum transferability of credits taken.
Veterinary Technology

The Veterinary Technology Program provides for both classroom and clinical training in the areas of small and large animal care, and laboratory animal science. It is coordinated by the Department of Natural and Applied Sciences and leads to an Associate in Applied Science (AAS) degree. The program meets requirements set forth by the New York State Department of Education, is accredited by the American Veterinary Medical Association, and will prepare the graduate for the licensing exam to be a Veterinary Technician.

Veterinary Technicians work under the supervision of a veterinarian in a wide variety of tasks. These include such services as: collection of specimens and performance of tests on blood and urine, preparation of animal patients and equipment for surgery; routine nursing of medical and surgical patients; exposure and development of radiographs; supervision of subordinate hospital personnel; and routine business management procedures.

Special progression standards exist for veterinary technology majors. *Students admitted into this program for Fall 1999 and all students admitted thereafter, are considered to be in the “pre-clinical” phase of the major. To progress to the “clinical” phase, students must meet specific criteria which are described in the Veterinary Technology Student Handbook. This handbook is available from the Admissions Office and from the program director.

Students are advised that achievement of the progression standards does not guarantee advancement to the clinical phase. Only a small number of students are admitted to the clinical phase due to program capacity.

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the required course section of the curriculum. The particular courses students must successfully complete are determined by their scores on the college placement test. For more information on the basic skills requirements see page 101.

Veterinary Technology Curriculum: AAS Degree

Counseling
New Student Seminar 0

English: 6 credits
Composition I ENG101*** 3
Writing Through Literature ENG102 3

Humanities: 3 credits
Select one of the following courses: 3
Oral Communication HUC101
Oral Communication HUC102
Speech: Voice and Diction HUC104
Communication in a Professional Setting HUC108
Communication and the Non-Native Speaker HUL100

Mathematics: 3 or 4 credits
Select one of the following courses: 3-4
Mathematics and the Modern World MAT107**
Elementary Statistics I MAT120**
Precalculus MAT200**

Social Science: 3 credits
Select one of the following courses:
Introduction to Anthropology SSA100
Cultural Anthropology SSA101
Introductory Economics I SSE101
Themes in American History to 1865 SSH101
Themes in American History Since 1865 SSH102
U.S. Power and Politics SSP101
Introduction to Sociology SSS100
General Psychology SSS101

Natural and Applied Sciences: 12 credits
Vertebrate Anatomy and Physiology I SCB208 2
Vertebrate Anatomy and Physiology II SCB209 3
Biological Chemistry SCC140*** 3
General Microbiology SCB260 4

Veterinary Technology: 24 credits
Introduction to Veterinary Technology SCN101*** 3
Research Animal Technology SCV201 4
Veterinary Nursing I SCV211 4
Veterinary Nursing II SCV212 3
Veterinary Radiography SCV213 3
Veterinary Laboratory Techniques SCV214 3

Cooperative Education: 6 credits
Gateway to the Workplace CEP100 1
Part-Time Internship CEP151 2
Full-Time Internship CEP201 3

Unrestricted Electives: 2 or 3 credits 2-3

Total credits: 60

*Progression standards are pending approval.
**Students taking MAT107 or MAT120 must take three credits of unrestricted electives. Students taking MAT200 must take two credits of unrestricted electives.
***Preclinical Veterinary Technology key course.

Notes:
The Veterinary Technology courses required for this program are offered in the day.

Students enrolled in this program who have not fulfilled their College Preparatory Initiative (CPI) requirement may need to take more than 60 credits in order to graduate. Additional information regarding CPI may be found on page 110.

Students should consult with a counselor and/or faculty advisor in the selection of elective courses to insure maximum transferability.
Word Processing Specialist Certificate

The Word Processing Specialist Certificate curriculum, coordinated by the Department of Accounting and Managerial Studies, enables students to develop proficiency in word processing while enhancing their communication skills.

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the curriculum. The particular courses students must successfully complete are determined by their scores on the college placement test. For more information on basic skills requirements see page 101.

Counseling
New Student Seminar 0

English: 6 credits
Composition I ENG101 3
Writing Through Literature ENG102 3

Humanities: 3 credits
Oral Communication HUC101 3

Accounting/Computer Information Systems: 24 credits
Essential Computer Skills AMO116 2
Keyboarding II AMO132 2
Keyboarding III AMO133 2
Word Processing I AMO155 3
Word Processing II AMO156 3
Business Communications AMO260 3
Electronic Office Procedures AMO270 3
Introduction to Computers and Their Applications CIS100 3
Desktop Publishing Applications CIS172 3

Unrestricted Electives: 3 credits

Total credits: 36
Course Index

The academic courses approved for study at LaGuardia Community College are described in this section. Courses are listed by discipline and department, and are offered every semester unless otherwise indicated.

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Department</th>
<th>Page</th>
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<tbody>
<tr>
<td>Accounting</td>
<td>Accounting and Managerial Studies</td>
<td>51</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Accounting and Managerial Studies</td>
<td>52</td>
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<td>Anthropology</td>
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<td>Art</td>
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<td>Bilingual Education</td>
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<td>Dance</td>
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<td>History</td>
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<td>Human Services</td>
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<td>Physical Therapy</td>
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<td>Writing</td>
<td>English</td>
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Accounting/Managerial Studies Department

Department Faculty
Kathleen Forestieri, Chairperson; John Appiah, David Blumberg, James D. Cermigiaro, Clifton Clarke, Robert E. Coiro, Jeffrey W. Davis, Theodore Gabriel, Millicent Gordon, Deborah Harrell, Janice Karlen, Magalie Lopez, Elaine K. Leff, Magalie Lopez, Namy Lytle, Paula Murphy, Yves Richards, Fernando Santamaria, David A. Schoenberg, Annette Siegel, Barry L. Silverman, David Wertheimer, Patrick Wharton.

Accounting

AMA111/AMB111 Principles of Accounting I
4 credits; 6 hours
This course introduces students to the accounting cycle. The course reviews the fundamental concepts and techniques of recording transactions in journals, summarizing the transactions, using adjusting and closing procedures, and preparing financial statements and reports. It also introduces the student to the valuation accounting relating to inventory and fixed assets, internal control concepts with an emphasis on cash control, procedures for notes payable and receivable, and payroll accounting.
Pre or Corequisite: CSE095 or MAT095/MAB095

AMC110 Principles of Accounting I Part 1
2 credits; 4 hours
This course introduces students to the entire accounting cycle. The course explores the fundamental concepts and techniques of recording transactions in journals, summarizing the transactions, using adjusting and closing procedures, and preparing financial statements and reports. This course will provide basic skills instruction in mathematics and apply those skills to accounting theory and practice.
Pre or Corequisite: CSE095
Corequisite: MAT095/MAB095

AMC111 Principles of Accounting I Part 2
2 credits; 4 hours
This course is a continuation of AMC110. It reviews the essentials of accrual accounting and introduces the student to valuation methods relating to inventory and fixed assets, internal control concepts with an emphasis on cash controls, procedures for accounting for notes payable and receivable and payroll accounting.
Prerequisite: AMC110

AMA112 Principles of Accounting II
4 credits; 4 hours
This course introduces the student to the partnership and corporate forms of business organization with topics relating to their formation, operation and dissolution. In the area of corporation accounting, further topics explored are stock transactions, long-term liabilities and retained earnings. Cash flows and financial statement analyses are also covered as are an introduction to manufacturing concern accounting, related statements, and cost and revenue relationships.
Prerequisite: CSE099, ENA/ENG099, AMA111 or AMC111

AMA130 Accounting Applications for the Microcomputer
3 credits; 3 hours
This course emphasizes management information systems through giving students “hands-on” microcomputer experience in the processing of accounting data. In an instructor-supervised laboratory environment students will explore both spreadsheets and dedicated accounting software. Lectures on the design of accounting systems, computer related management decisions, and strategic controls considerations will be integrated with applications.
Prerequisite: AMA111 or AMC110, CIS100 or CIC100 or CIS101

AMA150 Individual Income Tax Procedures
3 credits; 3 hours
This course introduces the fundamental concepts of individual income taxation and the mechanics of Federal and New York State and City individual income tax return preparation. Some of the special topics are includable and excludable income, allowable deductions, personal exemptions and dependents, filing status, computation of tax and credits against tax. Students will complete a Federal income tax return practice set.
Prerequisite: CSE099, ENA/ENG099, MAT095/MAB095
AMA201 Intermediate Accounting I
3 credits; 4 hours
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. The course includes a review of the accounting cycle and a detailed exploration of the reporting process, namely, the Statement of Financial Position, the Statement of Income, the Statement of Retained Earnings and the Statement of Cash Flow.
Prerequisite: CSE099, ENA/ENG099, MAT096/MAB096, AMA112

AMA202 Intermediate Accounting II
3 credits; 4 hours
This course is a continuation of Intermediate Accounting I. It explores the problems of current practice and its relationship to Financial Accounting Theory as expressed in AICPA Opinions and FASB Statements. Topics examined include Inventories, Long-Term Investments in Stocks, Tangible and Intangible Fixed Assets, Liabilities and Income Taxes, Leases and Income Tax Allocation. Present Value Concepts and their applications are also covered.
Prerequisite: AMA201

AMA210 Cost Accounting I
3 credits; 4 hours
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: MAT096/MAB096, AMA112

AMA211 Cost Accounting II
3 credits; 4 hours
This course continues the study of cost determination and analysis as taught in AMA210. Cost-volume relationships, systems designs, flexible budgets, standard costs, cost allocation, and applications of the contribution margin approach to decision-making are included. A continued emphasis is placed on the importance of cost data to management in the areas of decision-making and planning.
Prerequisite: AMA210

Administrative Assistant

AM0116 Essential Computer Skills
2 credits; 3 hours (2 lecture, 1 lab)
This course will introduce basic computer skills and keyboarding on a computer. Emphasis in the course will be on the touch-typing concept of keyboarding and increasing speed and accuracy. The goal of the course will be to provide the opportunity for students to use the computer effectively to process information. This course will also explore the expanding role of computers in the contemporary business environment.
Pre-Corequisite: ESB/H/IR098

AM0125 Terminology for Medical Office Support Personnel
3 credits; 4 hours (3 lecture, 1 lab)
This course is designed to develop the student’s ability to interpret, spell, and pronounce medical terms through the use of a phonetic pronunciation system, audiotapes, flashcards, and computer-assisted instruction. This course is organized by body systems with combining forms of prefixes and suffixes, diagnostic procedures, pathology, treatment, and surgical procedures related to each system. This course is intended to train medical office support personnel in the use of medical terminology as it applies to the office setting.
Pre-Corequisites: CSE099, ENA/ENG099 or ESB/H/IR098

AM0126 Business Communications
3 credits; 3 hours
This course provides students with the ability to exercise various communication tasks in business. Special consideration will be given to the mechanics of written English. Written activities will focus on memos, business letters, reports, and special communications (news releases and minutes). Oral communication will be refined and telephone skills will be emphasized.
Prerequisite: ENC101 or ENG101, HUC101
Pre- or Corequisite: AM0116

AM0132 Keyboarding II Production Formatting
2 credits; 4 hours
This course is designed to increase the skills of students who have successfully completed Keyboarding I or its equivalent. Emphasis will be placed on intensive speedbuilding and accuracy drills. Formatting for business correspondence, tabulations, and manuscripts will be covered. The final speed goal is 40-45 gross words per minute for five minutes with a maximum of five errors.
Prerequisite: CSE099, ENA/ENG099, AMA116

AM0133 Keyboarding III Advanced Production Formatting
2 credits; 4 hours
This course is designed to increase the keyboarding and production skills of students who possess a minimum speed of 40 gross words a minute. Intensive speed, accuracy, and reinforcement drills will be stressed. Complex formats for letters, manuscripts, tabulations, memos, and business forms will be introduced. The final keyboarding speed goal is a rate of 50-55 gross words a minute for five minutes with a maximum of five errors.
Prerequisite: AM0132

AM0155 Word Processing I
3 credits; 4 hours (3 lecture, 1 lab)
This course introduces students to word processing on the microcomputer. Through hands-on practice, students will become proficient in the basic uses of a major word processing software package. Topics covered include creating, editing, storing, page formatting, printing, basic merging, and performing block functions using single files.
Prerequisite: CSE099, ENA/ENG099, AMA116

AM0156 Word Processing II
3 credits; 4 hours (3 lecture, 1 lab)
This course is a continuation of Word Processing I. Emphasis will be placed on advanced word processing applications on the microcomputer. Topics will include advanced techniques of creating and merging files, advanced editing, specialized printing, and creating and using on-line resources such as thesauruses, math, a sort, and macro commands.
Prerequisite: AM0155

AM0170 Computerized Medical Information Management
3 credits; 4 hours (3 lecture; 1 lab)
This course will provide students with instruction in the preparation and maintenance of medical records, financial record-keeping, patient and insurance billing, and processing of insurance forms and claims. It will provide students with a brief history of the medical profession, acquainting students with various medical laws and codes of ethics as they relate to medical office support personnel. This course will be enhanced by the use of medical software and a medical office simulation project.
Prerequisites: CSE099, ENA/ENG099, MAT095/MAB095
Pre-Corequisite: AM0116

Total
52
AMM101/AMB101 Introduction to Business
3 credits; 3 hours
This is 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 for AMM101: CSE095, ENA/ENG099
Prerequisite for AMB101: CSE095, ESB/ESH/ESL/ESR098

AMM102 Principles of Finance
3 credits; 3 hours
This course is a study of the monetary and credit systems of our economy and related policies and problems. In addition, the course addresses itself to the following: 1) commercial and noncommercial banking institutions and operations; 2) money and banking in relation to prices, economic growth, and international events.
Prerequisite: MAT095/MAB095, AMM101 or AMB101

AMM103 Principles of Management
3 credits; 3 hours
This course is an analysis of the role of the manager and the functions of management in an enterprise. Consideration is given to the interlocking nature of these functions and the principles which are the basis for the practice of management. Attention is given to the impact of the external environment on the development of the managerial role and on managerial practice. This course is required for Business Administration and Management students prior to their first internship.
Prerequisite: AMM101 or AMB101

AMM104 Principles of Marketing
3 credits; 3 hours
This course explores the vital role of marketing in our economy. The factors of consumer behavior and motivation are covered to provide an understanding of market planning. The system of distribution of goods from producer to consumer is discussed by relating theory to actual case histories.
Prerequisite: AMM101 or AMB101

AMM108 Principles of Real Estate
3 credits; 3 hours
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. Successful completion of the course material is required to take the New York State licensing examination. Students must obtain broker sponsorship in order to take the New York State licensing examination for Real Estate Salesperson. Permission of the department is required.
AMP205 Civil Litigation
3 credits; 3 hours
This course is an intensive and thorough analysis of what happens in a civil lawsuit, from the decision to sue to the appeal. Students learn how to prepare relevant legal documents and to assist attorneys in a variety of tasks at each stage of the proceedings.
Prerequisite: AMP101

AMP207 Real Estate Law for Paralegals
3 credits; 3 hours
This course is concerned with real estate sales, leases and mortgages. By acquiring an essential knowledge of real estate law and practical skills such as document preparation, students learn how to reliably participate in a variety of real estate transactions.
Prerequisites: MAT095/MAB095, AMP101

AMP208 The Law of Business Enterprises for Paralegals
3 credits; 3 hours
This course covers the law of sole proprietorships, corporations and partnerships, and their respective advantages and disadvantages. Students learn how to prepare legal documents pertaining to the creation, operation and termination of each form of business.
Prerequisite: AMP101

AMP209 Criminal Law and Procedure
3 credits; 3 hours
This course is concerned with the practical aspects of criminal law and procedure as they pertain to the work of the paralegal. The first part of the course covers the nature of criminal liability, the elements of various crimes, and defenses to criminal accusations. The second part covers criminal procedure, from search and seizure through trial and appeal. Constitutional issues relating to search and seizure, self-incrimination and other matters are explored in depth. Students learn how to prepare relevant legal documents.
Prerequisite: AMP101

AMP211 Computer Applications for Paralegals
3 credits; 4 hours (3 lecture, 1 lab)
This course focuses on those computer applications which are of central importance for paralegals. Topics include word processing, spreadsheets, databases, legal-specific programs such as those for litigation support, time-keeping/billing and document generation, on-line services and the Internet. Particular attention is given to computer-assisted legal research. Students acquire extensive hands-on experience using personal computers.
Prerequisites: MAT095/MAB095, AMP101

AMT101 Introduction to the Travel Industry
3 credits; 3 hours
This course is an overview of the travel and tourism industry. It explores the structure, products and services of travel suppliers, such as transportation companies, accommodations and attractions; and of travel marketing organizations, such as travel agencies, tour packagers and tourism bureaus. The course also traces the historical development of travel and tourism and explores their roles in contemporary life.
Prerequisites: CSE099, ENA/ENG099, MAT095/MAB095

AMT205 Travel, Tourism and Hospitality Law
3 credits; 3 hours
This course examines business law concepts and principles as they pertain to the travel, tourism and hospitality industry. General topics include the nature of American law and the legal system, negligence law and contract law. Industry-specific topics include the rights and responsibilities of airlines and other transportation providers, lodging facilities, restaurants, patrons and travel agents. Employment law and government regulation of the industry are also discussed.
Prerequisite: AMT101
Communication Skills Department

The Communications Skills Department teaches courses in developmental reading, advanced reading, and study skills. The department encourages students to view reading as a thinking process and emphasis is placed upon comprehending college level materials. The reading laboratory provides students with supervised tutorial assistance.

Department Faculty

CSE095 Essentials of Reading I
0 credits; 5 hours (4 lecture, 1 lab)
This course emphasizes developing students’ ability to comprehend what they read on a literal level. Inferential reading is introduced. Narrative material is to be the focus, but appropriate exposition is also studied. Students read and interpret material from culturally relevant textbooks. Study strategies introduced are reinforced and applied to more difficult text. Specialized textbook vocabulary is targeted. Admission to this course is based on placement test scores.

CSE099 Essentials of Reading II
0 credits; 5 hours (4 lecture, 1 lab)
This course reinforces reading and study strategies applied to advanced texts of a culturally relevant nature. Emphasis is on exposition. Elements of critical reading are introduced. Standardized reading test strategies are a focal point in preparation for the CUNY Reading Test. Reading as a process is explained and experienced using students' own self-monitoring strategies. Critical reading of one or more texts is required. Admission to this course is based on placement test scores.

CSE103 Advanced Reading and Study
3 credits; 3 hours
This course is designed for the development of reading and study skills at an advanced level. Emphasis is on such skills as vocabulary improvement, previewing, note-taking, test-taking, summarizing and critical analysis. Students explore different types of exposition and styles of writing. Content area materials are utilized.
Pre-requisite: CSE099, ENA/ENG099, MAB095/MAT095

CSE105 Vocabulary Enhancement
3 credits; 3 hours
This course introduces students to methods of expanding their vocabulary. The development of modern English is studied to explain the state of current vocabulary. Various types of dictionaries, Greek and Latin word elements and meanings derived from context are explored. Special consideration is given to introducing the students to the vocabulary essential to their major area of study.
Pre-requisite or Corequisite: CSE099, ENA/ENG099

CSE110 Literacy and Propaganda
3 credits; 3 hours
This course introduces students to methods of understanding a highly developed and pervasive discourse: propaganda. Emphasis is placed on reading materials that use the persuasive and argumentative language of politics, advertising, cultural discussions and the media. Political speeches, essays, editorials, and articles are used to enlarge the student’s experience with the materials and tools of propaganda. The student will acquire the intellectual framework and sophisticated level of literacy needed to recognize and respond to the aims of propaganda.
Prerequisite: CSE095, ESL/ESR099
Pre- or Corequisite: CSE099, ENA/ENG099

CSE120 Reading the Biography
3 credits; 3 hours
This course will introduce students to the critical reading and evaluation of biographies, autobiographies, memoirs, diaries and journals. The aims of the course will be to: evaluate claims to truth and truthful recollections; examine historical claims through first person accounts; develop awareness of the methods and techniques of biographical and autobiographical writing; understand the uses of biographical writing and its place in society; explore biographies and autobiographies as vehicles for the creation of the self. The student will become proficient and develop a deeper appreciation of biographical narratives and their uses in self-understanding. The materials to be read in class will vary by semester and the course may be thematically organized.
Pre- or Corequisite: ESL/ESR098

CSE200 Speed Reading
2 credits; 3 hours
This course is offered for students who are interested in power reading techniques. Emphasis is placed on the development of effective reading habits and the techniques of rapid reading, identifying authors’ patterns of writing, skimming, scanning and ongoing practice with mechanical aids and timed exercises.
Prerequisite: CSE099, ENA/ENG099, MAB095/MAT095

Computer Information Systems Department

Department Faculty

CIC100 Introduction to Computers and Their Applications
3 credits; 5 hours (3 lecture, 2 lab)
This course introduces the student to the uses of computers in business. A minimum of one contact hour per week contains curriculum designed to improve basic skill deficiencies in mathematics by reinforcing arithmetic and algebraic concepts. Students learn the vocabulary of the computer field and the ways computers work. In the computer lab, students will learn how to use several popular application software programs, as well as to navigate the Internet. Admission to this course is based on college placement scores.
Prerequisite: ENA099
Pre- or Corequisite: CSE099, ENG099
Corequisite: MAT096/MAB096

CIS100 Introduction to Computers and Their Applications
3 credits; 4 hours (3 lecture, 1 lab)
This course will introduce the student to the uses of computers in business. Students will learn the vocabulary of the computer field and how computers work. The course will teach students to use application software packages on
microcomputers. In the computer lab, students will learn how to use several popular application software programs, as well as to navigate the internet.
Prerequisite: CSE099, ENA/ENG099, MAT096/MAB096

**CIS101 Introduction to Computer Science**  
*4 credits; 5 hours (3 lecture, 2 lab)*  
This is the first course in the computer science program. An emphasis will be placed on algorithmic design using principles of object-oriented programming including objects and classes. Concepts such as inheritance, data abstraction, and polymorphism will be included. Students will be required to write several programs in an appropriate language using these concepts.
Prerequisite: CSE099, Pre- or Corequisite: ENA/ENG099, MAT200 or MAT241

**CIS/SSD105 Computers and Society**  
*3 credits; 4 hours (3 lecture, 1 lab)*  
This course examines the relationship between human values, society and technology. It begins with an explanation of how computers work and then investigates how technology affects such issues as jobs, privacy, and education. Lab work is included.
Prerequisite: CSE099, ENA/ENG099, MAT095/MAB095

**CIS107 Computer Graphics**  
*3 credits; 4 hours (3 lecture, 1 lab)*  
This course is a survey of the many ways in which computers can be used to generate graphic images. The course will introduce the students to input and output devices used for graphics as well as to popular graphics programs, including paint and draw programs and desktop publishing programs. Students will learn how to create business charts and presentations, how to incorporate clip art into written documents, and how to produce newsletters. Students will also work with a visual programming language.
Prerequisite: CIS101 or CIS109

**CIS109 Introduction to Visual Programming**  
*3 credits; 4 hours (3 lecture, 1 lab)*  
This course introduces Windows and GUI concepts and applications through objects and programming. Students will learn to develop real-world Windows applications through an event-driven language, such as Visual Basic. Additionally, students will learn basic programming concepts such as arithmetic operations, logical operations and interactive structures.
Prerequisite: CIC100 or CIS109

**CIS110 Systems Analysis and Design**  
*3 credits; 4 hours (3 lecture, 1 lab)*  
This course introduces the student to the analysis and design of computer-based systems with consideration given to organizational structures, form design, file design, data structures, scheduling, operations research techniques and hardware and software organization. Actual and simulated case studies will be utilized. The student will develop and program a prototype and document a comprehensive systems study.
Prerequisite: CIS109 or CIS195 or CIS196, ENC101 or ENG101

**CIS115 Educational Computing**  
*3 credits; 4 hours (3 lecture, 1 lab)*  
This course is an introduction to the use of computer software (programs) designed for educational purposes. Students will survey and evaluate educational software written for various subjects and grades. Students will also learn about programming languages used in schools today and they will write short programs using several programming languages. The course will conclude with a look at the future of computers in schools, including the topic of hardware, as well as software. This course is designed for students in the Teacher Sabbatical Program in Computer Literacy.
Pre- or Corequisite: CIS100

**CIS125 C/C++ Programming**  
*3 credits; 4 hours (3 lecture, 1 lab)*  
This course introduces the C and C++ programming through the implementation of various algorithms and the use of an object-oriented approach. Topics include: input/output, expressions, operators, basic data types, functions, flow-control, macros and classes. Structured as well as object-oriented techniques will be emphasized. The course emphasizes structured design and problem solving. Laboratory assignments are required.
Prerequisite: CIS101 or CIS109, MAT200 or MAT241

**CIS150 Databases From the PC to the Internet**  
*3 credits; 4 hours (3 lecture, 1 lab)*  
This course will provide students with an overview of database management systems and databases. Students will learn how to design and create databases for professional and personal use. This course will also provide students with an introduction to CD-ROMs and the Internet, enabling students to conduct research and locate educational resources. This course is designed for students in the Teacher Sabbatical Program in Computer Literacy.
Prerequisite: CIS100

**CIS160 Topics in CIS (To Be Announced)**  
*3 credits; 4 hours (3 lecture, 1 lab)*  
This course is designed to explore a current topic in computer information systems. The specific topic, to be announced during advanced registration, will be selected from such areas as computer programming and languages, telecommunications, computer architecture, and artificial intelligence. Students will learn about the selected topic through a combination of lectures, readings, research, class discussions, and laboratory projects.
Prerequisite: CIS101 or CIS109 or CIS265, MAT200 or MAT241

**CIS170 Spreadsheet Applications**  
*2 credits; 4 hours (2 lecture, 2 lab)*  
This course introduces spreadsheet application software. Students will learn the uses of spreadsheets through extensive hands-on experience. This course will cover using formulas, working with multiple worksheets, creating charts and maps, working with ranges and what-if analysis, using macros, and working with data base tables. Additionally, students will become familiar with the Windows environment and recordkeeping for general business applications.
Prerequisite: CIS100

**CIS171 Data Base Applications**  
*3 credits; 4 hours (3 lecture, 1 lab)*  
This course introduces data base application software. Students will learn the use of a data base through extensive hands-on experience. The course will emphasize the use of alternative methods of searching the data base, selective retrieval of information, and report/label preparation. Students will explore the use of advanced functions in order to combine files, modify original design, update records and become familiar with command-driven and menu prompts in a Windows environment.
Prerequisite: CIS100

**CIS172 Desktop Publishing Applications**  
*3 credits; 4 hours (3 lecture, 1 lab)*  
This course introduces students to the basics of desktop publishing and presentation graphics-the art of designing layout, positioning text, formatting charts and tables on a page, and using appropriate computer software. Familiarization with equipment, available software, and electronic printing will be emphasized. Students will receive hands-on training relating to designing documents, publications, slides, outlines, notes, Web pages, and portfolios.
Prerequisite: CSE099, ENA/ENG099 or ESL/ESR098, MAT095/MAB095, AMO116, CIS100
CIS173 Integrated Software Systems
3 credits; 4 hours (3 lecture, 1 lab)
This course is the capstone to the Microcomputer Systems and Applications curriculum. Instruction will emphasize the systems and procedures used to process information in an integrated software environment. Students will be required to do projects utilizing advanced database and spreadsheet concepts and graphics software. Integrated software applications will be completed in a simulated office environment.
Prerequisite: ENC101 or ENGl01, CIS170, CIS171, CIS172

CIS195 Structured Programming with COBOL
4 credits; 6 hours (4 lecture, 2 lab)
Algorithms discussed in this introductory course will be coded in COBOL. A structured approach will be stressed in the analysis of control break logic, sequential file updates, random file processing, ISAM programs, table handling and subprogram linkage.
Prerequisite: CIC100 or CIS100 or CIS101

CIS196 BASIC Assembler Language for Computer Science
5 credits; 6 hours (4 lecture, 2 lab)
This course is designed as a complete course in Assembler Language programming covering macros, conditional assembly and privileged instructions. Mathematical, scientific and business applications will be illustrated.
Prerequisite: CIC100 or CIS100 or CIS101

CIS230 Comparative Operating Systems
3 credits; 4 hours (3 lecture, 1 lab)
This course is an introduction to computer operating systems including mainframe and microcomputer operating systems. Students will learn operating system concepts and command languages for several operating systems. Topics will include memory management, data management, job scheduling, spooling, I/O management, security and networking as it applies to various operating systems.
Prerequisite: ENC101 or ENGl01, CIS109 or CIS195 or AMO155

CIS231 Novell Network Operating System
3 credits; 4 hours (3 lecture, 1 lab)
This course will provide students with theoretical and practical knowledge needed to configure, optimize, administer and maintain a Novell Network-based network. Topics will include: login scripts, user and group rights, trustee assignments, security issues, menu and command line utilities, application software supervision, network optimization and installation, network directory services (NDS) tree structures, advanced and customized printing utilities, and troubleshooting. Upon completion of the course, students may choose to take the Certified Novell Administrator (CNA) exam.
Pre- or Corequisite: CIS230

CIS232 UNIX Network Operating Systems
3 credits; 4 hours (3 lecture, 1 lab)
This course is an introduction to the UNIX operating system. It is designed to teach students how to effectively integrate UNIX utilities and system calls within network administration. Additionally, it will teach students how to customize workstations through the use of LAN management and administrative functions. Upon completion of this course, students may choose to take the SCO ACE certification exam.
Pre- or Corequisite: CIS230

CIS233 Windows NT Network Operating System
3 credits; 4 hours (3 lecture, 1 lab)
This course will provide the student with a comprehensive knowledge of the Microsoft Windows NT operating system and network environment. Topics to be covered include an overview of the system architecture, the network environment, administration, security, and optimization. Students will be in a computer lab to learn the skills needed to install and configure NT systems and workstations and servers. This course will prepare students to take the first Microsoft Certification Exam in Systems Engineering (MCSE).
Pre- or Corequisite: CIS230

CIS241 Computer Electronics I
4 credits; 6 hours (4 lecture, 2 lab)
This is a course in the fundamentals of DC and AC electric circuit theory which will provide a basis for further study and concentration in computer repair and telecommunications. Among the topics to be considered are Ohm’s Law, Kirchhoff’s Laws, voltage divider rule, RC time constants, measurement techniques, and some basic electronic components such as resistors, capacitors and inductors. The laboratory work will include experiments using voltmeters, ammeters, oscilloscopes, and breadboards. The student should expect to pay for additional materials for this course.
Prerequisite: CSE099, ENA/ENG099
Pre- or Corequisite: MAT241

CIS242 Computer Electronics II
3 credits; 4 hours (3 lecture, 1 lab)
This course is a continuation of Computer Electronics I. Topics covered include parallel resonance, high and low passive filter circuits, transformers, semiconductor structure, diodes, BJTs, FETs, integrated circuits, power supply circuits, transistor amplifier circuits, operational amplifiers, oscillators, and modulation and receiver circuits. This course will emphasize the laboratory construction and troubleshooting of these circuits. The student should expect to pay for additional materials for this course.
Prerequisite: CIS241

CIS250 Data Base Concepts and Programming
3 credits; 4 hours (3 lecture, 1 lab)
This comprehensive course covers the concepts of data collection, organization and retrieval. The understanding of data structures and the analysis of file organization techniques will be emphasized. The principles of database design, selection and management will be introduced. Students will be given extensive laboratory experience with programming using a database application package.
Prerequisite: CIS109 or CIS195

CIS260 Introduction to Teleprocessing
3 credits; 4 hours (3 lecture, 1 lab)
This course examines the field 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; the configuration of 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: CIC100 or CIS100 or CIS101

CIS261 Introduction to Telephony
3 credits; 4 hours (3 lecture, 1 lab)
The purpose of this course is to introduce the student to the technology of voice switching, the basic activities of a central office and outside telephone media. Various technologies used in telephony will be examined. The topics covered include numbering plan, voice switching, distributional frames (MDF) and carriers. Other topics include history, organization and regulation of telephony. Telephone media such as cable, satellite, microwave, fiber optic, carriers, and CO equipment (power, MDF, repeaters), principles of radio and radio transmission, computer controlled switching, PBX, CBS, PABX,
CENTREX, VAN, WATS, bypass and cellular telephone systems and digital services will be reviewed. The student can expect to pay for additional materials for this course.

Prerequisite: CIS241

**CIS262 Data Communications**

*3 credits; 4 hours (3 lecture, 1 lab)*

This course covers various methods and techniques used in computer communications. The course is designed for telecommunications majors and will aid them in applying data communications skills to on-the-job situations. Main topics include message and packet switching, communication servers, distributed systems, and line control techniques. The laboratory portion prepares the student to sit for the Novell CNA exam. The student can expect to pay for additional materials for this course.

Prerequisite: CIS241

**CIS263 Network Operations**

*3 credits; 4 hours (3 lecture, 1 lab)*

This course introduces the student to general network theory with respect to the operation and management of modern networks. The student will use laboratory equipment to prepare print servers, file servers, multiplexers, routers and modems. Network monitoring will be introduced for troubleshooting skills and for traffic analysis in a LAN environment. The laboratory work is geared toward preparing the student for network certification.

Prerequisite: CIS262

**CIS265 Computer Hardware Interfacing and Programming**

*3 credits; 4 hours (3 lecture, 1 lab)*

The course will introduce the student to techniques in controlling a computer system and will include interfacing techniques such as memory mapped and isolated I/O, hardware/software interrupts, polling, and assembler language. Programming will include such topics as: addressing modes, arithmetic and logic instructions, conditional branching, stacks, subroutines.

Prerequisite: CIC100 or CIS100 or CIS101

**CIS270 Data Center Operations: The Basics**

*3 credits; 4 hours (3 lecture, 1 lab)*

This course introduces students to the field of computer operations and the duties associated with the job of computer operator. Students will be introduced to the operation and maintenance of computer hardware and peripherals on the mainframe, and to keeping of vital logs associated with job scheduling, shift work, hardware repair and facility scheduling. Students will also gain a working knowledge of the VM/SP operating system utilizing CMS and CP commands.

Prerequisite: CIC100 or CIS100 or CIS101

Pre- or Corequisite: ENC101 or ENG101

**CIS275 Data Center Operations: Advanced Topics**

*3 credits; 4 hours (3 lecture, 1 lab)*

This course is a continuation of Data Center Operations: The Basics, and will emphasize advanced computer system operations including such topics as command languages, console commands, analysis of various microcomputer and mainframe operating systems, and computer resource management. This course will cover such operating systems as MS-DOS, UNIX, MVS and VM.

Prerequisite: CIS270

**CIS286 Data Structures**

*3 credits; 4 hours (3 lecture, 1 lab)*

This advanced computer science course focuses on data structures. It is assumed that the student is familiar with basic computer concepts of object-oriented programming. Topics will include linear data structures such as linked lists, stacks, queues and trees, file processing concepts, records and sets. Programming assignments will focus on implementing complex algorithms.

Prerequisite: CIS101, MAT200 or MAT241

**CIS289 Computer Technology Project Lab**

*2 credits; 2 hours*

This course reinforces the student’s concepts of digital circuit-board fabrication for computer and communication devices through the construction of projects. Topics include: lab safety, reading schematic diagrams, PC board layout design and construction, components soldering, and wire wrapping. The student will also learn the techniques of troubleshooting the devices using the instruments provided by the laboratory. The projects will vary. The student should expect to pay for additional materials for this course.

Prerequisite: CIS261 or CIS292

**CIS291 Computer Logic, Design and Implementation I**

*4 credits; 5 hours (3 lecture, 2 lab)*

This course will teach students how a computer logic statement is converted into an actual circuit. Using binary notation and boolean algebra, the student will analyze switching networks of logic gates. The circuits which are mathematically described will then be translated into wiring diagrams and implemented on logic trainers and/or prototype boards. The student should expect to pay for additional materials for this course.

Prerequisite: CIS241, MAT241

**CIS292 Computer Logic, Design and Implementation II**

*4 credits; 5 hours (3 lecture, 2 lab)*

Students will learn to analyze sequential networks. The use of flip-flops in circuits, such as binary counters, serial adders, parallel multipliers and code converters, will be studied. Wave form analysis will be done in the lab using oscilloscopes and logic devices. The student should expect to pay for additional materials for this course.

Prerequisite: CIS291, MAT241

**CIS293 Computer Repair and Network Maintenance**

*4 credits; 5 hours (3 lecture, 2 lab)*

This course will provide students with the knowledge needed to diagnose and repair stand-alone and networked personal computers. The student will learn about hardware, including disk drives, mainboards, video boards, network interface cards, and modems. Students will learn how to setup, diagnose and repair network connections, servers, and workstations. Students will work with testing equipment such as oscilloscopes, patch boxes, LAN testers, and wiring tools. General software diagnostic tools will be used. The student should expect to pay for additional materials for this course.

Prerequisites: CIS231 or CIS232 or CIS233 or CIS292

**CIS295 Computer Architecture**

*4 credits; 5 hours (3 lecture, 2 lab)*

This course is intended for students who are in the computer science program or for students interested in developing a background in hardware concepts. Topics covered include number systems, logic circuits, arithmetic circuits, flip-flops, registers, memories, sample designs of simple computers and an introduction to microprogramming. The student should expect to pay for additional materials for this course.

Prerequisite: CIS196 or CIS265, MAT200 or MAT241
Cooperative Education

The Division of Cooperative Education believes in the value of experience-based learning. Our mission is to engage students in a process of active learning that links work experience with opportunities for critical analysis and reflection.

Department Faculty

Catherine Farrell, Dean; Paul Saladino, Associate Dean; Karen Anderson, Judy Bieber, James Cantwell, Diane Ducat, Mohammad Reza Fakhari, Michael Frank, Joan Heitner, Doreen Kolomechuk, Paul Levine, Freeman McMillan, Helen Perry, Stacy Perry, Marie Sacino, Susan Sanchirico, Lucy Sardell, Caren Treiser, Jeff Weintraub, Francine White, John Wolovich.

CEP100 Cooperative Education: Gateway to the Workplace
1 credit; 1 hour
This introductory Cooperative Education course is designed to foster career development in a changing work environment and to promote workplace access. Topics include: the transformation of work; the impact of diversity in the workplace; the importance of continuous learning and career planning; and the competencies essential for workplace success. Emphasis will be placed on the use of experience-based learning to facilitate the transition from academic to professional life. This course is a prerequisite for internship placement. Prerequisite: CSE099, ENAIENG099, MAT095. Students must have completed 15 credits, including the introductory course in their major.

CEP151 Cooperative Education: Part-Time Internship
2 credits; 1 seminar hour; 15-20 internship work hours
This internship provides students with an experience-based learning opportunity to: explore or confirm career interests and plans; apply classroom learning to real work situations; and practice and strengthen interpersonal or technical skills. A minimum of 15-20 hours per week at the internship site is required during the Co-op cycle. A concurrent seminar provides a framework for students to analyze their internship experience. During Fall I and Spring I students must take six additional credits to be certified as a full-time student. Prerequisite: CEP100.

CEP152 Cooperative Education: Part-Time Internship
2 credits; 1 seminar hour; 15-20 internship work hours
This elective internship provides students with an experience-based learning opportunity to: explore or confirm career interest and plans; apply classroom learning to real work situations; and practice and strengthen interpersonal or technical skills. 15-20 hours per week at the internship site is required during the Co-op cycle. A concurrent seminar provides a framework for students to analyze their internship experience. During Fall I and Spring I students must take six additional credits to be certified as a full-time student. Prerequisite: CEP201.

CEP201 Cooperative Education: Full-Time Internship
3 credits; 1 seminar hour; 25-40 internship work hours
This full-time internship provides students with an experience-based learning opportunity to: explore or confirm career interests and plans; apply classroom learning to real work situations; and practice and strengthen interpersonal or technical skills. 25-40 hours per week at the internship site is required during the Co-op cycle. The internship is accompanied by a concurrent seminar which provides a framework for students to analyze their internship experience. Prerequisite: CEP151.

CEP202 Cooperative Education: Full-Time Internship
3 credits; 1 seminar hour; 25-40 internship work hours
This full-time elective internship provides students with an experience-based learning opportunity to: explore or confirm career interests and plans; apply classroom learning to real work situations; and practice and strengthen interpersonal or technical skills. 25-40 hours per week at the internship site is required during the Co-op cycle. The internship is accompanied by a concurrent seminar which provides a framework for students to analyze their internship experience. Prerequisite: CEP201.

Counseling Program

Counselors within the Division of Student Affairs & Enrollment Management provide programs designed to help students with personal, academic and career concerns. The department also offers a New Student Seminar and a Career Development Seminar. These courses are described below.

Department Faculty


FSM000 New Student Seminar
0 credit; 1 hour
New Student Seminar is designed to provide an orientation for students to LaGuardia and to provide students with the knowledge and skills they need to be successful in college. Students will learn college policies and academic requirements, effective study skills, and test-taking strategies. In addition, students will engage in self and career exploration as well as academic planning and advisement.

FSC100 Career Development Seminar
1 credit; 1 hour
This seminar introduces the theory and process of career development. Students will examine personal and societal forces that influence career choice. In addition, an assessment of the students' career interests, values, and
skills will help students understand the theory of career decision-making and apply this knowledge to their own career exploration. Through the use of career information resources, students will learn the relationship between self-assessment and career choice.

Prerequisite: CSE099, ENA/ENG099, MAT095/MAB095

**English Department**

The English Department, through a carefully designed curriculum that includes composition, literature and journalism courses, teaches students writing and analytical skills necessary for both academic and career success. The department offers courses in composition, creative writing, journalism, literature, and urban studies.

**Department Faculty**


**Journalism**

**ENG210 Journalism: Its Scope and Use**

3 credits; 3 hours

This course provides an overview of journalism with an emphasis on print and related areas, such as in-house publications and public relations writing. Also to be covered are the history and impact of journalism, particularly the changing role of women and minorities in the press. News reporting, editing, production, newsroom organization and management will be explored through writing assignments, demonstrations and visits to LaGuardia’s newspaper as well as professional news publications.

Prerequisite: ENC101 or ENG101

**ENG211 Journalism: The Craft of Gathering and Reporting The News**

3 credits; 3 hours

This course emphasizes writing various types of hard news stories for mainstream and community newspapers. Students also learn how to use different interview styles to cover a variety of newsbeats. Students will be involved in writing for the college newspaper. Field trips to newsrooms will enable students to write reports on potential careers in news writing.

Prerequisite: ENC101 or ENG101

**ENG212 Feature Writing for Newspapers and Popular Magazines**

3 credits; 3 hours

This course introduces students to writing various types of feature stories, such as the human interest story, the lifestyle column, opinion and reviews (films, theater, books). To gather material for these features, students will learn how to vary their interview techniques. Press law which applies to writing reviews and opinion will be covered. Each student will also have an opportunity to write a feature profiling cultural diversity at LaGuardia.

Prerequisite: ENC101 or ENG101

**ENG213 Broadcast Journalism: Writing For Radio**

3 credits; 3 hours

This course introduces student to the essentials of radio news writing. Students learn how to prepare for radio news interviews, how to outline, write and edit radio news spots of various styles, how to proofread stories to avoid violating FCC regulations. This course also focuses on writing for community based radio stations. Students will visit a community radio station and will write about careers in radio journalism.

Prerequisite: ENC101 or ENG101

**ENG214 Broadcast Journalism: Writing For Television**

3 credits; 3 hours

This course introduces students to the basics of TV news reporting. Students learn how to prepare questions for different types of TV interviews, and to organize, write and edit TV news scripts of various styles. Students will also proofread stories to adhere to the ethics of TV news reporting. Writing for special interest TV news shows that serve culturally diverse audiences will also be covered. Students will visit TV stations in order to write about careers in TV journalism.

Prerequisite: ENC101 or ENG101

**Literature**

**ENG203 Work, Labor & Business in American Literature**

3 credits; 3 hours

This course examines the development of American literature from the perspective of work, organized labor and business. Such major themes as exploration and experimentation, the Protestant ethos, the American Dream and the commercial and entrepreneurial spirit will be investigated. Among the writers to be studied will be Byrd, Woolman, Douglass, Franklin, Harding, Gilman, Thoreau, Melville, Fitzgerald, Steinbeck, Miller, Hansberry, and Wilson.

Prerequisite: ENC101 or ENG101

**ENG205 The Bible as Literature**

3 credits; 3 hours

This course is designed to analyze the Bible critically as a literary compilation with particular consideration to the following forms: myth, epic narrative, drama, poetry, prophecy and parable. Questions of literary history, canonicity, authorship and source materials are considered. Various translations (e.g., King James, Coverdale, Jerusalem) may be examined comparatively for their use of language. Selections for study are chosen for their impact on subsequent literature, as well as for their artistic merit.

Prerequisite: ENC101 or ENG101

**ENG225 Afro-American Literature**

3 credits; 3 hours

This course is a survey of African American literature from its beginning to the present day, including the slavery era, the era of accommodation and protest, the Harlem Renaissance, the integrationist movement, the era of black aestheticism, and the post-1960’s decades. Writers to be studied might include Wheatley, Douglass, DuBois, Hughes, McKay, Brown, Wright, Brooks, Walker, Ellison, Baldwin, Hansberry, Baraka, Morrison, Naylor, and Wilson, among others.

Prerequisite: ENC101 or ENG101
ENG235 Cultural Identity in American Literature
3 credits; 3 hours
This course will explore the diverse voices of writers in the United States through a consideration of cultural context. Literature to be discussed may include the contributions of African-American, Asian-American,Euro-American, Latino/a-American, and/or Native-American writers. Such themes as cultural dislocation, alienation, and re-envisioning identity will be highlighted.
Prerequisite: ENG101 or ENG101

ENG240 Literature of the City
3 credits; 3 hours
This course is designed to introduce students to the literature of the city 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 may also be examined from an urban perspective.
Prerequisite: ENG101 or ENG101

ENG245 Images of Women in Literature
3 credits; 3 hours
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 recurring 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, Ernest Hemingway, Tennessee Williams, Edward Albee, Sylvia Plath, Mary Gordon, Toni Morrison, Alice Walker, and Audre Lorde.
Prerequisite: ENC101 or ENG101

ENG247 The Woman Writer: Her Vision and Her Art
3 credits; 3 hours
This course will explore the unique experience of the woman writer. Studying works written by women from a variety of cultures, races and classes will reveal how being a woman has influenced the woman writer’s creative interpretation of the human condition. Maya Angelou, Charlotte Bronte, Maxine Hong Kingston, Emily Dickinson, Tillie Olsen, and Leslie Marmon Silko will be read.
Prerequisite: ENC101 or ENG101

ENG248 Latina Writing of the United States
3 credits; 3 hours
This course examines the contributions to American literature made by Chicana, Puerto Rican, Cuban, and Dominican women writers in the United States over the last thirty years. It surveys the variety of Latina writing and explores the ways in which Latina writers represent community, class, race, gender, culture, nation, and ethnicity in their works. Poetry, fiction, essays, autobiographical prose, and dramatic works by authors such as Julia Alvarez, Gloria Anzaldua, Sandra Cisneros, Judith Ortiz Cofer, Cristina Garcia, Cherrie Moraga, and Nicholas Mohr will be read.
Prerequisite: ENC101 or ENG101

ENG250 The Short Story
3 credits; 3 hours
This course will examine the development and conventions of the short story providing analysis of representative short stories in the context of their biographical, social, intellectual, and artistic backgrounds. Stories will be chosen to reflect a diversity of cultural, racial and ethnic experiences. Such authors as Eudora Welty, Anton Chekhov, Richard Wright, F. Scott Fitzgerald, Willa Cather, Gloria Anzaldua, Charlotte Perkins Gilman, Yukio Mishima, Nadine Gordimer, Gloria Naylor and Bharati Mukherjee will be studied.
Prerequisite: ENC101 or ENG101

ENG252 Sexuality in Literature
3 credits; 3 hours
This course will introduce students to literature in which sexuality provides the dominant themes, motifs, or images. Issues such as sex as a metaphor for violence, pornography vs. eroticism, and the Idealized Lover may be discussed. Authors examined might include Chaucer, Bernard Malamud, Virginia Woolf, Walt Whitman, Donald Goines, Alta, and Victor Hernandez Cruz. Works such as For Colored Girls..., Lolita, Lady Chatterley's Lover, The Color Purple, and The Picture of Dorian Gray may be included.
Prerequisite: ENC101 or ENG101

ENG256 Humor in Literature
3 credits; 3 hours
This course introduces students to humor in literature from the Classic period to the present in the genres of drama, poetry, and fiction and provides them with interpretive skills required for an appreciation and understanding of the texts. In reading the work of such authors as Aristophanes, Shakespeare, Ismael Reed, and Fan Lebowitz, the class will define and examine examples of humorous literature such as satire, romantic comedy, parody and farce.
Prerequisite: ENC101 or ENG101

ENG260 The Novel
3 credits; 3 hours
This course introduces students to ways of reading, discussing and writing about novels through a close reading and analysis of their elements, and a consideration of their social, cultural and artistic contexts. Novels from a diverse range of sexual, racial, class and ethnic perspectives, from the 18th Century to the present, will be selected, including such writers as Jane Austen, James Baldwin, Charles Dickens, F. Scott Fitzgerald, Zora Neale Hurston, Yasunari Kawabata, Gabriel Garcia Marquez, Toni Morrison, Mark Twain and Richard Wright.
Prerequisite: ENC101 or ENG101

ENG261 Literature of Difference: Lesbian/Gay Writers
3 credits; 3 hours
This course will explore the literature and experiences of lesbian and gay writers. By examining these works we will reveal how sexual orientation influences the authors’ creative interpretations of themselves, their culture, and the world at large. Themes of growing up gay, coming out, families, relationships, communities, homophobia, AIDS, aging, loss and renewal are explored. Such writers as Brown, White, Lorde, Leavitt, Gomez, Beam, Baldwin, Kramer, Anzaldua and Sarton will be studied.
Prerequisite: ENC101 or ENG101

ENG265 The Drama
3 credits; 3 hours
In this course students are introduced to the drama. The characteristics of the form will be examined. Examples of the genre from major periods of its development will be studied, including plays by a range of culturally diverse authors such as Sophocles, William Shakespeare, Oscar Wilde, Henrik Ibsen, Eugene O’Neill, Lillian Hellman, Lorraine Hansberry, Arthur Miller, Tennessee Williams, Samuel Beckett, John Guare and August Wilson.
Prerequisite: ENC101 or ENG101
ENG266 Shakespeare
3 credits; 3 hours
This survey course examines a selection of Shakespeare's writings. It also looks at renaissance social, intellectual, and cultural contexts in order to help students understand Shakespeare's world. The course concentrates on various sonnets or poems and a representative selection of plays from the history plays, comedies, "problem plays," tragedies, and romances. Whenever possible, through visits to the theatres or film viewing, students are introduced to the "living Shakespeare".
Prerequisite: ENC101 or ENG101

ENG268 The Immigrant Experience in American Literature
3 credits; 3 hours
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, Philip Roth, Alex Haley, William Saroyan, Rene Marques, Paule Marshall, Claude McKay, and Maxine Hong Kingston will be considered.
Prerequisite: ENC101 or ENG101

ENG269 Contemporary Black American Fiction
3 credits; 3 hours
This is a consideration and analysis of a selected number of major Afro-American fiction writers from 1952 to the present. Emphasis will be placed on both the survival of older fictional concerns (e.g., racism, violence, the search for identity and the appearance of new 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: ENC101 or ENG101

ENG270 Introduction to Poetry
3 credits; 3 hours
This course introduces students to the formal conventions of poetry as well as the basic elements that work to create a poem. Poems from different countries and different historical periods will be explored, at times from different critical perspectives. Works by such poets as William Shakespeare, John Donne, Walt Whitman, Emily Dickinson, W.B. Yeats, Langston Hughes, e.e. cummings, Federico García Lorca, Adrienne Rich, Audre Lorde, Leslie Marmon Silko, and Gary Soto will be discussed.
Prerequisite: ENC101 or ENG101

ENG/HUC272 Literature and Film
3 credits; 4 hours
This course studies the similarities and differences between literature and film. By comparing and contrasting literary works (complete and excerpts) with films, the course illuminates the methods, structures and contents of the two media, as well as their relationship. Writers to be considered may include Shakespeare, Keats, Dickens, Dickinson, Wright, and West; films to be viewed may include those made by Griffith, Chaplin, Eisenstein, Riefenstahl, Flaherty and Resnais.
Prerequisite: ENG102

ENG275 The Great Writer
3 credits; 3 hours
This course studies the work of a single major author. Students will examine the author in depth, exploring the writer's career, major works, literary influence, and cultural context in order to understand his or her contribution to literary history. The author selected might be Chaucer, Milton, Austen, Dickens, Whitman, Dickinson, Wright, Faulkner, Hughes, Soyinka or Morrison.
Prerequisite: ENC101 or ENG101

ENG280 Children's Literature
3 credits; 3 hours
This course is designed to familiarize students with various types of children's literature, including folklore, modern fantasy, picture books and realistic fiction. Students also learn how to evaluate the literary standards and pluralistic character of the literature and how to choose books to share with children from pre-school through elementary school. Through a study of works from such authors as Hans Christian Andersen, E.B. White, Virginia Hamilton, Pura Belpré, Laura Ingalls Wilder, Julius Lester, C.S. Lewis, Jamake Highwater, A.A. Milne and Maurice Sendak among others, the basic themes of children's literature will be explored.
Prerequisite: ENC101 or ENG101

ENN191 Art, Politics, and Protest
3 credits; 3 hours
This course examines political and/or protest art as expressed in literature, song, drama, and other arts. Issues in New York that stirred or are stirring 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 in Greenwich Village or Soho, to Ellis Island, to Broadway and off-Broadway productions and to individual communities.
Prerequisite: CSE099, ENA/ENG099

ENN/SSN193 Ideal Societies
3 credits; 3 hours
This course is designed to help students understand utopian movements in urban society from historical, psychological and sociological perspectives. This course will focus on both the causes for creating utopian experiments and the ways in which utopias approach family structure, religion, education, power, and economic organization. Literary versions of utopian communities will be studied. Field trips may be taken to such places as Roosevelt Island and Shaker Village.
Prerequisite: SSE101 or SSS100 or SSY101

ENN195 Violence in American Art and Culture
3 credits; 3 hours
This course surveys the depiction of various types of violence and the use of violence as a theme or metaphor in North American literature, art, and popular culture. Emphasis is placed on New York City as a laboratory and resource for researching considerations of violence in poetry, drama, fiction, film and other visual artforms as well as popular culture (e.g., lyrics, comic strips, advertising, horror and suspense stories).
Prerequisite: ENA/ENG099

Writing
ENA099 Basic Writing
0 credit; 7 hours (6 lecture, 1 lab)
This course introduces and reinforces students' rhetorical and organizational skills through an understanding of the writing process. Essential principles of grammar and sentence structure are covered and students are introduced to at least three rhetorical modes, such as narration, description and development by example. Students write essays in response to classroom discussion and multicultural written and visual texts. Admission to this course is based on college placement test scores.
ENC101 Composition I: An Introduction to Expository Writing
3 credits; 4 hours
In this course students focus on the process of writing clear, correct and effective expository essays in response to materials drawn from culturally diverse sources. Emphasis is placed on using various methods of organization appropriate to the writer’s purpose and audience. Students are introduced to argumentation, fundamental research methods and documentation procedures. Students write frequently both in and out of class. Admission to this course is based on college placement test scores.

ENG099 Basic Writing
0 credit; 5 hours (4 lecture, 1 lab)
This course develops and reinforces students’ rhetorical and organizational skills through an understanding of the writing process. Essential principles of grammar and sentence structure are covered and students are introduced to at least three rhetorical modes, such as narration, description, development by example, argumentation, and comparison-contrast. Students write essays in response to classroom discussion and multicultural written and visual texts. Admission to this course is based on college placement test scores.

ENG101 Composition I: An Introduction to Expository Writing
3 credits; 4 hours
In this course students focus on the process of writing clear, correct and effective expository essays in response to materials drawn from culturally diverse sources. Emphasis is placed on using various methods of organization appropriate to the writer’s purpose and audience. Students are introduced to argumentation, fundamental research methods and documentation procedures. Students write frequently both in and out of class. Admission to this course is based on college placement test scores.

ENG102 Composition II: Writing Through Literature
3 credits; 3 hours
This course is a continuation of English 101. Students will reinforce and extend their abilities to write correct, well-organized essays using various rhetorical strategies and stylistic techniques. Poetry and at least one other literary genre from among fiction, drama and the nonfiction essay will be studied. Students will be introduced to a variety of writing strategies used in composing interpretive and analytical essays. Writing assignments will include a critical research paper.

Pre-requisite: ENC101 or ENG101

ENG103 Preparing and Writing the Research Paper
2 credits; 2 hours
This course takes up the skills needed to prepare and write a formal research paper. The students learn and practice the skills involved in research reports for such major disciplines as the social sciences, humanities, human services, and English. These include: choosing an appropriate topic and limiting its focus; using library reference materials; outlining and taking notes; using quotations and paraphrases; preparing footnotes and bibliography; and, finally, incorporating these skills in the development of a typed manuscript.

Pre-requisite: ENC101 or ENG101

ENG104 Intermediate Writing: The Peer-Tutor Experience
4 credits; 5 hours
This course is for students who wish to perfect their writing while at the same time engaging in a peer-tutoring experience. It is designed to give students a better understanding of peer tutoring and of their writing, and to improve their skills in grammar and composition. Active discussion and criticism of one another’s writing will form the core of this course. Carefully supervised peer-tutoring in the Writing Center will give students valuable additional experience and insight into the writing process. Students are permitted in class only with a grade of B or better in English 101. Those interested should have good writing skills and work well with people.

Prerequisite: ENC101 or ENG101

ENG106 Critical Writing: Analysis and Argumentation
3 credits; 3 hours
This course is designed to reinforce and add to the skills developed in Composition I. Emphasis will be placed on those skills central to planning, composing and revising essays of argumentation and critical analysis. Students will also work on developing greater variety and brevity of style and will write a series of essays, including precis, analyses and critiques, based on related readings. A final term paper will contain an independent evaluation of secondary sources.

Prerequisite: ENC101 or ENG101

ENG/ESL110 English Grammar Syntax
3 credits; 3 hours
This is a grammar and syntax course. The course focuses on the grammatical structures necessary in academic discourse. The course begins with a review of the English verb system and covers preposition use, English word order, adverb, adjective, and noun clauses, reported speech, article usage, complex conditionals, and passive voice. Additional topics may be selected in response to particular needs and interests of the students in the class.

Pre-corequisites: CSE095, ENA/ENG099, ESL/ESR099

ENG112 Writing for Business
3 credits; 3 hours
This course introduces students to the principles of effective business writing. It focuses on clarity, precision, brevity, inclusiveness, courtesy and correctness and basic business writing principles. General rhetorical principles of writing are also reinforced. Students are introduced to such forms of writing as the memo, resume, and letters of application. Students are also guided through the process of writing a formal business report. Attention is given to intercultural issues relevant to business communication.

Prerequisite: ENC101 or ENG101

ENN198 Creative Writing Workshop
3 credits; 3 hours
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 this glimpsed New York life. Reading of and visits with New York writers writing on New York themes will complement these activities.

Prerequisite: ENC101 or ENG101

ENZ099 Basic Writing
1 credit; 3 hours
This course is designed to develop and/or reinforce students' rhetorical, organizational and grammatical skills through an understanding of the writing process. The focus is on expressing ideas clearly in formal written English. Grammatical competency is reinforced according to students' individual needs. This course is equivalent to ENA/ENG099, but is taught in a microcomputer lab and offered in intensive modes.
English as a Second Language

The English as a Second Language (ESL) Program provides non-credit-bearing courses for students of limited English proficiency from the beginning through the advanced levels. The receptive skills, listening and reading, are emphasized at the lower levels (ESL096 & ESB/ESH/ESL097), while the advanced levels (ESB/ESH/ESL/ESR098, & ESL099/ESR099) stress reading and written skills. A mandatory tutorial ESL lab complements the course offerings. This and the microcomputer lab are available to students registered in the ESL sequence.

Department Faculty

ESB097 ESL II for Business and Computers
0 credit; 9 hours (7 lecture, 2 lab) (Equivalent to ESH/ESL097)
This course is an alternative for ESL097 designed for students with some knowledge of English and who plan to major in business or computer fields. This course will develop students' proficiency in listening, speaking, reading and writing while familiarizing them with the language of business and computers. At the end of this course, students must demonstrate their proficiency by passing a departmental listening and writing final. Admission is based on college placement tests scores or completion of prerequisite.
Prerequisite: ESL096

ESB098 ESL III for Business and Computers
0 credit; 9 hours (7 lecture, 2 lab) (Equivalent to ESH/ESL098)
This course is an alternative to ESL 098. It is designed for intermediate level ESL students majoring in business or computer-related fields. This course expands students' knowledge of English and aids in developing their fluency while familiarizing them with the language of business and technology. At the end of the course, students must demonstrate increased competency in writing as well as reading, speaking, and listening. Admission is based on the placement test scores or completion of prerequisite.
Prerequisite: ESL096

ESH097 ESL II for Science and Health
0 credit; 9 hours (7 lecture, 2 lab) (Equivalent to ESH/ESL097)
This course is an alternative for ESL097 designed for students with some knowledge of English and who plan to major in applied health or science. This course will develop students' proficiency in listening, speaking, reading and writing while familiarizing them with the language of science and health. At the end of this course, students must demonstrate their proficiency by passing a departmental listening and writing final. Admission is based on college placement test scores or completion of prerequisite.
Prerequisite: ESL096

ESH098 ESL III for Science and Health
0 credit; 9 hours (7 lecture, 2 lab) (Equivalent to ESH/ESL098)
This course is an alternative to ESL098. It is designed for intermediate level ESL students majoring in allied health or science fields. This course expands students' knowledge of English and aids in developing their fluency while familiarizing them with the language of science and health. At the end of the course, students must demonstrate increased competency in writing as well as reading, speaking, and listening. Admission is based on the placement test scores or completion of prerequisite.
Prerequisite: ESL098

ESL/ENGL110 English Grammar Syntax
3 credits; 3 hours
This is a grammar and syntax course. The course focuses on the grammatical structures necessary in academic discourse. The course begins with a review of the English verb system and covers preposition use, English word order, adverb, adjective, and noun clauses, reported speech, article usage, complex conditionals, and passive voice. Additional topics may be selected in response to particular needs and interests of the students in the class.
Pre-corequisites: CSE095, ENAJENG099, ESL/ESR099

ESR098 ESL III for Select Readers
0 credit; 10 hours (6 lecture, 4 lab) (Equivalent to ESH/ESL/ESR098)
This is an accelerated course which focuses on expository writing, speaking and critical reading skills for the non-native speaker of English and is open only to those students who achieve a predetermined level based on the reading placement test. Oral presentations and/or themes will follow the discussion of
These selections and the students’ compositions will be used for grammar and reading selections used to improve the students’ ability to think critically. Students will practice all the language skills and at the end of the course are expected to use English with greater fluency and facility.

ESR099 ESL IV for Select Readers
0 credit; 8 hours; (6 lecture, 2 lab)
(Equivalent to ESL099)
This is an accelerated ESL099 course which provides extensive practice in reading, writing, listening and speaking using college-level materials and helps students increase their vocabulary and study skills. Its purpose is to enable students to express ideas in acceptable written and spoken English. Final compositions read by both ESL and English Department faculty determine placement in English Department courses. Admission is based on college placement test scores or completion of prerequisite.
Prerequisite: ESR098

ESV090 English as a Second Language Through Video
0 credit; 4 hours (3 lecture, 1 lab)
This course uses video to improve the listening, reading and writing skills of beginning level ESL students. Students improve their comprehension of spoken American English through watching selected scenes from both standard and closed captioned documentaries and feature films. Scenes from selected videos highlight such topics as the immigrant experience, American family life, cultural diversity and the American workplace.
Open only to students with placements in ESL096 or ESL097

Humanities Department

The Humanities Department offers courses in: visual arts (HUA/HUC), bilingual education (HUB), critical and creative thinking (HUP/HUR), speech communication (HUC/HUL), modern languages (HUE/HUP/HUK/HUI/HUS/HUZ), performing arts (HUM/HUC/HUD), philosophy (HUP), and urban study (within various disciplines). These courses are described below.

Department Faculty
Sandra Dickinson, Chairperson; Alberta Arnold, Bruce W. Brooks, Peter A. Brown, Daisy Bustio, John Chaffee, Edward Coppola, John Henry Davis, Dorothy Ellis, Susan Gizzi, Ana Maria Hernandez, Juan M. Izarra, William Koolsbergen, Javier Larenas, Margarita Lopez, Louis Lucca, Fern Luskin, Sally Mettler, Carol Montgomery, Gustavo Moretto, Joyce Rheuban, Gary Richmond, Carol A. Rivera-Kron, Max Rodriguez, Gary Vollo, John W. Williams.

Art

HUA101 Introduction to Art
3 credits; 3 hours
This course is designed to develop the students’ ability “to see,” while it examines the fundamental nature, meaning and humanistic value of art. Attention will be given to an examination of the creative process and to the role of the spectator as an active participant in the understanding of Art. Relevant readings will be discussed in relation to specific works of Art. The function of basic compositional elements will be examined. (Museum visits required.)
Prerequisite: CSE099, ENA/ENG099

HUA103 Beginning Drawing
3 credits; 3 hours
This course is an introduction to drawing through basic examination of the visual fundamentals of line, texture, value, space and form. Problems in descriptive drawing will be explored. There will be individual and group criticism. Sketchbooks are required.
Pre- or Corequisite: ESL099/ESR099

HUA104 Introduction to Design
3 credits; 3 hours
This course is an introduction to the fundamentals of design through an investigation of visual elements such as line, shape and composition. Students will develop designs in two dimensional form. The design principles will be discussed and illustrated as they relate to a number of visual arts forms.
Prerequisite: CSE099,
Pre- or Corequisite: ESL099/ESR099

HUA106 Three-Dimensional Design
3 credits; 3 hours
This course examines the principles of three-dimensional design. Students will develop individual designs based on formal elements such as line, shape and form. Techniques in construction and carving will be demonstrated and developed in plaster, wood and metal.
Prerequisite: CSE099,
Pre- or Corequisite: ENA/ENG099, MAT095/MAB095

HUA110 Beginning Painting
3 credits; 3 hours
This course is an introduction to painting techniques related to landscape, still life and abstract composition. Emphasis will be on color expression and color mixing. There will be individual and group critiques.
Pre- or Corequisite: ESL099/ESR099

HUA115 Color Theory
3 credits; 3 hours
This course is an introduction to the theory and application of color in two dimensional design. The basic principles of design will be demonstrated in relation to the interaction of colors. Students will develop two dimensional designs through techniques in color mixing and collage.
Pre- or Corequisite: ENA/ENG099, MAT095/MAB095

HUA120 Beginning Sculpture
3 credits; 3 hours
Problems in three-dimensional form will be examined through projects in clay and plaster. There will be group and individual criticism.
Pre- or Corequisite: ESL099/ESR099

HUA125 Introduction to Computer Art
3 credits; 3 hours (2 lecture, 1 lab)
This course provides an introduction to all phases of computer graphics applications, including draft and paint modes, fills, textures, brushes, graphic tools, and color blending through exercises in drawing, painting, graphic design, illustration and advertising techniques. Electronic publishing and software design will also be presented through field trips and video tapes. Students will have hands-on experience with microcomputers utilizing graphics, draw and paint software programs. No previous experience with computers or graphics is necessary.
Prerequisite: CSE099, ENA/ENG099, MAT095/MAB095
HUA 165 Art History: Prehistoric Through Gothic
3 credits; 3 hours
This survey of art from pre-history to the late Middle Ages builds visual understanding through close study of individual works of art in various media, including painting, sculpture and architecture. Connections between art works and their cultural contexts are emphasized, traditions of Europe and the Americas. Museum visits are required.
Prerequisites: CSE099, ENAIENG099

HUA 166 Art History: Renaissance Through Modern
3 credits; 3 hours
This survey of art from the Renaissance to the present builds visual understanding through close study of individual works of art in various media, including painting, sculpture, architecture and photography. Connections between art works and their cultural contexts are emphasized, as are the cross-cultural exchanges which have enriched the diverse artistic traditions of Europe and the Americas. Museum visits are required.
Prerequisites: CSE099, ENAIENG099

HUA167 Introduction to African Art
3 credits; 3 hours
This course will explore various styles – primarily from Western Africa – including urban, rural and royal works of art. The main emphasis of the course will be the way these works of art have been and continue to be used in everyday activities and their importance in community life. Contact and cross-influences with Islam, Europe and the Americas will be discussed. Two museums trips are required.
Prerequisites: CSE099, ENAIENG099

HUA180 Life Drawing
3 credits; 3 hours
This course is an introduction to drawing the human figure. Techniques in line and value and proportion will be developed. Textbook readings, studies in human anatomy and sketchbooks will be required.
Prerequisites: CSE099, ENAIENG099

HUA190 Technical Drawing
3 credits; 3 hours
This drawing course is designed to meet the needs of both art and pre-engineering students. It begins with the concept that technical drawing is a communicative tool and proceeds to explore the major areas of drafting. Students taking this course will develop a proficiency in multi-view projection and pictorial drawing by learning the proper use of basic drafting equipment.
Prerequisites: CSE099, ENAIENG099

HUA200 Art of the Twentieth Century
3 credits; 3 hours
This course explores the history of various styles and forms of Western painting and sculpture 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 examined and discussed. Consideration will be given to the understanding of abstract and non-objective art as well as the influences which African and Eastern art have had on the development of modern art styles. Illustrated with slides. Museum visits required.
Prerequisite: CSE099, ENAIENG099

HUA201 Art in New York: A Museum/Gallery Workshop
3 credits; 3 hours
Museum and gallery visits will comprise the major portion of this course. Through first-hand observation and discussion, students will examine the form and content of contemporary painting, drawing and sculpture. The class will discuss selected art exhibits in an effort to explore the nature of art criticism.
Prerequisite: ENC101 or ENG101, HUA200

HUA203 Intermediate Drawing
3 credits; 3 hours
This course further explores the drawing techniques established in Beginning Drawing. Students will concentrate on drawing objects and spaces from life and from the imagination. Individual drawing assignments and the development of a final portfolio and sketchbook will be emphasized. Field trips are usually required. Instead of a textbook, students should expect to pay for art supplies for this course.
Prerequisites: HUA103

HUA210 Intermediate Painting
3 credits; 3 hours
This course is a continuation of the investigations of landscape and still life and their implicit abstract qualities. A special emphasis will be placed on the function of surface, color saturation, scale and multiple relations in contemporary painting. Projects will include finished paintings and sketchbooks. Studio projects will be analyzed and evaluated.
Prerequisite: CSE099
Pre- or Corequisite: ENC101 or ENG101

HUA215 Art of the Renaissance in Italy
3 credits; 3 hours
The painting, sculpture, and architecture of Renaissance Italy will be examined for humanistic content as well as for the visual qualities of composition, style and technique. Works of art will be discussed within the historical context of the Renaissance. Such renowned works as Michelangelo’s Sistine Ceiling and Leonardo’s Last Supper will be compared to earlier styles. Renaissance Art as a foundation of Modernism will also be discussed.
Prerequisite: CSE099

HUA220 Intermediate Sculpture
3 credits; 3 hours
This course is a continuation of problems in three-dimensional form related to the human figure, portraiture and their abstract qualities. Emphasis will be placed on individual expression and the development of technical skills in plaster and clay.
Prerequisite: CSE099, ENAIENG099

HUN192 Art and Society
3 credits; 3 hours
This course examines the relationships among various art forms and the societies out of which they arise. The focus is to establish the connection between the human drive to create and the social attitudes which influence that creation and provide it with a context. Using the rich cultural resources of New York City, students will have the opportunity to explore characteristics and functions of art in other historical and cultural settings. Field trips to various art institutes in the city will constitute a significant part of this course.
Prerequisite: CSE099, ENAIENG099

Bilingual Education

HUB102 Educational Psychology: The Bilingual Child in an Urban Environment
3 credits; 5 hours
This course deals with an examination of the psychological theories of learning and motivation as they apply to bilingual children. Students will be introduced to the general concepts of educational psychology specifically as they apply to bilingual education. Theories of learning and motivation,
cognition, learning disabilities and cultural pluralism will be examined in the context of preadolescent development in an urban setting. In addition to class sessions, a two-hour per week field lab and a case study log are required. 
Prerequisite: HUN101

HUB103 Principles and Practices of Bilingual Education and ESL
3 credits; 6 hours
This course deals with a) learning theories and their implications for the bilingual child in his/her total school environment, b) a review of instructional approaches and teaching strategies which could be effectively used to educate bilingual children, c) the nature of first and second language acquisition as well as the materials for the teaching of language to transitional bilingual children. 
Prerequisite: HUB102

HUB200 Teaching Reading and Language Arts in the Bilingual Classroom
3 credits; 6 hours
This course surveys theories, practices, and materials in the teaching of language arts in bilingual programs. It includes examination of the interrelations of listening, speaking, reading, and writing, as well as the influence of culture on language development. Course work involves developing and presenting mini-lessons and designing a four-week language arts unit. In addition, students will evaluate materials and present written and oral reports. A three-hour weekly field experience is required. 
Prerequisite: ENCI01 or ENGI01, HUB103

HUN101 Urban Study: Introduction to Bilingualism
3 credits; 3 hours
This course will cover the basic rationale, principles and applications of a bilingual philosophy of learning. It will consider psychological, social and political factors of bilingualism, including past and present legislation. It will also examine language acquisition theories, representative models of bilingualism and bilingual instruction, and issues related to the maintenance of language and culture. Field trips to various schools in the city will constitute a significant part of the course. 
Prerequisite: CSE099, ENA/ENG099

Commercial Photography

HUA130 Beginning Photography
3 credits; 4 hours (1 lecture, 3 lab)
This course is an introduction to photography covering the 35mm camera, lighting exposure, processing and printing. The creative use of photography techniques as they relate to individual expression will be considered. Special projects and final portfolio are required. Students must provide their own 35mm cameras. 
Pre- or Corequisite: MAT095/MAB095, ESL099/ESR099
Note: An additional hour of lab is required per week so that students may practice technique in the darkroom. Proficiency in basic photography developing and printing is the goal of this scheduling. The additional lab hour is supervised by a college technician.

HUA145 Studio Lighting I
3 credits; 4 hours (3 lecture, 1 lab)
This course introduces the students to studio photography. Professional equipment, including the 4 x 5 view camera, 35mm camera, and studio tungsten lighting, will be utilized. Basic studio lighting techniques will be addressed in “table-top” (still-life) situations. Most assignments will be in black & white; students’ ability to produce commercial quality black & white negatives and prints will be emphasized. Students must have a 35mm camera, and should expect to pay for additional materials for this course. 
Prerequisite: HUA230

HUA155 The View Camera, Large Format Photography
3 credits; 4 hours (3 lecture, 1 lab)
Instruction and practice in the operation and use of the view camera and its equipment including: lenses, swings, tilts, perspective control and correction, and enlarging and printing large format negatives will be provided. Students will work primarily with the 4” x 5”, and receive experience with the 8” x 10”, and learn how the view camera is used in architecture, studio photography, and for flatwork. Students should expect to pay for additional materials, equipment, and supplies. 
Prerequisites: CSE099, ENA/ENG099, HUA130

HUA202 History of Photography
3 credits; 3 hours
This course will examine the development of photography as an art form. Beginning with with the introduction of the camera in the 19th Century, the course will focus on early photographic experimentation and its effects on painting. Accordingly, students will then be introduced to the work of great photographers from Nadar to Stieglitz, and to the effects of their work on the development and refinement of the photographic form. An overview of photography in the modern age will conclude the course. 
Prerequisite: CSE099, ENA/ENG099

HUA230 Intermediate Photography
3 credits; 4 hours (1 lecture, 3 lab)
An intermediate course in photographic instruction, darkroom technique and aesthetics. Students will be exposed to classic examples of photo-journalism, 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: CSE099, ENA/ENG099, HUA130

HUA234 Color Photography
3 credits; 4 hours (2 lecture, 2 lab)
This course covers the theory and use of negative film (for prints) and positive film (for slides). The psychological and aesthetic effects of color will be investigated, and the student will learn to manipulate color through an understanding of various light sources and the use of filters. This course is offered in conjunction with Color Darkroom Techniques. Students must have a 35mm camera and should expect to pay for additional materials for this course. 
Prerequisite: HUA230
Corequisite: HUA235

HUA235 Color Darkroom Techniques
3 credits; 4 hours (1 lecture, 3 lab)
This course covers the processing of positive photographic film (slides) and color photographic papers (prints). Chemical processes and photographic emulsions will be described and utilized. The student will learn how to operate the dichroic color enlarger and the universal film and print processor. This course is offered in conjunction with Color Photography. Students should expect to pay for additional materials for this course. 
Prerequisite: HUA230
Corequisite: HUA234
HUA283 Alternative Photography: The Manipulated Image
3 credits; 4 hours (3 lecture, 1 lab)
This course explores a variety of alternative photographic processes and manipulated imagery techniques such as hand coloring and gum bichromate printing. The incorporation of these processes with collage, printing, drawing and photographic darkroom techniques, solarization, negative sandwiching and rayogramming will be taught. Students will utilize these techniques in a series of assignments. There will be a gallery/museum trip, a paper, and presentations by professional photographers. Students should expect to pay for additional materials for this course.
Prerequisites: HUA104, HUA130

HUA245 Studio Lighting II
3 credits; 4 hours (3 lecture, 1 lab)
This course introduces the students to techniques in portraiture and fashion photography using electronic flash. Students will continue ‘table-top’ photography using the 4x5 view camera. Assignments will be in black-and-white as well as color; emphasis will be placed on exposure of color transparency, film with tungsten and flash illumination. A unit in architectural photography is included. Students must have 35mm equipment and should expect to pay for additional materials for this course.
Prerequisite: HUA145

HUA275 Commercial Photography Workshop
3 credits; 4 hours (2 lecture, 2 lab)
This is the most advanced course in the Commercial Photography curriculum. The student will explore and analyze the creative and logistic problems encountered during all stages of a commercial photography assignment. Using standard pre-and post-production procedures, as well as photographic techniques learned in previous classes, the student will produce three photographic projects consisting of 5 to 10 images for each. Students should expect to pay for additional materials for this course.
Prerequisite: ENC101 or ENGI101, HUA245

HUA280 Commercial Photography Seminar
3 credits; 3 hours
This course introduces the students to the day-to-day operations and business practices of the photographic industry. The professional responsibilities of photographers and photographers’ assistants will be explored in detail. Commercial self-promotion, including the creation of an appropriate portfolio, business card, and resume will be covered. The business, legal, and ethical dimensions of everyday activities within the industry will be discussed.
Prerequisite: ENC101 or ENGI101, HUA145, HUA230

HUN191 Photo Journalism: An Introduction
3 credits; 3 hours
This course will explore photography as a journalistic tool, emphasizing the photograph as a recorder of newsworthy events. Students will be given assignments to use the photo-document as a visual illustration of the written word. The primary focus of investigation will be the multicultural urban center of New York City. Field trips, a term paper and additional written assignments will be required. Students should expect to pay for additional materials for this course.
Prerequisite: ENC101 or ENGI101, HUA145

Critical & Creative Thinking

HUP102 Critical Thinking (formerly HUP100)
3 credits; 3 hours
This course explores the process of thinking critically and guides students in thinking more clearly, insightfully and effectively. Concrete examples from students’ experience and contemporary issues help students develop the abilities to solve problems, analyze issues, and make informed decisions in their academic, career and personal lives. Substantive readings, structured writing assignments and ongoing discussions help students develop language skills while fostering sophisticated thinking abilities.
Prerequisite: CSE095 or CSE099, ENA/ENG099, MAT095/MAB095
This course is closed to students who have taken HUR100

HUR100 Critical Thinking Across Cultures
3 credits; 3 hours
This course will explore the field of critical thinking from an international perspective, explaining how various cultures define such concepts as effective thinking, problem solving, logical reasoning, issue analysis, and knowledge. Students will develop a rich and culturally diverse understanding of the critical thinking process. They will enhance their own critical thinking abilities by analyzing varied cultural perspectives on events in the world around them.
Pre- or Corequisite: CSE099, ENA/ENG099, MAT095 or MAB095.
This course is closed to students who have taken HUP100

HUP103 Creative Thinking: Theory and Practice (formerly HUR101)
3 credits; 3 hours
This course explores the process of thinking creatively and guides students in developing the creative thinking process, opportunities to work on a variety of projects and activities requiring creative thinking, and personal appearances by creative people discussing their work.
Prerequisite: CSE099, ENA/ENG099, MAT095/MAB095

Dance

HUD101 Theatrical Dance I
2 credits; 2 hours (1 practice hour)
This course will introduce students to ballet, modern jazz and selected ethnic dance through dance history and class performance. Students will utilize the basic techniques of each of these dance forms, including barre exercises, center practice time and students will not be required to pay tuition for this hour.
Prerequisite: CSE099, ENA/ENG099 or ESB/ESH/ESL/ESR098

HUD102 Theatrical Dance II
2 credits; 2 hours
This course is a continuation of Theatrical Dance I (HUD101). Through the advanced study of dance technique in ballet, modern and jazz dance, students will continue to explore the theory and practice of dance as an art form and to explore how ethnic dance has influenced theatrical dance in the United States. Significant dance artists, choreographers and major works of choreography will be examined.
Leotards and tights or loose fitting athletic wear are recommended. Students will be required to attend and pay admission for one live dance performance. Studio time (one hour) will be recommended for use by students for practice. This will be an unsupervised practice time and students will not be required to pay tuition for this hour.
Prerequisite: HUD101

HUD105 Creating Dances: The Art of Choreography
2 credits; 2 hours
This course is designed to help students explore dance improvisation as an essential component in making dances. Experimenting with personal movement, students will study the basic techniques and methods of choreography. Students will use self-expression to promote analysis, imaginative reflection and participation in creating dances. Students will also view the works of a variety of modern dance choreographers, ranging from Martha Graham, Paul Taylor and Alvin Ailey to innovators in post-modern dance. Students will be required to attend and pay for a dance rehearsal and a dance performance.
Prerequisite: CSE099, ENA/ENG099 or ESB/ESH/ESL/ESR098
Film

**HUC150 The Art of Film**
3 credits; 4 hours
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. The student should expect to pay for film screenings.
Prerequisite: CSE099, ENAIENG099

**HUC165 Film and the Supernatural**
3 credits; 4 hours
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-unconscious projections of archetypal fears. The student should expect to pay for film screenings.
Prerequisite: CSE099, ENAIENG099

**HUC240 Video Production Workshop**
3 credits; 4 hours
This course introduces the student to the theory, vocabulary and production techniques of the video medium. Students, functioning as a production team, create and produce short video projects during the quarter which culminate in a final production created, organized and produced by the class. Students are assigned, on a rotating basis, specific production roles such as director, switcher, camera operator, floor manager, audio technician, production assistant or VCR operator. Projects vary from term to term as deemed appropriate by the instructor.
Prerequisite: CSE099, ENAIENG099, MAT095/MAB095

**HUC270 American Film**
3 credits; 4 hours
This course is a survey of artistic, technological, and industrial developments of cinema in America. The films screened are representative of major developments in American film history: technological, aesthetic, industrial and sociocultural. Through readings and screenings, the student considers such topics as: major genres that reflect and project American attitudes and values, the work of the great American film artists, and the role of films by Black Americans. The student should expect to pay for film screenings.
Prerequisite: CSE099, ENAIENG099

**HUC/ENG272 Literature and Film**
3 credits; 4 hours
This course studies the similarities and differences between literature and film. By comparing and contrasting literary works (complete and excerpts) with films, the course illuminates the methods, structures and contents of the two media, as well as their interrelationship. Writers to be considered may include Shakespeare, Keats, Dickens, Dickinson, Wright, and West; films to be viewed may include those made by Griffith, Chaplin, Riefenstahl, Flaherty and Resnais.
Prerequisite: CSE099, ENC101 or ENG101

**HUC275 American Film Comedy**
3 credits; 4 hours
This course surveys American film comedy through the study of comic performers and comic styles of film-making. It explores such areas as the difference between physical and verbal comedy and why we laugh at slapstick.

The course includes in-class screenings and discussions. Contributions by comedians from a variety of ethnic backgrounds are highlighted. Suggested comic artists include Charlie Chaplin, Bill Cosby, W.C. Fields, the Marx Brothers and Mae West. The student should expect to pay for film screenings.
Prerequisite: CSE099, ENC101 or EN101

**HUN196 Film and New York City**
3 credits; 4 hours
This course analyzes the various cultural, historical, ethnic and artistic dimensions of New York in feature films, such as Musketeers of Pig Alley, Hester Street and Do the Right Thing, as well as in selected documentary and experimental films. The course also situates New York City within the corporate production and exhibition histories of American film. Particular attention is given to films produced in New York over the last two decades and the images of the city they project.
Prerequisite: ENC101 or ENG101

**Humanities**

**HUN100 Exploring the Humanities**
3 credits; 3 hours
Students will identify and examine the concepts and connections among the various disciplines within the humanities such as: philosophy, art, music, theatre, language, and literature. They will do so through a series of readings, observations, and museum/theatre visits and apply basic principles of aesthetics and interpretation.
Prerequisite: CSE099, ENAIENG099

**HUN194 The Puerto Rican Community Minority Group Experience**
3 credits; 3 hours
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 first hand the cultural heritage of one of the city's largest minorities and will learn about their contributions, conditions, and problems. Field trips will include El Barrio, Office of the Commonwealth of Puerto Rico, the Puerto Rican Traveling Theatre, and other organizations.
Prerequisite: CSE099, ENAIENG099

**Modern Languages**

**Chinese**

**HUE101 Modern Chinese I**
3 credits; 4 hours (3 lecture, 1 lab)
The basic course in Modern Chinese (Mandarin) is designed to develop primary listening and speaking skills through work in the classroom and language laboratory. Students will learn the pronunciation, grammar and vocabulary of Chinese in the context of important aspects of the culture affecting the communication process. Students will be introduced to the romanized writing system (pinyin).
Prerequisite: CSE099, ENAIENG099
Note: Student must successfully complete HUE101 before credit toward graduation is granted for HUE101 Modern Chinese I.

**HUE102 Modern Chinese II**
3 credits; 4 hours (3 lecture, 1 lab)
This is a continuation of HUE101. Listening and speaking skills will be further developed through work in the classroom and the language lab. Students will learn more about Chinese pronunciation, grammar and vocabulary in selected cultural contexts. The basic Chinese writing system will be introduced.
Prerequisite: CSE099, ENAIENG099, HUE101 or exemption exam
HUE103 Intermediate Chinese
3 credits; 4 hours (3 lecture, 1 lab)
This course is the third in a sequence. The purpose of the course is to help students build functional language proficiency and increase their ability to communicate in Mandarin Chinese with confidence and ease. The course continues to focus on the four basic skills of listening, speaking, reading and writing, with a strong emphasis on sentence structure, grammatical features, oral and written translation fluency, and vocabulary building.
Prerequisites: CSE099, ENAIENG099, HUE102 or exemption exam

HUE201 Modern Chinese Literature
3 credits; 3 hours
This course introduces students to modern Chinese literature and culture. Readings will be taken from various genres of literature, with an emphasis on modern Chinese literary expression. The course aims at strengthening the student's ability to read and discuss literature in Chinese. Special attention will be paid to the Chinese literary tradition and its relationship to Western literature.
Prerequisite: HUE 103 or exemption exam

French
HUF101 Elementary French I
3 credits; 4 hours (3 lecture, 1 lab)
This course for beginners is designed to develop listening, speaking, reading and writing skills through work in the classroom and the language laboratory.
Prerequisite: CSE099, ENAIENG099
Note: A student must successfully complete HUF102 before credit is granted for HUF101 Elementary French I.

HUF102 Elementary French II
3 credits; 4 hours (3 lecture, 1 lab)
This is a continuation of HUF101.
Prerequisite: CSE099, ENAIENG099, HUF101 or exemption exam

HUF103 Intermediate French
3 credits; 4 hours (3 lecture, 1 lab)
This course is designed to further develop language skills. The relationship between speaking, reading and writing is emphasized.
Prerequisite: CSE099, ENAIENG099, HUF102 or exemption exam

HUF150 Skills Maintenance in Modern Language
1 credit; 2 lab hours
This laboratory course is designed to maintain foreign language skills during an interruption in the study sequence. Individual instruction is directly related to students' particular field of interest. Hours individually arranged.
Prerequisite: CSE099, ENAIENG099

HUF201 French Literature from a Global Perspective
3 credits; 3 hours
This course is an introduction to the literature and culture of French-speaking countries through various forms of literary expression. Readings and discussions will emphasize the rich contributions of African, Caribbean, and North American writers and artists, as well as responses to them from France and the United States.
Prerequisite: ESL099, HUF103 or exemption exam
Pre-or Corequisite: CSE099, ENAIENG099

Greek
HUK103 Intermediate Greek
3 credits; 3 hours
This course is designed to further develop language skills. The relationship between speaking, reading, and writing is emphasized.
Prerequisite: CSE099, ENAIENG099, placement exam

HUK150 Skills Maintenance in Modern Language
1 credit; 2 lab hours
This laboratory course is designed to maintain foreign language skills during an interruption in the study sequence. Individual instruction is directly related to students' particular field of interest. Hours individually arranged.
Prerequisite: CSE099, ENAIENG099

Hebrew
HUI101 Elementary Hebrew I
3 credits; 4 hours (3 lecture, 1 lab)
This course for beginners is designed to develop listening, speaking, reading and writing skills through work in the classroom and the language laboratory. Note: A student must successfully complete HUI102 (Elementary Hebrew II) before credit is granted for HUI101 (Elementary Hebrew I).
Prerequisites: CSE099, ENAIENG099

HUI102 Elementary Hebrew II
3 credits; 4 hours (3 lecture, 1 lab)
This course is a continuation of Elementary Hebrew I. It is designed to further develop listening, speaking, reading and writing through work in the classroom and the language laboratory.
Prerequisites: CSE099, ENAIENG099, HUI101 or exemption exam

Italian
HUI101 Elementary Italian I
3 credits; 4 hours (3 lecture, 1 lab)
This course for beginners is designed to develop listening, speaking, reading, and writing skills through work in the classroom and the language laboratory.
Prerequisite: CSE099, ENAIENG099
Note: A student must successfully complete HUI101 Italian I.

HUI102 Elementary Italian II
3 credits; 4 hours (3 lecture, 1 lab)
This is a continuation of HUI101.
Prerequisite: CSE099, ENAIENG099, HUI101 or exemption exam

HUI150 Skills Maintenance in Modern Language
1 credit; 2 lab hours
This laboratory course is designed to maintain foreign language skills during an interruption in the study sequence. Individual instruction is directly related to students' particular field of interest. Hours individually arranged.
Prerequisite: CSE099, ENAIENG099

Portuguese
HUZ101 Elementary Portuguese I
3 credits; 4 hours (3 lecture, 1 lab)
This course for beginners is designed to develop listening, speaking, reading and writing skills through work in the classroom and the language laboratory.
Prerequisite: CSE099, ENAIENG099
Note: A student must successfully complete HUZ102 before credit is granted for HUZ101 Portuguese I.
HUZ102 Elementary Portuguese II
3 credits; 4 hours (3 lecture, 1 lab)
This is a continuation of HUZ101.
Prerequisite: CSE099, ENAIENG099, HUZ101 or exemption exam

Spanish

HU101 Elementary Spanish I
3 credits; 4 hours (3 lecture, 1 lab)
This course for beginners is designed to develop listening, speaking, reading and writing skills through work in the classroom and the language laboratory.
Prerequisite: CSE099, ENAIENG099
Note: A student must successfully complete HUS102 before credit is granted for HUS101 Elementary Spanish I.

HU102 Elementary Spanish II
3 credits; 4 hours (3 lecture, 1 lab)
This is a continuation of HU101.
Prerequisite: CSE099, ENAIENG099, HU101 or exemption exam

HU103 Intermediate Spanish
3 credits; 4 hours (3 lecture, 1 lab)
This course is designed to further develop language skills. The relationship among speaking, reading and writing is emphasized.
Prerequisite: CSE099, ENAIENG099, HU102 or exemption exam

HU105 Spanish for Fluent Speakers I
3 credits; 4 hours (3 lecture, 1 lab)
This course is designed to enable the native speaker of Spanish to master the intricacies of Spanish accentuation and spelling, to expand his/her vocabulary and to allow him/her to conduct a basic grammatical analysis of the sentence.
Prerequisite: placement exam

HU150 Skills Maintenance in Modern Language
1 credit; 2 lab hours
This laboratory course is designed to maintain foreign language skills during an interruption in the study sequence. Individual instruction is directly related to students’ particular field of interest. Hours individually arranged.
Prerequisite: CSE099, ENAIENG099

HU200 Latin American Literature I
3 credits; 3 hours
This course deals with an introduction to Latin American literature and its relationship to the dynamics of social change. The course also traces the influence of European, North American, African, and pre-Columbian elements on Latin American literary movements. Topics include pre-Columbian literatures, colonization and exploration, the wars of independence, and abolition.
Prerequisite: HU105 or exemption exam

HU201 Latin American Literature II
3 credits; 3 hours
This course is a continuation of HU200. The second term deals with urbanization, social consciousness, alienation, black awareness, and the new revolutions.
Prerequisite: HU105 or exemption exam

HU204 Latin American Civilizations
3 credits; 3 hours
This course deals with an in-depth study of the peoples and cultural institutions of Latin America through the examination of selected topics such as caudillismo, machismo, mestizaje, honor, slavery, and aboriginal traditions as reflected in different forms of literary and artistic expression. Students will learn to comment critically on Latin American civilization and to make significant comparisons with their own backgrounds and experiences.
Prerequisite: HUS105 or exemption exam

HU210 Advanced Spanish Composition
3 credits; 3 hours
This course is designed as an introduction to the study of fiction and stylistics in the Spanish language. Students learn to identify and utilize effective communicative strategies in written Spanish. They also build an adequate vocabulary for career or academic purposes. Weekly assignments will stress critical and composition skills.
Prerequisite: HUS105 or exemption exam

HU270 Literature of the Caribbean
3 credits; 3 hours
This course deals with a comparative study of the novel, drama, poetry, and essay of the countries in the Caribbean basin. Course content will change according to instructor and student preferences. Representative authors may include Marti, Hostos, Llorens Torres, Guilen, Lezama Lima, Mir, Bosch, Cesaire, Carpenter, and Perre.
Prerequisite: HUS105 or exemption exam

Music

HUM101 Introduction to Music
3 credits; 3 hours
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.
Prerequisite: CSE099, ENAIENG099

HUM107 Music of Latin America
3 credits; 3 hours
This course is an overview of the music of Latin America according to several cultural/geographical areas, including Rio de la Plata, the Andean Region, Brazil, the Caribbean and Mexico. Latin American musical developments from the past and present will be studied to show the individual characteristics as well as the common elements within the various styles. Students will be required to attend one live concert at minimal or no cost.
Prerequisite: CSE099, ENAIENG099

HUM110 Introduction to Jazz
3 credits; 3 hours
This course is designed to develop an understanding and appreciation of jazz as a folk art. The music and characteristics of various styles, including Dixieland, blues, ragtime, boogie-woogie, bop, cool, funky, eclectic, and jazz fusion rock, will be studied through recordings and classroom performances. Emphasis will be on the stylistic characteristics of jazz piano, jazz/blues vocalists, the rhythm section, alto saxophone, tenor saxophone, trumpet and trombone. The course will involve outside reading and listening, as well as performances and lecture/demonstrations.
Prerequisite: CSE099, ENAIENG099
HUM151 Contemporary Vocal Ensemble

3 credits; 3 hours

Emphasis is on the preparation for public performance of contemporary choral music for small vocal ensemble with two to four voices on each part. The repertory 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. A student may take Contemporary Vocal Ensemble five quarters for credit, or audit without credit. (A student may earn a total of 10 credits in Choir, Band and/or Contemporary Vocal Ensemble).

Prerequisite: CSE099

HUM155 Voice Class I

3 credits; 3 hours

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

Prerequisite: CSE099, MAT095/MAB095

HUM156 Voice Class II

3 credits; 3 hours

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 are provided.

Prerequisite: MAT095/MAB095, HUM101 or equivalent, HUM155 or equivalent

HUM170 Guitar I

3 credits; 3 hours

This course is designed to introduce students to the fundamentals of acoustic guitar technique: strumming/picking technique, correct fingerings and tuning the guitar. Students will be introduced to the rudiments of music (types of notes, note values, time signatures, chord structure and scales). Students will learn to read and perform simple guitar melodies/chords and they need not have had previous guitar instruction. Guitars will be provided for student use.

Prerequisite: CSE099, MAT095/MAB095

HUM171 Guitar II

3 credits; 3 hours

This course is a continuation of HUM170. Guitar techniques, including: strumming, slurring, guitar picking and exercises to facilitate more advanced left hand with right hand coordination will be continued. Further study in music theory, chord analysis and the essentials of various styles (classical, pop and jazz) will also be included. Guitars will be provided for student use.

Prerequisite: HUM170 with a grade of "C" or better or by audition.

HUM180 Piano I

3 credits; 3 hours

This course is 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: CSE099, ENA/ENG099, MAT095/MAB095

HUM181 Piano II

3 credits; 3 hours

A continuation of HUM180, this course will train students to play more complex compositions. Students also will 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.

HUM182 Piano III

3 credits; 3 hours

A continuation of HUM181, 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 repertoire.

Prerequisite: HUM180 and HUM181 or by audition.

HUM190 Percussion: A Music Ensemble

3 credits; 3 hours

This course is designed to allow students opportunities to participate in the creation of percussion groups of various sizes. Students will study and perform music from various sources-published and/or original arrangements-which reflect a variety of percussion styles. Music fundamentals (rudimentary music theory) and techniques as applied to the different pitched or non-pitched percussion instruments will be studied. Students may participate with or without prior musical experience. Instruments will be available.

Pre-or Corequisites: CSE095, ESL097

HUM210 American Music

3 credits, 3 hours

American music is an exploration of the various musical developments in the United States. Through listening, reading and discussion, students will investigate folk music, entertainment and commercial music, art music and other musical traditions of the United States. The Broadway musical and the current musical scene will also be studied.

Prerequisite: CSE099, ENA/ENG099

Philosophy

HUP101 Introduction to Philosophy

3 credits; 3 hours

This course introduces students to the process of philosophical reflection. Utilizing the concept of freedom extensively, it seeks to develop the student’s ability to analyze concepts and to explore life experience in a structured and coherent fashion. Students are encouraged to develop their perceptions by critically examining their own beliefs, attitudes and assumptions in light of the philosophical analyses they encounter.

Prerequisite: CSE099, ENA/ENG099
HUP104 Ethics and Moral Issues (formerly HUP210)
3 credits; 3 hours
This course investigates the nature of morality and its place in human experience. Among the questions posed and discussed are: Is morality simply relative to specific cultures? What are criteria for right and wrong? What is moral agency? Does love have a place in the moral life? Students are encouraged to explore how morality functions in their own lives.
Prerequisite: CSE099, ENA/ENG099

HUP105 Philosophy of Religion (formerly HUP230)
3 credits; 3 hours
An examination of humanity's basic perceptions of itself as they are reflected in religion. Both Western Theism and Eastern Non-Theism will be explored and evaluated. Special attention will be given to the phenomenon of religious experience as it occurs in the different traditions.
Prerequisite: CSE099, ENA/ENG099

HUP215 Philosophy of Love and Sexuality
3 credits; 3 hours
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: CSE099, ENA/ENG099

HUP220 Political and Social Philosophy
3 credits; 3 hours
The course will explore the following questions: What are sources of political authority? What are the limits of political authority? What are the rights and duties of the individual in relation to the state? How do social institutions influence human personality? What is the nature of social control? What are its consequences? These questions will be examined in terms of both a logical and a normative point of view.
Prerequisite: HUP101

Speech Communication

HUC101 Oral Communication
3 credits; 3 hours
This course is designed to introduce the student to communication concepts, theories and skills which people use in personal and in professional settings. Topics include: What is communication? How does culture affect communication patterns? What does self-disclosure mean? What are effective response styles? How do language choices and non-verbal cues affect the image a person projects? How can a verbal confrontation produce its intended result? What are effective ways to organize a message? How does a person prepare for and present a successful interview?
Prerequisite: CSE099
Pre- or Corequisite: ENA/ENG099

HUC104 Voice and Diction
3 credits; 4 hours (3 lecture, 1 lab)
This course is designed for students who wish to improve their speaking skills. Course content will include the basic theory of the production of speech and voice, study of the speech and hearing mechanism and a survey of the sound system of American standard English. Students will participate in an analysis of their speaking skills and use drills and varied group activities to modify their voice and articulation patterns.
Prerequisite: CSE099, ENA/ENG099

HUC105 Language Application Workshop
1 credit; 3 hours (1 lecture, 2 lab)
This course is designed for students who wish to continue to improve their English speaking skills. It will enhance the content of other speech communication courses by helping students modify their articulation, voice, and intonation patterns. Through role plays and discussions, it will provide students with opportunities to use oral language in a variety of contexts in which they have to reason, solve problems, and relate ideas.
Pre- or Corequisites: HUC101 or HUC104 or HUC108

HUC106 Public Speaking
3 credits; 3 hours
This course is a continuation of Oral Communication (HUClOl) and is designed to provide the student with critical understanding and increased skill in formal public speaking. In addition to examining oral rhetoric theory, students learn and practice skills in research, organization, delivery and criticism of speeches.
Prerequisite: HUC101

HUC108 Communication in a Professional Setting
3 credits; 3 hours
This course will develop students' knowledge of oral communication principles and theories in professional settings. Topics will include types of organizational communication, obstacles to effective communication, effective leadership behavior and nonverbal communication. Students will learn about assertive behavior, conflict resolution, effective listening skills and persuasive presentations.
Prerequisite: CSE099
Pre- or Corequisite: ENA/ENG099

HUC109 Argumentation and Debate
3 credits; 3 hours
This course builds on the basic oral skills developed in Oral Communication (HUC101) and is designed to provide the student with the rhetorical and analytical skills necessary for persuasive debate. The student will be introduced to different styles of debating, including the cross examination debate. The student will also learn to prepare a debate brief and to use flow sheets to structure refutation and rebuttal. In addition, the role of argumentation and debate in a democratic society will be discussed.
Prerequisite: HUC101
Pre- or Corequisite: ENC101 or ENC101

HUL100 Communication and the Non-Native Speaker
3 credits; 4 hours
This course is designed to help the student develop facility with English when it is not his or her native language. It is especially designed to provide students with insight into interpersonal relations in various cultural settings. Course content will include communication theory, interpersonal skills in both verbal and non-verbal communication, and reinforcement of oral language skills. Students will survey the sound system for Standard English, learn listening skills and self-corrections for pronunciation and grammar.
Pre- or Corequisite: ESL099

HUN/SSN180 Introduction to Intercultural Communication
3 credits; 3 hours
The course introduces students to the dynamics of intercultural communications and enables them to communicate more effectively in multicultural settings. Through field trips, cultural research, and role-plays, students de-
Theatre

HUC168 Theatre as Communication
3 credits; 3 hours
This course is designed to introduce themes and topics in theatre as a means of communication. Topics such as gender roles, immigration, urban and family issues will be explored through the use of role playing, class discussion and small group work related to the chosen theatre texts. Special attention will be given to the role of language in theatre as a reflection and projection of American society.
Pre- or Corequisite: CSE099, ENA/ENG099 or ESL/ESR099

HUC170 Art of Theatre
3 credits; 3 hours
This course introduces the student to the theories, techniques, and literature of the theatre. Subject matter includes the fundamental tools of playwriting, basic techniques of acting, function of the designer, and evaluation and criticism of performance. Readings, seminars, field trips to New York theatres, and class projects provide the student with an understanding of theatre as a social force and as an art form.
Pre- or Corequisite: CSE099, ENA/ENG099

HUC180 Creative Drama
3 credits; 3 hours
This course examines the theories, procedures, and means of assessing improvisational drama in such non-traditional settings as day-care centers, rehabilitation centers, and a variety of social-work areas. Also explored is the relation of creative drama to such fields as occupational therapy, geriatrics, media and education. In addition, the student will have an opportunity to develop a resource file of dramatic materials applicable to his or her chosen field.
Pre- or Corequisite: CSE099, ENA/ENG099

HUC190 Acting I
3 credits; 3 hours
This course examines the theoretical perspectives and the practical demands of acting as an art form. Readings in theory are supplemented by student presentations of short scenes and possible seminar visits to New York theatres.
Pre- or Corequisite: CSE099, ENA/ENG099

HUC191 Acting II
3 credits; 3 hours
This course offers an advanced exploration of the theory and practice of acting as an art form. The study of scene preparation, characterization and improvisation will be emphasized. Study scenes will be taken from comedy, farce and serious drama, offering practice in a variety of acting styles. The spatial characteristics of the stage, rehearsal procedures and the use of props, costumes and make-up will be examined. Attendance at two theatre performances will be arranged and students should expect to pay for admission.
Pre- or Corequisite: HUC190 or by audition.

HUC195 Theatre Production Workshop
3 credits; 4 hours
This course will involve the study and practical application of basic aesthetic and technical aspects of theatrical production. Through participation in a public production, the student will have a major responsibility in one of the following areas: acting, directing, stage management, rehearsal techniques, set design and lighting, make-up and costuming, and publicity or promotion. Additional time for rehearsals and technical production will be required as a part of this course.
Pre- or Corequisite: CSE099, ENA/ENG099

HUM201 The American Musical Theater: A Production Workshop
3 credits; 4 hours
The student will participate in the preparation and public performance of a Broadway musical. Emphasis will be placed on individual and group learning experiences, and specific techniques required for performing in musicals, including such techniques as characterization, coordination of acting and body movement with singing, transition from speech to song, group movement for singing chorus, techniques of memorization, and overall production and publicity responsibilities. Additional rehearsal hours are part of the course requirement.
Pre- or Corequisite: CSE099, ENA/ENG099 or MAT095/MAB095

HUN245 The New York Theatre Experience
3 credits; 4 hours (3 lecture, 1 lab-out of class theatre experiences)
This course involves the study of current professional and semi-professional theatre in New York City. Students will be required to attend a series of Broadway, Off-Broadway, and Off-Off Broadway plays in order to compare their content, underlying aesthetic concepts and production techniques. (Plays may be seen on weekday evenings or weekend/weekday matinees.) Students should expect to pay for theatre tickets, tours, lectures, workshops with theatre professionals and post-performance discussions.
Pre- or Corequisite: CSE099, ENA/ENG099

Liberal Arts Seminars
Departments of English, Humanities, Mathematics, Natural and Applied Sciences, and Social Science

LIB110 Integrating Seminar: Liberal Arts Cluster
1 credit: 1 hour
This one-hour integrating seminar will be used to tie together the content material of the Liberal Arts Cluster. Class time will be spent exploring connections and thematic links introduced in the cluster classes. Instructional methods may include small group work, discussion, media presentations, field trips and guest speakers. Information regarding the introductory clusters may be found in the Liberal Arts Advisement Handbook.
Pre- or Corequisite: CSE099, ENA/ENG099
Pre- or Corequisite of courses in cluster to which LIB110 is assigned.

LIB200 Humanism, Science, and Technology: Liberal Arts Seminar
3 credits; 3 hours
The Liberal Arts Seminar explores aspects of the relationship between humanism, science 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 on us by mechanization? The course probes these and other issues in class discussions based on selected readings; student seminar reports and papers; attention to current developments as covered, for example, in The New York Times; and trips to various museums.
Pre- or Corequisite: CSE099, ENA/ENG099, MAT096/MAB096, and 33 credit.
Library Media Resources Center

Instruction in the use of library resources is a regular part of LaGuardia’s educational program. Library faculty and classroom instructors arrange integrated lessons in which library presentations are tied in with class assignments to aid students in successfully completing their course work.

Department Faculty
Ngozi P. Agbim, Chief Librarian; Louis Chung, Jane Devine, Francine Eggers-Sider, Louise Fluk, William Grauer, Juan Hurtado, Clementine Lewis, Terry Parker, Kenneth E. Peeples, Jr., Luis Ramos, Kenneth Riccardi, Louise Spain, Christine Stenstrom.

LRC102 Information Strategies
3 credits; 3 hours
This course is an introduction to the nature and uses of information sources (i.e., print, non-print and computerized) for study, problem-solving, and research. Students will identify topics, pose research questions, plan research strategies, assess materials, use the LaGuardia Library, and identify other libraries for collecting data and producing critical bibliographies. Through the use of the latest research technology, students will gain greater understanding of the information age in which we live.

Prerequisite: CSE099, ENA/ENG099, MAT096/MAB096

Mathematics Department

The Mathematics Department offers a great variety of courses to students at all levels: from basic arithmetic and algebra to linear algebra, calculus and differential equations. From these courses, students gain skills and confidence for advanced work while learning to apply their course work to other disciplines.

Department Faculty

MAT095/MAB095 Mathematics in Action I
0 credit; 6 hours (5 lecture, 1 lab)
This course develops basic arithmetic and geometric concepts and skills in the areas of whole numbers, fractions, decimals, percents, and signed numbers in the setting of algebra. Algebraic topics include: combining like terms, polynomial multiplication, solving linear equations. An emphasis is placed on problem-solving skills, graphing, and interpretation of tables and graphs, incorporating the use of the calculator. A graphing calculator will be required. Admission to the course is based on placement exam scores.

MAT096/MAB096 Mathematics in Action II
0 credit; 6 hours (5 lecture, 1 lab)
This course introduces the student to the concept of a function via numerical, graphical, and algebraic representations. Operations with polynomials, rational expressions, and radicals are explored in the context of functions. Linear equations, inequalities, and quadratic equations are additional topics studied. Students are introduced to data collecting and elementary formulations of models for data. An emphasis will be placed on problem solving skills incorporating the use of a graphing calculator. A graphing calculator will be required. Admission to the course is based on placement test scores.

MAT103 Early Concepts of Math for Children
3 credits; 3 hours
This course combines theory with practical aspects of how children learn mathematics. Students learn how to help young children to develop numerical relationships and geometric patterns. This course is of particular value to Child Development majors, prospective elementary school teachers and parents.

Prerequisite: MAT103

MAT104 Mathematics in Elementary Education
3 credits; 3 hours
This is the second course of a two-quarter sequence devoted to the study of how children learn mathematics. The course examines the mathematics curriculum of the elementary school with an emphasis on how to teach it. Among the topics included are operations on rationals, geometry, measurement and basic notions of statistics of particular value to prospective school teachers and paraprofessionals.

Prerequisite: MAT103

MAT105 Mathematics of Medical Dosages
2 credits; 2 hours
This course is designed for Nursing majors and will aid them in applying basic mathematical concepts to on-the-job situations. Students will learn the various techniques of calculations. These include conversions using metric, household, and apothecary systems of measurement as well as the computational methods used in the preparation of oral medication, solutions, parenteral therapy, and pediatric dosages.

Prerequisite: MAT096/MAB096
Corequisite: SCR110

MAT106 Mathematics and the Modern World
3 credits; 3 hours
This course introduces selected topics in mathematics which have significant application in other fields. For each topic studied, emphasis will be placed first on the mathematics itself, and then on one or more significant applications of the mathematics. Topics to be included will be chosen from the areas of number theory, algebra, probability and statistics, topology, computers, and geometry.

Prerequisite: CSE099, ENA/ENG099, MAT096/MAB096

MAT107 Elementary Statistics I
3 credits; 4 hours (3 lecture, 1 lab)
This course serves as a study of fundamental concepts and computational techniques of elementary statistics. Among the topics studied are: measures of central tendency, standard deviation, percentiles, statistical graphs, binomial and normal distributions, probability, confidence intervals, hypothesis testing, regression and correlation. A statistical software package will be used by students to obtain basic sample statistics, to simulate fundamental theorems and to assist with hypothesis testing. A graphing calculator will be used by students to assist with computations, as well as with tabular and graphical displays of data.

Prerequisite: MAT096/MAB096

MAT120 Elementary Statistics I
3 credits; 4 hours (3 lecture, 1 lab)
This course serves as a study of fundamental concepts and computational techniques of elementary statistics. Among the topics studied are: measures of central tendency, standard deviation, percentiles, statistical graphs, binomial and normal distributions, probability, confidence intervals, hypothesis testing, regression and correlation. A statistical software package will be used by students to obtain basic sample statistics, to simulate fundamental theorems and to assist with hypothesis testing. A graphing calculator will be used by students to assist with computations, as well as with tabular and graphical displays of data.

Prerequisite: MAT096/MAB096
MAT121 Elementary Statistics II
3 credits; 3 hours
As a sequel to MAT120 this course develops the methods of statistical inference including experimental design, sampling, estimation, hypothesis testing and decision making. 
Prerequisite: MAT120

MAT132 History of Mathematics
3 credits; 3 hours
This course serves as an examination of the theoretical developments of mathematics from antiquity to the end of the last century. Mathematical thoughts will be studied in relation to the social, economic and technological forces of various crucial periods. Among the topics treated historically are systems of numeration, logic, geometry from Euclid through Riemann, and the development of the modern computer beginning with primitive instruments. 
Prerequisite: ENA/ENG099, MAT096/MAB096

MAT200 Pre calculus
4 credits; 5 hours (4 lecture, 1 lab)
This course is intended as a preparation for the study of calculus. Functions and their graphs will be analyzed theoretically within a framework that emphasizes their appearance in applied settings. Particular attention will be placed on polynomials, exponential, logarithmic, and trigonometric models. The use of graphing utilities as analytical tools will be emphasized. Each student is required to have a graphing calculator.
Prerequisite: MAT096/MAB096

MAT201 Calculus I
4 credits; 4 hours
This course is the first of a three-course sequence designed to provide students with an appreciation of the usefulness and power of calculus. The course covers the fundamentals of the differential calculus of elementary functions and includes an introduction to integral calculus. Among the topics studied are limits, derivatives, applications of the derivative, and integrals.
Prerequisite: MAT200

MAT202 Calculus II
4 credits; 4 hours
This is a course 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 limits, derivatives, applications of the derivative, and integrals.
Prerequisite: MAT201

MAT203 Calculus III
4 credits; 4 hours
This is the third course in the calculus sequence and is designed to build upon the concepts and techniques of MAT201-202 and to 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

MAT204 Elementary Differential Equations
4 credits; 4 hours
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
Pre- or Corequisite: MAT203

MAT210 Linear Algebra
3 credits; 3 hours
This course is designed to introduce the students to the theory and applications of algebraic structures. This is done by studying the structure and properties of the matrix. The matrix is viewed both as an object possessing algebraic structure and an aid to computation. Systems of equations and their solutions are studied, and the concepts of basis and dimension are developed. Applications are discussed, including linear programming and computer programs in BASIC.
Prerequisite: MAT201

MAT230 Introduction to Discrete Mathematical Structures
4 credits; 4 hours
This course covers mathematical concepts essential for continued study in computer science and related fields. The topics of study include: the mathematical concept of algorithm with emphasis on the process of recursion; Boolean algebra with applications to logic; switching circuits; an introduction to combinatorics with application to probability; linear algebra with applications to programming; and graph theory.
Prerequisite: CIS101 or any programming language course, MAT201
Pre- or Corequisite: MAT202

MAT241 Technical Mathematics I
4 credits; 4 hours
This course helps students to appreciate the usefulness of mathematics in today's technical world. The concepts of college algebra and trigonometry are presented with emphasis on their applications in science and technology. Topics include analytic geometry, trigonometry, exponential and logarithmic functions and their graphs, system of linear equations, matrices and complex numbers.
Prerequisite: MAT096/MAB096

MAT242 Technical Mathematics II
4 credits; 4 hours
This is the second course in the Technical Mathematics sequence. Scientific methods of differential calculus are developed and applied to solving practical problems. Topics include differentiation and integration of algebraic, exponential, logarithmic and trigonometric functions, curve sketching, rectilinear motion, extrema, area and volume.
Prerequisite: MAT241
Natural and Applied Sciences Department

The Department offers courses in: natural sciences (biology, chemistry, general science, health science, and physics), applied sciences, (veterinary technician, dietetic technician, nutrition care services and foodservice management, school foodservice management, EMT/Paramedic, human services, American Sign Language, child development, gerontology, mental health, nursing, occupational therapy assistant and physical therapist assistant), and urban study.

Department Faculty

Biology

SCB101 Topics in Biological Sciences
3 credits; 4 hours (2 lecture, 2 lab)
This course gives an introduction to the scientific method, the origin and organization of life, and reproduction and ecology. The relevance of modern biological theory to human life in particular areas will be emphasized using selected topics such as urban pollution and population control.
Prerequisite: CSE099, ENA099, MAT096/MA096

SCB160 Food Microbiology
4 credits; 6 hours (3 lecture, 3 lab)
This course is an introduction to the science of food, with emphasis on microorganisms which affect it. Digestive processes and fundamental chemistry of food are studied, as well as the complex interactions which exist between food and microorganisms, including handling, preparation and storage. The laboratory will focus on morphological and physiological characteristics of microorganisms associated with contamination, spoilage, preservation, and food borne disease. This course does not fulfill the Dietetic Technology General Microbiology requirement.
Prerequisite: SCD100
This course satisfies the New York City Department of Personnel requirement for the foods course for eligibility for School Lunch Manager.

SCB201, 202 Fundamentals of Biology I and II
4 credits; 6 hours each (3 lecture, 1 recitation, 2 lab)
This course is an integrated two-semester laboratory-based sequence, stressing major concepts of biology designed to assist the student in relating these concepts to 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, and the evolution of life. SCB202: Survey of the kingdoms, organismic anatomy and physiology with emphasis on the human system. The principles of ecology and problems of population.
Prerequisite for SCB201: CSE099, ENA/ENG099, MAT096/MA096
Prerequisite for SCB202: SCB201

SCB203 Fundamentals of Human Biology I
4 credits; 6 hours (3 lecture, 1 recitation, 2 lab)
This course is 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 physiology experiments and gross and microscopic anatomy experiments using the cat as a dissection subject. Topics will include the chemistry of life, the cell, skeletal, muscular, cardiovascular, immune and respiratory systems. Students should expect to pay for additional materials.
Prerequisite: CSE099, ENA/ENG099, MAT096/MA096

SCB204 Fundamentals of Human Biology II
4 credits; 6 hours (3 lecture, 1 recitation, 2 lab)
This course is an introduction to the anatomy and physiology of the human body. The architecture and function of cells, tissue and organ systems will be studied. The laboratory includes physiology experiments and gross and microscopic anatomy experiments, using the cat as a dissection subject. Topics will include the digestive, nervous, endocrine, urinary, and reproductive systems. A student will need disposable gloves and a dissection kit.
Prerequisite: SCB203

SCB208 Vertebrate Anatomy and Physiology 1
2 credits; 3 hours (1 lecture, 2 lab)
This course introduces the student to the evolution, anatomy and physiology of the major vertebrate classes. Emphasis is placed on the taxonomy and characteristics of vertebrates. Muscle and bone organization and the physiology of contraction are also covered in depth. In the laboratory, students have the opportunity to dissect representative non-mammalian vertebrates.
Prerequisite: SCN101 for students in Veterinary Technology Program, SCB202 for all Associate of Science students, SCC140

SCB209 Vertebrate Anatomy and Physiology 2
3 credits; 4 hours (2 lecture, 2 lab)
This course is a continuation of Vertebrate Anatomy and Physiology 1. Major organ systems are discussed while emphasis is placed on mammalian anatomy and physiology. In the laboratory, students have the opportunity to view these systems through the dissection of a cat.
Prerequisite: SCB208

SCB240 Biotechnology I
2 credits; 4 hours (1 lecture, 3 lab)
Biotechnology is the application of recombinant DNA technology to living systems. Biotechnology 1 is an introductory laboratory course which will allow the student to learn some of the basic techniques used in molecular biology and recombinant DNA laboratories. This course will include basic applications of gel electrophoresis and interpretation of restriction enzyme cleavage patterns of DNA, including DNA fingerprinting.
Prerequisites: SCB201 or SCB208 or SCC201

SCB260 General Microbiology
4 credits; 6 hours (3 lecture, 3 lab)
This course offers an introduction to microorganisms found in nature, industry and disease. The student is introduced to virology, bacteriology, immunology, epidemiology, pathology, and other related areas of microbial physiology. The laboratory will deal with the isolation and identification of common pathogenic and nonpathogenic organisms utilizing techniques of staining, cultivating, fermentation reactions and microscopic inspection.
Prerequisite: SCB202 or SCB204 or SCB209
Chemistry

SCC101 Topics in Chemistry
3 credits; 4 hours (2 lecture, 2 lab)
This course is a one-semester survey of the principles and applications of chemistry. Emphasis will be placed upon descriptive chemistry in areas such as food and drugs, synthetics and biological chemistry. Lecture and discussion will be complemented by laboratory experiments in which chemical principles and techniques are applied to the analysis and synthesis of familiar items. Note: This course is not open to students with credit in SCC140 or SCC201
Prerequisite: CSE099, ENA/ENG099, MAT095/MAB095

SCC140 Biological Chemistry
3 credits; 4 hours (2 lecture, 2 lab)
This course is 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 bio-chemical systems. These will be related to the basic life processes of reproduction development, growth, nutrition and health.
Prerequisite: CSE099, ENA/ENG099, MAT096/MAB096

SCC201, 202 Fundamentals of Chemistry I and II
4 credits; 6 hours each (3 lecture, 1 recitation, 2 lab)
This is a two-semester sequence covering the basic concepts of chemistry and their historical development. The experimental nature of chemistry as well as the role of chemistry in many aspects of daily life are stressed. Among the topics studied are:
SCC201: Atomic structure, chemical bonding, chemical reactivity, quantitative relationships in chemical reactions, thermodynamics, gases.
SCC202: Liquids, solids, solutions, acid-base theory, chemical kinetics, chemical equilibrium, chemical thermodynamics, electrochemistry, nuclear chemistry.
Prerequisite for SCC201: CSE099, ENA/ENG099, MAT096/MAB096
Prerequisite for SCC202: SCC201

SCC251, 252 Organic Chemistry I and II
5 credits; 7 hours each (3 lecture, 4 lab)
This course is a two-semester 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, ethers, aldehydes, ketones, carboxylic acids, amines, heterocycles, biomolecules.
Prerequisite for SCC251: MAT096/MAB096, SCC202
Prerequisite for SCC252: SCC251

Dietetics

SCD007 Co-op Prep - Dietetic Technician
0 credit; 1 hour
This course reviews the policies and procedures for dietetic fieldwork eligibility, introduces students to the skills necessary to successfully complete fieldwork, and aids the student in developing personal and career goals. Students must successfully complete this course the semester immediately preceding their fieldwork experience.
Prerequisite: SCD200

SCD100 Foods
3 credits; 5 hours (2 lecture, 1 recitation, 2 lab)
This course will investigate the didactic and experiential components of the scientific study of foods. Upon completion of the course the student will have acquired a basic understanding of the scientific principles governing foods and the use of commercial food service equipment. Emphasis will be placed on the identification of qualitative aspects of foods and elementary food preparation techniques.
Prerequisite: CSE099, ENA/ENG099, MAT095/MAB095

SCD200 Introductory Nutrition
3 credits; 3 hours
This course is an introduction to the scientific principles of human nutrition. The following aspects of dietary nutrients are studied: physical and chemical properties, physiological functions, effects of deficiency or excess, dietary allowances, food sources, and availability of nutrients from various foods. Current experimental and population studies data will be discussed. Projects will be required.
Prerequisite: MAT096/MAB096
Pre-Corequisite: ENC101 or ENG101

SCD201 Clinical Nutrition A
3 credits; 3 hours
This course is a study of the relationship between diet and disease. Students learn methods of nutritional assessment, obtaining nutrition histories, and calculating and planning prescribed diets. Students will explore the relationship of diet to various disease conditions, such as diabetes, weight control, cardiovascular disease, hypertension and allergies.
Prerequisite: SCD200

SCD202 Clinical Nutrition B
3 credits; 3 hours
This course is a continuation of the study of the relationship between diet and disease begun in Clinical Nutrition A. Emphasis will be placed on the dietary implications of gastrointestinal diseases, of the liver, pancreas, gall-bladder and kidney, cancer, surgery and burns.
Prerequisite: SCD201

SCD203 Life Cycle Nutrition
3 credits; 3 hours
This course is a study of the nutritional requirements of individuals throughout the life-cycle. Emphasis is placed on the physiological, socioeconomic and cultural factors affecting nutritional status. Nutrition intervention by government and private agencies for population groups at nutritional risk will be addressed.
Prerequisite: SCD200

SCD205 Advanced Foods
3 credits; 5 hours (2 lecture; 3 lab)
This course introduces the student to advanced culinary techniques with an emphasis on food presentation and garniture. Topics include recipe development, menu planning, cost control and energy saving practices. Professional cooking techniques are utilized and students are introduced to the organization of the classical kitchen.
Prerequisite: SCD100, SCD250

SCD206 Applied Dietetics
2 credits; 2 hours
This course will introduce students to the concepts, techniques and skills necessary for the assessment of clients’ normal nutritional needs for the promotion of wellness through nutritional planning and clients’ education. Topics to be addressed include gathering nutritional assessment, developing and implementing a nutrition instruction plan, and documenting interventions. Participation in the LaGuardia Nutrition Fair is a requirement of this course.
Prerequisite: SCD200
SCD221 Dietetic Field Experience II
2 credits; 1 seminar hour, 16 fieldwork hours
This fieldwork course is an application of the principles learned in Clinical Nutrition A. With supervision, students review medical records, interview patients to obtain nutrition histories, and develop and document nutrition care plans. Students calculate and plan diets for weight control, diabetes and cardiovascular diseases. Attendance at a weekly seminar is required. Students must provide proper uniform, liability insurance, and evidence of physical examination.
Prerequisite: SCD260
Corequisite: SCD201

SCD222 Dietetic Field Experience III
2 credits; 1 seminar hour, 16 fieldwork hours
This fieldwork course is an application of the principles learned in Clinical Nutrition B. With supervision, students refine skills in interviewing and nutrition care plan development and documentation. Students calculate and plan diets for gastrointestinal, liver, and kidney diseases, as well as cancer, surgery, trauma, and burns. Attendance at a weekly seminar is required. Students must provide proper uniform, liability insurance, and evidence of a physical examination.
Prerequisite: SCD221
Pre- or Corequisite: SCD202

SCD250 Quantity Food Production
3 credits; 3 hours
This course covers the basic principles involved in the planning, preparation, and service of large quantities of food in foodservice facilities. Topics include food selection variables, menu planning techniques, forecasting procedures, “front and back of the house” management, and recipe standardization, conversion, and costing. Term projects are required.
Prerequisite: ENC101 or ENG101, SCD100
Corequisite: SCD260 for D.T. students only

SCD251 Foodservice Sanitation & Safety
3 credits; 3 hours
The emphasis of this course is on the sanitation and safety needs of quantity foodservice operations. Topics include food handling and storage, cleaning and sanitizing procedures, foodborne diseases, principles for prevention of food poisoning, and pertinent regulations. The course integrates basic principles of equipment selection, layout and design, and work simplification. Term projects are required. Completion of this course enables students to be eligible for the Food Protection Certificate from the NYC Department of Health.
Prerequisite: SCD100

SCD252 Quantity Food Purchasing
3 credits; 3 hours
This course covers the technical aspects and procedures involved in forecasting and institutional procurements for foodservice systems. Topics include market analysis, buying ethics, legal aspects, and effective control of food costs. The development and implementation of accurate and precise food commodity specifications, purchasing strategies, portion control methods, inventory controls, and receiving procedures are introduced. Food cost accounting topics and relevant calculations are presented. Term projects are required.
Prerequisite: MAT096/MAB096, SCD250

SCD253 Foodservice Administration
3 credits; 3 hours
This course deals with the organization and administration of foodservice systems in institutions. Topics include the functions of management, personnel procedures and management, marketing and promotional activities, and human relations techniques for employees and clients. Also administrative leadership topics are presented such as legal, organizational, and cost control aspects of management. Term projects and case studies are required.
Prerequisite: MAT096/MAB096, SCD250

SCD260 Dietetic Field Experience I
1 credit; 8 fieldwork hours per week
This course is an application of theories learned in Quantity Food Production. The practical implementation of the principles involved in the preparation and service of large quantities of food in health care facilities will be studied. The student will actually be involved in the supervised preparation of large quantities of food in the various units of a foodservice system in a health care institution. Proper uniform, liability insurance, physical examination, seminars, and reports are required.
Prerequisite: MAT096/MAB096, SCD100
Corequisite: SCD260 for D.T. students only

Health

SCH111 Aging and Health
3 credits; 3 hours
This course will discuss the aging process and the effect of biological changes on the mental processes and functioning of the individual. The relationship between aging and chronic disease will be reviewed with special consideration given to prevention of the effects of physical and mental deterioration. Role playing, exercises and group discussions will be used to increase the knowledge of the aging process and consider the relationship between the emotional, social and physical forces of aging.
Prerequisite: CSE099, MAT095/MAB095, ENC101 or ENG101, SCT101 for PT Assistant majors only.

SCH150 Drugs and Behavior
3 credits; 3 hours
This course is an overview of drug abuse and addiction. It encompasses issues related to alcohol and drug dependency. A variety of methods is used to explore such issues as the psychosocial aspects of drug taking; the dynamics of dependence; pharmacology; medical and non-medical use of drugs; preventive measures and alternatives. Students will have the opportunity to develop a fundamental philosophy and understanding which can be used in more advanced study.
Prerequisite: CSE099, ENA/ENG099

SCH210 Human Sexuality
3 credits; 3 hours
This is a survey course designed to provide students with knowledge of sexuality as related to their physical, mental, and emotional maturation. Topics to be addressed include: anatomy and physiology of the reproductive system, sexual health concerns, alternative life styles (i.e., bisexuality, homosexuality, and erotic minorities). Emphasis is placed on the positive functional aspects of sexuality rather than the dysfunction.
Prerequisite: CSE099, ENA/ENG099, MAT095/MAB095

Human Services

HSC101 Orientation to Human Services
3 credits; 3 hours
This course is designed to provide students with a broad view of human services through a combination of field visits to community agencies and classroom presentations. Topics include an overview of human services as a profession; examination of similarities and differences in program functions and service delivery styles; identification of issues and concerns of workers and consumers.
Prerequisite: CSE099, ENA/ENG099
HSC102 Principles of Human Relations
3 credits; 3 hours
Students will be given the opportunity to learn fundamental concepts and skills needed for relating to, and working with, people from different cultural and ethnic backgrounds. The course will focus on the principles of human relationships through discussions, exercises, and role-playing activities. Topics to be covered within a multicultural framework will include self-understanding, the helping relationship, using communication tools, and the professional self. Prerequisite: CSE099, ENA/ENG099

HSC130 Activities for Human Services Settings
3 credits; 3 hours
This course will enable the student to understand the reasons for and uses of activity in human services settings. Topics covered will include theoretical frameworks underlying different approaches, an introduction to the range of activities, a consideration of the processes involved in using activities with clients, and the use of activities in relation to clients with different cultural heritages. Students will participate in selected activities and will develop a resource portfolio. Prerequisite: MAT095/MAB095, HSC102, SSY101 Corequisite: A Cooperative Education internship in a related setting.

HSC135 Human Services Roles and Systems
3 credits; 3 hours
The students in this course will explore the concepts related to worker, supervisor and client roles in human services settings. Guidelines for specific roles will be identified. The dynamics of bureaucratic organizations will be discussed in relation to students' experiences as interns. Understanding of elementary systems theory will be reinforced, and alternative types of service delivery systems will be compared with the agencies known by the students. Prerequisite: HSC101, HSC102, SSY100 or SSB110 Corequisite: A Cooperative Education internship in a related setting.

HSC160 Conflict Resolution
3 credits; 3 hours
Students in this course will explore the nature of conflicts in a multicultural, pluralistic society, the difficulties that arise in resolving them, and alternative methods for settling them in a peaceful way (negotiations, mediation, arbitration, adjudication). Special emphasis will be placed on mediation as an extension of the negotiation process in the resolution of interpersonal, community, and workplace disputes. Prerequisite: ENG101, HUC101, SSY100 or SSE101 or SSY101

HSC200 Cooperative Education, Child Development
1 credit; 15 hours
This is the part-time internship of the Cooperative Education program for Human Services students, along with its companion seminar. Students are placed in multicultural settings where they learn to interrelate practice with theory through the internship and seminar, taken along with co-requisite Human Services courses. Prerequisite: HSC101, HSC102, HSS014 Corequisite: HSD170 or HSD171 or HSD172

HSC201 Cooperative Education Child Development
3 credits; 15 hours
This is a full-time internship of the Cooperative Education program for Human Services students, along with its companion seminar. Students are placed in multicultural settings where they learn to interrelate practice with theory through the internship and seminar taken along with co-requisite Human Services courses. Prerequisite: HSC101, HSC102, HSS014 Corequisite: HSD170 or HSD171 or HSD172

HSD170 Integrated Curriculum A: Framework for the Developing Child
3 credits; 3 hours
This first course in the Child Development sequence introduces the concept of the integrated curriculum as the preferred approach in early childhood education. Theories on the acquisition of language and its sequential development will provide a framework for understanding the significance of language in interpersonal relationships within one's culture and across other cultural groups. Curriculum experiences for children will be planned and tested in a required co-requisite internship setting. Prerequisite: HSC102, SSY100 or SSB110 Corequisite: approved Co-op internship

HSD171 Integrated Curriculum B: Developing Problem-Solving Skills
3 credits; 3 hours
This course will introduce students to the problem solving and logical thinking processes that are common to both science and mathematics learning for young children. The continuing emphasis on language development will focus on building a specialized vocabulary and the communication of thinking processes. The course will also foster knowledge and understanding of the mathematical and scientific legacies ancient cultures and civilizations have passed on to the modern world. There is a required co-requisite internship. Prerequisite: HSD170 Pre- or Corequisite: MAT103 or SCB101 or SCP101 Corequisite: approved Co-op internship

HSD172 Integrated Curriculum C: Developing Creativity
3 credits; 3 hours
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, art, and materials. The course will also challenge students to study and present art, music, and literature in their many forms from various cultural, ethnic, religious, and racial perspectives. Prerequisite: HSD170 Pre- or Corequisite: HUA101 or HUM101, SSY240 Corequisite: approved Co-op internship

HSE105 Understanding and Working With Children With Disabilities
3 credits; 3 hours
This course is designed to link an understanding of the normal growth and development of children with an understanding of the special developmental problems of children with disabilities. Students will learn to identify the cognitive, affective, physical and social ways in which disabled children vary from other children. They will develop competence in evaluating and selecting culturally diverse activities and materials that are appropriate for use with children with a range of disabilities. Prerequisite: SSY240
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Hours</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>HSE106</td>
<td>Working with Communication-Impaired Populations</td>
<td>3</td>
<td>3</td>
<td>This course is designed to acquaint students with the natural development of language and to give them an understanding of communicative disorders. It will introduce students to specific characteristics of communication-impaired persons and the ways they relate to their environment. Students will develop competency in evaluating materials appropriate use with culturally diverse populations. They will be able to recognize the characteristics of the typical educational environment which must be adapted to meet the needs of people with communicative disorders. Prerequisite: CSE099, ENA/ENG099, SSY240 Pre- or Corequisite: HSE105</td>
</tr>
<tr>
<td>HSE111</td>
<td>Introduction to Developmental Disabilities</td>
<td>3</td>
<td>3</td>
<td>This course will provide an overview of developmental disabilities and the nature and needs of disabled people throughout the life cycle. Issues to be explored include definition of developmental disabilities, etiology, normalization, mainstreaming, and the role of the interdisciplinary team. Legal, ethical, and cultural considerations will be emphasized, as well as the impact of disabilities on the person affected, the family and community. One field visit will be required. Prerequisite: ENC101 or ENG101, HSC102, SSS100 or SSB110, SSY101</td>
</tr>
<tr>
<td>HSE112</td>
<td>Intervention with Fragile Infants and Toddlers</td>
<td>3</td>
<td>3</td>
<td>This course provides students with strategies to work with fragile and at-risk infants and toddlers, including those prenatally exposed to drugs. Emphasis will be placed on the children’s cognitive, linguistic, social, physical and affective development. Other topics include: laws, regulations, and policies, parents and family involvement, cultural factors that may impact on intervention. Acquired theoretical concepts will be applied in appropriate co-op settings. Two field visits are required. Prerequisite: HSE111 Pre-Corequisite: ENG102 Corequisite: Approved Co-op internship or employment in the field</td>
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<tr>
<td>HSG150</td>
<td>Introduction to Gerontological Services</td>
<td>3</td>
<td>3</td>
<td>This course introduces students to the theories underlying practice in the area of gerontological services in New York City’s culturally diverse environment. Substantive areas covered include an overview of the social forces, policy issues and institutions impacting on older adults, major legislation affecting older adults, service delivery programs for a culturally diverse aging population, employment opportunities and career advancement in aging services. Field visits to a variety of service programs required. Prerequisite: CSE099, ENA/ENG099</td>
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<tr>
<td>HSI180</td>
<td>American Sign Language I</td>
<td>3</td>
<td>3</td>
<td>This is a beginning course designed to develop skills in a form of manual communication used primarily by American-born deaf persons in interpersonal (face-to-face) relations. Emphasis will be on the use of the body for visually-based communication, and the structure, vocabulary and development of American Sign Language. Prerequisite: CSE099, ENA/ENG099</td>
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<tr>
<td>HSI181</td>
<td>American Sign Language II</td>
<td>3</td>
<td>3</td>
<td>This course is a continuation of American Sign Language I with emphasis on vocabulary building in conjunction with appropriate use of the body and grammatical patterns. Prerequisite: HSI180</td>
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<tr>
<td>HSI182</td>
<td>American Sign Language III</td>
<td>3</td>
<td>3</td>
<td>In this course, students who have learned some of the vocabulary and grammatical principles of American Sign Language in ASL I and ASL II 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. Prerequisite: HSI181</td>
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<tr>
<td>HSI183</td>
<td>American Sign Language IV</td>
<td>3</td>
<td>4</td>
<td>This course builds on the vocabulary and grammar learned in ASL I through 3. Language skills will be refined in the areas of complex non-manual grammatical markers, advanced ASL spatial rules, classifiers (particularly as used for descriptions of small items, people, cars and places), and adverbial modifiers for small items and details. Students will be able to use ASL in a variety of discourse types such as persuasion, negotiation, problem-solving, giving directions and dialogue. Upon completion, students’ abilities to communicate with Deaf persons will be enhanced. Prerequisites: MAT095/MAB095, HSI182</td>
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<tr>
<td>HSM120</td>
<td>Survey of Psychological Treatment Approaches</td>
<td>3</td>
<td>3</td>
<td>In this course students will be introduced to those treatment approaches most frequently used in mental health treatment settings in the United States. These will include psychoanalytic, Rogerian, behavioral and other common treatment systems. Western concepts will be compared with approaches from other cultures. The development, theoretical framework, guidelines and uses of each approach will be considered. The class will review case studies demonstrating each approach. Prerequisite: HSC102, SSY101, internship in a human services setting or permission of the instructor</td>
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<tr>
<td>HSM125</td>
<td>AIDS-Related Case Management</td>
<td>3</td>
<td>3</td>
<td>This course will enable students to learn about case management with clients who are HIV-positive or who have AIDS. Topics include the biopsychosocial aspects of HIV/AIDS, the role of worker in HIV prevention and testing, and providing services and functioning as a case manager or technician. The AIDS service delivery system, management of occupational risk, and self and group support for the worker are also discussed. An AIDS-specific internship is a corequisite. Prerequisites: MAT096/MAB096, HSC101, HSC102, HSC135, SSS100, SSB110, SCN194 Corequisite: AIDS-specific internship approved by program director and Cooperative Education Coordinator</td>
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<tr>
<td>HSM140</td>
<td>Principles of Child Welfare Services</td>
<td>3</td>
<td>3</td>
<td>Students in this course will survey the history, laws, theoretical concepts, operating models and significant theorists related to child welfare services. A field visit to a child welfare agency will be required. Prerequisites: ENG101, HSC101, SSY101</td>
</tr>
</tbody>
</table>
The cooperative education program for Human Service students consists of part-time and full-time internships with coordinated internship seminars. Students learn to interrelate practice with theory through this part-time internship and seminar, taken along with co-requisite Human Service courses.

Prerequisite: HSC101, HSC102, HSS014 or current employment in an approved mental health or gerontological setting
Corequisite: HSM120 or HSC130 or HSC135

The cooperative education program for Human Services students consists of corequisite: HSM120 or HSG150, HSC130, HSC135

Gerontology

HSM200 Cooperative Education: Mental Health/ Gerontology
1 credit; 15 hours
The cooperative education program for Human Service students consists of part-time and full-time internships with coordinated internship seminars. Students learn to interrelate practice with theory through this part-time internship and seminar, taken along with co-requisite Human Service courses.

Prerequisite: HSC101, HSC102, HSS014 or current employment in an approved mental health or gerontological setting
Corequisite: HSM120 or HSC130 or HSC135

HSM201 Cooperative Education: Mental Health/ Gerontology
2 credits; 30 hours
The cooperative education program for Human Services students consists of part-and full-time internships with coordinated internship seminars. Students learn to interrelate practice with theory through this full-time internship and seminar taken along with corequisite Human Service courses.

Prerequisite: HSC101, HSC102, HSS014
Corequisite: HSM120 or HSG150, HSC130, HSC135

HSN103 Community Dynamics: Impact on Human Services
3 credits; 3 hours
Students will examine New York City’s multicultural urban community as an action system in the delivery of human services. Topics to be included are: the community decision-making process, community planning and the development of human services, and community change techniques. Field visits will be made to community decision-making groups.

Prerequisite: HSC101, SSS100 or SSB110

HSN110 Perspectives on Homelessness
3 credits; 3 hours
Students in this course will study homelessness as a social problem. Topics will include factors contributing to the rise and persistence of homelessness, the meaning of homelessness to homeless people and to the general public, and the emerging role of the human services system. Responses of people from different cultures to the scarcity of affordable housing will be explored. The course will explore the national scope of homelessness, but will focus primarily on the problem in New York City. Field trips will be made to community decision-making groups.

Prerequisite: MAT095/MAB095, SSS100 or SSB110 or SSE101 or SSY101

HSN104 Co-op Prep Human Services
0 credits; 1 hour
This course enables students to prepare for the internships that are required of all Human Services students, regardless of status. The course introduces students to the requirements and processes of the internship program. Students are assisted in recognizing their skills, writing learning objectives for their internships, preparing a resume, preparing for employment interviews and learning about Human Services careers.

Prerequisite: CSE099, ENA/ENG099

Nursing

SCR110 Fundamentals of Nursing
6 credits; 12 hours (3 lecture, 3 lab, 6 clinical)
This course is an introduction to the interrelated roles of the associate degree nurse, with emphasis on the role of provider of care. Students focus on the assessment and analysis phases of the nursing process to formulate nursing diagnoses. Campus laboratory experiences stress the development of fundamental nursing skills. Clinical experience in health facilities involves care of clients with health problems. Proper uniform, liability insurance, physical examinations and CPR (BCLS) certification are required.

Prerequisite: ENC101 or ENG101, SCB203, SCC140, SSY101, pre-clinical index of 2.5 or above and permission of Nursing Program Director.
Pre-or Corequisite: SCB204
Corequisite: MAT106, SCR150

SCR150 Perspectives of Nursing
1 credit; 1 hour
This course focuses on historical influences on nursing. The evolution of the nursing profession within the health care delivery system will be explored. Emphasis will be placed on past nursing leaders and various types of nursing education.

Prerequisite: ENC101 or Eng101, SCB203, SCC140, SSY101
Corequisite: SCR110

SCR200 Psychiatric Mental Health Nursing
4 credits; 14 hours (5 lectures, 3 lab, 6 clinical)
This course focuses on the psychosocial needs of clients throughout the life cycle. The assessment of clients’ physical and behavioral responses to stress will be explored as well as the determination of goals for intervention. Focusing on the use of self as a therapeutic agent, students will learn techniques of intervention to promote and maintain clients’ mental health, as well as assist clients who are mentally ill. Experiences will be provided in psychiatric/mental health settings.

Prerequisite: MAT106, SCB204, SCR110, SCR150, SSY240

SCR210 Medical Surgical Nursing I
4 credits; 14 hours (5 lecture, 3 lab, 6 clinical)
This course will focus on nursing care of adults with major health problems. Utilizing the nursing process, students will develop appropriate plans of care for clients. Emphasis will be placed on formulating goals for intervention.

Prerequisite: MAT106, SCB204, SCR110, SCR150, SSY240
Pre-or Corequisite: SCB290

SCR260 Trends in Nursing
1 credit; 1 hour
This course provides students with the opportunity to discuss contemporary issues and trends in nursing. Emphasis will be placed on legal and ethical concerns of nursing. The role of the associate degree nurse and the transition from student status to member of the profession will be explored.

Prerequisite: SCR150
Corequisite: SCR290

SCR270 Parent-Child Health Nursing
8 credits; 14 hours (5 lecture, 3 lab, 6 clinical)
This course focuses on the promotion of health and caring for childbearing families, their newborns, and children with major health problems from infancy to adolescence. Emphasis is placed on the implementation of nursing care plans. Experiential learning offers opportunities to provide care during the antepartum, intrapartal, and postpartum periods of the maternity cycle, as well as in the newborn and pediatric settings.

Prerequisite: SCR200, SCR210, SCB260
Pre-or Corequisite: ENG102

SCR290 Medical Surgical Nursing II
9 credits, 19 hours (4 lecture, 3 lab, 12 clinical)
This course focuses on the care of adult clients whose ability to meet one or
Occupational Therapy

**SC0054 Occupational Therapy Fieldwork Preparation**

0 credits; 1 hour

This course serves as an introduction to occupational therapy as a career area. Students learn the history, requirements for graduation and certification, the settings in which occupational therapy assistants train and work, the categories of personnel in the field and the professional organizations and opportunities. Experiences include writing a resume and preparing for an interview. Supervision and responsibilities are discussed as well as procedures for placement and evaluation.

*Prerequisite: Open only to students in the Occupational Therapy Assistant Program.*

**SC0101 Introduction to Occupational Therapy**

3 credits; 7 hours (1 lecture, 6 labs)

This course provides an overview of occupational therapy, its scope of practice and basic principles, and the roles of occupational therapy assistant. Course activities include practice in basic craft skills, analysis and instruction of games and small crafts, development of communication skills, and field visits. The effects of environmental and cultural differences in shaping activity behaviors and preference are emphasized.

*Prerequisite: ENC101 or ENG101, SCB203, SCN195, SSY101
Pre- or corequisite: SCO054*

**SC0200 Physical Aspects of Human Growth and Development**

2 credits; 2 hours

This course presents an overview of human biological development as it affects functional performance from birth to pubescence. Specific topics include development of the sensory and motor systems, sensory integration, reflex integration, differentiation of joint motion, and the role of the endocrine system. The importance of the human and non-human environment in facilitating and supporting optimal development is emphasized.

*Prerequisite: SCB204, SCO101, SSY101, SCN195
Pre- or corequisite: SCB230*

**SC0204 OT Process Psychosocial and Geriatric Conditions**

4 credits; 4 hours

This course presents occupational therapy theory base and process skills for evaluation and treatment of patients with psychosocial dysfunction and/or disorders associated with aging. Topics include: data collection, problem solving, treatment planning and implementation, reassessment, family involvement, legal and ethical and regulatory issues, supervision of ancillary personnel and volunteers. Identification and management of functional performance deficits is the primary emphasis.

*Prerequisite: SCN195, SCO054, SCO101, SCO200, SCO204, SCO214, SCO230, SSY240
Pre- or Corequisite: SCO215, SCO285*

**SC0214 OT Skills and Functional Activities I**

3 credits; 6 hours (2 lecture, 4 lab)

This course provides a foundation for performing, analyzing and instructing activities used in the treatment of patients with psychosocial dysfunction and/or disorders associated with aging. The roles of student, worker, homemaker, parent, recreator and self-maintainer serve to frame the assessment and treatment process and the selection of activities. Activity programming, reality orientation and remotivation, program administration and management are included.

*Prerequisite: SCB204, SCO054, SCO101, SSY230
Pre- or Corequisite: SSY260
Corequisite: SCO204, SCO284*

**SC0215 OT Skills and Functional Activities II**

3 credits; 6 hours (2 lecture, 4 lab)

This course provides the student with experience in performing, analyzing, adapting and instructing activities used in the treatment of patients with physical and/or developmental disabilities. Activities are organized around the childhood roles of player and learner, and the adult roles of student, worker, homemaker, parent, recreator and self maintainer. Topics include: splinting, toys and play activities, adaptation of equipment and environment, positioning, transfers and treatment modalities. Splinting and orthotics are included.

*Prerequisite: SCO101, SCO200, SCO214, SCO230, SSY240
Corequisite: SCO205, SCO285*

**SC0230 Functional Pathology**

3 credits; 3 hours

This course is a systems approach to the study of pathophysiology. Emphasis will be on the normal and abnormal response to disease and injury, and effects on bodily systems. Consideration will be given to selected disorders, including a survey of pathology, symptomatology, management and prognosis. Knowledge of proper terminology will also be emphasized.

*Prerequisite: SCB204*

**SC0284 OT Clerkship for Psychosocial/Geriatric Conditions**

1 1/2 credits; 5 hours (1 lecture, 4 fieldwork)

This is an introductory fieldwork experience in a supervised setting. The setting may be one which serves persons with psychosocial conditions or one which provides activity/recreation/leisure programming for the aged. The student spends a minimum of one half day per week or the equivalent at the fieldwork site. Attendance at a weekly seminar is required and provides opportunities for students to integrate classroom theory with fieldwork experiences.

*Prerequisite: SCB204, SCO054, SSY230
Pre- or Corequisite: SSY260
Corequisite: SCO204*

**SC0285 OT Clerkship for Physical/Development Disabilities**

1 1/2 credits; 5 hours (1 lecture, 4 fieldwork)

Introductory fieldwork in a supervised setting. The setting may serve persons with physical disabilities or developmental disabilities. The student spends a minimum one half day per week or the equivalent at the fieldwork site. A
weekly seminar provides opportunities to integrate classroom theory with fieldwork experiences.

**Prerequisite:** SCB204, SCO054, SCO101, SCO200, SCO230

**Corequisite:** SCO215, SCO205

### SCE204 OT Fieldwork in Psychosocial /Geriatric Conditions

**2 credits; 38 hours (1 lecture, 37 fieldwork)**

This is a full-time placement in a supervised setting for six weeks. The setting may be one which serves persons with psychosocial conditions or one which provides activity/recreation/leisure programming to the aged. Attendance at a weekly seminar is required. A minimum of 220 hours (excluding absences) of fieldwork must be completed to satisfy requirements of the American Occupational Therapy Association. Students are responsible for their travel costs for fieldwork.

**Prerequisite:** SCO204, SCO214, SCO284, permission of Occupational Therapy Assistant Program Director is required to register.

### SCE205 OT Fieldwork: Physical/Development Disabilities

**2 credits; 38 hours (1 lecture, 37 fieldwork)**

The student is assigned to a full-time clinical facility under professional supervision. The internship provides exposure to clients with physical and/or developmental disabilities. The student is provided with opportunities to practice a variety of treatment approaches under supervision. Participation at a weekly seminar facilitates integration of theory with practice.

**Prerequisite:** SCO101, SCO205, SCO215, SCO230, SCO285, permission of Occupational Therapy Assistant Program Director required to register.

### Paramedic

### SCE200 Introduction to Paramedic Technology

**2 credits; 2 hours**

The course will introduce students to the roles and responsibilities of the EMT/Paramedic including major job functions, medical/legal implications, medical ethics, and death and dying. An overview of body systems will be used to introduce the techniques and methods of patient assessment. Laboratory work will focus on paramedic skills with emphasis on vital signs, physical examination, history-taking, the general scene survey, and the overall approach to the acute patient.

**Prerequisite:** CSE099, ENA/ENG099, MAT096/MAB096, permission of program coordinator, 6 months (minimum 200 hours) paid or voluntary EMT experience

**Corequisite:** SCE210, SCE224, SCE251, SCE265

### SCE202 Cardiovascular Physiology and Pathophysiology

**5 credits; 5 hours**

A review of the anatomy and physiology of the cardiovascular system will be the basis for a study of its pathology. Specific disorders will include artery disease, angina, myocardial infarction, heart failure, syncope, cardiogenic shock, dysrhythmias, cardiac arrest and surgical emergencies. Patient assessment techniques and treatment modalities will be presented. Students will practice the following skills: CPR, ECG interpretation, defibrillation, cardioversion, and heart/lung sound evaluation. Interpretation of ECG’s will be stressed.

**Prerequisite:** SEC200, SCE210, SCE224, SCE251, SCE265

**Corequisite:** SCE252, SCE266, SCE271, SCE275, SCE285

### SCE210 Fluid Dynamics, Shock and Clinical

**4 credits; 4 hours**

A review of the anatomy and physiology of the cardiovascular system and body fluid dynamics will be the basis for a study of disease processes in fluid and electrolyte imbalance, dehydration, overhydration and shock. Patient treatment modalities will be presented. Students will practice skills such as phlebotomy, IV cannulation, fluid administration and the application of the anti-shock garment. Clinical work involves the administration of these skills in a patient care environment.

**Prerequisite:** CSE099, ENA/ENG099, MAT096/MAB096, permission of program coordinator, 6 months (minimum 200 hours) paid or voluntary EMT experience

**Corequisite:** SCE200, SCE224, SCE251, SCE265

### SCE224 Clinical Rotation

**3 credits; 19 hours**

This course consists of clinical rotations in the emergency department and on the paramedic ambulance. The student will participate with increasing levels of responsibility in the care of the emergency patient. The role of the student will vary from observation to the direct application of the interactive, assessment, management and treatment skills and techniques learned throughout the program. The student will be supervised by paramedics, emergency nurses and physicians.

**Prerequisite:** CSE099, ENA/ENG099, MAT096/MAB096, permission of program coordinator, 6 months (minimum 200 hours) paid or voluntary EMT experience

**Corequisite:** SCE200, SCE210, SCE251, SCE265

### SCE251 Pharmacology for the EMT-Paramedic

**3 credits; 3 hours**

This course provides an introduction to the major mediators of body systems and clinical prehospital pharmacology. Emphasis is placed on the action of drugs on the major body systems, as well as the indications, contraindications, complications, methods of administration and routes of administration of prehospital drugs. Lab work involves computing dosages and preparing medications for administration and practice with various administration techniques, sublingual, intravenous, intramuscular, subcutaneous and endotracheal installation. Skills taught in this course are necessary for later application in the sequence of paramedic courses during clinical rotations in the emergency department and paramedic ambulance.

**Prerequisite:** CSE099, ENA/ENG099, MAT096/MAB096, permission of program coordinator, 6 months (minimum 200 hours) paid or voluntary EMT experience

**Corequisite:** SCE200, SCE210, SCE224, SCE265

### SCE252 Musculoskeletal/Soft Tissue and Medical Emergencies

**3 credits; 3 hours**

The etiology and management of a variety of medical emergencies such as: alcohol and drug abuse, poisoning, diabetic emergencies, anaphylaxis, and abdominal emergencies will be presented. An overview of the skin, soft tissues and musculoskeletal system will provide the basis for the recognition and treatment of fractures, wounds, and environmental emergencies. Practice will include immobilization techniques for extremity fractures, bandaging, and the sterile techniques of wound and burn management.

**Prerequisite:** SCE200, SCE210, SCE224, SCE251, SCE265

**Corequisite:** SCE202, SCE266, SCE271, SCE275, SCE285

### SCE265 Etiology of Respiratory Diseases and Clinical

**4 credits; 4 hours**

A review of respiratory anatomy and physiology will be the basis for a study of disease processes in respiratory emergencies. Patient assessment and
treatment modalities will be presented. Students will practice related oxygen, ventilation and airway skills. Clinical rotations in the operating room will require performance of advanced airway management techniques.

**Prerequisite**: SCE209, ENA/ENG099, MAT096/MAB096, permission of program coordinator, 6 months (minimum 200 hours) paid or voluntary EMT experience

**Corequisite**: SCE200, SCE210, SCE224, SCE251

**SCE266 Obstetric and Pediatric Pathophysiology and Clinical**

4 credits; 4 hours

This course explores gynecological emergencies, emergency childbirth, and pediatric emergencies. A review of the anatomy and physiology of the reproductive system and of the developing child is included. Assessment and management will be emphasized. Clinical rotations in the delivery room and pediatric emergency department are required.

**Prerequisite**: SCE200, SCE210, SCE224, SCE251, SCE255

**Corequisite**: SCE202, SCE232, SCE271, SCE275, SCE285

**SCE271 Physiology and Pathophysiology of the Nervous System**

2 credits; 2 hours

The anatomy and physiology of the nervous system will be the basis for a study of the pathophysiology of neurological emergencies. Patient assessment, the neurological examination and treatment modalities will be presented. Emphasis will be on life-threatening problems and the management of head and spinal injuries. Students will practice spinal immobilization techniques.

**Prerequisite**: SCE200, SCE210, SCE224, SCE265

**Corequisite**: SCE202, SCE252, SCE271, SCE275, SCE285

**SCE275 Operations, Crisis, Behavioral Emergencies and Clinical**

2 credits; 2 hours

An overview of behavioral emergencies, related medical/legal issues, methods of evaluation and management will be presented. Techniques specific to the geriatric patient will be stressed. EMS and paramedic field operations will be presented, emphasizing triage, radiotelemetry and unusual incidents. Discussion of stress on the paramedic will be the basis to study its management. Clinical observation in the psychiatric unit is required.

**Prerequisite**: SCE200, SCE210, SCE224, SCE251, SCE265

**Corequisite**: SCE202, SCE252, SCE266, SCE271, SCE275, SCE285

**SCE285 Seminar in Paramedic Technology and Clinical**

1 credit; 25 hours (1 lecture, 24 clinical)

Medical and trauma scenarios will enable students to practice paramedic techniques, develop diagnostic abilities, and decision-making skills and to apply treatment modalities. Case studies from clinical rotations will be discussed and their management will be evaluated. Clinical rotations with medical examiner and in the intensive care units will be required.

**Prerequisite**: SCE200, SCE210, SCE224, SCE251, SCE265

**Corequisite**: SCE202, SCE252, SCE266, SCE271, SCE275

**Physical Sciences**

**SCP101 Topics in Physical Sciences**

3 credits; 4 hours (2 lecture, 2 lab)

This course consists of a survey of the major concepts in physics, astronomy, chemistry and geology. The physics section includes the theory of motion (Kinematics); the law of conservation of energy; different forms of energy, especially electrical and atomic; and the laws of wave motion and optics. The astronomy section deals with both planetary and stellar astronomy. The unit on chemistry, emphasizes the structure of atoms and their combination into molecules. Finally, the segment on geology centers around the theory of plate tectonics and how it is used to explain phenomena such as earthquakes and volcanos.

**Prerequisite**: SCE209, ENA/ENG099, MAT096/MAB096

**SCP140 Topics in Astronomy**

3 credits; 4 hours (2 lecture, 2 lab)

This course surveys modern astronomy with special emphasis on recent developments in space and astrophysics. Among the topics to be covered will be planetary astronomy and geology, the moon, the possibility of life on other worlds, energy production in stars, stellar evolution, pulsars, quasars, “black holes,” and cosmology. Laboratory periods will include field trips to planetariums and observatories in the N.Y.C. area. Students should expect field trip expenses to amount to about $20.00.

**Prerequisites**: SCE209, ENA/ENG099, MAT096/MAB096

**SCP201, 202 Fundamentals of Physics I and II**

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

Fundamentals of Physics I and II are together a two-semester sequence covering the basic laws of physics with an emphasis on laboratory experience and mathematical solutions of problems. This is a basic course for students intending to continue their studies in the physical and biological sciences, since more advanced courses in the natural sciences assume knowledge of this material. Among the topics studied are:

**SCP201**: The basic concepts of mechanics; kinematics; Newton’s gravitation; conservation of momentum and energy; heat, emphasizing the kinetic theory; and electrostatics (charge, forces, fields, electrical energy.)

**SCP202**: The basic concept of electrodynamics (currents and magnetism and electromagnetism); optics (wave theory, lenses); and modern physics (relativity, atomic theory, quantum mechanics.)

**Prerequisite for SCP201**: SCE209, ENA/ENG099, MAT096/ MAB096

**Prerequisite for SCP202**: SCP201

**SCP240, 241, 242 General Physics I, II and III**

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

General Physics I, II and III are together a three-semester sequence in physics for science and pre-engineering students. The topics covered in the first semester include: motion in one, two and three dimensions; vectors; forces and moments; Newton’s Laws; work and energy; center of mass; momentum and collisions; rotational motion; moment of inertia; hydrostatics and hydrodynamics. The topics covered in the second semester include: heat and temperature; the laws of thermodynamics; kinetic theory; entropy, oscillations; wave motion; properties of light; optics. The topics covered in the third semester include: electrostatics; DC circuits; magnetism and magnetic materials; AC circuits, special relativity, modern physics. This is a calculus-based physics course.

**Prerequisite for SCP240**: CSE209, ENA/ENG099, MAT201

**Pre- or Corequisite for SCP240**: MAT202

**Prerequisite for SCP241**: SCP240, MAT202

**Prerequisite for SCP242**: SCP241

**Physical Therapy**

**SCT101 Introduction to Physical Therapy**

2 credits; 2 hours

This course introduces the concepts and scope of physical therapy, its professional organization and its relationship with other health professions. Subjects include: the role and function of health personnel, professional ethics and conduct, medico-legal aspects of physical therapy services, vital signs, medical terminology, communication skills, and record keeping.

**Prerequisite**: ENC101 or ENG101, SCB203, SSY101, SCN195
SCT203 Clinical Kinesiology
4 credits; 6 hours (2 lecture, 4 lab)
This course introduces students to the study of muscles as the basis for movement and exercise. Topics include: biomedical principles of movement, body mechanics, types of joints and movements, measurement of joint range of motion, muscle actions and innervations, assessment of strength through manual muscle testing, and orthopedic and neurological conditions resulting in impaired movement in the pediatric, adult and geriatric populations.
Prerequisite: SCT101
Pre- or Corequisite: SCB204

SCT211 Therapeutic Procedures I
4 credits; 6 hours (2 lecture, 4 lab)
This course will focus on the principles and use of heat, cold, water, light and traditional massage as they relate to physical therapy. Topics include: proper preparation of patients, treatment areas and equipment, application of hot and cold packs, paraffin, whirlpool, infrared, ultraviolet, basic massage, intermit­tent compression, sterile technique and wound debridement. Physical therapy techniques for the treatment of respiratory disorders are included.
Prerequisite: SCT101
Pre- or Corequisite: SCB204, SCT211

SCT212 Therapeutic Procedures II
4 credits; 6 hours (2 lecture, 4 lab)
This course covers advanced physical therapy procedures and techniques and focuses on the treatment of pain. Topics include: Use and application of short­wave and microwave diathermy, ultrasound, electrical stimulation, and pelvic and cervical traction. Pain control theories are discussed, including the use of acupressure, T.E.N.S. and biofeedback. Postural evaluation and exercises for posture and back pain are included.
Prerequisite: SCB204, SCT202

SCT225 Mobility Activities for P.T. Assistants
2 credits; 3 hours (1 lecture, 2 lab)
This course covers the principles of mobility activities and their application to various physical disabilities. Topics include: bed and mat activities, wheelchair specifications, architectural barriers, transfers, normal gait, gait deviations, use of assistive and supportive devices, orthotics and prosthetics.
Prerequisite: SCB204, SCT202

SCT260 Therapeutic Exercise Applications
4 credits; 6 hours (2 lecture, 4 lab)
This course covers the rationale and clinical application of therapeutic exercise to improve endurance, flexibility, gait and balance, posture, strength and performance or functional activities in all patient populations. The focus is on implementation of a comprehensive treatment plan developed by a physical therapist, including interpretation of the therapist's evaluation, and performance of appropriate assessment and measurement of techniques to assist in monitoring and modifying the plan of care.
Prerequisite: ENGI102, SCO230, SCT225
Pre- or Corequisite: SCT212

SCT290 Physical Therapist Assistant Clinical Affiliation and Seminar I
2 credits; 1 seminar hour; 15-20 internship hours
This internship provides students with an experience-based learning opportunity to: explore or confirm career interests and plans; apply classroom learning to real work situations; and practice and strengthen interpersonal or technical skills. A minimum of 15-20 hours per week at the internship site is required during the Co-op cycle. A concurrent seminar provides a framework for analyzing and evaluating students' internship experiences. During Fall I and Spring I students must take six additional credits to be certified as a full time student.
Prerequisite: CEP100, MAT096

SCT291 Physical Therapist Assistant Clinical Affiliation & Seminar II
3 credits; 19 hours (1 lecture, 18 affiliation)
This course provides students with an opportunity to apply and integrate the theory and practice of physical therapist assistant skills in clinical settings under the supervision of a physical therapist. The biweekly seminar integrates the students' experiences with their classroom training. Students are required to provide their own uniform, liability insurance and proof of a physical examination.
Prerequisite: SCT212, SCT250, permission of PT Assistant Coordinator.

SCT292 Physical Therapist Assistant Clinical Affiliation & Seminar III
3 credits; 19 hours (1 lecture, 18 affiliation)
This course provides students with the continued opportunity to apply and integrate the theory and practice of physical therapist assistant skills in clinical settings under the supervision of a physical therapist. The student is expected to assume increased responsibility for treatments and administrative tasks and to improve his/her ability to manage time effectively. Students are required to attend scheduled seminars and provide their own uniform, liability insurance and proof of a physical examination.
Prerequisite: SCT291, permission of PT Assistant Coordinator.

Science

SCS150 Mentoring: The Helping Relationship
3 credits; 3 hours
This course offers a study of, and experience in, the helping relationship. Theoretical approaches to the helping process will be covered as well as specific skills. Topics and guest presentations include peer tutoring, problem solving, adolescence, peer counseling, and use of a mentor in career development. Students will be involved in seminar discussions, training, and field visits. Each participant will serve as mentor in a supervised experience with a high school student.
Prerequisite: MAT095/MAB095, ENC101 or ENG101 and one of the following: ENG104 or HSC102, or HUC102 or SSY101, minimum cumulative GPA of 2.0

SCN194 AIDS in New York City
3 credits; 3 hours
This course is a comprehensive examination of what is currently known about Acquired Immune Deficiency Syndrome (AIDS) and its impact on the New York health care system. Topics to be addressed will include the history of AIDS; definition and transmission; symptoms, diagnosis and treatment; prevention and risk reduction techniques. Students will learn about the political, economic, epidemiological, psychosocial, and sociocultural aspects of HIV infection. Visits to AIDS health care facilities are included.
Prerequisite: CSE099, ENA/ENG099
SCN195 Community Health
2 credits; 2 hours
This course is a basic orientation to the organization of health care 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, types of facilities, patient sources, medical care available, and future trends. Visits to local health facilities (i.e., hospitals, nursing homes) are included.
Prerequisite: CSE099, ENA/ENG099, MAT095/MAB095, major in Allied Health or permission of instructor

Veterinary Technology

SCN101 Introduction to Veterinary Technology
3 credits; 3 hours
This is a comprehensive introduction to the fundamental principles of animal science. Subjects covered include genetics and breeding, growth and senescence, environmental physiology, nutrition and feeding, and animal behavior. In addition students will begin the study of basic animal care and management, dosage calculations and animal diseases. There will be field trips to selected animal facilities in the metropolitan area.
Prerequisite: CSE099, ENA/ENG099, MAT096/MAB096

SCV150 Principles of Animal Control
2 credits; 2 hours
This course is designed to prepare students to work in animal care and control programs in municipalities and other government agencies. It will cover the philosophy and history of such programs, as well as the federal, state and local regulations that govern their use. Students will study the design and operation of animal shelters including the procedures by which animals are apprehended, cared for and disposed of. The characteristics of common and exotic animal species will be discussed, as well as the important diseases of each group.
Pre- or Corequisite: SCN101

SCV201 Research Animal Technology
4 credits; 6 hours (3 lecture, 3 lab)
This course prepares students to work with rodents, rabbits and other animals used in research. Laboratory sessions provide hands-on training in restraint, drug administration, sample collection, anesthesia and research techniques. Classroom periods will cover husbandry, diseases, and sanitation, as well as the principles and ethics of animal research. Students will participate in the operation of the college's animal facility.
Prerequisite: SCN101

SCV210 Veterinary Nursing I
4 credits; 6 hours (3 lecture, 3 lab)
This course introduces students to the technical procedures of veterinary practice. The major disciplines to be covered in lecture sessions are anesthesiology, parasitology and small animal diseases. In the laboratory students will anesthetize dogs and cats and perform basic diagnostic and therapeutic techniques. They will also prepare patients for aseptic surgery, employ techniques of surgical assisting, and learn the principles of cardiopulmonary resuscitation.
Prerequisite: SCB209, SCV201

SCV211 Veterinary Nursing II
4 credits; 6 hours (3 lecture, 3 lab)
This course deals with advanced technical procedures in veterinary practice and laboratory animal science. Lecture sessions will cover animal diseases, emergency care, pharmacology and gnotobiology. In the laboratory, students will receive training in the care of sick and injured animals, including dentistry, catheterization, fluid and drug administration, and the use of monitoring devices. In addition, students will maintain a germfree isolator and perform minor surgical procedures on rodents.
Prerequisite: SCV210
Pre- or Corequisite: SCB260

SCV212 Veterinary Radiography
3 credits; 5 hours (2 lecture, 3 lab)
This course will provide lectures which explore the theory and principles of radiography. The laboratory will provide students with training in the operation and maintenance of the x-ray machine, automatic and manual film processing, animal restraining and positioning, health and safety precautions and radiograph evaluation and storage.
Pre- or Corequisite: SCV211

SCV213 Veterinary Laboratory Techniques
3 credits; 5 hours (2 lecture, 3 lab)
This course deals with the examination of blood, urine, and other body substances for diagnostic and prognostic purposes in veterinary practice. Students will learn to perform complete blood counts, blood chemistries, serological tests and urinalysis. Lecture periods will cover the theories on which the tests are based and the relevance of laboratory results in the evaluation of the health of animals.
Pre- or Corequisite: SCV210

SCV214 Farm Animal Nursing
3 credits; 5 hours (2 lecture, 3 lab)
In this course, students will study the application of animal health technology to farm animals. Class sessions will cover diseases, government health regulations and programs, emergency care, orphan animal care, and relevant farm management procedures. Using various species of animals and types of equipment, students will learn techniques for restraint, administration of medication, sample collection, bandaging, surgical preparation and assistance, and positioning for radiology.
Prerequisite: SCV201
This course will be taught at an off-campus location. Students must pay their own travel and room and board expenses.

SCV220 Principles of Exotic Animal Medical Care
2 credits; 2 hours
This course introduces the student to the comparative anatomy, physiology and medical care of exotic animals. Anesthesia, blood collection, radiography, laboratory testing and treatment methods of birds, reptiles, amphibians, fish, marine mammals, hoofstock, primates, small mammals and carnivores will be discussed as they apply to the work of veterinary technicians in private practice, zoos, aquariums, wildlife rehabilitation and research.
Prerequisites: SCB209, SCV201

SCV245 Theory and Practice of Transgenic Techniques
3 credits; 5 hours (1 lecture, 4 lab)
Transgenic techniques involve the manipulation of genes and gene fragments and their incorporation into new host animals. Lectures will provide an understanding of the theoretical principles involved. Laboratory sessions will involve transgenic techniques in mice and will include DNA separation, collection of ova, microinjection, ova transfer, embryonic stem cell manipulation, colony management and related procedures. The laboratory sessions will be held at Rockefeller University.
Prerequisites: SCV201, SCB209
Pre- or Corequisites: CEP151
Social Science Department

Social Science courses examine why people behave the way they do; why society is the way it is; who has power, wealth, and prestige and how they got them. Many of the courses emphasize the themes of ethnicity, class, gender, and power through which students can better understand themselves, society, and the world in which they live.

The department offers interdisciplinary courses as well as courses in anthropology, economics, history, political science, psychology, sociology, and urban study.

Department Faculty

Anthropology

SSA100 Introduction to Anthropology
3 credits; 3 hours
In this course, students will be introduced to the fields of anthropology—physical anthropology, archeology, 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. Utilizing examples from both extinct and modern day societies, the student will gain an appreciation of the wide diversity of human cultures. Prerequisite: ENA/ENG099, SSS100 or SSB110

SSA101 Cultural Anthropology
3 credits; 3 hours
This course examines the similarities and differences found in the various types of human cultures and societies. It acquaints students with the basic concepts that help explain differences and similarities. The role of culture and language in determining human behavior is examined as is the interrelationship of aspects of behavior (economics, politics, family and religion) in different types of societies. Patterns of cultural change will also be discussed. Prerequisite: ENA/ENG099, SSS100 or SSB110

SSA106 Anthropology of Latin America
3 credits; 3 hours
This course will focus on the different peoples and cultures of Latin America, including Indian groups, rural communities of peasants, blacks and other plantation workers, urbanized peasants, urban workers, new middle classes and elites. The social and cultural organization of each of these groups will be examined, particularly in their relationship to the larger society. The impact of the global economy on Latin American cultures will also be examined. Prerequisite: ENA/ENG099, SSS100 or SSB110

SSA120 Peoples and Cultures of the Caribbean
3 credits; 3 hours
This course will survey the evolution of cultures in the Caribbean from the original formation of Native American societies through the age of European conquest, colonization and cultural dominance, to the contemporary period of national independence and the revival of previously marginalized, subordinated cultures. The focus will be on analyzing the unique Caribbean economic, family, stratification, political and cultural systems formed out of the fusion of Native American, European, African and Asian peoples and cultures. Prerequisite: ENG101, SSS100 or SSB110

Economics

SSE101 Introductory Economics I
3 credits; 3 hours
This course serves as an introduction to some of the major economic principles, institutions and policies in the United States. Among the topics included are: the nature and methods of economics; the historical development of the market and other systems; supply and demand; the roles of industry and government in the market place; money and banking; income levels; and the problems of inflation and unemployment. Prerequisite for Accounting, Business Administration or Management majors: CSE099, ENA/ENG099 For all others: ENA/ENG099, SSS100 or SSB110 Pre- or Corequisite: MAT096/MAB096

SSE102 Introductory Economics II
3 credits; 3 hours
As a continuation of SSE101, Economics II introduces students to the allocation of resources in the world economy. Specifically, students will examine how capitalist and socialist countries manage their resources. In addition, students will learn about major issues in international trade and finance, economic development in third world countries, pollution and the environment, defense spending, and the economics of energy. Prerequisite: SSE101

SSE125 World Geography
3 credits; 3 hours
The course studies the influence of physical features and climates of the world on human activities, production, distribution and other economic activities. Emphasis is placed on the location and distribution patterns of the world’s resources and their uses. Topics studied include urban geography, geopolitics of oil and gas and preparation and interpretations of maps by physical features and cultural aspects. Prerequisite: ENA/ENG099, MAT095/MAB095, SSS100 or SSB110

SSN189 The Urban Economy
3 credits; 3 hours
This course examines key economic problems facing cities and urban neighborhoods, particularly those of New York City. The students will study how
supply and demand, land use, taxation, national product, unions, and state and federal policies affect the local economy. Through visits in their neighborhoods, and such places as the Office of Economic Development and the Stock Exchange, students will apply the above concepts to local issues of employment, housing, transportation, and business activity.

**Prerequisite:** ENA/ENG099, MAT095/MAB095, SSI100 or SSB110 or SSE101 or SSY101 or SSB102

### History

**SSH101 Themes in American History to 1865**

3 credits; 3 hours

This course will focus on the major themes in American History from the colonial period to the Civil War. Topics such as slavery, women's roles, expansion, urbanization, reform movements and the development of the American character will be examined in this course.

**Prerequisite:** ENA/ENG099, SSI100 or SSB110

**SSH102 Themes in American History Since 1865**

3 credits; 3 hours

This course will examine American history since 1865. Such topics as industrialization, labor unions, immigration, organization, political parties, reform movements, foreign policy and the rise of the U.S. as the major force in the world will be covered in this course.

**Prerequisite:** ENA/ENG099, SSI100 or SSB110

**SSH103 Western Civilization from Ancient Times to the Renaissance**

3 credits; 3 hours

This course investigates the main features of human civilization from ancient times to the Renaissance. The importance of geography, religion, custom and ideology are explored for the purpose of capturing the spirit of the past as well as understanding its relationship to the present.

**Prerequisite:** ENA/ENG099, SSI100 or SSB110

**SSH104 Western Civilization from the Renaissance to Modern Times**

3 credits; 3 hours

This course discusses the major ways in which Western Society has changed over the past 250 years. It covers the scientific revolution, the industrial revolution, and the major political revolutions. It also explores the impact of ideas such as liberalism, Marxism, Darwinism, Nazism, and Freudianism. The two World Wars and prospects for world peace are examined.

**Prerequisite:** ENA/ENG099, SSI100 or SSB110

**SSH110 East Asian Civilization and Societies**

3 credits; 3 hours

This course concentrates on one of the oldest continuous civilizations in the world, East Asia, which includes, in geographical and cultural terms, the domains of China, Japan, Korea and Vietnam. Using both chronological and topical approaches, the course examines historical and social development in East Asia. Topics include the dynastic transition, economic structures, social organizations and customs, as well as the scholarly and artistic traditions in East Asia. Throughout the course, students learn to appreciate the richness of East Asian culture and gain a knowledge of the growing political and economic power of this region.

**Prerequisite:** ENA/ENG099, SSI100 or SSB110

**SSH231 Afro-American History**

3 credits; 3 hours

This is an introduction to some of the basic issues in the black American’s struggle against slavery and racist oppression in the United States. Special attention is given to the following: the methods that blacks have used in their attempts to bring about social change; important persons and institutions from the African beginning to the present; and the contributions blacks have made to American society.

**Prerequisite:** ENA/ENG099, SSI100 or SSB110

### Political Science

**SSP101 U.S. Power and Politics**

3 credits; 3 hours

This course analyzes the relationship between the theory, form, and practice of American government. The course studies the strengths and weaknesses of the American political system. A major concern of the course is the nature of power in America and the options for reforming the American political system.

**Prerequisite:** ENA/ENG099, SSI100 or SSB110

**SSP200 World Politics**

3 credits; 3 hours

This course will investigate the dynamics of international power politics. After an introduction to alternative forms of political organization, the class will
study the problems of achieving a balance of power between nations and the ultimate breakdown of that balance in war. It will examine the role of the superpowers, the impact of emerging nations and the 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:** ENA/ENG099, SSSIOI or SSB102

**SSP220 Politics of Latin America and the Caribbean**

3 credits; 3 hours

This course will examine the major groups which seek power in Latin America and the Caribbean, and analyze the various strategies they use including revolution, populism, democratic reform, socialism and military authority. The prospects for modernization will be drawn from a variety of Latin American and Caribbean countries. The course includes discussion of the role of foreign nations in the politics of this area.

**Prerequisite:** ENA/ENG099, MAT095/MAB095, SSSIOI or SSB102

**SSP240 Crime and Punishment**

3 credits; 3 hours

This course deals with the purposes and problems of penal systems, 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:** ENA/ENG099, SSSIOI or SSB102

**SSP245 Law and Human Rights in America**

3 credits; 3 hours

This course will focus on the legal aspects of human rights issues in America. Starting with the origins of democracy and the Bill of Rights, students will explore major Supreme Court cases and Constitutional amendments dealing with such topics as freedom of speech, freedom of the press, freedom of religion, the right to vote, equality before the law, and the rights of the accused. Controversial contemporary issues such as abortion, privacy, and gun control will also be discussed in a legal context.

**Prerequisite:** ENA/ENG099, SSSIOI or SSB102

**SSP250 Political Ideas and Ideologies**

3 credits; 3 hours

This course explores the relationship between political ideas and practice. Political ideologies such as liberalism, conservatism, socialism, and liberation ideologies (feminist, black, and gay/lesbian) are examined in their historical development. The relationship between their goals and the methods used to achieve them is analyzed and criticized. The relevance of these ideologies for understanding current political issues is discussed. Readings include original theories of politics as well as commentaries upon them.

**Prerequisites:** ENA/ENG099, SSSIOI or SSB102

**SSN190 Leadership**

3 credits; 3 hours

This course explores alternative leadership theories and styles. It focuses on leadership within the urban context and on the importance of New York City figures such as Boss Tweed, Fiorello H. LaGuardia and Shirley Chisholm. 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 citywide or community level, in the public or private sector.

**Prerequisite:** ENA/ENG099, SSSIOI or SSB102 or SSE101 or SSY101 or SSB102

**SSN192 Practical Politics in New York City**

3 credits; 3 hours

This course examines New York City as a unique political entity within the context of urban politics in America. It explores the roles of elected officials, community boards, unions, minority groups and business interests in political decision making. The course includes guest speakers and field trips.

**Prerequisites:** ENA/ENG099, SSSIOI or SSB102 or SSE101 or SSY101 or SSB102

**SSN210 The Politics of Sexuality**

3 credits; 3 hours

This course explores how urbanization and socio-economic development have made sexuality a political issue. Topics are discussed from a cross-cultural perspective and include separation of sexuality from reproduction, AIDS, alternative definitions of family, the extent of personal freedom as compared with social control of sexual expression, and others. Special attention is given to how these topics are addressed through feminist, religious, gay/lesbian and other movements. At least two field trips are required.

**Prerequisites:** ENA/ENG099, MAT095/MAB095, SSSIOI or SSB102 or SSE101 or SSY101 or SSB102

**Psychology**

**SSY101/SSB102 General Psychology**

3 credits; 3 hours

This is an introduction to some of the major fields of study in the science of psychology. Areas covered include learning, perception, theories of personality, mental illness and therapy, social psychology, and the research methods of psychology. (SSB102 is the bilingual version of SSY101.)

**Prerequisite for Occupational Therapy, Nursing, Physical Therapy majors:** CSE099, ENA/ENG099

For all others: ENA/ENG099, SSSIOI or SSB102

**SSY200 Personality**

3 credits; 3 hours

Theories, methods, and selected issues in the field of personality will be discussed in the context of achieving greater self-awareness and insight into the behavior of others. Among the topics discussed are: psychoanalytic, behavioristic and phenomenological theories of personality types and traits, the achievement of self-knowledge, psychological testing and personality research methods.

**Prerequisite:** SSY101 or SSB102

**SSY205 Psychology of Women**

3 credits; 3 hours

This course will critically examine gender bias and gender exclusion in research and theory in psychology. The topics will include interconnections between biology and gender, focusing on the psychological factors of menstruation, sexual identity, pregnancy, childbirth, menopause, and abortion. The course will focus on the experiences of women of different racial and ethnic backgrounds and examine how these biological functions shape their identity. Throughout the course, students will critically examine the social and political contexts that define women’s bodies and familiarize themselves with critical feminist consciousness.

**Prerequisite:** SSY101 or SSB102

**SSY210 Principles of Behavior Management**

3 credits; 3 hours

This course will provide students with an overview of behavior modification principles which are based on theories of learning in relation to the acquisition, maintenance and modification of human behavior. The course focuses on the specific application of these principles to special needs populations. Topics
will include assessment and data collection techniques, design of effective multicultural behavioral programs and ethical issues in behavior treatment.

**Prerequisites:** ENC101 or ENGI01, SSY101 or SSBI02.

**SSY230 Abnormal Psychology**

3 credits; 3 hours

This course introduces the major categories of mental illness, their symptoms, causes and treatment. Among the mental disorders covered are personality disorders, anxiety disorders, schizophrenic, and affective disorders. Theoretical models for understanding mental disorders are discussed.

**Prerequisite:** SSY101 or SSBI02

**SSY240 Developmental Psychology I**

3 credits; 3 hours

This course examines the physiological and psychological factors in individual development from birth through adolescence. It includes a study of emotional and behavioral disorders of children as well as principles of child guidance. Issues such as battering, drug usage and discipline will be discussed.

The course emphasizes cognitive, moral and personality development.

**Prerequisite:** SSY101 or SSBI02

**SSY241 Developmental Psychology II**

3 credits; 3 hours

This course examines the biological, psychological, and social changes of adults and the principles underlying these changes. The course explores such topics as social sex roles, self-identity, self-esteem, worker productivity, ideas and values. Students will learn about adult life crisis issues such as marriage, divorce, mid-life crisis, menopause, unemployment and aging.

**Prerequisite:** SSY101 or SSBI02

**SSY250 Social Psychology**

3 credits; 3 hours

This course examines how the individual's personality is affected by the influences of other people and the physical environment. Among the topics discussed are: forming attitudes, conformity in groups, helping others, prejudice, and environmental stress. Research methods will also be introduced.

**Prerequisite:** SSY101 or SSBI02

**SSY260 Group Dynamics**

3 credits; 3 hours

This is an introduction to the theory, research and practice of group dynamics and small group interaction in a variety of settings. Methods and techniques utilized in the investigation of small group processes will be demonstrated and critically examined. Through participation in role playing and small group interaction, students will be introduced to basic principles of interpersonal and group dynamics in families, groups, and at work.

**Prerequisite:** SSY101 or SSBI02

**SSN184 Urban Studies Environmental Psychology**

3 credits; 3 hours

This course explores the relationship between the urban physical environment and human behavior. Topics to be considered include the effects of personal space, noise, crime, crowding, architectural design, and urban blight on the actions and feelings of urban dwellers. Two field trips in this course will be based on research projects aimed at understanding behavior in such urban settings as subways, parks, and neighborhoods.

**Prerequisite:** ENA/ENG099, MAT095/MAB095, SSS100 or SSBI02

**SSN280 Urban Black Psychology**

3 credits; 3 hours

This course introduces students to psychological theories and issues relating to blacks in America. Emphasizing the shift from rural to urban environments, it examines the impact of slavery and racism on blacks. With special reference to New York City, the course investigates the relationship between black personality and family, education, work, culture, and mental health. There will be field trips to Harlem and to a community mental health center.

**Prerequisite:** ENA/ENG099, SSS100 or SSBI02 or SSE101 or SSY101 or SSBI02

**Sociology**

**SSS100/SSBI10 Introduction to Sociology**

Contemporary Society

3 credits; 3 hours

This course offers students information and ideas with which to understand the social factors of human life. It places the study of social interaction, social processes, and social institutions in an historical context. It examines the human condition with particular reference to work, to culture, to personality, to ethnicity, and gender relations, as well as economic and political institutions. (SBI110 is the bilingual version of SSS100.)

**Prerequisite:** CSE099, ENA/ENG099

**Prerequisite for SSBI10:** CSE099, ESB/ESH/ESL/ESR098

**Prereq or Corequisite for SSBI10:** ESL/ESR099

**SSS120 Women in Society**

3 credits; 3 hours

This course examines the relationship between human values, society and technology. It begins with an explanation of how computers work and then investigates how technology affects such issues as jobs, privacy, and education. Lab work is included.

**Prerequisite:** CSE099, ENA/ENG099, MAT095/MAB095

**SSS186 Sociology of the Black Community**

3 credits; 3 hours

This course is about the social dynamics of Black communities in urban America. With special reference to New York City, it examines the socialization process, the family, education, and organizational life within urban Black communities. Current problems and future prospects for the urban Black community are discussed. Field trips to communities such as Harlem and Bedford Stuyvesant are included.

**Prerequisite:** ENA/ENG099, SSS100 or SSBI10

**SSS186 Sociology of the Black Community**

3 credits; 3 hours

This course is about the social dynamics of Black communities in urban America. With special reference to New York City, it examines the socialization process, the family, education, and organizational life within urban Black communities. Current problems and future prospects for the urban Black community are discussed. Field trips to communities such as Harlem and Bedford Stuyvesant are included.

**Prerequisite:** ENA/ENG099, MAT095/MAB095, SSS100 or SSBI10 or SSE101 or SSY101 or SSBI02
SSN187 Urban Sociology
3 credits; 3 hours
This course examines changing ideas about the city and the changing impact of the city on American lifestyles. With reference to New York City, the course explores the origins and the social structure of the city. It focuses on the relationship of class to family, gender, education, ethnicity, religion, politics and economics. Visits to housing projects, community organizations, or service delivery agencies will familiarize the students with the issues of planning and change in the city.
Prerequisite: ENA/ENG099, MAT095/MAB095, SSS100 or SSB110 or SSE101 or SY101 or SSB102
Prerequisite for Computer Technician majors: ENA/ENG099, MAT095/MAB095

SSN/ENN193 Ideal Societies
3 credits; 3 hours
This course is designed to help students understand utopian movements in urban society from historical, psychological and sociological perspectives. This course will focus on both the causes for creating utopian experiments and the ways in which utopias approach family structure, religion, education, power, and economic organization. Literary versions of utopian communities will be studied. Field trips may be taken to such places as Roosevelt Island and Shaker Village.
Prerequisite: ENA/ENG099, SSS100 or SSB110 or SSE101 or SY101 or SSB102

SSN194 Religion and Social Change
3 credits; 3 hours
This course will trace the evolution of traditional and nontraditional religions among various groups within the New York City religious community. The course will focus on Latin groups and Eastern religions as well as social action projects sponsored by mainline major denominational groups. Field interviews by students will be made.
Prerequisite: ENA/ENG099, MAT095/MAB095, SSS100 or SSB110 or SSE101 or SY101 or SSB102

SSS175 Sociology of Organizations
3 credits; 3 hours
This course will analyze the social structure and dynamics of large scale organizations such as the corporation, the government agency, and the labor union. It will examine the significance of these organizations in the larger world as well as investigate the social worlds which exist within these organizations. Through this course, the student will come to understand the interaction between individual personality and bureaucratic structure.
Prerequisite: ENA/ENG099, SSS100 or SSB110

SSS185 Sociology of Education
3 credits; 3 hours
This course examines the social relations which exist in educational institutions and processes. It also analyzes the reciprocal influences of family, school, economic, political, and other social institutions. The relationships between changes in society and in education are explored in depth. Focus is on the educational system of the U.S.A.
Prerequisite: ENA/ENG099, SSS100 or SSB110

SSS190 Sociology of the American Deaf Communities
3 credits; 3 hours
This course examines the concepts culture and community and their applications to the deaf and hard of hearing communities. This inquiry leads to an understanding of the implications of culture and community for the individual and to an exploration of the current economic, political, and social issues with the deaf and hard of hearing communities, as well as future directions.
Prerequisite: ENC or ENG101, SSS100 or SSB110

SSS280 Sociology of the Family
3 credits; 3 hours
This course examines the contemporary American family from historical and cross-cultural perspectives. It considers sub-cultural variations within American society; the influence of industrial and technological changes on family life; relationship of socialization to personality development; programs to meet family needs, dating, courtship and marriage.
Prerequisite: ENA/ENG099, SSS100 or SSB110
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Common Goals

LaGuardia Community College strives to help each student acquire the academic, social and professional knowledge and values needed to live effectively and creatively in an urban environment. A LaGuardia education aims to produce a well-rounded individual aware of his/her own potential. Each graduate should understand the interconnectedness of knowledge and be able to use life experience and analytical thinking as tools for lifelong growth and learning. The college seeks to provide each student with the intellectual, technical and interpersonal skills needed for continued education and for productive participation in the world of work. A LaGuardia education will prepare a student to achieve the following goals:

1. interpret and communicate ideas effectively
The student will demonstrate increased ability to:
• identify the thesis and major supporting details of written, oral and visual materials;
• organize and express ideas in a clear, precise and logical manner; and
• use appropriate verbal and nonverbal techniques and skills when interacting with others.

2. reason logically, solve problems and think abstractly
The student will demonstrate increased ability to:
• formulate hypotheses, gather information and test hypotheses;
• define the problem, identify and evaluate alternative solutions, and reach a provisional conclusion;
• use such processes as analogy, cause and effect, and comparison and contrast;
• formulate and solve problems in mathematical terms; and
• reason inductively and deductively, and generalize from specific information.

3. gather, analyze, synthesize and report information
The student will demonstrate increased ability to:
• conduct research using the library and other available resources;
• organize and interpret research information accurately and logically;
• use information based on research to support a thesis, topic or issue; and
• communicate research information clearly in written, spoken and/or graphic form.

4. develop self-awareness by examining value systems and ethics
The student will demonstrate increased ability to:
• recognize and understand value systems of one’s own culture and of different cultures;
• examine and articulate one’s personal value systems and goals; and
• act independently and responsibly in one’s personal and public life.

5. understand the complexity of the natural world
The student will demonstrate increased ability to:
• describe basic laws of nature;
• use the scientific method in the solution of problems;
• appreciate the impact of science on humankind; and
• understand our interdependent relationship with nature.

6. understand the diversity and richness of the human experience and the creative process
The student will demonstrate increased ability to:
• recognize the intellectual and spiritual importance of the arts in the development of non-Western and Western cultures;
• understand the importance of the creative process for individuals and societies;
• engage in the creative process from the beginning of an idea through its development;
• understand the interdependence of form and content;
• critically evaluate creative works; and
• understand our need to seek meaningful and creative ways to express and communicate thoughts and emotions.

7. place contemporary society in a historical perspective
The student will demonstrate increased ability to:
• identify issues related to United States history, government and geography;
• understand the importance of gender, ethnicity and class in United States society;
• use past events in Western and non-Western history as an aid to understanding present conditions and predicting future trends;
• identify major historical forces that influence contemporary society; and
• identify major social, economic and/or political theories.

8. understand the dynamics of contemporary urban issues
The student will demonstrate increased ability to:
• describe how institutions shape community life;
• appreciate historical, cultural and ethnic influences on urban development;
• identify the problems of the city and their causes; and
• understand issues of career choice and mobility in an urban setting.

9. understand the impact of technology on society
The student will demonstrate increased ability to:
• describe the evolving relationship between technology and humanism;
• acquire knowledge of the technology in one’s field;
• describe the impact of social values on technological developments; and
• understand what computers are and how they are used.

10. integrate formal education, career and life experience
The student will demonstrate increased ability to:
• communicate effectively to enhance career progress and personal fulfillment;
• apply critical thinking and problem-solving skills to career and personal situations;
• apply ethical principles to professional relationships and situations;
• recognize connections between formal education and career choice; and
• recognize the need for continued professional development and lifelong learning.
Cooperative Education

One of the major premises underlying LaGuardia's educational model is that learning takes place in many different settings, both in and outside the classroom. Through the Division of Cooperative Education, the college provides students with learning experiences that enable them to realize their full potential in work, education and everyday life. The "Co-op" program offers students the opportunity to learn through meaningful experiences in the workplace. These experiences help students to:

- explore various career options or confirm career plans;
- apply classroom learning to real work situations; and
- practice and strengthen interpersonal and technical skills.

All day students are required to take a specific number of internships depending on their major. Internships are also required for extended day students in the following specialized curricular areas: Human Services, Occupational Therapy Assistant, Veterinary Technology, Dietetic Technology, AA/BA Program in Liberal Arts/Education, Education Associate: The Bilingual Child, Physical Therapist Assistant, and School Food Service Management.

Students in these specialized curricular areas should consult with their departments for specific guidelines regarding their cooperative education requirements.

While on their internships, students take seminar classes that provide a framework for analyzing and evaluating their internship experiences. Students are evaluated and graded for each internship and seminar. They receive credits and a grade for each successfully completed internship and seminar pair.

While Cooperative Education is optional for extended day students in other majors, it is highly recommended for students who are considering career changes or advancement or who are undecided about their career choice. Cooperative Education can also be helpful to extended day students seeking to develop specific personal and professional skills.

The Program

"Cooperative Education: Gateway to the Workplace" - The First Step

Prior to the first internship, students take the Gateway to the Workplace course. All students should register for this course as soon as possible after completing 15 credits and the introductory course in their major. The purpose of the course is to:

- explain the objectives, procedures and requirements of the Co-op Program and the value of experienced-based learning;
- help students understand the changing nature of the workplace and the technological, social, economic and global forces transforming work;
- explain the significant role diversity plays in the workplace;
- explain the importance of assessing one's own skills, values and accomplishments and their relationship to career decision-making and workplace access;
- explain the role played by ongoing education and continuous learning in career development and workplace access;
- enable students to identify, interpret and apply sources of information for career planning;
- enable students to define, describe and apply five essential workplace competencies and understand how they enhance one's access to and advancement in the workplace;
- enable students to develop a satisfactory resume;
- enable students to successfully complete the simulated interview;
- help students develop written learning objectives and select appropriate internships based on those objectives.

The Gateway to the Workplace course is taught by a faculty member in the Division of Cooperative Education. Generally this person becomes the Co-op Faculty Advisor for students in a given
Gateway course. Co-op Faculty Advisors work closely with students throughout their co-op experience. The Co-op Faculty Advisor guides students through the program, advises them in the selection of internships based on their career, personal, and educational objectives, and helps them to assess what has been learned through their internships and seminars.

The Internship
While on internships, students work as regular employees of the companies in which they are placed. They are expected to follow the rules and regulations of the company and perform their duties as would any other employee. During the internship, students are visited by the Co-op faculty member who placed them. Co-op faculty are available throughout the term should problems arise.

Students' performances are evaluated by their supervisors. The evaluation forms a major part of the final grade for the co-op experience. Grading is discussed in greater detail later in this section.

Students choose their internships from over 350 cooperating companies and organizations. The internships span a wide range of fields including accounting, business, education, the liberal arts, natural and applied sciences, computer related fields, and office technology.

The Division of Cooperative Education develops internships based on the interests and needs of students and job market conditions. Students may also develop their own internships or use existing jobs as internships. In order to do so, interested students must first receive permission from their Co-op Faculty Advisors.

The Internship Seminar
LaGuardia Community College believes in the value of linking work experience with opportunities for critical analysis and reflection. While on their internships students return to the college to attend Internship Seminars. The seminar curriculum provides a framework for analyzing and evaluating students' internship experiences.

The purpose of the seminar is to enable students to:
- gain meaning from the day-to-day occurrences of their internships in order to broaden their understanding of theoretical concepts as they apply to real life situations;
- develop insights into the relationship of the self to work and to the larger society by understanding their own values and strengthening an awareness and appreciation of differences;
- understand the steps required in the career decision-making process to plan for professional mobility and lifelong learning; and
- develop the personal and professional skills and strategies that will facilitate success in the next stages of life.

Co-op Seminar Descriptions
Below you will find listed the seminars offered by the division of cooperative education for students on internships. The "All Major" seminars may be selected by students of most majors and in any sequence. Selections should be made in consultation with the co-op advisor prior to registration. The "Major Specific" seminars also need to be selected with the co-op advisor, but are designed for particular program curricula, and with a particular sequence. (See also Cooperative Education Policies.)

All Major Seminars

CPA041 Understanding Critical Issues at Work: This seminar explores different dimensions of individual adjustment to the internship experience. The topics of culture, decision-making, leadership, organizational structure and ethics will be analyzed by students within the context of their own values. Group work strategies and team building experiences will be utilized extensively throughout the curriculum to encourage collaboration and problem solving.

CPC041 Humanism and Technology & the Transformation of Work: This seminar explores the interaction between technology and human beings, with special emphasis on workplace transformation and humanistic concerns. It examines the technological and organizational changes that have occurred in the workplace during the last few decades. Students are then asked to analyze their current internship experience in the light of the changing American economy and broader global trends.

Major Specific Seminars

CPA011 & CPB011 Introduction to Teaching - Parts I & II: Students on either first or second internships in educational settings may take this combined seminar. The focus is on the players in the classroom - teachers, other participating adults and children; factors which influence the classroom, both in and out-of school; the refinement of observation and communication skills essential for investigating a variety of classroom issues. Seminar topics will also focus on classroom management, children's learning and behavior, as well as addressing the negative and encouraging the positive.

CPA040 Animal Research: This seminar is designed to increase awareness of the workplace in the research animal field. Topics include principles of research, governmental ordinances, professional behavior and development, ethics and humane animal care. Emphasis will be placed on the career choice and development as a laboratory animal technician. This seminar accompanies a part-time internship in animal research.

CPB040 Veterinary Practice: This seminar is designed to increase awareness of veterinary medicine as a business. Topics include veterinary practice management, legal implications, ethics and professional development and behavior. Emphasis will be placed on the career choice and the role of the licensed veterinary technician. This seminar accompanies a full-time internship in small animal practice.

Other topics include planning for further education, career networking, using career information, and learning from work experience.

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The Employment and Career Services Center, C-102, is a part of the Division of Cooperative Education. Through the Center, employers, current students and graduates of one year or less can receive:

- assistance in assessing their skills, developing interviewing techniques and in preparing a resume;
- full- or part-time, permanent or temporary job referrals based on their interest, skills, experience and schedules; and
- assistance to employers in filling their staffing needs in a cost efficient manner through direct job postings, on-campus recruiting, career and job fairs.

The Center is open Monday - Thursday 10 a.m. until 4 p.m. for day students, and Monday - Wednesday, 4 p.m. until 7 p.m. for extended day students. There are no evening hours during intersession. Graduates must call or visit the office to schedule an appointment.

After one year graduates may pay a $30 annual fee and continue to use the services of The Employment and Career Services Center.

Cooperative Education Policies

The following is a list of some of the basic policies of the Division of Cooperative Education. For additional information about the Cooperative Education program and its policies, please contact the central office of the Division of Cooperative Education, M-204, at (718) 482-5204.

Internship requirements

As stated before, as part of the requirements for the LaGuardia degree, all day students as well as extended day students in the following specialized curricular areas are required to successfully complete Cooperative Education courses:

- Human Services, Occupational Therapy Assistant, Veterinary Technology
- Dietetic Technology, AA/BA Program in Liberals Arts/ Education, Education Associate: The Bilingual Child, Physical Therapist Assistant, and School Food Service Management.

Students in these specialized curricular areas should consult with their departments for specific guidelines regarding their cooperative education requirements.

A Cooperative Education course is defined as an internship and a seminar.

Credits are awarded for each course. Placement on internships is determined by a student's interests, needs, academic progress and the availability of appropriate internships.

Prerequisites to internships

Prior to their first internship, students must have fulfilled the following requirements:

- completion of basic skills courses as specified by the Division of Cooperative Education or have received waivers;
- completion of the Gateway to the Workplace course;
- evidence of satisfactory academic progress. Students are required to have at least a 2.0 cumulative grade point average the term prior to each internship; and
- completion of the appropriate introductory or other prerequisite courses in the student's major. Responsibility for deciding whether a student is ready to go out on an internship rests with the student's Co-op Faculty Advisor. Appeal of this decision should be addressed to the Dean of Cooperative Education.

The Internship Seminar

Part of the Co-op requirement is the successful completion of an internship seminar. The seminar is normally taken during each internship term. In special cases, a student's Co-op Faculty Advisor may approve taking the seminar in a subsequent term. In unique circumstances, a student may make arrangements with the Co-op Faculty Advisor for an individualized project in place of a seminar.

Grading

The cooperative education grade is determined by the degree to which a student meets the requirements for both the internship and the internship seminar. The internship and seminar grades each contribute 50% toward the final grade. Students must pass both the internship and the seminars to receive a passing grade for the cooperative education course. Students must meet with their Co-op Faculty Advisors for a final evaluation conference during the early weeks of the term following their internship to receive a final grade. Failure to do so will result in a failing grade for the cooperative education course.

The internship grade is based on the Co-op Faculty Advisor's assessment of a student's on-site visit evaluation, employer evaluation and the progress made toward achieving learning objectives.

The seminar grade is based on grades received on class assignments, classroom participation and attendance.

The Co-op Faculty Advisor determines the final cooperative education grade based on the above. Only the final grade will appear on the student's transcript.

The Division of Cooperative Education does not place or grant further cooperative education credit to a student who has received two F grades in cooperative education courses. Appeals may be made to the Academic Standing Committee.

Financial Aid and Co-op

By Federal law, projected co-op earnings, minus expenses, will be applied against all financial aid awards other than TAP and PELL. Students must consult with their Co-op Faculty Advisor and a Financial Aid Counselor to determine how their financial aid will be affected.

Taking courses during an internship

Students on internships are permitted to take academic course work, as long as it does not conflict with their internship and seminar. It is generally considered advisable for students to take more than 6 credits of academic course work while taking a full-time internship.

Foreign students with temporary non-immigrant status

All day students as well as extended day students in certain specialized curricular areas (see Internship Requirements section on the previous page), attending LaGuardia Community College with temporary non-immigrant status, are required to complete the Cooperative Education requirements in order to graduate. They must inform their Co-op Faculty Advisor of their status and meet with the college's Foreign Student Advisor, M-144, who will explain and help process the steps necessary to receive official authorization from the Immigration and Naturalization Service to work. This must be done before each internship begins.
Academic Requirements

Students must successfully complete a specified number of required courses prior to graduation. 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 students consult each semester with a counselor or faculty advisor to arrange an appropriate sequence of courses. The basic skills, ESL, and college-wide requirements are outlined in this section.

Cooperative Education

As part of the requirements for the LaGuardia degree, all day students are required to successfully complete Cooperative Education courses or their equivalent. In addition, extended day students in the following specialized curricular areas are also required to successfully complete Cooperative Education courses or their equivalent:

- Human Services
- Occupational Therapy Assistant
- Veterinary Technology
- Dietetic Technology
- AA/BA Program in Liberal Arts/Education
- Education Associate: The Bilingual Child
- Physical Therapist Assistant
- School Food Service Management

Students in these specialized curricular areas should consult with their departments for specific guidelines regarding their Cooperative Education requirements.

A Cooperative Education course is defined as an internship and a seminar. Credits are awarded for each course. For further discussion of the Cooperative Education program and requirements, please refer to the Cooperative Education section of this catalog.

Basic skills program

To be successful at LaGuardia, all students must be able to use reading, writing, and mathematical skills. The college offers a comprehensive basic skills program to help students achieve success in their college careers.

The Basic Skills Program includes:
1. careful evaluation of each student's basic skills needs;
2. a variety of courses in reading, writing, and mathematics geared to specific skill levels; and
3. extensive counseling help in making academic, vocational, and personal decisions.

Since basic skills courses are designed to teach skills needed in other subjects, students are required to attend these courses regularly and to complete these courses during their first 36 credits earned at the college. Students who need to take several basic skills courses should expect to take extra time to complete all of their LaGuardia degree requirements.

Evaluation and placement

The basic skills course requirements for each student are determined by scores on the placement tests. When students report for their first semester registration appointment, they meet with counselors to review their initial placement and plan their first-semester programs.

No degree or certificate student will be permitted to register for classes without having taken the placement tests.

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

Basic skills courses

For detailed descriptions of these courses, please refer to the Course Description section of the catalog. In general, students are required to complete each course in the sequence to which they are assigned from the point of their initial placement.

Writing: There are generally two Basic Writing courses: Basic Writing (ENA099) for those students who are placed into CSE095, and Basic Writing (ENG099) for those students who are placed into CSE099. Students who receive an "R" or "F" grade in ENA099 cannot repeat this course but must take ENG099 instead. Students taking ENG099 who are waived from or have successfully completed CSE099 may also register for an introductory course in their major.

Note: Students who receive an "R" or "F" grade in ENG099 but who successfully completed an introductory course in their major may not proceed to advanced level courses in their major until they
successfully complete ENG099. However, they may register for another introductory course.

**Reading:** There is one Basic Reading sequence.

Essentials of Reading I (CSE095) followed by Essentials of Reading II (CSE099)

**Mathematics:** There is one Basic Math sequence: Essentials of Mathematics I (MAT095/MAB095) followed by Essentials of Mathematics II (MAT096/MAB096).

Students who are required to take ENAlG099, CSE095, and MAT095 or MAT096 are recommended to take all of these courses in their first semester.

Students must pass the mathematics re-test to earn a passing grade in MAT096/MAB096 and to be able to register for higher level math courses.

The University has stated that as of Fall 2000, students must pass a retest in all basic skills programs into which they have originally been placed to exit from the program. The college is still formulating procedures to implement this policy.

**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 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 lab, the reading lab, and the communication lab 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.

**Pairs and clusters**

At times, the college may link sections of two or more courses in “pairs” or “clusters.” The purpose of this linking is to enable students to see connections between subjects by offering an integrated, multidisciplinary, educational experience.

Some students, depending on their initial placement and/or career goals, may be required to register for a pair or cluster of courses. Other students may elect to take sections which are paired or clustered.

**Express courses**

During intersession periods, the college may offer express courses. Express courses offer students the opportunity to advance in basic skills areas by taking concentrated periods of computer-based instruction. The college currently offers express courses in writing, reading, math, and ESL.

Students eligible to participate in express courses will be invited to apply by the college.

**English as a Second Language (ESL)**

LaGuardia Community College offers through its English as a Second Language Program, a four-level, integrated language skills program for students whose native language is not English. Students are placed in the program on the basis of their writing scores on the placement test. English as a Second Language courses offer intensive instruction in reading, writing, speaking and listening. The sequence ranges from a beginning-level course designed for students with little or no English to an advanced course focusing on expository writing and critical reading skills. In addition, the ESL lab provides individual and small group tutoring.

The ESL sequence consists of the following courses:

ESL I (ESL096), ESL II (ESB097/ESH097/ESL097), ESL III (ESB098/ESH098/ESL098), and ESL IV (ESL099). ESL for Selected Readers (ESR098) and (ESR099) are offered to new students based on high reading scores on the placement test. Students who receive an “R” or “F” grade in ESR098 or ESR099 cannot repeat these courses but must take ESB/ESH/ESL098 or ESL099 instead.

Students are generally required to complete the ESL sequence from the point of initial placement. Once the ESL sequence is completed, students can expect to take ENG099 or in some cases, by permission of the English Department, ENG101. For detailed descriptions of the courses, please refer to the Course Description section of the catalog.

**Liberal Arts Elective requirements**

In general, courses offered by the departments of English, Humanities, Library, Mathematics, Natural and Applied Sciences, and Social Science are considered liberal arts courses and may be used to fulfill the liberal arts elective requirements specified in each degree program.

Liberal arts electives provide you with a valuable opportunity to round out your academic program. They can also help you prepare for transfer to the four-year colleges and help you meet the liberal arts distribution requirements at those schools. Most courses offered by the above-mentioned departments can be used to fulfill the liberal arts elective requirement.

**Courses that DO NOT count as Liberal Arts:**

Courses that are listed below cannot be used to fulfill the liberal arts requirement but may be used as unrestricted elective credit.

**Accounting/Managerial Studies**

All courses

**Communication Skills**

CSE095 Essentials of Reading I
CSE099 Essentials of Reading II
CSE103 Advanced Reading and Study
CSE105 Vocabulary Enhancement
CSE200 Speed Reading

**Computer Information Systems**

All courses

**Cooperative Education**

All courses

**English**

ENA099 Basic Writing
ENG099 Basic Writing
ENG112 Writing for Business
English as a Second Language
ESB097 ESL II for Business and Computers
ESB098 ESL III for Business and Computers
ESH097 ESL II for Science and Health
ESH098 ESL III for Science and Health
ESL096 ESL I
ESL097 ESL II
ESL098 ESL III
ESL099 ESL IV
ESR098 ESL III for Selected Readers
ESR099 ESL IV for Selected Readers

Humanities
HUA103 Beginning Drawing
HUA104 Introduction to Design
HUA106 Three-Dimensional Design
HUA110 Beginning Painting
HUA115 Color Theory
HUA120 Beginning Sculpture
HUA125 Computer Art
HUA130 Beginning Photography
HUA145 Studio Lighting I
HUA155 The View Camera, Large Format Photography
HUA180 Life Drawing
HUA190 Technical Drawing
HUA210 Intermediate Painting
HUA220 Intermediate Sculpture
HUA230 Intermediate Photography
HUA234 Color Photography
HUA235 Color Darkroom Techniques
HUA238 Alternative Photography: The Manipulated Image
HUA245 Studio Lighting II
HUA280 Commercial Photography Seminar
HUB102 Educational Psychology: The Bilingual Child in an Urban Environment
HUB103 Principles and Practices of Bilingual Education and ESL
HUB200 Teaching Reading and Language Arts in the Bilingual Classroom
HUC105 Voice and Diction Workshop
HUC195 Theatre Production
HUC240 Production Workshop
HUD101 Theatrical Dance I
HUD102 Theatrical Dance II
HUM151 Contemporary Vocal Ensemble
HUM155 Voice Class I
HUM156 Voice Class II
HUM170 Guitar I
HUM171 Guitar II
HUM180 Piano I
HUM181 Piano II
HUM182 Piano III
HUM201 The American Musical Theatre: A Production Workshop
HUN245 The New York Theatre Experience
HUS220 Commercial Spanish

Human Services
HSC130 Activities for Human Services Settings
HSC135 Human Services Roles and Systems

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

Mathematics
MAT095 Essential Math I
MAT096 Essential Math II
MAT106 Math of Medical Dosages

Natural and Applied Sciences
SCH111 Aging & Health
SCN195 Community Health

Dietetic Technician
All courses except SCD200 Introductory Nutrition

EMT/Paramedic
All courses

Occupational Therapy Assistant
All courses

Physical Therapist Assistant
All courses

Nursing
All courses

Veterinary Technology
All courses

Social Science
SSD105 Computers and Society (cross-listed as CIS105)

New Student Seminar
New Student Seminar is an orientation course required of all entering freshmen and transfer students. Taught by the counseling faculty, it is designed to help students adjust to college life and demands, improve their study skills, and begin the process of educational and academic planning to achieve their career goals.
Urban study requirement
LaGuardia Community College is proud of its unique urban studies graduation requirement. It reflects the college’s commitment to the communities it serves and to its students as the future leaders of those communities. Urban study courses promote a multi-disciplinary understanding of the urban environment enriched by a hands-on, experimental approach to learning in and through the city.

At least one urban study course must be completed by each degree candidate for graduation. A course taken at an accredited college in New York City that fulfills the criteria for the urban study course and is the equivalent of an existing LaGuardia urban study course may fulfill the urban study requirement. Some urban study courses will be offered each semester. Some urban study courses also fulfill the liberal arts elective requirement. Others fulfill only the unrestricted elective requirement.

Urban study courses:
1. focus primarily on aspects of urban life and help students understand some aspects—cultural, historical, political, sociological, economic, ecological—of New York City;
2. 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 session; and
3. are 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.

The following is a list, by department, of urban study courses:

Accounting/Managerial Studies
AMN195 Profile and Prospects of Business in New York City
AMN211 Travel, Tourism and Hospitality Marketing

English
ENN191 Art, Politics and Protest
ENN/SSN193 Ideal Societies
ENN195 Violence in American Art and Culture
ENN198 Creative Writing

Human Services
HSN103 Community Dynamics: Impact on Human Services
HSN110 Perspectives on Homelessness

Humanities
HUN101 Introduction to Bilingualism
HUN/SSN 180 Introduction to Intercultural Communication
HUN192 Art and Society
HUN194 Puerto Rican Community: Minority Group Experience
HUN196 Film and New York City
HUN245 The New York Theatre Experience

Natural and Applied Sciences:
SCN101 Introduction to Veterinary Technology
SCN195 Community Health

Social Science
SSN/HUN 180 Introduction to Intercultural Communication
SSN181 Contemporary Urban Issues
SSN182 Urban Anthropology
SSN183 History of Minorities
SSN184 Environmental Psychology
SSN186 Sociology of the Black Community
SSN187 Urban Sociology
SSN189 The Urban Economy
SSN190 Leadership
SSN192 Practical Politics in New York City
SSN/ENN193 Ideal Societies
SSN194 Religion and Social Change
SSN199 Neighborhood History
SSN210 The Politics of Sexuality
SSN240 History of New York City
SSN280 Urban Black Psychology

♦Academic Policies

Academic policies are generally monitored through the Registrar’s Office. The Registrar’s Office, M-101, serves the students of LaGuardia in a variety of ways. In addition to coordinating and implementing the registration process, the Registrar’s Office also provides the following services: distribution of the college’s academic calendar, monitoring of academic standing, TAP and Title IV certification, allied health candidacy, certification of student enrollment, transcript requests, tuition refund requests, verification of attendance, change of data (name, address, etc.), maintenance of student records, and readmission and reinstatement applications.

In this section you will find general information regarding semester credits and credit loads, as well as specific information about the grading system and policies, academic standards, attendance policies, graduation, exemption credits and permit students.

Academic integrity
The college has established an Academic Integrity Policy that describes procedures and penalties for students who are suspected of academic dishonesty. This includes cheating, plagiarism, academic fraud, misconduct on internship or clinical affiliations, and bribery. Copies of the Academic Integrity Policy are available in the Office of the Associate Dean of Student Affairs and Enrollment Management Office, the Student Government Office, the Student Life and Development Office, Counseling Cluster offices and the Library.

Academic review
The academic records of all students are reviewed each semester, and probation and suspension letters are sent students who do not meet the scholastic requirements. Not having received a letter, however, does not excuse a student from knowing the policies and adhering to them. All students are responsible for maintaining their academic standing according to the college’s retention policy.

Attendance policy
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 student attendance. The maximum number of unexcused absences is limited to 15% of the number of class sessions.

Note: Absences are counted from the first day of class even if they are a result of late registration or change of program.

Day and extended day status
After a student’s first registration at the college, the student’s day/extended day (evening) status cannot be changed.

Extended day classes are a continuation into the evening and weekend of scheduled credit classes.

To meet the special needs of adults who have work and family commitments, extended day courses are scheduled in a variety of patterns; these permit a student to take several courses while attending just two or three evenings a week.

Some courses can be completed by attending classes only one evening a week or on Saturday.

Extended day students may also take daytime courses as their personal needs dictate; similarly, day students may enroll in evening and weekend classes.

All students benefit from the basic college services: counseling and advisement, health services, instructional laboratory facilities, bookstore, cafeteria, recreation facilities, and administrative services, and are governed by the same general college policies and regulations.

Any questions concerning extended day classes can be directed to the Extended Day Office, M-404, or call (718) 482-5395.
**Academic Credits**

**Credit load**
The college does not require that students enroll for a minimum number of credits. A full-time program, however, is considered to be 12.0 credits or credit equivalents per semester. Many financial aid programs depend on full-time status. For further information consult with the Financial Aid Office, MB-10.

**Full-time criteria**
In order to be considered full-time, students must meet the conditions of one of the following categories:

1. be registered for 12.0 or more credits;
2. be taking at least a full-time Co-op Internship (3.0 credits and 12.0 tuition units);
3. be taking a part-time Co-op Internship and 6 additional tuition units;
4. be a first semester freshman and register for 3.0 credits and 12.0 tuition units (at least one of the courses must appear on the special value course list published in the Schedule of Classes); or
5. be registered for 6.0 credits and 12 tuition units (at least one of the courses must appear on the special value course list published in the Schedule of Classes).

Students may achieve their full-time status in Session I or take a combination of courses in Session I and II in order to achieve full-time status. It is recommended that students attempt to be full-time in Session I.

**Maximum tuition units per semester**
Students may not register for more than 18 tuition units per 12-week session, or two courses (not to exceed 9 tuition units) per 6-week session. Exceptions may be granted through special permission. In order to receive special permission:

1. during advisement, students must consult with their faculty advisor or counselor to receive his or her recommendation, or
2. it is recommended that students planning to go out on full-time internship should not register for more than two courses during their internship. Students should consult with their Co-op Faculty Advisor in planning their academic schedule for that session; and
3. students must obtain written permission from the Vice President of Academic Affairs or designee.

**Exemption credit**
Exemption credit from any course offered at LaGuardia may be granted on the basis of an examination or a project equivalent to the final requirement of the course. Equivalencies are determined by the faculty of the appropriate division or department and must be approved by the chairperson. To receive credit by exemption, the student should apply to the appropriate chairperson or designee.

The maximum number of exemption credits that can be counted towards a LaGuardia degree is ten. These ten exemption credits may be applied toward LaGuardia's 30 credit residency requirement for a degree; a maximum of six exemption credits may be applied toward a certificate. Any transfer credits are applied in addition to exemption credits.

Note: Exemption credits are awarded to degree students only.

Before registering for independent study credit(s), students must secure permission from the instructor and chairperson of the appropriate academic department. This permission form is available in the Registrar’s Office, M-101, and must be returned at registration. The completed permission form must also indicate the number of credits to be earned. The formal learning contract must be developed with the instructor and submitted to the Registrar’s Office. In addition:

1. the student must have successfully completed 36 credits;
2. the student must meet the requirements for individual study set by the specific department;
3. the contract may involve in-depth exploration of a special topic not within an existing course or it may involve an in-depth exploration of a specific topic within (but not duplicating) an existing course; and
4. the student may take a maximum of 6 credits of independent study and may not engage in more than 3 credits of independent study per session.

Note: A request for waiver may be made to the Office of Academic Affairs, M-400.

**Individualized courses**
At the discretion of the department, 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 and must provide a transcript of work already completed to the instructor. Students must also secure permission from the instructor and the chairperson of the appropriate academic department. The permission form is available in the Registrar’s Office, M-101, and must be returned at the time of registration. The formal learning contract must be developed and submitted to the Registrar’s Office by the deadline date. The course may be offered if any of the following conditions are met:

1. the student needs the course to graduate in the next semester;
2. the course is required for the student’s progress in a sequence;
3. the course has been cancelled by the college; or
4. the course won’t be offered in the current session or the next session.

In addition:

1. the student may take a maximum of 6 credits of individualized courses but may not engage in more than 3 credits of individualized course study per session (A request for waiver may be made to the Office for Academic Affairs, M-400);
2. the student must meet departmental requirements of prerequisites for individualized course study;
3. the student and faculty member must have met and formalized a learning contract within stated time requirements; and
4. the course must be among those listed as being offered for individualized course study by the department.

In order to pursue Independent Study or an Individualized Course, students must complete the following steps.

**Faculty approval**
The student must consult a faculty member who is willing to serve as an instructor. A Request to Register form must be signed by the instructor, student and chairperson.

**Registration**
The student must submit the signed request form at registration so the course can be put on a roster.

**Planning the contract**
The student must meet with the instructor at the beginning of the session. 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 noted. The student and instructor should determine dates for future meetings. A minimum of 7 hours and a maximum of 10 hours must be spent in discussing course work during pre-determined 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 third week of classes.

**Consequences for failing to make or carry out the plan**

Once registered, students are responsible for completing all requirements as stated in the contract. Failure to meet with the instructor as agreed or to fulfill course requirements will result in a punitive grade.

**Transfer credit**

For information on transferring credits previously earned at other accredited colleges or universities or for information on veteran’s credit for military service, please refer to page 7.

**College Advisement, Registration, Withdrawal and Leave**

**Academic Advisement**

All Cluster counselors provide academic advisement services, which begins at Orientation and continue until students’ graduate. Through academic advisement, students connect their education and career goals. The advisement process includes a discussion with a counselor or faculty advisor on students’ current academic progress, a review of their degree requirements, an evaluation of the courses to be completed and a decision on which courses to select for the next semester. Counselors or faculty members from the major assist students in this decision-making process.

Advisement is mandatory at LaGuardia for students with fewer than 30 credits. Students from selected majors and those in special programs must always obtain a signed advisement form. These students cannot proceed to registration unless they have a signed advisement form or an Advisement Express letter. The Advisement Express letter is given, or mailed, to students majoring in Accounting, Managerial Studies and Computer Information Systems who have a grade point average of at least 2.75 and have earned 25 credits at LaGuardia. Advisement is offered during the semester, prior to registration, during registration and during change of program. Any student who needs assistance can receive advisement regardless of their credit range.

**Advisement Tools**

As part of the advisement process, incoming students receive an advisement packet which includes: a general instruction brochure describing the enhanced semester, information on developmental skills, tuition, full-time status, documents needed for registration, financial aid newsletter, College Preparatory Initiative Booklet and an overview of the advisement/registration process.

New Students receive an individualized Personal Education Plan (PEP) on their registration day. The PEP is a personalized advisement document listing the required developmental skills and introductory courses required in their major for both sessions.

Students who wish to withdraw from a course must have an Official Withdrawal ofW is given. Any student who stops attending a class after the deadline. When a student officially withdraws by the deadline date, a grade of W is given. Any student who stops attending a class after the official date to withdraw will receive an F grade. Official Withdrawal does not necessarily entitle a student to a refund and may affect the student’s financial aid.

**Withdrawal from Cooperative Education**

Termination or withdrawal from a cooperative education internship is subject to the approval of the student’s Co-op faculty advisor. 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 faculty advisor, subject to normal grading procedures of review and appeal of Cooperative Education grades.
Leave of absence

Students who wish to leave the college for one or more semesters do not need to apply for a "leave of absence." Normally, students attend the college for as many consecutive semesters as they need to complete their requirements and earn their degrees. Those students who wish to discontinue enrollment temporarily must go to the Registrar's Office to withdraw from any courses in progress prior to the deadline. When they wish to return, they must apply to the Registrar's Office for readmission, observing the deadline listed in the academic calendar.

Medical Leave of Absence

Students may be permitted to take a medical leave of absence if they can provide a physician's statement that includes the diagnosis, prognosis and the disability period. Students are requested to file for a medical leave immediately following the onset of the disability to avoid financial liability and academic jeopardy. The documents are then reviewed by health center staff for approval.

Permit policy

LaGuardia students currently registered in good academic standing who wish to take one or two courses at another CUNY college may do so by using the Permit procedure, and only students seeking to complete the LaGuardia degree. Under normal circumstances, courses not being offered by LaGuardia in a particular semester will be considered. All courses successfully completed on permit are recorded on the LaGuardia transcript as transfer credit, which is noted with the standard "TCR" grade and which is not calculated in the GPA. Students who are interested in taking courses on permit must secure approvals from the appropriate academic departments and the Registrar's Office, and pay the tuition and fees to LaGuardia's Bursar before beginning their studies at another institution. Credit will be given only for those courses granted prior approval and indicated on the permit form on file in the Registrar's Office. Students who wish to apply for a permit must contact the Registrar's Office by the deadline indicated on the academic calendar.

Students from other CUNY colleges who wish to attend LaGuardia on permit must obtain the required permissions and make payment at their home college. They are eligible to register on a space available basis. Students should contact the Registrar's Office, M-101, for the permit registration date.

Note: LaGuardia students wishing to go out on permit to another CUNY college may do so during the 12-week sessions only. Students from other CUNY colleges may come into LaGuardia for all sessions.

Readmission to the college

All students who have not registered for classes for two or more semesters must apply for readmission. This includes those students who have been on a medical leave of absence.

Readmission forms are available in the Registrar's Office, M-101, and must be completed and returned by a deadline (approximately five weeks prior to the semester in which they would like to return.) Call the Registrar's Office, (718) 482-7232, for exact deadlines. There is a $10 non-refundable readmission processing fee payable to the Bursar.

Students returning to the college within one year (two semesters) generally will be readmitted under the same curriculum (major) requirements which were in effect at the time the student was admitted. However, students returning after one year will be readmitted under the curriculum 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 72 credits), students will be eligible to petition the Academic Standing Committee. The decision of the committee is final.

Note: Readmission will not considered for the 6-week sessions.

Reinstatement

Students on academic suspension may apply in writing for reinstatement during their period of suspension. Applications must be obtained at the Registrar's Office, M-101, and returned prior to the deadline date, published in the academic calendar, prior to the semester for which the student is applying for reinstatement. Students should check the academic calendar for the reinstatement deadline. There is a $10 non-refundable reinstatement processing fee (even if the application is rejected) payable to the Bursar. If reinstated, students are expected to show substantial improvement in academic performance. Normally this will require maintaining a semester GPA of 3.00. Students who are reinstated and do not obtain a 3.00 GPA in the semester in which they are reinstated or do not improve their GPA to within retention policy standards are once more suspended. Students suspended twice are not allowed to register at the College again. Exceptions may be granted, only under unusual circumstances, by the Academic Standing Committee or its chairperson. The decision of the committee is final.

Note: Reinstatements are not considered for the 6-week sessions.

Branches

Grading system

College-wide Grading Policy Statement

At LaGuardia Community College, all students are encouraged to achieve their highest potential by acquiring knowledge and developing skills that lead to success both in the classroom and in the modern workplace. Academic progress is measured by the students' mastery of the course as demonstrated by their ability to write clearly and accurately, discuss, compute, analyze and draw logical conclusions among concepts. All students are expected to prepare for and attend class regularly, to complete assignments thoroughly and on time, and to participate thoughtfully and constructively in class discussions. Further information on grading is contained in the college-wide attendance policy, plus and minus grading policy, departmental grading policies and course syllabi.

The following grading symbols are included in the calculation of Grade Point Average (GPA):

- A+, A = 90-100
- B+, B = 80-89
- C+, C = 70-79
- D+, D = Lowest passing grade (see D grade policy below)

F = Failure (see F grade policy below)

FIN = Failure from incomplete (see note below)

WU = Unofficial Withdrawal (see note below)

The following symbols are also used on the official transcript.

CR Exemption credit (credit earned). Students with demonstrated competence in specific areas may be granted credit for courses related to these areas.

E Excellent. (used prior to Fall 1975 with GPA value of 4.00)

F The Failure grade is used when an instructor evaluates a student's work as not having met 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.

FIN An INC (Incomplete) grade which has been converted to a failing grade will appear as an FIN grade.

G Good. (used prior to Fall 1975, with GPA value of 3.00)

INC The Incomplete grade may be awarded to students who have
not completed all of the required course work but for whom there is a reasonable expectation of satisfactory completion. An INC grade can be changed to a passing or failing grade by the instructor during the semester after which the INC was incurred. The one-semester 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 the following semester, the INC grade automatically converts to a FIN.

Instructors giving INC grades must inform students in writing of the conditions under which they may receive passing grades. THE STUDENT SHOULD NOT RE-REGISTER FOR THE SAME COURSE.

NC No credit. Currently used only for high school students enrolled in college-level courses. (used for all students prior to March, 1977; calculated as an F in the GPA if earned between September, 1976 and March, 1977; not calculated for any other period)

P Passing. (used prior to Fall 1975; not calculated in GPA)

R The Repeat grade is awarded only in Basic Skills courses. In general, the student has satisfactorily completed all assignments and has demonstrated satisfactory progress toward the goal of the course but has not reached the level required to pass the course. To earn a grade of “R” students who do not pass the course must:

1. comply with the college’s attendance policy. Students who have stopped attending on or before the official withdrawal date must receive a grade of “WU”;
2. complete all assigned work; and
3. make substantial progress in appropriate skills improvement.

S Satisfactory. This grade is used only in courses that carry no credit, such as New Student Seminar, Co-op Prep, and Nursing, O.T.A., and P.T.A. candidacies.

TCR The Transfer Credit Grade is given to students who have transferred into LaGuardia with credits earned at other accredited colleges and universities. Based on guidelines established by the academic department, transfer credits are evaluated by the Transfer Credit Office, M-149, prior to or during the first semester of attendance at LaGuardia. Students may receive a maximum of 10 transfer credits towards a certificate and 30 transfer credits towards a degree.

U Unsatisfactory. This grade is used only in courses that carry no credit, such as New Student Seminar, Co-op Prep, and Nursing, O.T.A., and P.T.A. candidacies.

W Official Withdrawal. This grade is given when a student officially withdraws from a course after the change of program period, but prior to the official withdrawal deadline.

WA Administrative Withdrawal. For example, this grade is used for students who have not been cleared for immunization.

WU The Unofficial Withdrawal grade is assigned to a student who never officially withdrew and never attended class, or stopped attending prior to the official withdrawal date. If the student stopped attending after the official withdrawal date, a grade of “F” is given.

Y Indicated completion of the first quarter of a two quarter course.

(used prior to Fall 1980)

D grade policy
Since Fall 1983, students who receive a “D” grade may wish to repeat a course in an attempt to upgrade the skill level achieved. Repeated courses, however, cannot be used to determine students’ eligibility for TAP. Each department has its own guidelines and procedures for students who wish to repeat a “D” grade, and not every department allows repetition of course work. Special permission must be obtained from the appropriate academic department prior to repeating the course. In addition to securing departmental approval, the following general conditions must be met:

1. students may repeat the same course only once;
2. the repeat must occur in the students’ next semester of attendance or the next time the course is offered by the department (whichever comes first);
3. both grades will appear on the students’ transcripts and will be included in the calculation of the GPA (even if students failed the course the second time);
4. when a course is repeated, the credit for that course is not counted toward the degree a second time; and
5. generally students may repeat only three different courses in which a “D” grade was earned. Requests to repeat more than three “D” grade courses may be directed to the chairperson of the Academic Standing Committee. The decision of the Committee is final.

Note: For the purposes of TAP, courses repeated through the D Grade Policy will not be counted when determining the student’s full-time or part-time financial aid eligibility.

Repeat Policy
Students may not repeat a course which they have successfully completed with a grade of “A,” “B” or “C” or any other passing grade.

F grade policy
At LaGuardia and other CUNY schools, any student who earns an academic grade of “F,” or an administrative failing grade (“WU” or “FIN”), and subsequently retakes the course and receives a grade of “C” or better, will no longer have that “F,” “WU,” or “FIN” grade computed into the grade point average subject to the following provisions:

1. this policy was effective as of Fall 1990;
2. the failing grade must have been earned after September 1, 1984.
3. the maximum number of failing credits that can be deleted from the GPA shall be limited to a total of 16 throughout CUNY;
4. the “F,” “WU,” or “FIN” grade will remain on the transcript, but will not be calculated in the GPA;
5. for the student who earns a grade of “C” or better in a course taken at LaGuardia, the original failing grade must have also been earned at LaGuardia; and
6. partial deletions in the calculation of the cumulative GPA are prohibited.

R grade policy
After Spring 1990, students who register for a course in which they have previously received two or more “R” grades are not eligible to receive an additional “R”. Students who do not pass the course in their third or subsequent attempt must be given a grade of “F”. However, the instructor can submit an appeal on behalf of the student to the department chair. For the purpose of TAP, courses repeated through the R grade policy will not be counted when determining the student’s full-time or part-time financial aid eligibility.

Policy on early advisement to improve student performance
College policy requires that faculty will:

1. provide students with clear-cut course objectives and requirements and evaluation criteria (criteria for grading);
2. administer some form of evaluation (e.g., quiz, exam, written assignment) by the end of the fourth week of a 12-week session or by the end of the second week of a 6-week session; the evaluation is to be returned and discussed with students; and
3. initiate early contact with students performing poorly; assist students by offering advice and by referring students to labs or to the Personal Counseling Cluster Office, M-166.

Grade Point Average (GPA)
The GPA is a numerical computation of a student’s academic record and is used to determine graduation eligibility, graduation honors, inclusion on the Dean’s List, probation and suspension. The GPA is also used to determine continued eligibility for some financial aid programs. The GPA is calculated per semester by using the following criteria.

How To Compute Your Grade Point Average (GPA)

<table>
<thead>
<tr>
<th>Grades</th>
<th>Numerical Value</th>
<th>Credits Attempted</th>
<th>Minimum GPA for Good Academic Standing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>0 to 12.5</td>
<td>1.50</td>
</tr>
<tr>
<td>A-</td>
<td>3.70</td>
<td>13.0 to 24.5</td>
<td>1.75</td>
</tr>
<tr>
<td>B+</td>
<td>3.30</td>
<td>25 or more</td>
<td>2.00</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>11.1</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>0.70</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F, WU, FIN 0.00 (do not calculate these grades into GPA if you took the course again and passed with a C grade or higher. Inc, W, Z, U, S, R grades are not calculated into the GPA.

To calculate your GPA, list all the courses you have taken at LaGuardia and write the grade you earned. Using the chart above, write the numerical value for each grade. Next write the number of credits each course is worth. Using a calculator, multiply the value and credits and write the answer in the quality points column. Take the total number of credits and divide them into the total number of quality points to reach your correct GPA.

SAMPLE CALCULATION

<table>
<thead>
<tr>
<th>Courses</th>
<th>Grade</th>
<th>Numerical</th>
<th>Credits Attempted</th>
<th>Credits x</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>A-</td>
<td>3.70</td>
<td>x 3</td>
<td>3</td>
<td>11.1</td>
</tr>
<tr>
<td>MAT 200</td>
<td>C</td>
<td>2.00</td>
<td>x 4</td>
<td>8</td>
<td>8.0</td>
</tr>
<tr>
<td>SSS 100</td>
<td>B</td>
<td>2.70</td>
<td>x 3</td>
<td>8.1</td>
<td></td>
</tr>
<tr>
<td>HUC 101</td>
<td>D+</td>
<td>1.30</td>
<td>x 3</td>
<td>3.9</td>
<td></td>
</tr>
</tbody>
</table>

Divide 31.1 by 13 for the answer of 2.39. This student’s GPA is a 2.39 and a total of 13 credits.

Academic appeals/change of grade

A student who wants to appeal a grade should contact 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 six months following the session in which the course was taken, including requests for medical leaves of absence. However, when a medical leave prohibits a student from returning to the College the following semester, the student has six months from the semester the student readmits to file the written appeal. Appeal forms are available from the Counseling Offices.

Note: Grades of “W” and “WU” cannot be altered by instructors or chairpersons. They can only be changed by appealing to the Academic Standing Committee. Grades of A, B, C, D, F, FIN, INC, R, Z, or @ may be changed by instructors with permission from the department chairperson. The Registrar will review all cases in which changes where more than one grade level is involved, e.g. “C” to “A”, “B” to “D”, “F” to “C.”

Dean’s List

The Dean’s List is established every semester to honor those degree or certificate students who have achieved academic excellence. To be eligible for inclusion on the Dean’s List in a given semester, a student must have:
1. earned 9.0 credits or more;
2. achieved a grade point average (GPA) of 3.50 for the semester;
3. not received grades of F, FIN, INC, R, WU and Z; and
4. maintained a cumulative GPA of 2.00.

Probation

Students who do not meet the minimum grade point average (GPA) are placed on academic probation. They are given one semester to achieve the minimum grade point average required as per the college’s probation policy before they were placed on probation. During this probationary period, students who make satisfactory academic progress will continue to maintain their academic standing with the college and their concurrent eligibility for financial aid. If the minimum GPA is not achieved, students may be suspended from the college. However, in order to allow students to file appeals (due to constraints associated with the calendar), there is a one semester delay concerning suspensions.

Probation Workshops

Counselors from the College Discovery and Personal Counseling Clusters offer workshops and specialized counseling sessions to students on academic probation. They help students understand the college’s retention policy and develop strategies for academic success.

Retention policy

All students must achieve a minimum cumulative grade point average (GPA).

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Minimum Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0-12.0</td>
<td>1.50</td>
</tr>
<tr>
<td>12.5-24.0</td>
<td>1.75</td>
</tr>
<tr>
<td>24.5 or more</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Suspension

Students who have been suspended are not eligible to register for courses at the college for one semester. They may appeal the suspension in writing to the chairperson of the Academic Standing Committee. Appeal forms are available in the Counseling Cluster offices. If the appeal is approved, students will be expected to show substantial improvement in academic performance. Normally this will require maintaining a semester GPA of 3.00. Exceptions may be granted, only under unusual circumstances, by the Academic Standing Committee or its chairperson. The decision of the committee is final.
Graduation

At LaGuardia, a 2.00 GPA (C average) is required for graduation, as well as, passing the required basic skills re-test and the University’s Proficiency Test. A graduate whose cumulative GPA is between 3.50 and 3.89 shall be graduated with honors. The term “with honors” will be inscribed on the student’s diploma and noted on the commencement program. A graduate whose cumulative GPA 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. All students must register for “Intent to Graduate” in order to have their records reviewed. This should be done when they register for their final semester. Students wishing to appeal graduation requirements may submit a written appeal to the Academic Standing Committee. The decision of the committee is final.

Note: If the Registrar’s Office determines that you have met the requirements for graduation, you may not continue taking courses at LaGuardia unless you have filed a second degree/credential or a non-degree application.

College Preparatory Initiative (CPI)

The City University of New York has instituted a program for entering students called the College Preparatory Initiative. Students who graduated from high school in or after June 1993, or received a GED in or after September 1993, are subject to CPI requirements.

Students entering a community college between Fall 1997 and Spring 1999 will be expected to have at least 13 units of high school work in academic courses, including a minimum of 1 unit of laboratory science, 2 units of mathematics, 4 units of English, and 2 units of social science. In Fall of 1999, students will be expected to have at least 15 units, including a minimum of 2 units of laboratory science, 3 units of mathematics, 4 units of English, and 2 units of social science. By Fall 2000, the unit expectation is 16; 2 units of laboratory science, 3 units of mathematics, 4 units of English, 4 units of social science, 1 unit of fine arts, and 2 units of foreign language will be required. The minimum distribution of units for community colleges is specified in the chart below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Expectation</th>
<th>Science</th>
<th>Math</th>
<th>English</th>
<th>Social Science</th>
<th>Fine Arts</th>
<th>Foreign Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995</td>
<td>11</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>1997</td>
<td>13</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>1999</td>
<td>15</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2000</td>
<td>16</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

High school students should consult with guidance counselors to ascertain what courses are considered to be academic within the English, science, mathematics, social science, foreign language and fine and performing arts curriculum.

All new students will be informed of the preparatory units that have been recognized as a result of high school preparation. GED students, who took the English language version of the exam, will receive units based on their test scores.

Students who have not completed the academic unit expectations prior to enrolling at LaGuardia will be required to demonstrate skills and knowledge in the discipline areas in which they lack preparation prior to graduation from LaGuardia. This is generally accomplished by taking designated college courses which serve as CPI substitutes.

CPI Substitute Courses

Academic Discipline: English
Sponsoring Department: English
ENGA099 Basic Writing
ENGJ099 Basic Writing
ENC101 Composition I
ENGJ101 Composition I

Other CPI Courses

Academic Discipline: Math
Sponsoring Department: Mathematics
MAT096 Mathematics in Action II
MAT106 Mathematics of Medical Dosages
MAT107 Mathematics & the Modern World
MAT120 Elementary Statistics I
MAT200 Precalculus
MAT241 Technical Mathematics I

Academic Discipline: Performing & Visual Arts
Sponsoring Department: Humanities
HUA101 Introduction to Art
HUA103 Beginning Drawing
HUA110 Beginning Painting
HUA120 Beginning Sculpture
HUA130 Beginning Photography
HUC106 Public Speaking
HUC170 Art of Theatre
HUC180 Creative Drama
HUC190 Acting I
HUC100 Exploring the Humanities
HUM110 Introduction to Jazz
HUM140 Music Theory I
HUM151 Contemporary Vocal Ensemble (Students will have to take Vocal Ensemble two semesters to satisfy one CPI requirement.)
HUM155 Voice Class I
HUM160 Band
HUM165 Wind Instruments I
HUM170 Guitar I
HUM180 Piano I
HUN192 Art and Society
HUN245 New York Theatre Experience
HUP101 Introduction to Philosophy
HUR101 Creative Thinking and Practice

Academic Discipline: Science
Sponsoring Department: Natural & Applied Sciences
SCB101 Topics in Biological Sciences
SCB201 Fundamentals of Biology I
SCB202 Fundamentals of Biology II
SCB203 Fundamentals of Human Biology I
SCB204 Fundamentals of Human Biology II
SCB208 Vertebrate Anatomy and Physiology I
SCB209 Vertebrate Anatomy and Physiology II
SCC101 Topics in Chemistry
Transfer and Articulation Policies

CUNY articulation policies for community college graduates
LaGuardia graduates who earn the Associate in Arts or the Associate in Science degree and meet all other CUNY requirements, including the Assessment Tests in basic reading, writing, and mathematics, and the University’s Proficiency Test are guaranteed admission to a CUNY senior college.

Under ordinary conditions, it will not be necessary to earn more than the 120 credits usually required for a bachelor’s degree. However, silled. Additional credits may be required if the major field is changed or if students have not followed the prescribed program for transfer.

An Associate in Applied Science degree graduate who changes at the senior college into a program not directly related to the former major cannot be assured a specific number of transfer credits. Additional credits may be needed to meet the new major requirements.

Admission is not guaranteed to the first-choice senior college for the community college graduate. Further, admission into a high demand program is not guaranteed either. In such cases, criteria for admission are established by the senior colleges according to seat availability.

Students who wish to transfer after graduating from LaGuardia are advised to contact the Career and Transfer Center, C-266, for assistance with planning and executing the application.

CUNY transfer policies for non-graduates of community colleges
Students who wish to transfer to another CUNY college before earning the Associate degree from LaGuardia must meet that college’s entrance requirements, have completed a certain number of credits, and earned a minimum grade point average. As of 1996, students need to satisfy all CPI units in English and mathematics in order to transfer to another CUNY college. Specific guidelines vary from college to college. Students are advised to contact LaGuardia’s Career and Transfer Center, C-266, or the Admissions Office of the college of their choice for details.

Private college articulation policies
Students who wish to continue their studies after graduating from LaGuardia by transferring to a private institution should select their courses in consultation with a counselor and/or faculty advisor. In addition, very early they should contact LaGuardia’s Career and Transfer Center, C-266, and the Admissions Office of the college of their choice for specific requirements and deadlines since the criteria vary from college to college.

SUNY articulation policies
The State University of New York pledges that “a New York State resident who wishes to transfer from a State University of New York two-year college, including all community colleges throughout the state, and who possesses or will have an Associate in Arts or Associate in Science degree at the time of transfer is guaranteed an opportunity to continue 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.

Students are advised to contact LaGuardia’s Career and Transfer Center, C-266, or the Admissions Office of the college they wish to attend for specific requirements.
Student Life and Services

Student Services

Counseling Services
Counselors provide an array of counseling services designed to enhance students’ personal, academic and career development. These services include: services to new students, personal counseling, educational planning, academic advisement, career counseling, transfer counseling, outreach and student advocacy, and counseling for special populations. Counselors offer these services both individually and in groups. Counseling services are offered through four Counseling Cluster Offices: Academic and Career Counseling Cluster, room C-245; College Discovery Cluster, room C-229; Personal Counseling Cluster, room M-166; and the Student Services Cluster which includes the Office for Students with Disabilities, room M-119/120. Students should visit the Counseling Cluster Office that provides the specific services that best meet their needs.

Academic and Career Counseling Cluster (ACC), room C-245
The Academic and Career Counseling Cluster assists students in developing a personal educational plan that integrates their academic, career and personal goals. They help students: explore their career interests, learn about their major and its relationship to their career goals; help undecided students choose a major or assist students who need to select alternative majors; teach students how to select courses to complete their degree requirements; and help them learn how to prepare for the transfer process. Counselors administer career assessment inventories and interpret the results. They work with students to develop a career plan using the materials located in the Career and Transfer Center. Counselors assist students through the career decision-making process, which will prepare them for life-long success. Students should visit the ACC Cluster to sign-up for a Graduation Planning group, Transfer and Scholarship workshop or schedule an individual appointment with a counselor.

College Discovery Counseling Program Cluster (CD)
College Discovery, C-229, is a comprehensive academic and support services program designed to offer: individualized counseling; student success workshops; tutorials and financial aid stipends for students who meet the eligibility criteria. All CD students who have been allocated to the program are required to participate in the College’s Pre-freshman Summer Program.

CD students must register for the CD New Student Seminar course during their first semester at the College. The counselor who teaches this seminar becomes the student’s assigned counselor. In this seminar, students begin the process of academic and career planning. All CD students complete a new student assessment inventory to identify their needs and interests. Counselors work with students individually and in workshops to address their specific needs. They are recommended to register for CD counseling groups on study skills, academic probation, transfer, career exploration and parental issues.

Personal Counseling Cluster (PC)
The Personal Counseling Cluster, M-166, provides counseling services to students who are experiencing personal problems and need assistance with academic success. The nature of the counseling relationship is completely confidential and private. Counseling interaction helps students develop the skills needed to address their challenges and succeed in life. Some of the personal issues for which students seek counseling are: family issues, drug and alcohol related problems, sexual concerns, self-confidence, friends, anxiety, depression, love relationships, loneliness, loss, sense of identity. The Cluster offers individual, short term counseling, as well as workshops and theme focused groups. Counseling support groups include: Parent Support, Lesbian and Bisexual Group, Asian Women’s Support Group, Relationships, Coping with the Death of a Loved One, Alcohol Awareness Information Workshops, Substance Abuse Prevention Groups and Probation Workshops. They also advise and sign the Official Withdrawal Form for basic skills students.
The Student Services Cluster offers comprehensive specialized services in counseling, advocacy, technical assistance and resources to special populations. The special populations include students with disabilities, located in M-119/120; and student parents, located in MB-09.

Individual Counseling
Individual counseling is offered by each of the counseling cluster offices. Students requesting specific counseling services should go to the counseling cluster that provides the service needed. Students who need more than one service offered by a counseling cluster will be referred by the Counselor to the appropriate office. Each counseling cluster provides services to both day and extended-day students. Clusters provide evening services on Wednesdays and Thursdays evenings until 7:00 p.m..

CD students are assigned a personal counselor during their first semester. The counselor who teaches the CD New Students Seminar is usually the counselor who will continue to work with the student until they graduate.

Intake Services
Counselors are available to see students on a walk-in basis Monday through Thursday during the clusters’ intake services hours. For a listing of the hours, pick up a flier on the intake service available in each cluster office. The intake service is a brief counseling session where students can discuss their needs with a counselor or obtain information. Counselors will refer students to the college resource that best meets their needs.

College Resources
Career and Transfer Center (CTC), room C-266
The Career and Transfer Center is a one-stop career center designed to offer assessment services, guide students through the career planning process, and provide students with the resources on occupational information, transfer opportunities and scholarship information. Counselors from the Clusters that provide career counseling use the resources of the Center which houses computerized career guidance programs, transfer resources including four-year colleges catalogs and guide books, videos and transfer applications for CUNY and SUNY institutions. Computerized scholarship databases are available to students interested in financing their education at LaGuardia and upon transfer to senior colleges. Occupational information is available through printed and computerized software.

All students are welcomed to use the CTC’s resources by appointment or on a walk-in basis. For additional information, call (718) 482-5185.

Office for Students with Disabilities
Under Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, LaGuardia Community College has an implicit responsibility to ensure that students with disabilities have equal access to its programs and services, and that the rights of students with disabilities are not denied. The Office for Students with Disabilities (OSD) provides advocacy to ensure access to all college programs and facilitates the transition to college life for students with disabilities. Students can be assessed for learning disabilities. All students are required to register with supporting documentation. Appropriate accommodations and services are determined and include academic, career and personal counseling, priority registration, academic advisement and support services such as readers, notetakers, tutors and proctoring exams for students. Interested students must go to the Office of Students with Disabilities, M-119. If you are a student with a disability requiring an accommodation to gain access to a program or service or feel that your rights as a student with a disability are being denied, please contact the person or program that applies to you:

Counselor for Disabled Student Services
The counselor is available to assist you with academic, personal and career issues. The counselor will also facilitate your accommodation needs, including special arrangements for advisement and registration. The counselor also functions as a liaison between the student and state agencies. Please call (718) 482-5250.

The Learning Project
The Learning Project is a grant-funded program designed to assist students with learning disabilities. The learning specialist will prepare letters of accommodation, arrange for tutoring services, notetakers, and proctors as indicated. Please call (718) 482-5279.

The Program for Deaf Adults
Under the Program for Deaf Adults, students who are deaf or hard of hearing are provided with support services. These services include academic advisement, registration assistance, interpreting support, tutoring and notetaking. Please contact the Program for Deaf Adults, C-204, or call (718) 482-5311 (TTY) or (718) 482-5324 (voice).

Section 504/ADA Coordinator
The Section 504/ADA Coordinator is available to inform you of your rights as a student with a disability. If you wish to file a grievance or complaint based on being discriminated against because of your disability or to receive information regarding Section 504 of the Federal Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990, please contact the Section 504/ADA Coordinator at (718) 482-5050.

Students with a disability should self-identify when completing their application for admission, or subsequently with the Office of the Registrar in order to take advantage of these services.
Early Childhood Learning Center Programs, Inc.
The licensed child care facilities incorporate early childhood, kindergar­
ten, school age and weekend programs for the children of LaGuardia students. The programs are housed at the college and provide a variety of quality educational programs to meet the needs of both the child and student. Learning-through-play experiences as well as homework assistance are offered. A team of professional educators staff the programs. For more specific information, contact the Early Childhood Learning Center Programs, MB09, or call (718) 482-5295

Foreign Student Office
The Foreign Student Office, M-144, provides crosscultural and immi­gration counseling to more than 1,000 foreign students. The Office is required by law to keep extensive records on foreign students and to adhere to a large body of Federal regulations in assisting and advising students. All foreign students are required to report to the Foreign Student Office in order to maintain such records. The Office has general responsibility for the adjustment to college life of students from outside the U.S. Services include news of special social and educational opportunities, orientation to the USA, visa arrangements for students abroad, foreign exchange clearance, foreign military draft deferment, housing and insurance information.

Health Services
The Health Center, MB-40, offers diverse services to the College community. The nurse and EMTs who staff the Center treat and respond to all medical emergencies within the college. The Center coordinates the College’s Immunization Program, maintains immunization records and provides measles, mumps and rubella immunization clinics. The Health Center staff also provides Hepatitis B clinics, facilitates medical leaves of absence, dispenses and monitors over-the­counter medication, blood pressure monitoring and record keeping for faculty, staff and students. Health Services also coordinates the on­campus health fairs and is presently developing a comprehensive AIDS Prevention/Services Program. A community initiative with the Community Health Care Network enables the Center to staff a Board Certified Physician who provides comprehensive health care to the college community.

The Health Center also provides booklets and pamphlets on health and nutrition for students and staff free of charge. Pamphlets and brochures on prevention of alcoholism and drug abuse are available. Students with these concerns are referred to the substance abuse counselors in the Counseling Department. Also, contained in the Health Center is a limited resource library on AIDS, HIV infection and the history of the disease.

Laboratory Facilities
The Accounting and Managerial Studies Resource Center serves as an accounting tutorial lab, and also a center for the completion of the computerized components of accounting and managerial courses.

Adult Learning Center Lab helps students to improve their basic literacy and computer skills, or to prepare for GED exams.

Human Services Laboratory is used for supplemental activities for classes of the Human Services Program.

The Computer Information Systems Department has two labs: the Microcomputer Lab, providing the laboratory component for several introductory courses, and the Computer Lab, focusing on computer use and programming beyond the introductory courses.

The English as a Second Language Lab provides large and small group tutoring for matriculated students taking ESL classes in the credit program. Large group tutoring is conducted on the assigned schedule. Individual or small group tutoring is conducted based on teachers’ referral or by special appointment.

The Humanities Department contains the following labs: Mod­ern Language, Music, Piano, Music Center, Speech Center, Photogra­phy, Art, Painting and Drawing, Sculpture and Design.

The Mathematics Department houses a Mathematics Tutorial Lab and a Microcomputer Center. Basic skills students are scheduled to attend a lab tutorial for one hour per week. In addition, any student may drop in for tutorial assistance in the Microcomputer Center. Waiver exams, make-up exams, and retests of the CUNY mathematics assessment test are administered by staff in the Mathematics Tutorial Lab.

Instructional Services (formerly Academic Computing) oversees the administration of microcomputing laboratories located throughout the college. Twenty-four computer laboratories are available to students during the college’s normal operating hours on weekdays and Saturdays.

The Natural & Applied Sciences Department administers fourteen laboratory facilities located throughout the college.

The Reading Lab of the Communication Skills Department is required for all developmental reading courses; in addition, the lab is a resource center to help students in reading and study skills on their request.

The Typing Lab is required for several non-credit continuing education courses and for an elective course to improve spelling skills for ESL students. It is also available to students for typing term papers, etc.

The Veteran’s Center Lab is required for the program’s non­credit courses in reading, writing and mathematics. This Lab assists veterans to prepare for the GED Exams and exemption from basic skills courses upon entry into college.

The Writing Center provides personalized tutoring for all post­ESL students in the college to work on grammar, paper revision, paper development and research papers for any course they are taking.

Library Media Resources Center
In the complex world of ever-increasing information and new technol­ogy, every student at LaGuardia needs access to a dynamic, up­to-date collection of information resources and materials. LaGuardia’s Li­brary provides quick, easy and efficient access to books, media and periodicals via an online catalog, CUNY+Web, CUNY’s new Web­based library system. In addition, the Library offers access to electron­ic databases which include citations, abstracts and full text from magazines, journals, newspapers, documents and source materials in areas of education, humanities, literature, law, allied health, business, and careers.

The Library offers a book collection of over 80,000 volumes, 10 percent of which constitute a rich core collection of reference works on a variety of subjects. The Library also maintains a large collection of magazines and newspapers with information on current events, new social issues, or people in the news. (Currently, the Library subscribes to about 700 periodicals, including approximately 30 newspapers in both paper and microfilm formats).

The non-print media collection of 4,000 items includes audiovisual programs in a variety of formats: film, video, videodiscs, computer software, slides, filmstrips, cassette tapes, records and compact discs, which provide an audiovisual key to learning about and interacting with the larger world. Viewing and listening stations in the Media Lab are available for group or individual access to audiovisual programs in the collection.

The Library’s holdings also include textbooks, assigned course readings, career information, study aids, research material, pamphlet files and government documents. The Library also maintains files of current information on companies and organizations which participate in the college’s Cooperative Education program.

LaGuardia is a partial depository library for selected documents published by various Federal agencies and departments. The College Archives is located in the Library. Important documents related to the
governance of the college and student life may be found here, for example, Board of Trustee materials, union agreements, the college budget, the student newspaper and yearbooks.

To encourage the widest possible use by students, the Library uses the open-stack system, which permits users direct access to the collection.

A team of eleven faculty, four college laboratory technicians, and several support staff members link the user with the Library’s vast resources for research and educational development. Library faculty provide one-on-one instruction at the Reference Desk and teach information-gathering skills through the Library’s various user-education programs. These include tours, small group orientation, course related/course integrated Library instruction, and a three-credit liberal arts course on methods of library research. Library instruction classes are mandated for all English 101 courses in order to introduce students to what is in the collection and how to find it. The Library’s credit course (LRC102) is an in-depth exploration of research methods and information sources enabling students not only to find information, but more importantly, to critically evaluate and select what they need from the vast array of materials at their disposal.

All members of the LaGuardia community are encouraged to use the Library and borrow materials. The validated, bar-coded LaGuardia ID serves as a library card for LaGuardia’s Library and other CUNY libraries.

The Library is open each day of the week except Sunday and designated holidays during the academic year. Library hours are posted each month at the entrance door. For additional information, please call the circulation desk at (718) 482-5426.

◆ Student Life and Development: Programs and Services M115/MB06

Involvement in co-curricular activities (related to your major) and extra-curricular activities (not related to your major) is an important and integral part of college life. As a college student, you are encouraged to take advantage of all of the programs and services which are provided for your benefit. It is up to each one of you to obtain information concerning semester activities, events and programs. This information can be obtained by visiting the Office of Student Life and Development, or by calling (718) 482-5190, Monday through Friday.

Graduation

The annual Commencement Exercise and Honors Night Program are supported and funded by student fees. The rental of an auditorium and purchase of diplomas, invitations and awards are some of the specific items covered by the student fees. Contact Student Life and Development or College and Community Relations Offices for additional information.

Honors Night

Once a year, the academic departments and divisions of the college present awards to students who demonstrate academic achievement and outstanding service to the college at the annual Honors Night ceremony. Awards are presented in several categories. For more information, speak to the Coordinator of Student Life and Development.

Phi Theta Kappa International Honor Society

Phi Theta Kappa was established in 1918 as the National Honor Society of community colleges. The Greek letters of Phi Theta Kappa symbolize wisdom, aspiration and purity. The purpose of Phi Theta Kappa is to nurture academic excellence, to provide the opportunity for leadership training to promote and intellectual climate for interchange of ideas and ideals, and instill the desire for continuing education of student scholars. Membership is a privilege earned by qualifications, honor and service. Invitations to become a Phi Theta Kappa are extended to LaGuardia students who have attained a cumulative grade point average of 3.75 or higher and who have completed 20 credits or more. Applications for membership in the LaGuardia chapter or further information can be obtained from the chapter sponsors: (718) 482-5250.

Student Leadership Training Programs

The Office of Student Life and Development, in conjunction with the Student Government and other departments at the college, provides opportunities for students to learn and practice leadership skills. Annual conferences, workshops and seminars are offered to the entire student body. Training in the areas of time management, effective leadership styles, event planning and public speaking techniques are just some of the workshops given throughout the year. The Student Center for Women and the Center for Leadership were developed to provide training programs in these areas.

Clubs and Organizations

The formation of clubs depends upon the interests of students involved. Club members plan and implement social, cultural, educational and creative ventures outside the classroom. New clubs are organized through the Student Advisory Council. Student clubs and organizations are some of the most important areas within Student Life and Development. An average of twenty-seven clubs and organizations are chartered within the college. The organizations stem from the social, academic and cultural interests of the students. In addition, if you wish to start your own club or organization, you will be provided with the necessary assistance for its development. Below is a listing of some of the clubs presently active: Bangladesh, Caribbean, Straight-Gay Alliance, Haitian, Law, Performing Arts, Travel & Tourism, Veterinary Technology, Occupational Therapy, Human Services, Ecuadorian, Black Student Union, Circle K, Nutrition, Muslim, and Christian.

Communications Organizations

Interested in becoming a broadcast disc jockey, a feature or sports editor, a photographer or a graphic artist? Get involved in the Radio Organization (WLCG), Yearbook Committee, and the college newspaper, The Bridge. All you need is a willingness to participate and to be able to meet a few basic requirements. Give it a try!

The LaGuardia Yearbook

The Yearbook, published annually by Student Life and Development, contains pictures and chronic services, achievements and events involving the entire college community. For more information on how to become involved in any of the organizations please contact the Office of Student Life and Development at (718) 482-5190.

Student Government

Student Government is an organization elected by students to represent the student body to the administration of the college, faculty, student organizations and the general college community. Elections are held annually. Students who wish to become actively involved in student government may contact the Student Government Office, room M-160, for further information.

Theatre and Performing Arts

Reduced-price tickets to Broadway, Off-Broadway and other performing arts events taking place in New York City are always available. Guest artists, such as dancers, musicians, poets, regularly entertain students in the College Theater. For details or tickets on any offerings, please contact the Office of Student Life and Development, M115 or by calling (718) 482-5190.
Each year, Student Life and Development celebrates Multi-Cultural Appreciation Week. Multi-Cultural Appreciation Week takes place, the third week of May. This college-wide event is geared towards promoting a sense of sharing, unity and an acceptance of diversity through a series of multi-cultural experiences. (i.e., cultural shows, art & craft exhibitions and Springfest). Students, faculty and staff are provided with the opportunity to express their individual talents and diverse cultures during these events. For more information on how you can get involved in the planning and/or participation of this wonderful event please call the Office of Student Life and Development at (718)482-5190, or visit the office in M115.

LaGuardia Performing Arts Center

The LaGuardia Performing Arts Center (LPAC), located on the main campus of LaGuardia Community College, is committed to presenting culturally and ethnically diverse programming of the highest quality for the College community and residents of Western Queens and the tri-state area.

With technical features that rival those of many theaters in Manhattan, and a location which makes it easily accessible from Midtown, LPAC—the largest theater of its kind in Western Queens—is quickly finding its place within the city's rich array of cultural resources.

LPAC has a rich history of providing opportunities for children and families to gain a theater experience and build a tradition of art appreciation that will flourish for years to come. This has been accomplished through a policy of professional artistic standards, community outreach and service, and low ticket prices.

LPAC consists of a 730-seat state-of-the-art proscenium theater, a 220-seat multi-purpose theater, a lecture/reception hall and an exhibition space. Each season, LPAC presents an eclectic mix of performances, including the Sacred Music Concert Series, the Latin Music and Dance Concert Series, the annual Asian and American Dance Festival, Schooltime Series and the Saturday Holiday and Family Series. The spaces are also used by the students, faculty, staff and alumni for a variety of cultural activities.

LPAC has begun an aggressive outreach program to encourage the many culturally diverse civic, community and arts groups in the Queens community to participate in the theater's programming and to use its spaces for their own group projects. For more information about programs, performances, rentals and to be included on LPAC's mailing list, please call (718) 482-5151.

Department of Recreation

The Department of Recreation 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 weekends. A validated student ID card or a Recreation Pass, is the “membership” card to the facility. Recreation Passes are available to LaGuardia faculty and staff, Continuing Education students, Alumni and community guests. Passes may be obtained at the Bursar's Office or gym control desk when the Bursar's Office is closed.

The facility, located in the basement level of the Main Building, includes a multi-purpose, sports gymnasium that is equipped to accommodate at different times: two regulation basketball courts, two indoor soccer fields, two volleyball courts, and three paddle/handball courts. A six-lane, NCAA regulation size swimming pool and adjacent movement studio are located in the E Building.

The sports gymnasium is complemented by a game area for backgammon, chess, checkers and table tennis, located in the lobby outside the main gym entrance. Equipment for these games may be obtained at the gym control desk. The locker complex consists of large daily lockers and separate men's and women's showers and bathroom. The equipment check-out is located immediately inside the entrance to the sports gymnasium facility.

The Recreation Department is divided into multiple categories:

The Fitness Center

The Fitness Center is equipped with Cybex and Universal machines, free weights, treadmills, stair climbers, and stationary bikes. The Fitness Center is accessible to people in wheelchairs, and is also open to business and community members. Our trained staff will help you set and achieve your goals.

Group Fitness Classes

The Movement Studio, located poolside, offers a variety of strength and aerobic conditioning workshops. Group Fitness Classes are offered five days per week in the Movement Studio. They include: Low Impact, Basic Step, Super Step, Body Sculpt, Cardio Caribbean, Hips & Thighs, Abdominal Training, Flexibility and Band Blaster.

Sport & Fitness Workshops

The workshop series provides professional instruction in such activities as basketball, gymnastics, in-line skating, martial arts, personal fitness training, and tennis instruction.

Instruction provides a range of skill levels from beginner to advanced. Registration for all workshops takes place at the gym control desk, pool, or Fitness Center.

Intramural Sports Activities and Special Events

The Intramural Program provides competitive recreational experiences in such team sports as basketball, flag football, volleyball and indoor soccer. Tournaments and special events include handball, table tennis, and Ms. LaGuardia bodybuilding competitions. Students may compete in these activities or participate as coaches, officials, statisticians or timekeepers. Awards are presented to intramural champions at the conclusion of the event.

Open Recreation

A portion of the Sports Gymnasium and Fitness Center is regularly scheduled for walk-in-recreation for students, faculty and staff. Some of the activities available are basketball, volleyball, soccer, handball, weight training, and table tennis. A validated student ID card or Recreation Pass allows the equipment to be checked out for use in the Sports Gymnasium or Fitness Center.

Swimming Pool

Our indoor, 25-yard, six-lane swimming pool is available seven days per week year round, staffed by certified aquatic specialists. Qualified instructors teach all levels of ability, ranging from beginner to advanced certification courses.

Swim on your own during lap swim and open swim times, or take advantage of one of our classes to improve your swimming stroke, and increase your stamina. Whatever your goal, you'll leave us relaxed and refreshed.

Announcement and Publicity

Information governing hours of operation, scheduling, programs and activities is available at the gym/pool control desk, and the Recreation Office, room MB-31, and on various bulletin boards posted throughout the College. Recreation Office (718) 482-5044, Sports Gymnasium (718) 482-5043; Fitness Center (718) 482-5963; Pool (718) 482-5038.
Adult and Continuing Education

The Division of Adult and Continuing Education responds to the educational needs of a variety of adult students—men and women who attend classes after a day of work to get the education needed for a new career or 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 to accommodate the unique contributions of adult students, the Division of Adult and Continuing Education offers a variety of non-credit programs which reflect the diversity of adult interests and needs in New York City generally and western Queens in particular.

Through continuing education, adults may enroll in any of the following types of courses:
- non-credit courses for personal and professional development;
- non-credit courses for educational preparation, professional development, and leisure pursuits; and
- programs for special populations including children, youth, deaf adults, visually impaired adults, veterans, unemployed and underemployed men and women, homeless heads of households, and non-English speaking adults.

For further information on any of these programs, visit the Office of Adult and Continuing Education, M-141, or call (718) 482-7244.

Non-credit programs

Non-credit 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.

Because many non-credit courses are initiated and modified to meet new needs as they emerge, any printed listing of courses is incomplete. A complete list of Adult and Continuing Education programs will follow this summary list of popular courses:

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

Professional Development
- Career Counseling Workshops
- Computer Courses
- Emergency Medical Technician
- Import/Export
- Real Estate
- Telecommunications

Personal Development
- CPR and First Aid
- Art, Music, and Dance
- Floral Arrangement
- Photography

Programs

Adult Career Counseling and Resource Center
The Adult Career Counseling and Resource Center provides a wide range of career counseling programs and services for adults. The Center's services are available to all adult students enrolled in non-credit continuing education classes and community residents who want to explore career changes and enter or re-enter the job market. Counselors are available at the Center to answer questions and to provide advisement and referral services relating to educational and career goals. For further information or to speak with a counselor, call (718) 482-5355.
Adult Learning Center
The Adult Learning Center is among the University’s largest providers of adult basic education, high school equivalency and college preparation instruction. The Center offers morning, afternoon, and evening classes to over 3,000 adults each year. Instruction is given in basic reading and writing skills, and high school equivalency (GED) exam preparation (English and Spanish). Classes are held on-campus and in the Queens community of Woodside. In addition, the Center provides career and vocational counseling to students through LaGuardia’s Adult Career Counseling and Resource Center. For additional information, call (718) 482-5380.

Career & Professional Programs (CAPP)
Individual courses and certificate programs are offered in a wide variety of fields. Computers: Computer repair courses enable students to dissemble and troubleshoot computers; network training provides comprehensive courses that give students the knowledge and tools necessary to set up and administer servers and workstations in a local area network. Software applications courses relevant to business, such as Microsoft Office 2000 are also offered. On-line courses offer students the opportunity to take courses on their own computers at home. Internet courses enable the students to create their own website. Telecommunications: Six certificate programs provide basic and advanced knowledge of telecommunications systems, data and voice communication, and general telecommunications management, relevant to both entry-level students and professionals in the field. Network cabling courses (copper and fiber optic) prepare students to do cable installation; outstanding students may earn Lucent Technology certification. Licensed Refrigeration Machine Operator is a 200-hour course that prepares students for the NYC Fire Department Licensing test. The Real Estate Salesperson course satisfies the 45-hour course requirement for people who want to become licensed by New York State. Finance courses offer basics of investing; construction courses include blueprint reading, construction cost estimating, and project management. Beginning in the Fall 2000, CAPP is hoping to run a series of programs geared towards training students for entry-level positions in the health field. For current information about these and other programs, please call (718) 482-3125.

College for Children
College for Children (pre-kindergarten to high school) offers academic, cultural and creative expressions classes for children and teenagers. These Saturday classes encourage youngsters to explore a variety of subject matter: math, reading, science, languages, music, computers, and theater. To learn about our Summer Program or for more information, please call (718) 482-5334.

Child and Adult Care Food Program (CACFP)
The Child and Adult Care Food Program reimburses participating registered and licensed Group/Family Day Care Providers for meals served to children formally enrolled in their care provided the meals are age appropriate and meet the dietary guidelines established by the New York State Department of Health. Individuals interested in participating in the program should contact the Family Institute for Education, Training and Employment at (718) 482-5340/5396.

CUNY Catch Transitional Services
CUNY Catch is an alliance of four CUNY colleges-LaGuardia, Bronx, John Jay and Medgar Evers—uniting to provide transitional services for detainees leaving Rikers Island. Included are referral to campus training and education as well as counseling, job search preparation, and support services. For further information, call (718) 482-5326.

The CUNY English Language Immersion Program at LaGuardia
The CUNY English Language Immersion Program allows English as a Second Language students to spend an intensive period of time, 25 hours per week for up to one year, studying English before entering undergraduate studies. Immersion students have been accepted to LaGuardia or other CUNY colleges and have chosen to defer their enrollment in order to concentrate on English language studies. The instructional format includes classwork, research projects, a range of computer applications, orientation to college, and out-of-class assignments. Immersion students at LaGuardia enter the program at the beginning levels of English language proficiency. The curriculum reflects a holistic approach to language development that integrates listening, speaking, reading and writing, in the context of academic preparation. For more information, call (718) 482-5966.

Emergency Medical Technician
LaGuardia’s Emergency Medical Technician Basic (EMT-B) certificate program is designed to train individuals in Basic Pre-Hospital Emergency Care. New York State certification will depend upon satisfactory attendance, successful completion of course exams, and passing of a final exam to be administered by the New York State Department of Health Bureau of Emergency Medical Services. An English proficiency test will be given to determine eligibility. Fifty students may enroll in this course. For additional information, call (718) 482-5768.

English Language Center
The Center offers non-credit English as a Second Language Programs on a full-time or part-time basis as well as specialized workshops for skill development and courses that combine English as a Second Language and vocational training. Beginning, intermediate and advanced-level courses are available to recent immigrants, foreign students or visitors, and others in need of English as a Second Language instruction. The Center issues I-20s to qualified students. Students who complete the intensive programs are eligible to enter CUNY without taking the TOEFL. A modern language lab facility is available for student use. For further information, call (718) 482-5360.

Entrepreneur Training Program for Family Day Care Providers in Spanish
This 6-week training program is designed to enable women and men to start or expand a day care provider service. Applicants eligible for this program must be citywide residents who are economically disadvantaged, single heads of household, dislocated workers, displaced homemakers, welfare recipients, teenage mothers and existing family
day care providers. Its main components feature entrepreneurial training in the design, marketing and management of a family day care provider service. The program will prepare participants to successfully complete the New York State registration process. In addition, this program will introduce participants to ENTRENET, a Network within the Family Day Care System. For information, call (718) 482-5340/5936.

Family College
The Family College program is designed to provide a two-year degree for parents and pre-kindergarten and kindergarten classes for their children on the LaGuardia Community College campus. Eligible participants must be AFDC recipients, have a high school or GED diploma and have children that are pre-kindergarten and/or kindergarten. For additional information, call the Family College office at (718) 482-5343.

Individual Vocational Education and Skills Training Program (InVEST)
The Individual Vocational Education and Skills Training Program (InVEST) is a twenty-two week skills training program that allows eligible public assistance recipients to participate in free courses that will improve their job related skills. There are currently two (2) training options offered at LaGuardia—Computer Information Technology and Computer repair. Eligible individuals must be working at least twenty (20) hours per week and receive benefits under the temporary assistance for needy families (TANF). The ultimate goal of the program is to assist participants in getting better jobs and earn more money so that they will no longer need public assistance.

InVEST is a collaboration of CUNY, the New York City Human Resources Administration, and the Higher Education Services Corporation and the New York State Department of Labor.

The Inmate Education Program
This program provides academic and vocational services in fifteen NYC Department of Correctional facilities, to inmates 22 years old and above. Courses offered include Adult Basic Education, English as a Second Language, GED (English and Spanish), culinary arts, computer literacy/desktop publishing and building maintenance. The program works closely with CUNY Catch and South Forty, which provide transitional services to assist students before and after their release. For more information, call (718) 482-5386.

The LaGuardia Urban Center for Economic Development (LUCED) Corporate & Business Training: Since 1979, LaGuardia Community College has provided programs tailored to meet the specific needs of businesses and organizations in such areas as management and supervision, sales and marketing, computer applications, industry specific ESL, and a wide range of communication skills courses to over 120 companies. Past clients have included the Ford Foundation, the Marriott Hotels, Time Warner, Girl Scouts of America, New York Hospital, Blue Cross/Blue Shield, New York Newsday, the New York Stock exchange and many other for profit and non-profit organizations, law firms, city and state agencies, and health services organizations.

Entrepreneurial Training Programs: Organized in 1991, the PREP program is a 32-hour subsidized training program in government contracting for small, minority and women business owners sponsored by LaGuardia Community College, the Metropolitan Transportation Authority and PricewaterhouseCoopers. The program has 900 graduates and inaugurated a Million Dollar Club in 1996 to recognize graduates who had generated at least that much in revenues since graduating. In 1999, through a grant from the U.S. Department of Defense, the LaGuardia Center for Economic Development also became a Procurement Technical Assistance Center enabling the Center to enroll clients into a computerized bid-match system for government contracting.

Quality Management Program: Guided by its philosophy that small manufacturers can survive and make a decent profit through installing effective management systems, the LaGuardia QMP started enrolling companies in January of 1994. In 1998, the work of QMP was significantly expanded through a major grant from the Alfred P. Sloan Foundation, which enabled the creation of the Industrial Management Resource Program. A variety of services are offered through the IMRP including: company assessments; benchmarking studies; APICS and ASQ courses; best practice networking breakfasts; an annual conference; a newsletter; a library of case studies; a directory of implementation services; and a 30-hour credit course in Total Quality Management.

Licensed Refrigeration Machine Operator
This course, approved by the New York City Fire Department, is offered in conjunction with the National Association of Power Engineers, and it qualifies participants to take the fire department’s licensing test in this area. The program is offered every year from October through June on Tuesday and Thursday evenings. For more information, call (718) 482-7244.

Lifestyles
In the spirit of combining learning and fun, Lifestyles was created to bring a new dimension to Continuing Education at LaGuardia. In Spring 1995, this new program began offering leisure courses in dance including ballroom, salsa, and country; art including art appreciation courses and art workshops; photography; floral arrangement; and guitar. For more information, call (718) 482-7244.

Medical Records Training Program for Low Income Adults
This twenty week training program is designed to prepare unemployed individuals to enter the health related field as a medical biller or medical coder. This course is 21 hours of classroom instruction and fifteen (15) hours of work experience each week. The program will assist participants who successfully complete the training with finding employment. The program is open to all JTPA eligible candidates who have a high school diploma or GED, type 20-25 wpm.

Microcomputer Skills Training Program
This program is for dislocated workers, long-term unemployed and displaced homemakers. This 20-week program trains individuals to become successfully employed and/or develop skills for career mobility in word processing, electronic spreadsheets and data base management. Job placement is an integral component of the program. Call (718) 482-5397 for more information.

New Directions for Mature Adults
LaGuardia welcomes mature adults to all Continuing Education programs and also provides opportunities especially designed to meet their interests. In addition, the program assists adults 60 and over in entering the college credit program where they may register at a special rate of $65 per semester. For information, call (718) 482-5383.

The New York City Taxi Driver Institute
Since co-founding New York City’s first required Taxi-driver training program in 1984, The New York City Taxi Driver Institute has successfully prepared over 45,000 people to qualify for a license to drive a medallion (yellow) taxicab. In 1997, the Institute was selected to provide Continuing Professional Education to all licensed taxicab drivers. From 1997 through 1998, the Institute trained over 37,000 drivers. The Institute conducts an 8-hour Refresher course for Taxi cab drivers who are designated “Persistent Violators” of regulations by the Taxi and Limousine Commission, and also offers a New York State certified Insurance Point Reduction course to cabbies and the general public. For further information, please call (718) 482-5336.
Office Information and Medical Records Systems Training Program for underemployed and single parent homemakers (9 months)

This nine-month program affords students an opportunity to learn Wordperfect, Excel, Medical Records Coding using ICD-9 CM and CPT and participate in Career Counseling classes. Individuals who apply for this program are required to have a high school diploma or GED. To register for the Training Program call (718) 482-5397 to be scheduled for the entrance reading, math, typing tests and interview. Applicants will be accepted on a first come first serviced basis.

Program for Deaf Adults

Since 1975, this program has provided the largest, most comprehensive model post-secondary program for Deaf and hard of hearing students in the New York City area. Students pursuing associate degrees are supported by academic and personal counseling, registration assistance, classroom interpreters, and tutors. Courses offered under continuing education include GED, Regents Preparation, Adult Basic Education, Intensive Study for Foreign Deaf Students, American Sign Language, college preparation, and computer courses. New program initiatives have included the exploration of a Deaf Studies degree program in collaboration with the Academic Division and an Interpreter Education Program. Additional program components consist of the Institute of Sign Language Interpretation which provides Interpreter Education courses and the Regional Support Service Center which provides support services to Deaf and hard of hearing students who may attend any of the CUNY campuses. For more information, please call (718) 482-5324 (voice) or (718) 482-5308 (TTY).

Project ACHIEVE

This year long program is designed for young adults aged 17-21 who do not have a high school diploma. Project ACHIEVE provides an intense comprehensive program in academic remediation, college preparation, computer literacy, job internships (apprenticeships), individualized career education, and job placement service. It prepares successful completers for the GED, college and vocational school admissions, and the world of work.

Project Enable

Project Enable provides educational and vocational training programs to the homeless and the heads of families on public assistance. Project Enable serves both native speakers of English and those for whom English is a second language. Classes are held on campus and in transitional housing facilities. The program also offers career guidance, job placement, supportive services, and personal development workshops. For more information, call (718) 482-5128.

Project New Ventures (Computer Repair for Women)

This free program is designed to prepare women to enter the computer repair industry or other non-traditional, technical fields. The course is full-time, 35 hours per (21) weeks. The program is open to unemployed and underemployed women who have a high school diploma or GED. To register for the Training Program call (718) 482-5340 to be scheduled for an entrance reading, vocabulary and math test.

School-to-Work Auxiliary Services for High School Program

This nine-month, open enrollment free training program offers GED/college prep, computer literacy and career and life skills portfolio development for out-of-school youth ages 16 through 21. Classes meet during the day, Monday through Friday, from 10:30 am to 4:30 pm.

Center for Veterans, Youth and Adults

The Center provides evening GED and College/Work Preparatory courses, career counseling and academic advisement for Veterans, youth and other adults. The focus of the College Preparation classes is to help students prepare for the world of work and college. The GED classes are free, while a $20 registration fee is charged for the College Preparation course. For more information, contact the Center (Room C366) at (718) 482-5391.

Workwise: New York State Senior Green Team

This program is designed to provide Vocational Skills Training, On-The-Job Training (OJT), Academic remediation/Enhancement and Job Placement for unemployed adults. Participants must be low-income, reside in NYC and be JTPA eligible. For additional details, call (718) 482-5340.

LaGuardia and Wagner Archives

The LaGuardia and Wagner Archives was established in 1982 to collect, preserve and make available materials on the social and political history of twentieth century New York City, with an emphasis on New York City government and the borough of Queens. This growing repository houses the personal papers of Mayors Fiorello H. LaGuardia, Robert F. Wagner, Abraham D. Beame and Edward I. Koch, the records of The New York City Council, the New York City Housing Authority and the piano company Steinway & Sons, and a Queens History Collection. The Archives also maintains a multi-exhibit museum on the history of New York City.

The mission of the Archives is to serve as a research center for LaGuardia faculty and students in addition to scholars, journalists and policy makers interested in the history of the city. The staff produces exhibitions and publications designed to reach people who rarely visit museums, libraries or archives. In these ways, the Archives reflects Fiorello H. LaGuardia’s own commitment to serving all the people of New York and his vision of a government responsive and accessible to the citizenry.

High Schools

The International High School

The International High School, a multicultural alternative educational environment for recent arrivals, serves students with varying degrees of limited English proficiency. A collaborative project between the New York City Board of Education and LaGuardia Community College of the City University of New York, this school offers a high school/college curriculum combining substantive study of all subject matter with intensive study and reinforcement of English.

The success of thematically based interdisciplinary programs has prompted the faculty of The International High School to reorganize the curriculum of the entire school around interdisciplinary thematic study. Currently, six teams of teachers have each developed thematically based courses of study. Students choose one of these themes which lasts for the entire school year. The structure provides for a balance of exposure by focusing on the humanities and math/science/technology. Teams create curriculum, schedule students and teachers, determine assessment procedures, provide guidance and counseling and allocate resources for instructional supplies and materials. These interdisciplinary teams have been responsible for improved student attendance and achievement.

The college campus setting provides us with many facilities not often found in public high schools. High school students take college courses with matriculated college students for both high school and college credit, thus increasing their access to curricular offerings. By graduation, nearly all of our graduates have successfully completed at least one college course. Our students typically bring a wide range of experience, linguistic abilities, maturity, and ability to use resources around them to successfully negotiate the challenges they encounter in school and life.
Middle College High School
Middle College High School at LaGuardia Community College each year accepts 125 ninth and tenth graders from junior high schools in Districts 24 and 30 in the western section of Queens. The six-year program, which combines grades 9 through 12 with the first two years of college, provides intensive 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 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.

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.

Robert F. Wagner Jr. Institute for the Arts and Technology
The Robert F. Wagner Jr. Institute for the Arts and Technology is the third high school program on the LaGuardia campus. Located one block from the college, students in grades 7 through 12 experience an interdisciplinary curriculum, small classes, and intensive guidance programs with a focus on the arts and technology.

The high school’s facilities include a complete video studio, editing facility, screening room, theater space, an art gallery, three computer labs (IBM/Mac), photo darkrooms and complete science labs. The school has ongoing partnerships with The New Museum, P.S. 1 and Socrates Sculpture Park.

Students at the Institute for the Arts and Technology, as members of the college community, are eligible for college I.D. cards, may take college classes and can use the full facilities of the college including the library and gymnasium.

School-College Collaboration
In addition to its on-campus high schools, the College works closely with the New York City Board of Education, high schools and community school districts in Queens and across New York City to prepare students for college admission and retention.

Toward this end, the College provides a number of programs, which currently include:
• College Now!, a CUNY initiative which enables juniors and seniors in twelve Queens high schools to take LaGuardia Community College courses within their high schools, either before or after their regular school day.
• College Connection, a LaGuardia-sponsored program, which makes it possible for junior and senior high school students to take LaGuardia Community College courses on-campus.
• The Liberty Partnership Program, a high school retention and college preparation program operating within Grover Cleveland, Franklin K. Lane and Newtown High Schools.
• Project Upward Bound, a collaboration between LaGuardia and Vassar college, which serves students from Aviation, Bryant and Newtown High Schools, with an academic and summer residential college preparatory program;
• The Queens Urban Partnership, which, with Ford Foundation support, has addressed issues of whole language, health and guidance in concert with Community School District 25, feeder Queens high schools, St. John’s University and Bank Street College of Education.

In addition to its efforts to facilitate the transition of students to post-secondary education and the workplace, LaGuardia is deeply concerned as well with promoting the professional development of teachers and counselors, increasing their knowledge of learning communities, active, project-driven and interdisciplinary learning. Since 1992, the College has hosted high school faculties on Professional Development Days and worked intensively and continuously with K-12 teachers through the Queens School-to-Work Program, the Goals 2000 Cross-Queens Collaborative, and the Queens Urban Partnership.
LaGuardia Community College Administration

Office of the President
Gail O. Mellow, President
Vacant, Executive Associate to the President
C. Dion Badger, Labor and Legal Designee
Nila Sen, Affirmative Action Officer

Office of the Vice President for Academic Affairs
George D. Sussman, Vice President
Paul Arcario, Associate Dean
Arthur Lau, Executive Associate to the Vice President
Vincent Bruno, Director of Extended Day
Audrey Harrigan, Director, COPE Program
Arlene M. Kahn, Director, School/College Relations
William Koolsbergen, Director of Special Instructional Programs
Robert Levine, Grants Research Associate
Richard K. Lieberman, Director, LaGuardia & Wagner Archives
Harriet Mesulam, Administrative Director of Learning Communities

Faculty Chairpersons
Ngozi P. Agbim, Chief Librarian
John P. Bihn, Natural and Applied Sciences Department
Terry Born, Co-Director, Wagner Institute for Arts and Technology
Cecilia Cunningham, Principal, Middle College High School
Sandra Dickinson, Humanities Department
Kathleen Forestieri, Acct./Managerial Studies Department
Sandia S. Hanson, English Department
Rick Henry, Coordinator, English as a Second Language Program
Gerald H. Meyer, Computer Information Systems Department
Eric Nadelstern, Principal, International High School
Jorge Perez, Mathematics Department
Juliana Rogers, Co-Director, Wagner Institute for Arts and Technology
Lily Shohat, Social Science Department
Hannah Wiken, Communication Skills Department

Office of the Vice President of Administration
Richard Elliott, Vice President
James L. Buckley, Associate Dean
Thomas Hlake, Business Manager

Office of the Vice President of Information Technology
Kenneth McCollum, Vice President
Barry Neil, Sr. Administrator
Barbara Astone, Director of Institutional Research
Alicia Colon, Director of Information Systems
Theresa Litvay-Sardou, Director of Instructional Services
Leroy Salley, Director of End-User Support
Vacant, Director of Distance Learning
Vacant, Director of Network Administration

Office of Institutional Advancement
Clifton Clarke, Associate Dean for Institutional Planning
Judith Chiti, Director of Grants Development
William D. Freeland, Director of Communications
Zuri McKie, Director of LaGuardia Theatre
Shirley J. Saulsbury, Alumni Relations Officer
Vacant, Director of College & Community Relations

Office of the Vice President of Student Affairs and Enrollment Management
Ruth E. Lugo, Vice President
Sulema A. Ebrahim, Associate Dean
Gail Baksh-Jarrett, Director of Financial Aid
Renee Butler, Director of Student Services Cluster
Loretta Capuano, Director of Special Projects
Steve Dauz, Director of College Discovery
Judith Gazzola, Acting Director of Academic and Career Counseling Clusters
Brian Goldstein, Director of Fitness, Recreation and Aquatics Programs
Robert Schwartz, Acting Director of Personal Counseling and Student Life Development and Recreation Cluster
Olga Vega, Director of Enrollment Management
All staff directory information is based on official college records as of July 1, 2000.

Myron Adams
Teacher, The International High School; BA, SUNY-Empire State College; MA, SUNY- New Paltz.

Hisham Abdulfattah
Campus Peace Officer, Public Safety Department, Division of Administration; BA, Hunter College.

Mary Lee Abkemeier
Professor, Natural and Applied Sciences Department, Division for Academic Affairs; BA, Fontbonne College; Ph.D., Purdue University.

Tony Abreu
Substitute Assistant to Higher Education Officer, Bursar’s Office, Division of Administration; AAS, LaGuardia Community College; BA, Queens College

Maritza Acero
CUNY Office Assistant, Level II, Library Department, Division for Academic Affairs; AAS, LaGuardia Community College.

Michael Accordino
College Print Shop Coordinator, Print Shop and Copy Center, Administrative and Support Services Department, Division of Administration.

Bernardo Acosta
Custodial Assistant, Administrative and Support Services Department, Division of Administration.

Mercedes Acosta
Chief College Laboratory Technician, Computer Information Systems Department; Division for Academic Affairs; AAS, LaGuardia Community College.

Betania Acosta-Rivera
CUNY Office Assistant, Level II, Division for Academic Affairs; AS, LaGuardia Community College.

Ngozi P. Aghim
Professor and Chief Librarian, Library Department, Division for Academic Affairs; BA, Saint Mary’s College, Notre Dame; MLS, Indiana University; MA, Long Island University.

Jareena Ahamed
Assistant Director, Assistant to Higher Education Officer, Early Childhood Learning Center Programs, Student Services Cluster, Division of Student Affairs and Enrollment Management; BA, MS, Queens College; New York State Certified Teacher.

Fran Ahlers
Acting Assistant Registrar for Registration and Scheduling, Higher Education Assistant (Substitute), Registrar’s Office, Division of Student Affairs and Enrollment Management; BS, SUNY - Empire State College.

Rafaela Alcaro
Teacher, Middle College High School; BS, MS, Fordham University.

Sam Allen
Teacher, Middle College High School; BS, MS, Long Island University.

Tony Allocino
Director, Program for Deaf Adults, Higher Education Associate, Division of Adult and Continuing Education, BA, Long Island University; MA, New York University.

Yvette Alphonsus
Coordinator, Student Services, Higher Education Assistant, English Language Center, Division of Adult and Continuing Education; BA, Marist College; MA, Brooklyn College.

Lynne Alston-Jackson
Counselor and Instructor, Academic and Career Counseling Cluster, Division of Student Affairs and Enrollment Management; BA, Baruch College; MA, Columbia University, Teachers College.

Christine Alvarez
Coordinator of EMT, Fire Department, CPR Programs, Division of Adult and Continuing Education; BS, Springfield College; EMT Paramedic.

Samuel Amoako
Professor, Communication Skills Department, Division for Academic Affairs; BA, University of Ghana; M.Ed., Howard University; EdD, Columbia University, Teachers College.

Avis O. Anderson
Professor, Computer Information Systems, Division for Academic Affairs; AAS, Bronx Community College; BS, Lehman College; MS, Hunter College; Ph.D., New York University.

Korea L. Anderson
Instructor, Division of Cooperative Education; BA, University of Rochester; MA, Columbia University, Teachers College.
Yul Anderson
Case Manager, Family Institute, Division of Adult and Continuing Education.

Pierrina Andritsi
Professor and Counselor, Personal Counseling and Student Life Development Cluster, Division of Student Affairs and Enrollment Management; BA, Manhattanville College; MA, M.Ed., Columbia University, Teachers College; Ph.D., Columbia University; Registered and Licensed Psychologist.

Frank Angiuli
Campus Peace Officer, Public Safety Department; Division of Administration.

John Appiah
Lecturer, Accounting and Managerial Studies Department, Division for Academic Affairs; BBA, Baruch College; MA, New York University.

Paul Arcario
Professor and Associate Dean, Division for Academic Affairs; BA, MA, New York University; M.Ed., EdD, Columbia University, Teachers College.

Gloria Arella
Technical Support Aide, Level I, Library Department, Division for Academic Affairs; Office Technology Associate, LaGuardia Community College.

Malleidud Arismendi
CUNY Office Assistant, Level II, Admissions Office, Division of Student Affairs and Enrollment Management; AAS, LaGuardia Community College.

Marian C. Arkin
Professor and Director of Writing Center, English Department, Division for Academic Affairs; BA, Syracuse University; MA, Ph.D., New York University.

Teguh Arkono
Program Manager, English Language Center, Division of Adult and Continuing Education.

Darnell Armoogam
College Accounting Assistant, Accounts Payable Office, Division of Administration; AAS LaGuardia Community College.

Alberta Arnold
Lecturer, Humanities Department; Division for Academic Affairs; BA, Hunter College; MA, University of Pittsburgh; MS, New York University.

Rena Aronov
CUNY Office Assistant Level II, Institutional Research, Division of Information Technology; AAS, LaGuardia Community College.

Gilberto Arroyo
Professor, Coordinator of Economics, Social Science Department, Division for Academic Affairs; BA, City College; MA, New York University; Ph.D., New School for Social Research.

Amelio Artis
Campus Peace Officer, Public Safety Department, Division of Administration.

Barbara Astone
Higher Education Officer, Director Institutional Research, Division of Information Technology; BA, Ramapo State College of New Jersey; MA, Fairleigh Dickinson University.

Daniel J. Aulicino
Professor, Mathematics Department, Division for Academic Affairs; BA, Columbia University; MA, City College; Ph.D., Graduate School and University Center, CUNY.

Manuel Ayala
Assistant to Higher Education Officer, The Employment and Career Services Center, Division of Cooperative Education; AA, LaGuardia Community College; BA, John Jay College.

Rashida M. Aziz
Lecturer, English as a Second Language Program; BA, MA, Punjab University; MA, M.Ed., Columbia University, Teachers College.

Victoria Badalamenti
Associate Director and Coordinator of DIP, Higher Education Associate, The English Language Center, Division of Adult and Continuing Education; BA, Brooklyn College; MA, School of International Training.

C. Dion Badger
Labor and Legal Affairs Designee, Higher Education Officer, Office of the President; MS, Hunter College; Professional Diploma, Fordham University; JD, CUNY Law School at Queens College.

Marycruz Baez
Information Systems Assistant, Institutional Research, Division of Information Technology; BA, Hunter College.

Gail Baker
Associate Professor, Natural and Applied Sciences Department, Division for Academic Affairs; RN, New England Deaconness Hospital; BS, Boston University; MPhil, Hunter College; MA, EdD, Columbia University, Teachers College.

Gail Baksh-Jarrett
Director of Financial Aid, Higher Education Officer, Division of Student Affairs and Enrollment Management; BA, MA, New York University.

Claudia Baldonedo
Acting Director, Higher Education Associate, Adult Career Counseling and Resource Center, Division of Adult and Continuing Education; BS, Fisk University; MS, Brooklyn College.

Rachel Balsam
Teacher/Technology Coordinator; BA, Brown University; MA, Teachers College, Columbia University.

Robert Bandelt
Financial Aid Counselor, Assistant to Higher Education Officer, Division of Student Affairs and Enrollment Management; BS, St. John’s University.

Lakshmi Bandlamudi
Professor, Social Science Department, Division for Academic Affairs; BS, Banglore University, India; MA, Columbia University; Ph.D., Graduate School and University Center, CUNY.

Vincent Banrey
Associate Director, Higher Education Officer, Student Services Cluster, Division of Student Affairs and Enrollment Management; AS, LaGuardia Community College; BS, Graduate Center, CUNY Baccalaureate Program; MPA, Baruch College.

Harvey Barnes
Security Assistant, Public Safety Department, Division of Administration.

Beth Barnett
CASE Manager, CUNY Catch Program, Project Enable, Division of Adult and Continuing Education; BA, St. John’s University.

Donna Barone
Assistant to the Vice President, Office of the Vice President, Division of Adult and Continuing Education.

Amparo Barrera
College Interior Designer, Level II, Facilities, Design and Construction, Division of Administration; AA, Jorge Tadeo Lozano University; AA, LaGuardia Community College; BFA, New York School of Interior Design; New York State Registered Professional Interior Designer.

Kenneth Barry
Senior Assessment Specialist, Adult Career Counseling and Resource Center, Division of Adult and Continuing Education; BA, York College; MA, Long Island University.

Adesimba Bashir
Lecturer, English Department, Division for Academic Affairs; BS, New York University; MS, Lehman College.
Carol Basquez
Records Assistant, CUNY Office Assistant, Level III, Registrar’s Office, Division of Student Affairs and Enrollment Management.

Kazembe Batts
CUNY Office Assistant, Level I, Theatre Department, Division of Institutional Advancement; AAS, Borough of Manhattan Community College.

Ida Bazan
CUNY Office Assistant, Level I, Library Department, Division for Academic Affairs.

Seurette Bazelais
CUNY Office Assistant, Level I, Office of Personnel and Labor Relations, Division of Administration; AA, Kingsborough Community College; BA, Brooklyn College.

Lenore A. Beaky
Professor, English Department, Division for Academic Affairs; BA, Brooklyn College; MA, Ph.D., Columbia University.

Ada Bedor
Administrative Assistant, COPE Program, Division for Academic Affairs; AAS, LaGuardia Community College; BS, F. Villarreal University.

Bobette Beinhacker
A.P., Middle College High School; BS, MA, City College.

William Beirne
Teacher, Institute for the Arts and Technology, Middle College High School; BFA, Pratt Institute; MA, Hunter College.

Julis Belmar
Campus Peace Officer, Public Safety Department, Division of Administration.

Evelyn Bermudez
CUNY Office Assistant, Level II, Coordinator of GED Testing and Fiscal Coordinator, Adult Learning Center, Division of Adult and Continuing Education.

Yvette Bermudez
Assistant for Fiscal Administration, Grants Development Office, Division of Institutional Advancement; AAS, LaGuardia Community College.

Jason Berner
Coordinator of Operations, Higher Education Assistant, College Discovery Program, Division of Student Affairs and Enrollment Management, BA, Hunter College, MA, Hunter College, M.P.A., New York University.

Andrew Berry
Assistant Professor, Mathematics Department, Division for Academic Affairs; BS, MS, University of Illinois; Ph.D. New York University.

Edna Best
Administrative Assistant, Family Institute, Division of Adult and Continuing Education; AAS, LaGuardia Community College.

Mwamba Bey
Emergency Medical Technician-Defibrillators, Health Services, Student Services Cluster, Division of Student Affairs and Enrollment Management.

Vijay Bhata
College Accounting Assistant, Accounting Office, Division of Administration; AAS, LaGuardia Community College.

Judith Bieber
Associate Professor, Division of Cooperative Education; BA, Barnard College; MSW, Hunter College School of Social Work; CSW, New York State.

Felisa Bienstock
Purchasing Agent Level II, Purchasing Office, Division of Administration; BA, Lycee Francais-College International.

Aneta Bierdzinska
Office Assistant, The International High School; AS, LaGuardia Community College.

John P. Bihm
Chairperson and Professor, Director of Mortuary Science, Natural and Applied Sciences Department, Division for Academic Affairs; BS, MS, Ph.D., St. John’s University.

Marian Blaber
Director, CUNY Language Immersion Program, Higher Education Assistant, Division of Adult and Continuing Education; BA, MA, Saint Michaels College.

Theodora Blackmore
Lecturer, Natural and Applied Sciences Department, Division for Academic Affairs; BS, Hampton Institute; MS, Queens College.

Sharon Blackis
Office Assistant, The International High School; AAS, LaGuardia Community College.

Susan Blendid
Director of Marketing and Business Training, LaGuardia Urban Center for Economic Development, Division of Adult and Continuing Education; BA, Wheaton College.

Ana Blanding
Career Counselor, Adult Career Counseling and Resource Center, Division of Adult and Continuing Education; BA, Universidad De Santo Tomas, Colombia; MA, Long Island University.

Mark Blasius
Professor, Coordinator of Political Science, Social Science Department, Division for Academic Affairs; BA, MA, New York University; MA, Ph.D., Princeton University.

David Blumberg
Director, Paralegal Studies Program, Associate Professor, Accounting and Managerial Studies Department, Division for Academic Affairs; BA, Brooklyn College; Ph.D., Washington University; MLS, Yale Law School; JD, University of Pennsylvania.

Abram Bolouvi
Financial Aid Counselor, Assistant to Higher Education Officer, Division of Student Affairs and Enrollment Management; BA, York College.

Michael Bonventre
Teacher, Middle College High School; BA, Iona College.

Edna Boris
Professor, English Department, Division for Academic Affairs; BA, Brooklyn College; MA, Ph.D., Indiana University.

Teresa Born
Teacher, Co-Director of Institute of Arts and Technology, Middle College High School; BA, Hunter College; MA, New York University; M.Ed., Bank Street College.

Alice Boso
ESL Teacher, The International High School; BA, Portland State University; MA, University of Oregon; MA, Columbia University, Teacher’s College.

Kenya Bovan
Counselor/Trainer, Adult Career Counseling and Resource Center, Division of Adult and Continuing Education; BA, Fairleigh Dickinson University.

Melissa Brand
Teacher, CUNY English Language Immersion Program, Division of Adult and Continuing Education; BA, SUNY Albany; MA, Hunter College.

Elaine Brandt
Teacher, Middle College High School; BS, City College; MS, University of Maryland, M.Ed., Columbia University Teachers College.

Steven Brauch
Director, Taxi Driver Institute and Office of Technology Coordination, Higher Education Associate, Division of Adult and Continuing Education; BA, University of California at Berkeley; MA, New York University.

Harold Bretstein
Teacher, The International High School; BA, Hunter College; MA, Brooklyn College.
Lorraine Bria
Secretary, English Language Center, Division of Adult and Continuing Education.

Michael C.T. Brookes
Professor, Office for Academic Affairs; BA, MA, Oxford University, England; EdD, University of Massachusetts.

Bruce W. Brooks
Professor, Director of Commercial Photography, Humanities Department, Division for Academic Affairs; BFA, MFA, Pratt Institute.

Douglas M. Brooks
Campus Peace Officer, Public Safety Department, Division of Administration.

Corey Brothers
Teacher, CUNY Language Immersion Program, Division of Adult and Continuing Education; BA, University of Washington; MA, School of International Training.

Peter C. Brown
Professor, Coordinator of Visual Arts, Director, Fine Arts Program, Humanities Department, Division for Academic Affairs; BFA, Ohio Wesleyan University; MFA, Cranbrook Academy.

Vincent Bruno
Director, Extended Day Office, Higher Education Assistant, Division for Academic Affairs; BS, St. Francis College; MPA, Baruch College.

James L. Buckley
Associate Dean, Division of Administration; BBA, Adelphi University.

John M. Buckley
Associate Director, Admissions Office, Higher Education Associate, Admissions Office, Division of Student Affairs and Enrollment Management; BA, Fordham University.

Jean A. Buckley-Lockhart
Counselor and Lecturer, Academic and Career Counseling Cluster, Division of Student Affairs and Enrollment Management; BA, William Smith College; MA, M.Ed., Columbia University, Teachers College.

Paul Budney
Campus Peace Officer, Public Safety Department, Division of Administration.

Gianina Bujosa
Web Developer, Information Systems Assistant, Level I, Distance Learning, Division of Information Technology; AAS, LaGuardia Community College.

Evelyn Burg
Lecturer, Communication Skills Department, Division for Academic Affairs; BA, Queens College; MA, University of Minnesota.

Kendall Burgess-Dantzler
CUNY Office Assistant, Level I, Office of Personnel and Labor Relations, Division of Administration.

Catherine Burke
CUNY Administrative Assistant, Level I, Office of the President.

Catherine Burland
Higher Education Assistant, Assistant Director, Program for Deaf Adults, Division of Adult and Continuing Education; BS, New York University; MSW, Hunter College.

Daisy Bustio
Senior College Laboratory Technician, Humanities Department, Division for Academic Affairs; AA, LaGuardia Community College, BA, Queens College.

Louise A. Butironi
Counselor and Lecturer, College Discovery Program, Division of Student Affairs and Enrollment Management; BA, SUNY at New Paltz; MA, Hunter College.

Renée Freeman Butler
Senior Administrator and Director, Student Services Cluster, Early Childhood Learning Center Programs, Higher Education Officer, Division of Student Affairs and Enrollment Management; BA, MS.ED, Professional Diploma, School Administration Supervision (SAS) Certificate, Queens College, New York State Certified Teacher.

Lynn R. Byk
Counselor and Professor, Personal Counseling and Student Life Development Cluster, Division of Student Affairs and Enrollment Management; BA, MS, Queens College; Ph.D., New York University; Licensed Psychologist.

Bertha Calderon
CUNY Office Assistant, Level I, Division of Student Affairs and Enrollment Management, AAS, Borough of Manhattan Community College.

Olga Calderon
Senior College Laboratory Technician, Natural and Applied Sciences Department, Division for Academic Affairs; AS, LaGuardia Community College; BA, Queens College.

Lucy Calle
Fiscal Monitor, Family Institute, Division of Adult and Continuing Education.

Magda Caizadilla
CUNY Office Assistant, Level IV, Foreign Student Office, Division of Student Affairs and Enrollment Management.

Andrea Cambridge
Personnel Coordinator for Benefits, Assistant to Higher Education Officer; Office of Personnel and Labor Relations; Division of Administration; BA, Hunter College.

Diane M. Camilleri
Professor, Director, Veterinary Technology Program, Natural and Applied Sciences Department, Division for Academic Affairs; BA, MA, New York University; VMD, University of Pennsylvania.

Frederick Camp
Motor Vehicle Operator, Office of the President.

James Cantwell
Instructor, Division of Cooperative Education; BS, St. John’s University; MA, New School for Social Research.

Loretta Capuano
Assistant to the Associate Dean/Director of Special Projects, Higher Education Assistant, Division of Student Affairs and Enrollment Management; BA, SUNY Stony Brook.

Beatriz Caraballo
Coordinator of Marketing, CUNY Office Assistant, Level II, Admissions Office, Division of Student Affairs and Enrollment Management; AAS, LaGuardia Community College.

Elizabeth Carde
Staff Nurse, Health Services, Student Services Cluster, Division of Student Affairs and Enrollment Management; AAS, Borough of Manhattan Community College; BSN, Mt. Sinai School of Nursing, City College; Registered Nurse.

Minnie Carlisle
Career Educator/Counselor, Family Institute, Division of Adult and Continuing Education; BA, Long Island University.

Dorene Carlucci
Higher Education Assistant, Assistant Bursar, Bursar’s Office, Division of Administration; BS, Queens College.

Arlene Carpio
CUNY Office Assistant, Level II, Library Department, Office for Academic Affairs, AAS, LaGuardia Community College.

Emily Carrasquillo
Counselor and Lecturer, Academic and Career Counseling Cluster, Division of Student Affairs and Enrollment Management; BA, MA Lehman College.

Barbara A. Carson
Assistant Director, Theatre Department, Higher Education Assistant, Division of Institutional Advancement; AA, LaGuardia Community College; BA, Queens College.
Denise A. Carter  
Professor, Mathematics Department, Division for Academic Affairs; BS, Howard University; MA, M.Ed., EdD, Teachers College, Columbia University.

Hazel M. Carter  
Coordinator, Freshman Programs; Higher Education Associate, Division for Academic Affairs, BA, University of the West Indies, MS, New School for Social Research.

Beatrice Castillo  
CUNY Office Assistant, Level I, Division of Student Affairs and Enrollment Management.

Marcia Caton  
Director, Nursing Program, Professor, Natural and Applied Sciences Department, Division for Academic Affairs; BSN, MSN, Hunter College; Registered Nurse.

James D. Cernigliaro  
Professor, Accounting and Managerial Studies Department, Division for Academic Affairs; BBA, Baruch College; MS, Long Island University, C.W. Post Center; Certified Public Accountant, New York.

Edwin Castileblanco  
Campus Peace Officer, Public Safety Department, Division of Administration; AS, Queensborough Community College.

John Chaffee  
Professor, Coordinator of Creative and Critical Thinking Studies, Humanities Department, Division for Academic Affairs; BA, Johns Hopkins University; Ph.D., New York University.

Kaywan Chan  
CUNY Office Assistant, Level III, Library Department, Division for Academic Affairs.

Enock Charlotin  
Program Chairperson/Computer Associates Software; AAS, LaGuardia Community College.

Godfrey G. CheePing  
Chief College Laboratory Technician, Natural and Applied Sciences Department, Division for Academic Affairs; BS, Long Island University.

Elizabeth Chevres  
Campus Peace Officer, Public Safety Department, Division of Administration.

John Chiarkas  
Program Coordinator, CUNY CATCH, Division of Adult and Continuing Education; BA, Pace University; EDM, Antioch College; EDM Doctorate, Columbia University.

Judith Chilowitx  
Teacher, The International High School; BA, SUNY-Binghamton; MA, Hunter College.

Mario Chioldi  
Teacher, Middle College High School; BA, Case Western Reserve University; MA, New York University.

Georgia Christgar  
English Teacher, Middle College High School; BA, Taylor University.

Judith Chiti  
Director of Grants Development, Higher Education Officer, Division of Institutional Advancement; BSed, City College.

Ellynor Chretien  
CUNY Administrative Assistant, Level I, Office of the President.

Hui Jung (Joanne) Chu  
Office Manager, EMT Program, Division of Adult and Continuing Education; AAS, LaGuardia Community College.

Connie Chui  
Grants, Fiscal and Personnel Assistant, Assistant to Higher Education Officer, Division of Adult and Continuing Education; BA, Queens College.

Louis Chung  
College Laboratory Technician, Library Department, Division for Academic Affairs; BA, St. Johns University.

Alfredo Cifuentes  
Senior College Laboratory Technician, Natural and Applied Sciences Department, Division for Academic Affairs; AS, LaGuardia Community College; BA, Queens College.

Barbara Cipriani  
Secretary, The English Language Center, Division of Adult and Continuing Education.

Genevieve Clark  
Campus Peace Officer, Public Safety Department, Division of Administration.

Rachel Clark  
Mail Room Office Aide, Administrative and Support Services Department, Division of Administration.

Clifton Clarke  
Professor, Accounting and Managerial Studies Department, Associate Dean for Institutional Planning, Office of the President, BS, MA, Brooklyn College; M.Ed., EdD, Columbia University; New York State Certified Public Accountant.

Joy Clarke  
Substitute Counselor, Academic and Career Counseling Cluster, Division of Student Affairs and Enrollment Management; BS, Brooklyn College; MA, Hunter College.

Dragos Coca  
Aquatics Coordinator, Assistant to Higher Education Officer, Recreation Department, Division of Student Affairs and Enrollment Management; BS, Romanian Institute of Civil Engineering, Romania.

Allen Cohen  
Director of Career and Professional Programs, Higher Education Assistant, Division of Adult and Continuing Education; BA, SUNY at Buffalo; MA, City College.

Bette Cohen  
Associate Professor, Natural and Applied Sciences Department, Division for Academic Affairs; BS, Lehman College; MS, Columbia University; Registered Dietitian; Certified Diabetes Educator; Certified Dietitian Nutrition.

Dale Cohen  
College Graphic Designer, Communications, Division of Institutional Advancement; BA, Cornell University.

Lorraine Cohen  
Professor, Social Science Department, Division for Academic Affairs; BA, SUNY at Potsdam; MA, Ohio State University; Ph.D., Graduate School and University Center, CUNY.

Simon R. Cohen  
Mathematics Teacher, The International High School; BA, MA, Queens College.

Robert E. Coiro  
Lecturer, Accounting and Managerial Studies Department, Division for Academic Affairs; BS, MBA, Long Island University.

Terry J. Cole  
Lecturer, English Department, Division for Academic Affairs; BS, Lehman College; MA, City College.

Alicia Colon  
Director of Information Systems, Higher Education Associate, Information Systems, Division of Information Technology, AAS, LaGuardia Community College; BS, Brooklyn College.

Brian Colon  
Property Manager, Administrative and Support Services Department, Higher Education Assistant, Division of Administration; BBA, University of Puerto Rico; MBA, Baruch College.
Barbara Comins
Associate Professor, English Department, Division for Academic Affairs; BME, Baldwin-Wallace College; MM, Kent State University; MA, Hunter College; MPhil, Graduate School and University Center, CUNY; Ph.D., Graduate School and University Center, CUNY.

Mariana Conde
Technical Support Aide, Office of Instructional Services, Division of Information Technology; AAS, LaGuardia Community College.

Timothy J. Connor
Teacher, Institute for the Arts and Technology, Middle College High School; BS, Oneonta (SUNY); MS, New York Institute of Technology.

Celisha Copeland-Borges
Campus Peace Officer, Public Safety Department, Division of Administration.

Edward Coppola
Senior College Laboratory Technician, Humanities Department, Division for Academic Affairs; BA, Brooklyn College; MFA, Brooklyn College.

Josephine Corso
Laboratory Administrator Sr. CLT, Office of Instructional Services, Division of Information Technology; AAS, LaGuardia Community College; AA, St. John’s University; BS, Graduate Center, CUNY.

Catherine D. Costa
Associate Professor, English Department, Division for Academic Affairs; BA, Marymount Manhattan College; MA, University of Maryland, College Park; Ph.D., Graduate School and University Center, CUNY.

Gordon Crandall
Instructor, Mathematics Department, Division for Academic Affairs; BA, Cornell University; MA, New York University; Ph.D., Graduate School and University Center, CUNY.

Vivian Cruz
CUNY Office Assistant, Level III, Accounting Office, Division of Administration; AAS, LaGuardia Community College.

Maria Cuervo
Information Systems Aide, Coordinator, Payroll Management Systems Office, Division of Administration.

Raquel Cuevas
Technical Support Aide, Level I, Library Department, Division for Academic Affairs.

Cecilia Cunningham
Principal, Middle College High School; BS, St. Peter’s College; MS, Long Island University; MEd, EdD, Columbia University, Teachers College.

Grace Cumberbatch
Associate Professor, Natural and Applied Sciences Department, Division for Academic Affairs; BSN, MA, New York University; Registered Nurse.

Janet Cyril
Lecturer, Director Center for Community Education, Division of Adult and Continuing Education; BS, SUNY at Empire State College; BA, Shimer College; MSW, Hunter College School of Social Work.

Leonard Dagnino
Motor Vehicle Operator, Division of Administration; AAS, LaGuardia Community College.

Renee L. Daniels
College Recruiter, Assistant to Higher Education Officer, Admissions Office, Division of Student Affairs and Enrollment Management; BA, John Jay College of Criminal Justice.

Roslyn Darby
Administrative Assistant, The Family Institute, Division of Adult and Continuing Education.

Diane Darcy

Steve Dauz
Director, College Discovery Program, Higher Education Associate, Division of Student Affairs and Enrollment Management; BA, MS, Hunter College.

Carla Davidson
Counselor, COPE Program, Division of Student Affairs and Enrollment Management; BA, SUNY Brockport, MA, New York University.

Donald A. Davidson
Professor, Computer Information Systems Department, Division for Academic Affairs; BS, Columbia University; LLB, JD, Blackstone Law School; Certified Data Processor.

Jeffrey W. Davis
Professor, Accounting and Managerial Studies Department, Division for Academic Affairs; BS, Hunter College; MBA, Baruch College; New York State Certified Public Accountant.

John Henry Davis
Associate Professor, Humanities Department, Division for Academic Affairs; BA, Stanford University; MFA, University of Southern California.

Andrea T. Dawes
Adult Basic Education Instructor, Adult Learning Center; Division of Adult and Continuing Education; BA, York College; MA, Teachers College, Columbia University.

Anthony DeFazio
Teacher, The International High School; BA, Rhode Island College; MA, University of Rhode Island; MA, New York University.

Ruth DeJesus
Fiscal Monitor, Family Institute, Division of Adult and Continuing Education; AAS, LaGuardia Community College.

Hendrick Delcham
Instructor, Mathematics Department; Division for Academic Affairs, BS, MS, SUNY, Buffalo.

Guadeloupe de la Cruz
Secretary, Center for Community Education, Division of Adult and Continuing Education.

Walter DeLaTorre
Senior College Laboratory Technician, Computer Information Systems Department, Division for Academic Affairs; BA, Queens College.

Henry Derenoncourt
Manager, End-User Support, Information Systems Associate, Level I, Department of End-User Support, Division of Information Technology; Diploma, Electronic Engineering Technology, DeVry Technical Institute.

Wendy Derjue
Teacher-Physical Science; ScB Brown University.

LaVora E. Desvigne
Associate Director of Admissions, Admissions Office, Higher Education Associate, Division of Student Affairs and Enrollment Management; AB, Brown University; M.Ed., University of Memphis.

Jane Devine
Associate Professor and Serials Librarian, Library Department, Division for Academic Affairs; BA, MLS, MA; St. John’s University.

Maria A. Diaz
CUNY Office Assistant Level IV, Social Science Department, Division for Academic Affairs; AAS, LaGuardia Community College.

Mae Dick
Acting Director Adult Learning Center, Higher Education Associate (Substitute), Division of Adult and Continuing Education; BA, Hunter College; MSW, New York University.
Sandra Dickinson  
Chairperson and Professor, Humanities Department, Division for Academic Affairs; BA, University of Maine; MA, University of Rochester; MS, Emerson College; Ph.D., New York University.

Patricia M. Dillon  
Professor, Natural and Applied Sciences Department, Division for Academic Affairs; BSN, Lehman College; MA, New York University; Registered Nurse.

Robert Dishon  
Archivist, Assistant to Higher Education Officer, Division for Academic Affairs; BA, Ohio Dominican College; MA, New York University.

Linda Dong  
CUNY Office Assistant, Level I, English Department, Division for Academic Affairs.

Maureen Doyle  
Associate Professor, Natural and Applied Sciences Department, Division for Academic Affairs; BA, Trinity College; MSW, Columbia University School of Social Work; CSW, New York State.

Mario Dramis  
College Laboratory Technician, Department of Instructional Services, Division of Information Technology; AAS, LaGuardia Community College.

Barbara Dropp  
CUNY Administrative Assistant, Level II, Office for Academic Affairs, Division for Academic Affairs.

Diane E. Ducat  
Professor, Division of Cooperative Education; BA, Rutgers University, Douglass College; M.Ed., University of Florida; Ph.D., Columbia University.

Desiree Duda  
New York Downstate Coordinator, Northeast Technical Assistance Center, Program for Deaf Adults, Division of Adult and Continuing Education; BA, Pennsylvania State University; MA, New York University.

Robert J. Durfey  
Professor and Counselor, Personal Counseling and Student Life Development Cluster, Division of Student Affairs and Enrollment Management; BA, Le Moyne College; MSED, Hunter College; Ph.D., Fordham University; Registered and Licensed Psychologist.

Mary Beth Early  
Professor Occupational Therapy, Natural and Applied Sciences Department, Division for Academic Affairs; BA, Manhattanville College; MS, Columbia University; Registered and Licensed Occupational Therapist.

Sulema A. Ebrahim  
Associate Dean, Division of Student Affairs and Enrollment Management; BA, MA, City College.

Joan E. Edmonds-Ashman  
Associate Professor and Counselor, Personal Counseling and Student Life Development Cluster, Division of Student Affairs and Enrollment Management; BA, MSED, City College.

Learie Edwards  
Trainer Employment Center, Adult Career Counseling and Resource Center, Division of Adult and Continuing Education; BS, Wilberforce University, Ohio.

Mauera Egan  
College Laboratory Technician, Natural and Applied Sciences Department, Division for Academic Affairs; AAS, SUNY Delhi; BS, SUNY Oswego.

Francine Egger-Sider  
Assistant Professor and Cataloger, Library Department, Division for Academic Affairs; BA, Hunter College; MLS, Columbia University School of Library Service; MALS, Graduate Center, City University of New York.

Ellen Eisenberg  
Administrative Assistant, Assistant to HEO, Middle College High School; AA, LaGuardia Community College.

Nora G. Eisenberg-Halper  
Professor, English Department, Division for Academic Affairs; BA, City College; MA, Ph.D., Columbia University.

Berton R. Eisenstadt  
Senior College Laboratory Technician, English Department, Division for Academic Affairs; BA, New York University.

Richard Elliott  
Vice President, Division of Administration; BBA, Baruch College; MBA, St. John's University; NYS Certified Public Accountant.

Dorothy Ellis  
Associate Professor, Department of Humanities, Division for Academic Affairs; BA, Hunter College; MA, Purdue University; Ph.D., CUNY Graduate Center.

Theresa Ellis  
Instructor, Family Institute, Division of Adult and Continuing Education.

Debra Engel  
Assistant Professor, ACCE, Natural and Applied Sciences Department; Division for Academic Affairs, BS, SUNY at Buffalo, MA, Brooklyn College, NYS Licensed Physical Therapist.

Helmut Eppich  
Substitute College Laboratory Technician, Humanities Department, Division for Academic Affairs, BFA, City College.

Ira D. Epstein  
Professor, Communication Skills Department, Division for Academic Affairs; BA, MA, Brooklyn College; Ph.D., Fordham University.

Nancy Erber  
Associate Professor, English as a Second Language Program, Division for Academic Affairs; BA, Queens College; MA, Hunter College; MA, Ph.D., Cornell University.

Arnold Escalera  
Print Shop Associate, Print Shop Copy Center, Administrative and Support Services Department, Division of Administration; AA, LaGuardia Community College.

Elvin Escano  
Senior College Laboratory Technician, Mathematics Department, Division for Academic Affairs; AAS, LaGuardia Community College.

Martha Estevez  
Print Shop Assistant, Print Shop Copy Center; Administrative and Support Services Department, Division of Administration.

Eduvina Estrella  
Assistant Director for Teachers Sabbatical Program, Assistant to Higher Education Officer, Division for Academic Affairs; BA, Graduate Center, CUNY Baccalaureate Program.

Eleanor Evans  
College Association Accountant, Accounting Office, Division of Administration; AAS, LaGuardia Community College.

Leonard Everett  
Stockworker, Level I, Loading Dock, Administrative and Support Services Department, Division of Administration.

Tonya Everett  
Campus Peace Officer, Public Safety Department, Division of Administration.

Bret Eynon  
Director, Center for Excellence in Teaching with Technology, Higher Education Officer, Division for Academic Affairs; BA, University of Michigan; Ph.D., New York University.

Jose Fabara  
Lecturer, Communication Skills Department, Division for Academic Affairs; BA, Queens College.

Randi Fader-Smith  
Public Relations Associate, Higher Education Assistant, Division of Institutional Advancement; BS, C.W. Post College; MA, Syracuse University.
Janice Fagan  
Data Specialist, Center for Veterans, Youth and Adults, Division of Adult and Continuing Education.

Mohammad Reza Fakhari  
Professor, Division of Cooperative Education; Director, International Studies Option in Liberal Arts; BA, Winona State University; MA, Ph.D., New School University.

Ruth Falconer  
Records Associate, Assistant to Higher Education Officer Level I, Registrar’s Office, Division of Student Affairs and Enrollment Management; AAS, LaGuardia Community College.

Wenjuan Fan  
Assistant Professor, English as a Second Language, Division for Academic Affairs; BA, Hangzhou University; MA, Ohio University; EdD, University of Cincinnati.

Catherine Farrell  
Professor, Acting Dean, Division of Cooperative Education; BA, Vassar College; MA, M.Ed., Columbia University, Teachers College.

Samuel E. Farrell, II  
Director, Center for Veterans, Youth and Adults, Lecturer, Division of Adult and Continuing Education; BA, Long Island University; MA, City College.

Tom Farrell  
Teacher, CUNY Language Immersion Program, Division of Adult and Continuing Education; BA, Oberlin, MA, TESOL, School of International Training.

Ann E. Feibel  
Associate Professor, PTA Program, Natural and Applied Sciences Department, Division for Academic Affairs; BS in Physical Therapy, Hunter College; MS in Health Administration, Long Island University; Licensed Physical Therapist.

Irwin Feifer  
Professor, Division of Cooperative Education; BA, MA, Brooklyn College; Ph.D., New York University.

Toby S. Feinberg  
Associate Professor, Computer Information Systems Department, Division for Academic Affairs; BA, Rutgers University, Douglass College; MA, Columbia University, Teachers College.

John Felder  
Campus Peace Officer, Public Safety Department, Division of Administration.

Xiwu Feng  
Assistant Professor, Communication Skills Department, Division for Academic Affairs; BA, Xinjiang University; M. Ed., University of Central Oklahoma, Ed.D., Oklahoma State University.

Alfonso Fernandez  
College Print Shop Assistant, Administrative and Support Services Department, Division of Administration.

Mario Fernandez  
Senior College Laboratory Technician, Computer Information Systems Department, Division for Academic Affairs; AS, LaGuardia Community College.

Vanda Fields  
College Accounting Assistant, Accounting Office, Division of Administration; AAS, Berkeley College, NY.

Marilyn Figueroa  
CUNY Office Assistant, Level III, Office of Instructional Services, Division of Information Technology; AAS, LaGuardia Community College.

Alvin Fingerhut  
Bursar, Higher Education Officer, Bursar’s Office, Division of Administration; BBA, MBA, Baruch College.

Thomas A. Pink  
Professor, English Department, Division for Academic Affairs; BA, Princeton University; MA, MPhil, Ph.D., Columbia University.

Eve Fischthal  
Lecturer, Computer Information Systems Department, Division for Academic Affairs; BA, Long Island University; MA, SUNY at Stony Brook.

Mary Fjeldstad  
Lecturer, Communication Skills Department, Division for Academic Affairs; BA, University of Minnesota; MA, Columbia University, Teachers College.

Judi Flamenbaum  
Senior Administrative Assistant, Adult Career Counseling and Resource Center, Division of Adult and Continuing Education.

Miledy Fland-Aviles  
Technical Support Aide, Office of Instructional Services, Division of Information Technology; AAS, LaGuardia Community College.

Jose Flores  
College Interior Designer II, Facilities Design and Construction, Division of Administration; AAS, LaGuardia Community College; BFA, New York Institute of Technology.

Yvonne Flores  
Secretary/Fiscal Monitor, Grants Development Office, Division of Institutional Advancement.

Louise Flask  
Associate Professor and Coordinator of Instruction, Library Department, Division for Academic Affairs; BA, University of Toronto; MLS, Columbia University, MA, New York University.

Eileen Flynn  
Principal’s Administrative Secretary, Middle College High School.

Brian Fogelson  
Campus Peace Officer, Public Safety Department, Division of Administration.

Dona Fombellida  
CUNY Office Assistant, Level II, Theatre Department, Division of Institutional Advancement.

Tyrone Ford  
Job Developer, Project Enable, Division of Adult and Continuing Education.

DeLois Foreman  
Assistant to the Associate Dean, Division of Adult and Continuing Education; AAS, LaGuardia Community College.

Kathleen Forestieri  
Chairperson and Professor, Accounting and Managerial Studies Department, Division for Academic Affairs; AAS, Borough of Manhattan Community College; BA, Queens College; MPA, Baruch College; Certified Public Accountant, Florida and New York.

Evelyn Franco  
Information Systems Aide, Administrative and Support Service Department, Division of Administration; AA, LaGuardia Community College.

Betty Frank  
Teacher, The International High School; MS, MA, Queens College.

Michael Frank  
Assistant Professor, Division of Cooperative Education; BA, Washington Square College; MA, New School for Social Research.

Mathilde Fraunhofer  
Technical Support Aide, Level IB, Payroll Management System Office, Division of Administration.

Alexis D. Frazier  
Director, College for Children, Associate Professor, Division of Adult and Continuing Education; BA, New York University; MA, EdD, Columbia University, Teachers College.
Debby Freedman
English Teacher, Middle College High School; BFA, Boston University; MS, Emerson College; M.Ed., St. John's University.

William D. Freeland
Director of Communications, Higher Education Officer, Division of Institutional Advancement; BS, Philadelphia College of Bible; MS, Columbia University.

Donald Freeman
Assistant Principal of Guidance, Middle College High School; BA, MAT, Fordham University; MA, New York University; PD, Queens College.

James Frost
Professor, Computer Information Systems Department, Division for Academic Affairs; BS, City College; MS, Ph.D., New York University.

Michael Fulton
Associate Director, Higher Education Assistant, Office of Personnel and Labor Relations, Division of Administration; BA, SUNY at New Paltz.

Theodore Gabriel
Instructor, Accounting and Managerial Studies Department, Division for Academic Affairs; MSBA, St. Louis University.

Jane Galehouse
Assistant Director of Financial Aid, Higher Education Assistant, Division of Student Affairs and Enrollment Management; BA, North Dakota State.

Brian T. Gallagher
Professor, English Department, Division for Academic Affairs; BA, Fordham University; MA, Ph.D., University of Pennsylvania.

Joseph Gallo
Sergeant, Campus Peace Officer, Public Safety Department, Division of Administration.

Sean Galvin
Liberty Partnership Program Director, Division for Academic Affairs; BA, Tulane University; M.Ed., Loyola University; Ph.D., Indiana University.

John Gantzer
Associate Professor, English as a Second Language Program, Division for Academic Affairs; BA, University of Cincinnati; MA, University of Hawaii; MLS, Queens College; Ph.D., New York University.

Jie Gao
Instructor, English as a Second Language Program, Division for Academic Affairs; MA, Beijing University

John Garcia
Director of Non-Credit Program Operations, Higher Education Officer, Division of Adult and Continuing Education; BA, University of Texas at Austin; MA, Columbia University, Teachers College.

Zeanna Garcia
CUNY Office Assistant, Level II, College and Community Relations, Division of Institutional Advancement; AS, LaGuardia Community College.

Lila Gardner
Teacher, CUNY English Language Immersion Program, Division of Adult and Continuing Education; BA, Barnard College; MA, Teachers College, Columbia University.

Carol Garel
Associate Professor, Nursing Program, Natural and Applied Sciences Department, Division for Academic Affairs; BSN, MSN, Hunter College; Registered Nurse.

Patricia D. Garrett
Placement Counselor, Higher Education Associate, Division of Cooperative Education; BA, West Virginia State; MS, Hunter College.

Qi-Jian Gau
Information Systems Associate, Level I, Institutional Research, Division of Information Technology, AAS, LaGuardia Community College.

Yvonne Gaul
Campus Peace Officer, Public Safety Department, Division of Administration; AAS, LaGuardia Community College.

Despene Gazianis Stough
Special Assistant to the Vice President, Division of Adult and Continuing Education; BA, Cornell University; MA, New York University.

Judith Gazzola
Associate Director of Academic and Career Counseling Cluster, Higher Education Associate, Division of Student Affairs and Enrollment Management; AA, LaGuardia Community College; BA, Queens College; MA, Hunter College.

Juan Genao
Stockworker, Level II, Loading Dock, Administrative and Support Services Department, Division of Administration; AAS, LaGuardia Community College.

Judith Gex
Lecturer, English as a Second Language Program, Division for Academic Affairs; BA, University of Cincinnati; MA, Columbia University, Teachers College; MA, Boston University.

Anthony P. Giangrasso
Professor, Mathematics Department, Division for Academic Affairs; BS, Iona College; MS, Ph.D., New York University.

Laurene Gigante
Administrative Support Coordinator, Assistant to Higher Education Officer, Division of Cooperative Education; AAS, LaGuardia Community College.

Linda Gilberto
Associate Dean and Associate Professor, Division of Adult and Continuing Education; BA, College of New Rochelle; MA, University of Chicago; D.S.W., City University of New York.

Patricia Girard
CUNY Administrative Assistant, Computer Information Systems Department, Division for Academic Affairs.

Susan J. Gitzi
Senior College Laboratory Technician, Humanities Department, Division for Academic Affairs; AA, LaGuardia Community College; BA, Brooklyn College; MA, New York University.

Timothy Gleason
Sergeant, Campus Peace Officer, Public Safety Department, Division of Administration.

Marcia Glick
Associate Professor, Communication Skills Department, Division for Academic Affairs; BS, MS, Brooklyn College; EdD, Hofstra University.

Aaron Glover
Coordinator, Family Institute, Division of Adult and Continuing Education; AAS, LaGuardia Community College.

Eileen Goldberg
CUNY Administrative Assistant, Library Department, Division for Academic Affairs.

Barry Goldman
Teacher, Middle College High School; BA, Queens College; MA, New York University.

Brian Goldstein
Director of Fitness, Recreation and Aquatics Programs, Higher Education Associate, Recreation Department, Division of Student Affairs and Enrollment Management; BFA, University of Bridgeport; MA, New York University; EdM, Columbia University, Teachers College.

Linda Goldstein
CUNY Office Assistant, Level III, Personal Counseling, Division of Student Affairs and Enrollment Management; AA, LaGuardia Community College.

133
Ruth Gomez
CUNY Office Assistant, Level III, Office of the Vice President of Student Affairs and Enrollment Management; AAS, LaGuardia Community College.

Lilik Gondopirno
Senior College Laboratory Technician, English as a Second Language Program, Division for Academic Affairs; BA, Sonota Dharma
Teacher Training College, Indonesia; MA, School for International Training, Vermont.

Arlene Gonzalez
Teacher, The International High School; BA, Queens College.

Millicent Gordon
Assistant Professor, Accounting and Managerial Studies Department, Division for Academic Affairs; BA, MA, Brooklyn College; Certified Public Accountant.

Michael Gottlieb
Assistant Professor, Natural and Applied Sciences Department, Division for Academic Affairs; BA, MA, Queens College; MPhil/Ph.D., Graduate School and University Center, CUNY.

Yogi Gouden
Recreation Assistant, Gymnasium, Division of Institutional Advancement.

Brenda Graber
Guidance Counselor, Institute for The Arts and Technology, Middle College High School; BA, City College; MA, Long Island University.

Gabrielle Grant
Teacher, Middle College High School; BS, MA, Columbia University.

Shakerrah Grant
CUNY Office Assistant, Level I, Admissions Office, Division of Student Affairs and Enrollment Management.

James Grantham
Corporal, Campus Peace Officer, Public Safety Department, Division of Administration; AAS, LaGuardia Community College.

William Grauer
College Laboratory Technician, Media Services, Library Department, Division for Academic Affairs; BFA, New York Institute of Technology.

Gail Green-Anderson
Associate Professor, English Department, Division for Academic Affairs; BA, George Washington University; BS, Baruch College; MA, SUNY at Oneonta; Ph.D., Graduate School and University Center, CUNY.

Judith Green
Counselor/Instructor, Adult Career Counseling and Resource Center, Division of Adult and Continuing Education; BA, Kean College.

Ronnie Green
Teacher, The International High School; BA Boston University; MA, City College.

Joan M. Greenbaum
Professor, Computer Information Systems Department, Division for Academic Affairs; BS, Pennsylvania State University; Ph.D., Union Graduate School.

Naomi S. Greenberg
Professor, Natural and Applied Sciences Department, Division for Academic Affairs; BS, MPH, Columbia University; Ph.D., Columbia Pacific University; Registered and Licensed Occupational Therapist.

Stephen Greens
Computer Operator, Assistant to Higher Education Officer, Network Administration Department, Division of Information Technology; AAS, LaGuardia Community College; BA, Queens College.

Stanley Greff
Sergeant, Campus Peace Officer, Public Safety Department, Division of Administration.

Carmen Griffin
Media Services Technician, Theater Department, Division of Institutional Advancement.

Amanda Grisales
CUNY Office Assistant, Level IV, Office of Financial Aid, Division of Student Affairs and Enrollment Management; AAS, LaGuardia Community College.

Linda A. Groarke
Instructor, Paramedic Program Director, Division for Academic Affairs, BA, Columbia University; MPH, Columbia University; MSUP, Columbia University; NYS Paramedic and Certified Instructor Coordinator.

David Grodsky
Teacher, Conflict Resolution Specialist, Middle College High School; BA, Princeton University.

Nancy Gross
Lecturer, English as a Second Language Program, Division for Academic Affairs; BA, SUNY at Binghamton; MA, Hunter College.

Joanna Gruszecka
Information Systems Aide, Level I, Department of Information Systems, Division of Information Technology; MA, Nicolaus Copernius University, Poland.

Brian Gurian
Coordinator for Educational Programs, Assistant to Higher Education Officer (Substitute), Division for Academic Affairs; BA, Hunter College, MA, University at Albany.

Carmen Guzman
Lab Technician, Division of Adult and Continuing Education.

Karla Guzman
Technical Support Aide, Level II, LaGuardia and Wagner Archives; AAS, LaGuardia Community College.

Adjoa E. Gzifa
Counselor/Case Manager, Family Institute; BA, York College; MA, Queens College.

Deborah Hairston
Assistant Registrar for Graduation and Records, Registrar’s Office, Higher Education Assistant, Division of Student Affairs and Enrollment Management; BS, York College.

Kamal Hajallie
Assistant Professor, Mathematics Department, Division for Academic Affairs; BS, New York Institute of Technology; MS, Ph.D., Polytechnic Institute of New York.

Chin Han
Family Worker, The International High School; MD, West Union University, China.

Abdou Hannoufi
Coordinator, Non-Intensive Programs, The English Language Center, Division of Adult and Continuing Education; BA, University of Fes; MA, Ph.D., SUNY Stony Brook.

Sandra Sellers Hanson
Chairperson and Professor, English Department, Division for Academic Affairs; BA, Luther College; MS, University of Wisconsin; Ph.D., New York University.
Deborah P. Harrell  
Professor, Accounting and Managerial Studies 
Department, Division for Academic Affairs; 
AAS, Manhattan Community College; BA, 
Hunter College; MA, New York University; 
MS, Baruch College; Ed.D, Columbia University.

Shirley Hartwell  
Clerical Assistant, Adult and Career 
Counseling and Resource Center, Division of 
Adult and Continuing Education.

Ba-Hesya Harris  
Assistant Registrar for Registration and 
Records, Higher Education Assistant, 
Registrar’s Office, Division of Student Affairs 
and Enrollment Management; AA, Borough of 
Manhattan Community College; BS, CUNY 
Baccalaureate Program.

Shirley Hartwell  
PCD Teacher, The International High School; 
BA, York College; MA, Columbia University.

Carol Haspel  
Professor, Natural and Applied Sciences 
Department, Division for Academic Affairs; 
BA, Brooklyn College; MS, City College; 
Ph.D., Graduate School and University Center, 
CUNY.

Stacy Hayes  
CUNY Office Assistant, Level I, Alumni 
Relations Office, Division of Institutional 
Advancement.

Dina Heisler  
Teacher, The International High School; BA, 
City College, MA, Hunter College.

Joan Heitner  
Associate Professor, Division of Cooperative 
Education; BA, New York University; MSEd, 
Hunter College.

Peggy Hendrick  
CUNY Office Assistant, Level II, Division for 
Academic Affairs; AAS, LaGuardia 
Community College; BA, York College.

T. Gene Henrikson  
Teacher, Middle College High School; MDiv, 
Garrett Theological Seminary; BA, Macmurray 
College.

Richard Henry  
Coordinator, English as a Second Language 
Program, Division for Academic Affairs; BA, 
University of Albany; MS, SUNY at Albany.

Ana Maria Hernandez  
Professor, Humanities Department, Division 
for Academic Affairs; BA, Queens College; 
MA, Graduate School and University Center, 
CUNY; Ph.D., New York University.

Rosa Herrera-Rodriguez  
College Laboratory Technician, English as a 
Second Language Program, Division for 
Academic Affairs; BA, St. Mary’s University, 
Peru; MSED, Fordham University.

Margaret Hilenberg  
Coordinator for Divisional Personnel, Higher 
Education Assistant, Division for Academic 
Affairs; BA, Queens College; MA, Adelphi 
University.

Robert Hills  
Coordinator, Interpreter Education Program, 
Program for Deaf Adults; Division of Adult 
and Continuing Education; BA, California 
State at San Diego.

Maere Hitzenbuhler  
Teacher, International High School; BA, 
Boston University; MA, Queens College; MA, 
Columbia University.

Thomas Hladek  
Business Manager, Higher Education Officer, 
Business Office, Division of Administration; 
BA, Queens College.

Anthony S. Hoffman  
Assistant Principal, Administration, Middle 
College High School; BBA, MA, University of 
Wisconsin; MS, City University; MS, Bank 
Street College.

Katie Hogan  
Associate Professor, English Department, 
Division for Academic Affairs; BBA, Western 
Connecticut State University; MA, 
Northeastern University; Ph.D., Rutgers 
University.

John F. Holland  
Associate Professor, Communication Skills 
Department, Division for Academic Affairs; 
BA, Lehman College; MA, City College.

Lucy B. Hollander  
Assistant Producer, Adult Programs, Theatre 
Department, Division of Institutional 
Advancement; BA, Smith College; MA, 
University of Michigan.

Edward Hollins  
College Graphics Designer, Level I, Desktop 
Publishing, Division of Student Affairs and 
Enrollment Management; AS, LaGuardia 
Community College.

Eula Kate Hollis  
Programmer Analyst, Information Systems 
Associate, Level I, Department of Information 
Systems, Division of Information Technology; 
BBA, Baruch College.

J. Richard Holmes  
Counselor, and Associate Professor, College 
Discovery Program, Division of Student 
Affairs and Enrollment Management; BA, 
University of Connecticut; MA, Newark State 
College; M.Ed., Teachers College, Columbia 
University.

Annette Holmes-Hanley  
Assistant to Higher Education Officer, 
Executive Secretary to The President; Office 
of The President; BA, Marymount Manhattan 
College.

Shirley F. Hopkins  
Teacher, Institute for the Arts and Technology, 
Middle College High School; BS, Brooklyn 
College.

Toby Horowitz  
Mathematics Teacher, The International High 
School; BA, CCNY; MA, Yeshiva University.

Patricia Howard  
Coordinator for Civil Service, Assistant to 
Higher Education Officer, Office of Personnel 
and Labor Relations, Division of 
Administration; BSc, University of the West 
Indies, MBA, PACE University.

Michael Horwitz  
Counselor and Lecturer, Academic and Career 
Counseling Cluster, Division of Student 
Affairs and Enrollment Management; BA, 
University of Richmond; MA, Virginia 
Commonwealth University.

Benjamin Hunt  
Coordinator of Special Programs, LaGuardia 
Urban Center for Economic Development, 
Division of Adult and Continuing Education; 
BS, New York University; MBA, Pace 
University.

Juan Hurtado  
Senior College Laboratory Technician, Media 
Services, Library Department, Division for 
Academic Affairs; AAS, LaGuardia 
Community College.

J. Richard Holmes  
Counselor, and Associate Professor, College 
Discovery Program, Division of Student 
Affairs and Enrollment Management; BA, 
University of Connecticut; MA, Newark State 
College; M.Ed., Teachers College, Columbia 
University.

Richard Henry  
Coordinator, English as a Second Language 
Program, Division for Academic Affairs; BA, 
University of Albany; MS, SUNY at Albany.
Robert Kluberdanz
Teacher, Middle College High School; BA, SUNY; MA, CUNY.

Doreen Kolomechuk
Assistant Professor, Division of Cooperative Education; BA, SUNY at Oneonta; MS, Hofstra University; MSW, Hunter College School of Social Work.

Joseph M. Komijenovitch
City Council Archivist, Assistant to Higher Education Officer, Division for Academic Affairs; BA, Hofstra University; MA, Certificate of Archival Management, New York University.

William Koosbergen
Professor, Coordinator of Speech Communication, Humanities Department, Division for Academic Affairs; BA, MA, Louisiana State University; M.Phil., Graduate Center of CUNY; Ph.D., Graduate School and University Center, CUNY.

Krystyna Kopacki
Data base Programmer, Information Systems Assistant, Level I, Department of Information Systems, Division of Information Technology; AS, LaGuardia Community College; BA, Queens College; MS, Candidate, Baruch College/Graduate Center.

Raisa Kozmina
Educational Assistant, The International High School; BA, Teacher’s Training College, Russia; BA, College of Library Science, Russia.

JoAnn Kranis
Interpreter Education, Project Director, Program for Deaf Adults, Division of Adult and Continuing Education; BA, Brooklyn College; MA, New York University.

Alan Krull
Teacher, The International High School; BA, Brooklyn College; MS, Ithaca College.

Suma Kurien
Professor and Senior Administrator, English Language Center, Division of Adult and Continuing Education; BA, University of Madras; MA, University of Mysore; MA, EdD, Columbia University, Teachers College.

William Kurzyna
Substitute Instructor, Communication Skills Department, Division for Academic Affairs; BA, Fordham University; MA, CUNY Graduate Center.

Janice Kydd
Coordinator, Family Institute for Education, Training and Employment, Higher Education Assistant, Division of Adult and Continuing Education; BA, Queens College; MS, SUNY at Stony Brook.

Angelo Kyriacou
Assistant Print Shop Coordinator, Print Shop and Copy Center, Print Shop Associate, Administrative and Support Services Department, Division of Administration; AA, Borough of Manhattan Community College.

Arlene L. Ladden
Professor, English Department, Division for Academic Affairs; BA, SUNY at the University Center at Buffalo; MFA, University of Iowa; MA, MPhil, Ph.D., New York University.

Marvin Lambert
Campus Peace Officer, Public Safety Department, Division of Administration.

Maxine Lance
CUNY Office Assistant, Level IV, College Discovery Program, Division of Student Affairs and Enrollment Management; AAS, LaGuardia Community College.

Javier Larena
College Laboratory Technician, Humanities Department, Division for Academic Affairs; AAS, LaGuardia Community College.

Richard Lareatiqui
Corporal, Campus Peace Officer, Public Safety Department, Division of Administration.

John Lattuca
Campus Peace Officer, Public Safety Department, Division of Administration.

Arthur Lau
Executive Associate to the Vice-President and Associate Professor, Division for Academic Affairs; BA, MA, Chinese University of Hong Kong; MEd, EdD, Teachers College, Columbia University.

Billy Lau
Sr. Network Administrator, Information Systems Associate II, Department of Network Administration, Division of Information Technology; AAS, LaGuardia Community College.

Carrie Lazarus
CUNY Office Assistant, Level IV, Office of the Vice President, Division of Adult and Continuing Education.

Carole Lazorisak
Lecturer, Natural and Applied Sciences Department, Division for Academic Affairs; BA, Gallaudet University; MA, New York University.

Ruth M. Lebovitz
Counselor and Professor, Division of Student Aff airs and Enrollment Management; BA, University of Pittsburgh; MA, George Washington University; Ph.D., Columbia University.

Yun Lee
CUNY Office Assistant, Level I, Natural and Applied Sciences Department, Division for Academic Affairs; BA, MA, City College; JD, Brooklyn Law School.

Margit Lesser
Senior College Laboratory Technician, COTA, Natural and Applied Sciences Department, Division for Academic Affairs; AS, LaGuardia Community College.

Paul Levine
Instructor, Division of Cooperative Education; BA, New York University; M.Ed, Columbia University, Teachers College.

Robert Levine
Grants Research Associate, Director of Upward Bound, Division for Academic Affairs; BA, SUNY at the University Center at Brockport; MA, Queens College.

Clementine Lewis
Assistant Professor and Extended Day Librarian, Library Department, Division for Academic Affairs; BS, Grambling State University; MLS, MA, SUNY at Albany.

Richard K. Lieberman
Director, LaGuardia and Wagner Archives, Professor, Social Science Department, Division for Academic Affairs; BA, Lehigh University; MA, Ph.D., New York University.

Stephen Lindberg
Teacher, The International High School; BA, University of Wisconsin; MA, New York University.

Aaron Listhaus
Teacher, The International High School; BA, Brooklyn College; MA, Adelphi University.

Theresa Litray-Sardou
Higher Education Associate, Director of Instructional Services, Division of Information Technology; AAS, LaGuardia Community College; BA, Baruch College; BS, Graduate Center, CUNY Baccalaureate Program, MBA, Baruch College.

Sue Livingston
Professor, Program for Deaf Adults, Division of Adult and Continuing Education; BS, MA, Ph.D., New York University.
Vivian Lloyd  
Mail/Message Service Worker, Administrative and Support Services Department, Division of Administration.

Lorencé Long  
Professor, Director of Human Services, Natural and Applied Sciences Department, Division for Academic Affairs; BA, CUNY College; MDiv, Union Theological Seminary; MSW, Adelphi University.

Magalié Lopez  
College Laboratory Technician, Accounting and Managerial Studies Department, Division for Academic Affairs; AS, LaGuardia Community College; BA, Baruch College.

Margarita Lopez  
Professor, Humanities Department, Division for Academic Affairs; BA, Havana Business University; Doctor en Pedagogia, University of Havana.

Roy Lopez  
Campus Public Safety Officer, Public Safety Department, Division of Administration.

Lucy Lorniello  
Secretary, Institute for The Arts and Technology, Middle College High School.

Lewis Louise  
Educational Assistant, The International High School.

Rhonda Love  
Emergency Medical Technician-Defibrillators, Health Services, Student Services Cluster, Division of Student Affairs and Enrollment Management.

Johnny Lucas  
Technical Support Aide, Academic and Career Counseling Cluster, Division of Student Affairs and Enrollment Management.

Kim Lucas  
Counselor, Assistant to Higher Education Officer, Program for Deaf Adults, Division of Adult and Continuing Education; BA, Hofstra University; MA, New York University.

Louis A. Lucca  
Instructor, Humanities Department, Division for Academic Affairs; BA, Seton Hall University; MA, New York University.

Anthony Lugo  
CUNY Office Assistant, Level I, Office of the Vice President of Administration, Division of Administration.

Ruth E. Lugo  
Vice President, Division of Student Affairs and Enrollment Management; BA, University of Puerto Rico; MA, Middlebury College; MA, SUNY at Stony Brook; Ph.D., SUNY at Stony Brook.

Juan Luna  
CUNY Office Assistant, Level I, Office of the Vice President of Student Affairs and Enrollment Management; AAS, LaGuardia Community College.

Giama Luong  
College Accountant Level II, Business Office, Division of Administration, BBA, Baruch College.

Fern Luskin  
Instructor, Humanities Department, Division for Academic Affairs; BA, Tufts University; MA, New York University.

Daniel J. Lynch  
Professor, English Department, Division for Academic Affairs; BA, Fordham University; MA, Ph.D., University of Pennsylvania.

Irma F. Lynch-Patterson  
Senior College Laboratory Technician, Communication Skills Department, Division for Academic Affairs; AA, New York City Community College; BA, Brooklyn College; MA, City College.

John J. Lynch  
Associate Professor, English Department, Division for Academic Affairs; BA, City University of New York; MA, Ph.D., New York University.

Namy Lytle  
Senior College Laboratory Technician, Accounting and Managerial Studies Department, Division for Academic Affairs; AAS, LaGuardia Community College; BS, Graduate Center, Baccalaureate Program, CUNY.

Cecilia Macheski  
Professor, English Department, Division for Academic Affairs; BA, City College; Ph.D., Graduate School and University Center, CUNY.

Perry Mahabeer  
Campus Peace Officer, Public Safety Department, Division of Administration.

Evelyn Maldonado  
CUNY Administrative Assistant, Level I, Office of The President.

Michelle Malone  
Coordinator of Transfer Services, Admissions Office, Assistant to Higher Education Officer, Division of Student Affairs and Enrollment Management; BA, SUNY at Purchase.

Kathleen Mancill  
Administrative Assistant, Program for Deaf Adults, Division of Adult and Continuing Education.

Judith Marks  
Personnel Coordinator for HEO’s, Assistant to Higher Education Officer, Office of Personnel and Labor Relations, Division of Administration; BA, St. Rose College; MA, Goddard College.

Luis Marrero  
College Laboratory Technician, Natural and Applied Sciences Department, Division for Academic Affairs; AAS, LaGuardia Community College.

Sharon Martin  
Intake Specialist, Employment Center, Adult Career Counseling and Resource Center, Division of Adult and Continuing Education.

Bryant Mason  
Higher Education Associate, Media Relations Coordinator, Division of Institutional Advancement; BA, Case-Western Reserve University.

Jane Mataullivan  
College Laboratory Technician, Natural and Applied Sciences Department, Division for Academic Affairs.

Sofia Matos  
Job Developer, Adult Career Counseling and Resource Center, Division of Adult and Continuing Education; A.A.S., LaGuardia Community College.

Valerie Mazzella  
CUNY Office Assistant, Level II, Library Department, Division for Academic Affairs; Word Perfect Certificate, LaGuardia Community College.

Kevin McCarthy  
Teacher, Middle College High School; BA, MS, Dowling College.

Allison McCluer  
Teacher, The International High School; BA, Winona State University; ABD Graduate Faculty, New School for Social Research.

Michael McCullough  
Teacher, CUNY Language Immersion Program, Division of Adult and Continuing Education; BA, University of California at Berkeley; MA, Hunter College.

Kenneth McColm  
Vice President, Division of Information Technology; BA, MS, SUNY at Stony Brook; Ph.D., University of Virginia.

Caryn McCormick  
CUNY Office Assistant, Level I, Department of Building Operations, Division of Administration.
Judith L. McGaughey
Vice President, Division of Adult and Continuing Education; BA, Allegheny College; MEd, Northeastern University.

Lauren McGhie
CUNY Administrative Assistant, Office of the Vice President, Division of Information Technology.

Marian McGraw
Assistant to Higher Education Officer, Personnel Coordinator, Office of Personnel and Labor Relations, Division of Administration; BS Education, State University of New York.

George McGuire
Lab Assistant, Veterans Center, Division of Adult and Continuing Education; AAS, LaGuardia Community College; BS, John Jay College of Criminal Justice.

Melinda Patricia McGuire
Secretary, COPE Program, Division for Academic Affairs; AAS, LaGuardia Community College.

Diane McKee
CUNY Office Assistant, Level II, Natural and Applied Sciences Department, Division for Academic Affairs.

Karen McKeon
CUNY Office Assistant, Level II, Office of the Vice President of Student Affairs and Enrollment Management.

Zuri McKie
Director, Theatre Department, Higher Education Associate, Division of Institutional Advancement; BMus, MMus, University of Hartford.

Freeman McMillan
Program Director, Professor, Division of Cooperative Education; BA, Fordham University; MS, Hunter College.

Troy McNeil
Campus Peace Officer, Public Safety Department, Division of Administration.

Joseph R. McPhee
Professor, Natural and Applied Sciences Department, Division for Academic Affairs; BA, Columbia University; Ph.D., New York University.

Lenore McShane
CUNY Office Assistant, Level III, English Department, Division for Academic Affairs.

Rudhra Meangru
Chief College Laboratory Technician, Mathematics Department, Division for Academic Affairs; AA, LaGuardia Community College; BS, City College.

John Melick
Director, Higher Education Associate, Facilities, Design and Construction, Division of Administration; BFA, New York Institute of Technology.

Gail O. Mellow
President, AS, Jamestown Community College; BA, SUNY at Albany; MS, Ph.D., George Washington University.

Carol Menoez
CUNY Administrative Assistant, Department of Information Systems, Division of Information Technology.

Caroline Mendez
CUNY Office Assistant, Level I, Department of Building Operations, Division of Administration.

Kary Menuan
Computer Aide, Middle College High School; AAS, LaGuardia Community College.

Luis Merchant
Adjudicator, Student Faculty Review Board, Coordinator of Student Programs, Personal Counseling and Student Life and Development Cluster, Assistant to Higher Education Officer, Level I, Division of Student Affairs and Enrollment Management; AA, LaGuardia Community College.

Marilyn Merker
 Substitute Lecturer, Academic and Career Counseling Cluster, Division of Student Affairs and Enrollment Management; BA, Brandeis University, M.Ed, Boston University.

Harriet Mesulam
Administrative Director Learning Communities, Higher Education Assistant, Division for Academic Affairs; AA, LaGuardia Community College; BS, Graduate Center, CUNY Baccalaureate Program.

Sally Mettler
Professor, Humanities Department, Division for Academic Affairs; BA, Syracuse University; MA, EdM, EdD, Columbia University, Teachers College.

Gerald H. Meyer
Chairperson and Professor, Computer Information Systems Department, Division for Academic Affairs; BS, Brooklyn College; MS, Ph.D., Adelphi University.

Mark Meyer
Teacher, Middle College High School; BBA, Baruch College; MA, C.W. Post College.

Bengie Michel
Administrative Assistant, Adult Career Counseling and Resource Center, Division of Adult and Continuing Education.

Janet Michello
Assistant Professor, Social Science Department, Division for Academic Affairs; BA, Rutgers University; M.Ed, Kent State University; Ph.D., University of Akron.

Mary Mielko
CUNY Administrative Assistant, Library Department, Division for Academic Affairs.

Melvy Mileta
CUNY Office Assistant, Level III, Communication Skills Department, Division for Academic Affairs.

Martin Millman
Assistant Professor, Mathematics Department, Division for Academic Affairs; BS, CUNY; MS, Ph.D., New York University.

Igor Milshteyn
College Accountant, Level I, Business Office, Division of Administration; BS, Brooklyn College.

Frank Minton
Counselor, COPE Program, Division of Student Affairs; BA, Lincoln University; MS, Eastern Illinois University.

John Miottel
Teacher/Technology Coordinator, The International High School; BA, St. Mary’s College; MS, Bank Street College of Education.

Kiah Mitchell
Financial Aid Counselor, Assistant to Higher Education Officer, Division of Student Affairs and Enrollment Management, BA, City College of New York.

Dhanraj Mitthu
Campus Peace Officer, Public Safety Department, Division of Administration.

Diana Moll
Coordinator, Bilingual Vocational Health Occupations Programs, Family Institute for Education, Training, Employment and Research, Division of Adult and Continuing Education; BS, State University; MPH, Columbia University School of Public Health.

Robert Monegro
Manager, Media Distribution/Technical Resource, Information Systems Associate, Division of Information Technology; AAS, National University Pedro Henriquez Urena (UNPHU), AAS, Hostos Community College; BS, Lehman College.

Astrid Montano
Intake/Receptionist, Adult Career Counseling and Resource Center, Division of Adult and Continuing Education.
Carol Montgomery
Assistant Professor, Humanities Department, Division for Academic Affairs; BA, University of Redlands; MAT, Fairleigh Dickinson University, Ph.D., CUNY Graduate Center.

Betty Moore
CUNY Administrative Assistant, Mathematics Department, Division for Academic Affairs; AS, Queensborough Community College; BS, Baruch College.

Ana M. Mora
Lecturer, College Discovery Program, Division of Student Affairs and Enrollment Management; BS, Fordham University; MA, MEd, Columbia University, Teachers College.

Kathleen Moran
Teacher, Middle College High School; BA, MA, Saint John’s University.

Louis Moran
Promotions Coordinator, Theatre Department, Division of Institutional Advancement.

Augusto Morando
Programmer Analyst, Higher Education Assistant, Information Systems, Division of Information Technology; BS, Far Eastern University, Manila.

Marie Morelli
CUNY Administrative Assistant, Level I, Office of Personnel and Labor Relations, Division of Administration.

Norella Moreno
Records Assistant, CUNY Office Assistant, Level I, Registrar’s Office, Division of Student Affairs and Enrollment Management; AAS, LaGuardia Community College.

Gustavo Moretto
Assistant Professor, Humanities Department, Division for Academic Affairs; BA, New England Conservatory; MA, DMA, Columbia University.

Eleanor Morley
Teacher, Middle College High School; BA, Hunter College; MA, New School.

Patricia Morson
University Engineering Technician Level II, Assistant to the Director of Design and Construction, Division of Administration.

Baronica Moses
CUNY Office Assistant, Level I, Academic and Career Counseling Cluster, Division of Student Affairs and Enrollment Management; AA, LaGuardia Community College; BA, Hunter College.

Luz Mosquera
Information Systems Aide, Instructional Services, Division of Information Technology; AAS, LaGuardia Community College.

Sadreddin Motia
Purchasing Agent, Level I, Purchasing Office, Division of Administration; BA, New Paltz; MA, Ph.D., New York University.

Eric Moy
CUNY Office Assistant, Level II, Library Department, Division for Academic Affairs; AS, LaGuardia Community College.

Joyce Moy
Director, Center for Workforce Strategies, Division of Adult and Continuing Education; BA, Stony Brook; JD, Hofstra University School of Law.

Barbara Muir
Professor, Mathematics Department, Division for Academic Affairs; BS, MS, City College; EdD, Columbia University, Teachers College.

Christopher Mullaney
Computer Lab Technician, The International High School; BA, Boston College; MA, Fordham University Graduate Program.

Gilbert H. Muller
Professor, English Department, Division for Academic Affairs; BA, University of Kentucky; MA, Ph.D., Stanford University.

Lawrence Muller
Professor, Computer Information Systems Department, Division for Academic Affairs; BEE, Pratt Institute; MS, Polytechnic University of New York; Ph.D., CUNY Graduate Center.

Kathleen Mulryan
Professor, Nursing Program, Natural and Applied Sciences Department, Division for Academic Affairs; BSN, MSN, Hunter College; Registered Nurse.

Paula Murphy
Assistant Professor, Accounting and Managerial Studies, Division for Academic Affairs; AAS, Wood School; BBA, MS, Pace University; MA, New York University.

Eileen M. Murray
Director of Administrative and Support Services, Administrative Superintendent, Level IV, Division of Administration; BA, Mercy College; MS, Baruch College.

Eric Nadelstern
Principal, The International High School; BA, City College; MA, Columbia University.

Mohammad Nader
Educational Assistant, The International High School; AA, LaGuardia Community College.

Diane Nahas
Teacher, Middle College High School; BA, Brooklyn College; MS, Pace University.

Rugmini Nair
College Accounting Assistant, Accounts Payable Office, Division of Administration; BA, CMS College, India.

Nilsa Nairn
Master Teacher, Early Childhood Learning Center Programs, Student Services Cluster, Division of Student Affairs and Enrollment Management; BS, MS, Long Island University; New York Certified Teacher.

Julius Nance
Custodial Assistant, Administrative and Support Service, Division of Administration.

Chitra Nathan
Associate Professor, Mathematics Department, Division for Academic Affairs; BS, MS, Ph.D., University of London; MEE, Columbia University; MS, (Computer Science) Polytechnic Institute of Brooklyn.

Barry Neil
Senior Administrator, Information Systems Specialist, Division of Information Technology; BS, City College; MA, Queens College.

Jhony Nelson
Higher Education Assistant, Student Services Cluster, Coordinator, Office for Students with Disabilities, Division of Student Affairs and Enrollment Management; BA, MA, Andrews University.

Ronald Nesbitt
Instructor, Communication Skills Department, Division for Academic Affairs; BA, University of California; MFA, MA, Chapman University.

Paula Nesoff
Professor, Natural and Applied Sciences Department, Division for Academic Affairs; BA, Queens College; MSW, Hunter College; School of Social Work; CSW, New York State.

Leo A. Newball
Associate Professor, Counselor, Academic and Career Counseling Cluster, Division of Student Affairs and Enrollment Management; AA, Epiphany Apostolic College; BA, Saint Joseph’s Seminary, MA, New York University.

Veronica Newton
CUNY Office Assistant, Level II, Payroll Management Systems Office, Division of Administration.

Richard Ka-Shing Ng
Assistant Campus Facilities Officer, University Engineer, Level III, Division of Administration; BSc (Engineering), MSc (Engineering), University of Hong Kong; Registered Professional Engineer.
Daniel Nicasio
Registrar’s Associate, Registrar’s Office, Assistant to Higher Education Officer, Division of Student Affairs and Enrollment Management; AA, Hostos Community College; BA, Baruch College.

Errol Nicholas
Campus Peace Officer, Public Safety Department, Division of Administration.

Jaime Nieman
Associate Professor, Natural and Applied Sciences Department, Division for Academic Affairs; BS, Brooklyn College; MS, Ph.D., City University of New York.

Ernest B. Nieratka
Professor, Communication Skills Department, Division for Academic Affairs; BA, Montefiore College; MA, Ph.D., Wayne State University.

Teresa Nolasco
CUNY Office Assistant, Level II, Office of Distance Learning, Division of Information Technology.

Aida Nosadini
Data Entry, Liberty Partnership Program, Division for Academic Affairs.

Nieves Novoa
ESOL Instructor, Adult Learning Center, Division for Academic Affairs; BA, Hunter College; MA, New York University.

Elizabeth Ocasio
Secretary, The English Language Center, Division of Adult and Continuing Education.

Rosely Octaviano
Associate Professor, Nursing Program, Natural and Applied Sciences Department, Division for Academic Affairs; BSN, Faculdade Adventista de Enfermagem; MA, New York University; Registered Nurse.

Christine Oertel
CUNY Office Assistant, Level III, English Department, Division for Academic Affairs.

Carlos Oliveras
Director of Purchasing, Purchasing Office, Division of Administration; BS, SUNY at Albany.

Roslyn Orgel
Coordinator, Office of Technology Coordination, Higher Education Assistant, Division of Adult and Continuing Education; BA, University of Oregon; MA, Hunter College.

Elpidio Ortega
Information Systems Aide, End-User Support, Division of Information Technology, AAS, Queensborough Community College.

Rosalind Owens
Stock Worker, Level II, Stock Room, Administrative and Support Services Department, Division of Administration, AAS, LaGuardia Community College.

Cecilia Pachuta
CUNY Office Assistant Level I, Academic and Career Counseling Cluster, Division of Student Affairs and Enrollment Management; AA, LaGuardia Community College.

Janet M. Palazzolo
CUNY Administrative, Assistant, Level IA, Humanities Department, Division for Academic Affairs.

Jenny Palios
College Laboratory Technician, Natural and Applied Sciences Department, Division for Academic Affairs; AS, LaGuardia Community College; Registered Dietetic Technician.

Tom Pallo
Counselor, CUNY Language Immersion Program, Division of Adult and Continuing Education; BA, Oberlin; EdM, Harvard.

Lee Pan
Guidance Counselor, The International High School; BA, College of Notre Dame.

William C. Pan
Campus Facilities Officer, Higher Education Officer, Division of Administration; BSME, University of Washington; B. Arch, M. Arch, Massachusetts Institute of Technology; Registered Architect; Registered Professional Engineer.

Eve Panagopoulos
CUNY Administrative Assistant, Level I, Payroll Management Systems Office, Division of Administration.

Terry Parker
Senior College Laboratory Technician, Media Services, Library Department, Division for Academic Affairs; AAS, LaGuardia Community College; BA, Queens College.

John Paternoster
Coordinator, Employment Center, Adult Career Counseling and Resource Center, Division of Adult and Continuing Education; BA, PACE University; MA, Queens College.

Ronald Payater
Manager of Purchasing and Accounts Payable, Higher Education Associate, Purchasing Office, Division of Administration; BBA, Iona College.

Sonia Pearson
Director of Personnel, Higher Education Officer, Office of Personnel and Labor Relations, Division of Administration; BA, Union College; MA, University of Connecticut; Certified Senior Professional in Human Resources. (SPHR).

Kenneth E. Peeples, Jr.
Professor & Coordinator of Public Services, Library Department, Division for Academic Affairs; AAS, Tel Aviv University; BSEE, MSEE, Polytechnic Institute.

James Pendergrast
Employment Specialist, Family Institute, Division of Adult and Continuing Education; BS, New York University.

Anita H. Penino
Administrative Assistant, Research Assistant, Office of the Vice President for Academic Affairs, Division for Academic Affairs; AA, LaGuardia Community College.

Jorge Perez
Chairperson and Professor, Mathematics Department, Division for Academic Affairs; BS, MS, State Technical University; MEd, EdD, Columbia University, Teachers College.

Manuel A. Perez
Counselor, Lecturer, College Discovery Program, Division of Student Affairs and Enrollment Management; BA, Inter-American University of Puerto Rico; MEd, Columbia University, Teachers College.

Migdalia Perez
CUNY Office Assistant, Level II, Purchasing Office, Division of Administration.

Charles Perkins
BE and GED Staff Developer/Basic Education Instructor, Adult Learning Center, Division of Adult and Continuing Education; BA, Columbia University.

Noreen Perlmutter
Teacher, The International High School; BA, Hunter College; MA, CCNY.

Helen Perry
Assistant Professor, Division of Cooperative Education; BA, Marymount College; MS, Hunter College.

Stacy Marie Perry
Lecturer, Division of Cooperation Education; BA, Vassar College.
Gargee Persaud  
CUNY Office Assistant, Level I, Division for Academic Affairs.

Ganga Persaud  
Financial Aid Counselor, Assistant to Higher Education Officer, Division of Student Affairs and Enrollment Management; AAS, LaGuardia Community College; BS, York College.

Kathleen Peterson  
CUNY Administrative Assistant, Level IC, Community College; BS, York College.

Virginia Peters  
Coordinator, Internship Placement, Adult Career Counseling and Resource Center, Division of Adult and Continuing Education; BS, Mills College.

Eugene A. Petrik  
Coordinator of Program Operations, Career and Professional Programs, Division of Adult and Continuing Education.

Melanie Pflaum  
Math Teacher, Middle College High School; A.B., Bryn Mawr.

Mary Ann Phelan  
CUNY Administrative Assistant, Workforce Development, Health Services, Career and Professional Programs, Division of Adult and Continuing Education.

Robin Phelps  
Extended Day Head Teacher, Early Childhood Learning Center Programs, Student Services Cluster, Division of Student Affairs and Enrollment Management; BA, MA, Queens College; New York State Certified Teacher.

Joseph Philippe  
Campus Peace Officer, Public Safety Department, Division of Administration.

Melissa Phillips  
Mathematics Teacher, The International High School; BS, SUNY Albany; MS, SUNY New Paltz.

Michele Pierre  
CUNY Office Assistant, Level I, Division of Cooperative Education.

Janeth Pinto  
Coordinator of Registration and Records, Non-Credit Program Operations, Assistant to Higher Education Officer, Division of Adult and Continuing Education; AAS, LaGuardia Community College; BBA, Baruch College; MA, Audrey Cohen College.

Robert Platz  
Help Desk Technician, Information Systems Aide, Department of End-User Support, Division of Information Technology; AAS, LaGuardia Community College.

Colin Pohl  
Teacher, The International High School; BS, SUNY, Albany; MA, Columbia University.

Amanda Polania  
Administrative Assistant, Program for Deaf Adults, Division of Adult and Continuing Education.

Frances Polizzi  
CUNY Administrative Assistant, Level II, Office of the Vice President of Administration; AA, LaGuardia Community College.

Dehly Porras  
Professor, Mathematics Department, Division for Academic Affairs, BS, Universidad Nacional de Colombia; MA, Trenton State College; EdD, Columbia University, Teachers College.

Cheryl C. Powell  
Technical Support Coordinator, Assistant to Higher Education Officer, Division of Cooperative Education; AAS, BFA, Fashion Institute of Technology; Advanced Paralegal Certificate, Baruch College.

Sherrell Powell  
Professor, Occupational Therapy, Natural and Applied Sciences Department, Division for Academic Affairs; AA, Manhattan Community College; BS, Columbia University; MA, Western Michigan University; Registered and Licensed Occupational Therapist.

Yvonne Powell  
Professor, Mathematics Department, Division for Academic Affairs; BS, Southern Ct. State University; MS, MEd, Wichita State University; Ed.D, Columbia University, Teachers College.

Roberta Presser  
Teacher, The International High School; BA, New York University; MA, Teachers College, Columbia University.

Janet Price  
Teacher, The International High School; BA, Barnard College; MA, Columbia University; JD, New York University.

Edith V. Pye  
Resource Room Teacher, Middle College High School; BA, Jacksonville University; MEd, EdS, Georgia State University; Performer's Certificate, Indiana University School of Music.

Barauzzaman Qazi  
Fiscal Monitor, Program for Deaf Adults, Division of Adult and Continuing Education; AS, Plaza Business College; BA, Dhaka College in Bangladesh.

Mario Quinonez  
Teacher, Institute for The Arts and Technology, Middle College High School; BA, U.P.R.; MA, City College; MED, Bank Street College.

Ellen Quish  
Instructor and ESL Staff Developer, Adult Learning Center, Division of Adult and Continuing Education; BA, SUNY Oswego; MA, School for International Training.

Nasrin Rahman  
CUNY Office Assistant, Level IV, Library Department, Division for Academic Affairs; B.Sc., Frontier College for Women, Peshawar, Pakistan.

Adele Rainey  
Executive Associate to the Vice President and Director of Records Management, Higher Education Associate, Division of Administration; BA, Hunter College; MS, Long Island University.

Jack Rainey  
Director of Business Partnerships, Substitute Higher Education Officer, Division for Academic Affairs; BA, Memphis State University; MS, Hunter College.

Luis Ramos  
Assistant Professor, Access Services Librarian, Library Department, Division for Academic Affairs; BA, University of Puerto Rico; MLS, Indiana University; MA, Personnel Administration, University of Puerto Rico; MSED, Indiana University.

Migdalia E. Ramos  
Data Specialist and Office Manager, Adult Learning Center, Division of Adult and Continuing Education; AAS, LaGuardia Community College.

Gail Reel  
Administrative Assistant, Adult Career Counseling and Resource Center, Division of Adult and Continuing Education.

Joanne R. Reitano  
Professor, Coordinator of History, Social Science Department, Division for Academic Affairs; BA, Vassar College; MA, Ph.D., New York University.

Wendy Ren  
College Accountant, Level I, Accounting Office, Division of Administration; BA, Queens College.

Jacqueline Reyes  
Help Desk Technician, Information Systems Assistant I, Department of End-User Support, Division of Information Technology; AAS, LaGuardia Community College.
Martha Reyes  
CUNY Office Assistant, Level I, Facilities, Design and Construction, Division of Administration; AS, LaGuardia Community College.

Migdalia Reyes  
Program Support and Information Specialist; Dean’s Office, Assistant to Higher Education Officer, Division of Cooperative Education; AA, LaGuardia Community College; BA, Queens College.

Silvia Reyes  
Coordinator of Testing, Admissions Office, Assistant to Higher Education Officer, Division of Student Affairs and Enrollment Management; BA, Hunter College; MSW, Yeshiva University.

Sonia Reyes-Herras  
Assistant Purchasing Agent, Business Office, Division of Administration; AAS, LaGuardia Community College.

Joyce Rheuban  
Professor, Humanities Department, Division for Academic Affairs; BA, MA, Ph.D., New York University.

Maria A. Ribas  
CUNY Office Assistant, Level III, Admissions Office, Division of Student Affairs and Enrollment Management; AAS, LaGuardia Community College.

Joan Rice  
Administrative Secretary, Middle College High School.

Yves Richards  
Assistant Professor, Accounting and Managerial Studies Department, Division for Academic Affairs; BBA, Baruch College; MBA, Columbia University.

Joan T. Richardson  
Professor, English Department, Division for Academic Affairs; BA, Queens College; Ph.D., Graduate School and University Center, CUNY.

Rogina Richburg  
 Lieutenant, Assistant College Security Director, Public Safety Department, Division of Administration; BA, MPA, John Jay College of Criminal Justice.

Gary Richmond  
Instructor, Humanities Department, Division for Academic Affairs, B.Mus., Miami University; MA, Hunter College.

Kathleen Rider  
Senior College Laboratory Technician, Natural and Applied Sciences Department, Division for Academic Affairs; AAS, SUNY at Delhi; BA, CUNY Baccalaureate Program; Licensed Veterinary Technician, AALAS Certified Laboratory Animal Technologist and Technician.

Celeste Ridgeway  
Professor, Coordinator of Psychology, Social Science Department, Division for Academic Affairs; BA, St. Francis College; MA, City College; Ph.D, Graduate School and University Center, CUNY.

Maria Riggs  
Assistant to Higher Education Officer, Assistant to the Director, Grants Development Office, Division of Institutional Development; AAS, Borough of Manhattan Community College; BA, City College.

Eneida Rivas  
Assistant to the Director of College and Community Relations, Higher Education Assistant, Division of Institutional Development; BA, MA, Queens College.

Lourdes Rivera  
Counselor and Lecturer, Academic and Career Counseling Cluster, Division of Student Affairs and Enrollment Management; AA, LaGuardia Community College; BA, Herbert Lehman College; MA, New York University.

Patricia Rivera  
CUNY Administrative Assistant, Level III, Mathematics Department, Division for Academic Affairs; AAS, LaGuardia Community College; BS, Baruch College.

Carol A. Rivera-Kron  
Lecturer, Humanities Department, Division for Academic Affairs; BA, City College; MA, Lehman College, Licensed Speech Language Pathologist.

Elyse Riven  
Teacher, The International High School; BA, Fairleigh Dickinson University; MA, New York University; BA, California State Hayward; MFA, San Francisco University.

Nancy Marie Robertson  
Assistant Director of The Archives, Assistant to Higher Education Officer, Division for Academic Affairs; AB, MT, Holyoke College; MA, M.Phil., Ph.D, New York University.

Maribel Robles  
Secretary, The English Language Center, Division of Adult and Continuing Education.

Sophia Robles  
Registrar’s Associate, Registrar’s Office, Assistant to Higher Education Officer, Division of Student Affairs and Enrollment Management; BS, Graduate Center, CUNY Baccalaureate Program.

Clara Roca  
CUNY Office Assistant, Level IV, Student Services Cluster, Office for Students with Disabilities, Division of Student Affairs and Enrollment Management.

Althea Roder  
CUNY Office Assistant, Accounting and Managerial Studies Department, Division for Academic Affairs.

Diane Rodman  
Coordinator of Curriculum, Accreditation and Review Activities, Assistant to Higher Education Officer, Division for Academic Affairs; AA, LaGuardia Community College; BA, Graduate and University Center, CUNY Baccalaureate Program.

Max Rodriguez  
Professor, Coordinator of Modern Languages/Bilingual Education, Humanities Department, Division for Academic Affairs; BA, Montclair State College; MA, Ph.D., New York University.

Wilda Rodriguez  
CASE Manager, VOWS-BEGIN, Project Enable, Division of Adult and Continuing Education; BS, York College.

Lisa Roe  
College Accounting Assistant, Level 1A, Bursar’s Office, Division of Administration; BS, College of Staten Island.

Juliana Rogers  
Teacher, Co-Director of The Institute for The Arts and Technology, Middle College High School; BS, Richmond College; MS, Long Island University; MED, Bank Street College.

Rustin Rogers  
Teacher, CUNY Language Immersion Program, Division of Adult and Continuing Education; BA, University of Arkansas; MA, University of Kansas.

Ana Marcela Roldan  
Case Manager, Family Institute, Division of Adult and Continuing Education; BA, Hunter College.

Gladys Romero  
Technical Support Aide, Level II, Administrative and Support Services Department, Division of Administration; AAS, LaGuardia Community College; BS, John Jay College of Criminal Justice.

Peter Rondinone  
Lecturer, English Department, Division for Academic Affairs; BA, MA, City College.

Judith Rosa  
Database Developer, Information Systems Associate, Level I, Information Systems, Division of Information Technology; BS, St. John’s University.
Jennie Rosado  
CUNY Office Assistant, Level IV, English as a Second Language Program, Division for Academic Affairs.

Burt Rosenberg  
Assistant Principal, The International High School; BA, Queens College; MA, New York University.

Harold Rosenberg  
Teacher, Middle College High School; BS, City College; MS, University of Oregon.

Beverly Rosendorf  
Lecturer, Computer Information Systems Department, Division for Academic Affairs; BA, Hofstra University.

Jackie Ross  
Lecturer, ACCE, Natural and Applied Sciences Department, Division for Academic Affairs; BS, Downstate Medical Center, NYS Licensed Physical Therapist.

David Rothman  
Teacher, CUNY Language Immersion Program, Division of Adult and Continuing Education; BA, University of Wisconsin; MA, University of Milwaukee.

Ronald Royalty  
Security Specialist, Public Safety Department, Division of Administration.

Irene Ruesta  
CUNY Office Assistant, Level I, Admissions Office, Division of Student Affairs and Enrollment Management; AAS, LaGuardia Community College; BA, University of Federico Villareal, Peru.

Tracey Ruff  
CUNY Office Assistant, Level II, Library Department, Division for Academic Affairs; Secretarial Certificate, Katharine Gibbs School.

Kathie Rugger  
Guidance Counselor, The International High School; BA, University of Iowa; MA, Brooklyn College.

Maureen Ruisi  
CUNY Office Assistant, Level III, Humanities Department, Division for Academic Affairs.

Edilrudys Ruiz  
Higher Education Assistant, Director of Budget and Financial Accounting Systems, Accounting Office, Division of Administration; BBA, Baruch College.

Martha Ruiz  
Computer Assistant, The International High School; AAS, LaGuardia Community College.

Stanley Rumph  
Technical Support Aide, Coordinator of Federal/Perkins/Veterans Affairs, Division of Student Affairs and Enrollment Management.

Margie Rush  
CUNY Office Assistant, Office of the President.

Lawrence Rushing  
Professor, Social Science Department, Division for Academic Affairs; BS, Juilliard School of Music; MA, Ph.D., New School for Social Research.

Marie Sacino  
Associate Professor, Division of Cooperative Education; AAS, LaGuardia Community College; BBA, Lehman College; MA, New York University; MS, College of New Rochelle.

Paul R. Saladino  
Associate Professor and Acting Associate Dean, Division of Cooperative Education; BA, Iona College; MS, Long Island University; MSW, Hunter College School of Social Work; CUNY Office Assistant, Level II, Library CUNY Office Assistant, Level I, Admissions Office.

Andrew J. Saluga  
Recreation, Fitness and Intramural Coordinator, Higher Education Assistant, Recreation Department, Division of Student Affairs and Enrollment Management; AA, LaGuardia Community College; BS, York College.

Herb Samuels  
Professor, Natural and Applied Sciences Department, Division for Academic Affairs; BA, MSSW, University of Louisville; Ph.D., New York University.

Thomas Samuels  
College Laboratory Technician, Program for Deaf Adults, Division of Adult and Continuing Education; AA, LaGuardia Community College.

Maria Sanchez  
Records Assistant, Technical Support Aide, Level I, Registrar’s Office, Division of Student Affairs and Enrollment Management.

Miguel Sanchez  
Corporal, Campus Peace Officer, Public Safety Department, Division of Administration.

Oldalina Sanchez  
CUNY Office Assistant, Level I, Bursar’s Office, Division of Administration.

Silvia Sanchez  
Information Systems Assistant, Department of Information Systems, Division of Information Technology; BS, York College.

Susan Sanchirico  
Associate Professor, Division of Cooperative Education; BA, Hunter College; MA, John Jay College of Criminal Justice; Certificate in Dispute Resolution; MSW, Hunter College School of Social Work; CUNY Office Assistant, Level II, Library CUNY Office Assistant, Level I, Admissions Office.

Fernando Santamaria  
Professor, Accounting and Managerial Studies Department, Division for Academic Affairs; BA, Fordham University; MBA, Advanced Professional Certificate, New York University; Certified Public Accountant, Maryland.

Nancy Santangelo  
Financial Aid Counselor, Assistant to Higher Education Officer, Financial Aid Office, Division of Student Affairs and Enrollment Management; AA, LaGuardia Community College; BSEd, SUNY at Cortland.

Fabio Santos  
Instructor, Mathematics Department, Division for Academic Affairs; BS, MS, Pontificia Universidad Catolica; MEd., Teachers College, Columbia University.

Oskar Sarasky  
Teacher, Middle College High School; BA, College of New Rochelle.

Lucy B. Sardell  
Assistant Professor, Division of Cooperative Education; BA, SUNY at Albany; MS, Hunter College; MS, Baruch College.

Shirley J. Saulsbury  
Alumni Relations Officer, Division of Institutional Advancement; AS, LaGuardia Community College; BBA, Courtland.

Wilford Saunders  
Director, LaGuardia Urban Center for Economic Development, Higher Education Associate, Division of Adult and Continuing Education; BA, University of Maine.

Angela Scalera  
Adjunct Lecturer, Middle College High School; BA, Hunter College.

Jennifer Schanke  
Teacher, The International High School; BA, University of Virginia; MS, University of Pennsylvania.

Virginia Schimmenti  
Teacher, Middle College High School; BA, Marymount College; MA, Columbia University, Teachers College.
Patricia Schmidt  
CUNY Office Assistant, Level III, Natural and Applied Sciences Department, Division for Academic Affairs.

David A. Schoenberg  
Director of Travel and Tourism Program, Professor, Accounting and Managerial Studies Department, Division for Academic Affairs; BS, City College; MPhil, Ph.D., Yale University; MPS, New School for Social Research.

Nancy Schoppner  
CUNY Administrative Assistant, Library Department, Division for Academic Affairs.

Huberta Schroedel  
Coordinator, Deaf and Hard of Hearing Classes, American Sign Language Instructor, Middle College High School; MS, Bank Street College; MS, University of Arizona at Tucson; BS, Rosary Hill College; Licensed Notary Public.

Jane E. Schulman  
Director of Workforce Development, Higher Education Officer, Division of Adult and Continuing Education; BS, SUNY at New Paltz; MS, Brooklyn College.

Harry Schutz  
Teacher, Middle College High School; BBA, Adelphi University; MA, Columbia University, Teachers College.

Catherine Schwarska  
Technical Support Aide, Level I, Library Department, Division for Academic Affairs; AA, St. Monica's College, Malta, Europe.

Robert J. Schwartz  
Director of Personal Counseling, Student Life and Development, Higher Education Officer, Division of Student Affairs and Enrollment Management; BA, Brooklyn College; MEd, Boston University; EdD, SUNY Albany.

Anthony Scafani  
Registrar’s Associate, Registrar’s Office, Assistant to Higher Education Officer, Division of Student Affairs and Enrollment Management; BA, Hunter College.

Everett Scott  
Help Desk Technician, Information Systems Aide, Level I, Department of End-User Support; Division of Information Technology; AAS, LaGuardia Community College.

Marguerite Scott  
Employment Center, Adult Career Counseling and Resource Center, Division of Adult and Continuing Education; AAS Malcolm King College.

Nilanjana Sen  
Higher Education Associate, Affirmative Action Officer, Office of the President; BA, Presidency College; MA, Northeastern University; MS, Harriman School of Management and Policy, SUNY at Stony Brook.

Jane Selden  
Lecturer, English as a Second Language Program; BA, SUNY at Purchase; MA, Columbia University, Teachers College.

David Seraphin  
Computer Systems Manager, Level III, Network Manager, Department of Network Administration, Division of Information Technology; BS, City College.

Renan Sezer  
Instructor, Mathematics Department, Division for Academic Affairs; BS, M.I.T.; MA, Brandeis University; MS, Courant Institute of Mathematical Science.

Abdul Shabazz  
CUNY Office Assistant, Level II, Library Department, Division for Academic Affairs; AAS, University of Buffalo.

John Shaia  
Job Developer, Employment Center, Adult Career Counseling and Resource Center, Division of Adult and Continuing Education; BA, New York Institute of Technology.

Lily Shohat  
Chairperson and Professor, Social Science Department, Division for Academic Affairs; BA, Columbia University; MA, Teachers College; MPhil, Ph.D., Columbia University.

Annette Siegel  
Professor, Accounting and Managerial Studies Department, Division for Academic Affairs; BBA, Baruch College; MBA, Saint John’s University; Certified Public Accountant, New York.

Evan Siegel  
Instructor, Mathematics Department, Division for Academic Affairs; BA, Massachusetts Institute of Technology; MS, New York University.

Linda Siegmund  
Guidance Counselor, Middle College High School; BS, Fairleigh Dickinson; MEd, Queens College.

Eva Sievert  
Teacher, CUNY Language Immersion Program, Division of Adult and Continuing Education; BS, Vassar College; MA, Teachers College, Columbia University.

John O. Silva  
Professor, English Department, Division for Academic Affairs; AB, Seton Hall University; MA, Brooklyn College; Ph.D., Graduate School and University Center, CUNY.

Barry L. Silverman  
Associate Professor, Accounting and Managerial Studies Department, Division for Academic Affairs; BS, MBA, MA, Long Island University.

Luis Simancas  
Custodial Assistant, Administrative and Support Services, Division of Administration.

Saray Simo  
Program Secretary, Interpreter Education, Program for Deaf Adults, Division of Adult and Continuing Education; AAS, LaGuardia Community College.

Pamela Simon  
Teacher, Institute for The Arts and Technology, Middle College High School; BA, Malcolm King College; MA, Teacher's College.

Edward R. Sisco  
College Security Director, Public Safety Department, Division of Administration; BS, MA, John Jay College of Criminal Justice.

Kwan-Yuk C. Sit  
Professor, Mathematics Department, Division for Academic Affairs, BSc, University of Hong Kong; MA, University of Massachusetts; Ph.D., Graduate School and University Center, CUNY.

Marsha Slater  
English Teacher, The International High School; BS, Brooklyn College; MS, Long Island University.

Michelle Smalls  
CUNY Office Assistant, Level II, Communications, Division of Institutional Advancement.

Barry Smith  
Teacher, Middle College High School; BA, City College; MA, Harvard University.

Tanya Smith  
CUNY Office Assistant, Level I, Department of Building Operations, Division of Administration.

Alfred Sneed  
Sergeant Campus Peace Officer, Public Safety Department, Division of Administration.

Linda Sofia  
CUNY Office Assistant, Level III, Library Department, Division for Academic Affairs; AA, LaGuardia Community College; BA, Queens College.
Myra Sonnenfeld  
Resource Teacher, Deaf and Hard of Hearing, Middle College High School; BA, Temple University; MS, Adelphi University.

Melvin Soriano  
College Laboratory Technician, Computer Information Systems Department, Division of Information Technology; AAS, LaGuardia Community College.

Irene Sosa  
Coordinator, Student Life and Development, Personal Counseling and Student Life and Development Cluster, Higher Education Assistant, Division of Student Affairs and Enrollment Management; BA, MSEd, Hunter College.

Elizabeth F. Spicer  
Professor, Mathematics Department, Division for Academic Affairs; BS, City College; MS, Ph.D., New York University.

Roland Steele  
Stock Worker, Department of Building Operations, Division of Administration.

Denise Steeneck  
Administrative Assistant, Assistant to Higher Education Officer, Division of Building Operations, Division of Administration.

Christine Stenstrom  
Assistant Professor and Collection Development Librarian, Library Department, Division for Academic Affairs; BA, Hunter College, MS, Pratt Institute, MA, New York University.

Julie Sterling  
Acting Coordinator, Family Institute, Division of Adult and Continuing Education; BA, Mary Washington College, University of Virginia.

Carolyn Sterling-Deer  
Lecturer, English as a Second Language Program, Division for Academic Affairs; BA, Queens College; MA, Columbia University, Teachers College.

Branton Stewart  
Coordinator, Interpreter Services, Program for Deaf Adults, Higher Education Assistant (Substitute), Division of Adult and Continuing Education; BA, Gallaudet University.

Michele Stewart  
Director of Planning and Special Projects, Higher Education Associate, Division of Cooperative Education; BA, SUNY at Stony Brook; MS, Polytechnic University.

William Stewart  
Custodial Assistant, Administrative and Support Services Department, Division of Administration.

Cheryl Still  
Assistant to Higher Education Officer, Assistant to Bursar’s Office, Division of Administration, BS, New York Institute of Technology.

Duane Stilwell  
Teacher, The International High School; BA, SUNY-Empire State College; MS, Lehman College.

Byron A. Storck  
Senior College Laboratory Technician, Natural and Applied Sciences Department, Division for Academic Affairs; BS, City College; Teachers Certificate, Glassboro State College; AM, New York University; MBA, Pace University.

Doreen Storic  
Foreign Student Advisor, Foreign Student Office, Higher Education Assistant, Division of Student Affairs and Enrollment Management; BA, Queens College.

Deborah Strachan  
Coordinator of Recruitment, Admissions Office, Higher Education Assistant, Division of Student Affairs and Enrollment Management; BS, MS, College of Human Services.

David B. Sucher  
Guidance Counselor, Middle College High School; BA, Marietta College; MA, City College; MA, New York University.

Paul Suchow  
Teacher, Middle College High School; BA, Queens College; MA, New England Conservatory of Music.

Alida Suero  
CUNY Office Assistant, Level III, Academic and Career Counseling Cluster, Division of Student Affairs and Enrollment Management; AAS; LaGuardia Community College.

Soo Jung Suh  
Teacher, CUNY Language Immersion Program, Division of Adult and Continuing Education; BA, Sogang University; MA, Teachers College, Columbia University.

George D. Sussman  
Vice President for Academic Affairs, Division for Academic Affairs; AB, Amherst College; MA, Ph.D., Yale University.

Iris R. Sutherland  
Professor, Natural and Applied Sciences Department, Division for Academic Affairs; BS, New York University; MEd., EdD., University of Illinois, Urbana-Champaign.

Jeanette Sutherland  
CUNY Office Assistant, Level II, Bursar’s Office, Division of Administration.

Barbara Svitlik  
Associate Professor, Natural and Applied Sciences Department, Division for Academic Affairs; BSN, Adelphi University; MSN, Hunter College; M.Phil, Ph.D., Graduate School and University Center, CUNY; Registered Nurse.

Dolores Sweeney  
Clerical Assistant, Adult Career Counseling and Resource Center, Division of Adult and Continuing Education.

Claire E. Sylvan  
Teacher, The International High School; BA, Brooklyn College; MA, MEd., EdD., Columbia University.

Donald Sztabnik  
Chief Administrative Superintendent of Campus Building and Grounds, Level V, Department of Building Operations, Division of Administration; BA, SUNY at Binghamton.

Moreno Tagliapietra  
Coordinator, Quality Management Program, LaGuardia Urban Center for Economic Development, Division of Adult and Continuing Education; BSEE, Industrial Technical Institute, Italy.

Andrea Tangarife  
CUNY Office Assistant, Level III, Bursar’s Office, Division of Administration.

Pat Taras  
CUNY Office Assistant, Level III, Office of Personnel and Labor Relations, Division of Administration.

Joe Taveras  
Information Systems Assistant, Level I, Network Administrator, Department of Network Administration, Division of Information Technology; AS, LaGuardia Community College.

Edgar Taylee  
Engineer Technician, Department of Building and Grounds, Division of Administration; AS, LaGuardia Community College.

Carolyn Taylor  
CUNY Office Assistant Level IIIA, Admissions Office, Division of Student Affairs and Enrollment Management.

June Taylor  
CUNY Administrative Assistant, Level IC, Business Office, Division of Administration.

Lynne Teplin  
Counselor and Lecturer, College Discovery Program, Division of Student Affairs and Enrollment Management; BA, Goddard College; MS, Lehman College.
Assad J. Thompson
Professor, Mathematics Department, Division for Academic Affairs; MA, Central State College; EdM, EdD, Columbia University.

Donovan Thompson
Assistant Business Manager, Higher Education Associate, Business Office, Division of Administration; BS, York College.

Elaine M. Thompson
Assistant Foreign Student Advisor, Foreign Student Office, Assistant to Higher Education Officer, Division of Student Affairs and Enrollment Management; AA, LaGuardia Community College; BA, Baruch College.

Dudley Thorne
Campus Peace Officer, Public Safety Department, Division of Administration.

Charmaine Thornhill
CUNY Office Assistant, Level I, Academic and Career Counseling Cluster, Division of Student Affairs and Enrollment Management.

Eleanor Q. Tignor
Professor, English Department, Division for Academic Affairs; MA, Morgan State College; MA, Ph.D., Howard University.

Siu Sang Tin
Information Systems Assistant, Level II, Network Administrator, Department of Network Administration, Division of Information Technology; AS, LaGuardia Community College.

Francine M. Tompkins
Coordinator, ACCESS, Club, Division of Adult and Continuing Education; BS, MS, Brooklyn College.

Edith Torres
CUNY Office Assistant, Level I, Academic and Career Counseling Cluster, Division of Student Affairs and Enrollment Management.

Francis Torres
Assistant Director/Inmate Education Program Center for Veterans, Youth and Adults; Division of Adult and Continuing Education; BA, Hunter College.

Maria Torres
Custodial Assistant, Administrative and Support Services Department, Division of Administration.

Kyoko Mary Toyama
Counselor and Lecturer, College Discovery Program, Division of Student Affairs and Enrollment Management; AA, St. Margaret’s Junior College, Japan; BS, Lock Haven University; MA, MEd., Columbia University, Teachers College.

LaVergne Trawick
Counselor, Associate Professor, Academic and Career Counseling Cluster, Division of Student Affairs and Enrollment Management; BA, Barnard College; MA, Columbia University, Teachers College; Ph.D., Columbia University.

Ann Trezinski
Teacher, Middle College High School; BS, Marymount College.

Caree Treiser
Lecturer, Division of Cooperative Education; AAS, New York City Technical College; BA, Queens College; NYS Registered Dental Hygienist.

George Tsirpanas
Guidance Counselor, The International High School; BA, Hunter College; MA, Columbia Teachers College.

Jon Tucker
Campus Peace Officer, Public Safety Department, Division of Administration.

Hildebrando Uribe
Computer Assistant, The International High School; AAS, LaGuardia Community College.

Catherine Vaglio
Teacher, Computer Information Systems Manager, Middle College High School; BA, Pace University.

Dora Valdez
Custodial Assistant, Administrative and Support Service Department, Division of Administration.

Ronald Van Cooten
Science Teacher, The International High School; BS, Brooklyn College; MS, Long Island University.

Jairo Vanegas
Higher Education Associate, Database Administrator, Department of Information Systems, Division of Information Technology; BA, Queens College; MS, PolyTechnic University.

Phyllis Van Slyck
Professor, English Department, Division for Academic Affairs; AB, Bishop’s University; Ph.D., Graduate School and University Center, CUNY.

Liliana Vargas
Teacher, The International High School; BA, Amherst College; MA, Teachers College, Columbia University.

Monica Vecchio
Teacher, Middle College High School; BA, MA, Hunter College; Ph.D., Fordham University.

Olga Vega
Director of Enrollment Management, Higher Education Officer, Division of Student Affairs and Enrollment Management; BA, Goddard College; MS, Richmond College.

Anibal Velasquez
Help Desk Technician, Information Systems Aide, Department of End-User Support, Division of Information Technology; AAS, LaGuardia Community College.

Diana C. Vila
Academic/Career Advisor, Coordinator of Pass Program. Academic and Career Counseling Cluster, Division of Student Affairs and Enrollment Management; AA, LaGuardia Community College, BA, Hunter College.

Rafael Villalonga
Financial Aid Counselor, Assistant to Higher Education Officer, Division of Student Affairs and Enrollment Management; BS, Long Island University; MSEd, Hunter College.

Norma Vladic
Senior College Laboratory Technician, Natural and Applied Sciences Department, Division for Academic Affairs; BSN, Far Eastern University; Registered Nurse.

Anthony B. Vo
Teacher, Middle College High School; MA, Teachers College, Columbia University.

Leonard A. Vogt
Professor, English Department, Division for Academic Affairs; BA, MA, Southern Illinois University; Ph.D., Kent State University.

Andrew Vollo
Assistant Director, Taxi Driver Institute, Division of Adult and Continuing Education; BA, Queens College/CUNY; NYS Certified Defensive Driving Instructor/Trainer.

Gary Vollo
Senior College Laboratory Technician, Humanities Department, Division for Academic Affairs; AA, LaGuardia Community College; BA, Queens College.

Kerry S. Vrabel
Lab Coordinator, The English Language Center, Division of Adult and Continuing Education; BS, Illinois Benedictine College; MA, Mary Knoll School of Theology.

Colette A. Wagner
Professor and Assistant Dean, Library Department, Division for Academic Affairs; BA, Marymount Manhattan College; MLS, Columbia University; MPA, John Jay College of Criminal Justice.
Susan Wagshul-Golden
Campus Peace Officer, Public Safety
Department, Division of Administration; AAS, LaGuardia Community College.

Susan Waide
Processor, Assistant to Higher Education Officer (Substitute), Division for Academic Affairs; BA, LaGuardia Community College; MA, Hunter College; MLS, Queens College.

Kyle Walker
Theatre Operations Coordinator, Theatre Department, Assistant to Higher Education Officer, Division of Institutional Advancement; BMUS, Virginia Commonwealth University; MFA, Brooklyn College.

Sherman Walker
Campus Peace Officer, Level I, Public Safety Department, Division of Administration.

Aaron Wan
Instructor, Mathematics Department, Division for Academic Affairs; BA, MA, Queens College.

Chukie Wangdu
Financial Aid Systems Analyst, Higher Education Assistant, Division of Student Affairs and Enrollment Management; AA, BA, Finch College.

Herman A. Washington
Professor, Computer Information Systems Department, Division for Academic Affairs; BEE, Manhattan College; MBA, New York University.

Genetha Watson
Health Aide, The International High School.

Sandra Watson
Senior Administrator, Family Institute for Education, Training and Employment, Higher Education Officer, Division of Adult and Continuing Education; BA, SUNY at New Paltz; MS, Long Island University; MA, University of Americas, Mexico; Graduate Fellow.

Jean Watts
Teacher, Middle College High School; BA, Mt. Holyoke College; MA, Teacher’s College.

Richard Webster
Teacher, The International High School; BA, Syracuse University; MS, New School for Social Research.

Robert F. Weick
Mathematics Teacher, The International High School; BS, Georgetown University; MIA, Columbia University.

Robert Weidemann
Professor, Computer Information Systems Department, Division for Academic Affairs; BA, Hunter College; MA, SUNY at Stony Brook.

Jeffrey I. Weintraub
Director of Research, Evaluation, and Systems, Professor, Division of Cooperative Education; BA, MA, Long Island University; MPA, Baruch College.

M. David Wertheimer
Professor, Accounting and Managerial Studies Department, Division for Academic Affairs; LLB, LLM, Brooklyn Law School; Member, New York and Federal Bars.

Patrick Wharton
Senior College Laboratory Technician, Accounting and Managerial Studies Department, Division for Academic Affairs; AAS, New York City Technical College; BBA, Baruch College.

Francine White
Instructor, Division of Cooperative Education; BA, City College; MBA, Dowling College.

Rhonda Whitley
Administrative Assistant, Liberty Partnership Program, Division for Academic Affairs; BBA, Audrey Cohen College.

Tynetta Wilder-Hope
Administrative Assistant, Veterans Center, Youth and Adults, Division of Adult and Continuing Education.

Hannahlyn Wijens
Chairperson and Professor, Communication Skills Department, Division for Academic Affairs; BA, University of Chicago; MA, EdD, Columbia University, Teachers College.

John W. Williams
Professor and Coordinator of Performing Arts, Humanities Department, Division for Academic Affairs; BA, Virginia Union University; MA, Howard University.

Patricia Williams
Employment Specialist, Family Institute, Division of Adult and Continuing Education; BS, MS, NY Institute of Technology.

M. David Wertheimer
Instructor, Division of Cooperative Education; BA, City College; MBA, Dowling College.

Peggy Williams
Administrative Coordinator for Personnel, Assistant to Higher Education Officer, Level I, Office of Personnel and Labor Relations, Division of Administration.

Lillie Wilson
CUNY Office Assistant, Level II, LaGuardia Urban Center For Economic Development, Division of Adult and Continuing Education; AAS, LaGuardia Community College.

David Wolson
Professor, Natural and Applied Sciences Department, Division for Academic Affairs; BA, National Taiwan University; MS, University of Virginia; Ph.D., Carnegie-Mellon University.

Khadija Wynter
Campus Peace Officer, Public Safety Department, Division of Administration.

Ming Yan
Associate Professor, Coordinator of Sociology, Social Science Department, Division for Academic Affairs; BA, Beijing University, China; Ph.D., New York University.

Gene Yao
Assistant Professor, Computer Information Systems Department, Division for Academic Affairs; BA, Shanghai Mechanical Engineering Institute; MA, Brooklyn College.

Miriam Yataco
Assistant Professor, Humanities Department, Division for Academic Affairs; BA, National University Federico Villareal, Lima, Peru; Ph.D., New York University.
Marie Yeghikian
CUNY Office Assistant, Level I, Division for Academic Affairs.

Hwa Wen (Teresa) Yeh
College Recruiter, Admissions Office, Assistant to Higher Education Officer, Division of Student Affairs and Enrollment Management; BA, MA, Queens College.

Xiaoping Yen
Associate Professor, English Department, Division for Academic Affairs, BA, MA, Fudan University; Ph.D., Syracuse University.

Susan Young
Assistant Professor, English Department, Division for Academic Affairs; BA, MA, McMaster University; Ph.D., CUNY Graduate Center.

Joyce Ship Zaritsky
Professor, Communication Skills Department, Division for Academic Affairs; BA, Brandeis University; MA, Harvard University; EdD, Yeshiva University.

Kathleen Zelaskowski
Associate Director for Grants Administration, Higher Education Associate, Division of Institutional Advancement; AAS, LaGuardia Community College.

Steve Zhang
Computer Coordinator, The International High School; BEE, University Iron and Steel Technology of Beijing China; MEd, University of Southern Maine.

Yu Zhang
Professor, English Department, Division for Academic Affairs; BA, Shanghai Foreign Language Institute; MA, Northeast Normal University; Ph.D., Southern Illinois University.

Ren W. Zhu
College Accountant, Level I, Accounting Office, Division of Administration; BA, Queens College.

Linda Zicchinolfi
Secretary, Middle College High School.
Appendixes

And Indexes

College and University Policies

Affirmative Action Policy
LaGuardia Community College is committed to the principles and spirit of affirmative action and equal opportunity.

It is the policy of LaGuardia Community College to recruit, employ, train and promote employees on the basis of equal opportunity without regard to race, color, religion, sex, sexual orientation, religion, age, national origin, disability, Acquired Immune Deficiency Syndrome, or status as a disabled or Vietnam Era Veteran.

LaGuardia Community College recognizes its obligation to provide students with equal consideration when seeking admission, financial aid, and access to student services, academic and athletic programs.

The College believes in a policy of nondiscrimination, and as an educational institution maintains an ongoing program to assure compliance with federal legislation and University guidelines. The Affirmative Action Program encourages positive practices and ensures equitable disciplinary procedures for any member of the college community who engages in harassment on the basis of race, sex, sexual orientation or disability, or any individual who reports such an incident.

It is the policy of LaGuardia Community College to operate and comply with the requirements of the Equal Pay Act of 1963, the Civil Rights Act of 1964, Title VI, Title VII, the Educational Amendment Act of 1972 (Title IX), Executive Order 11246 as amended by Executive Order 11375, the Rehabilitation Act of 1973 (503 and 504), Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974, the Age Discrimination Act of 1974, the Immigration Reform and Control Act of 1987, the Civil Rights Restoration Act of 1987, and the American Disabilities Act of 1990.

The President, as Chief Executive Officer, has overall responsibility for the Affirmative Action Program. The President has designated the responsibility for the Affirmative Action Program to the Affirmative Action Officer, Nila Sen, Affirmative Action Officer/Equal Employment Officer, Room E-513, (718) 482-5050.

Policy Against Sexual Harassment
LaGuardia Community College is committed to the principles and spirit of compliance with the Equal Employment Opportunities Commission laws which govern sexual harassment. Sexual harassment is illegal under Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments Act of 1972. Sexual harassment occurs when “unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature” are made a condition of employment or student status, are used in decisions affecting an employee or student, affect an employee’s work performance or student’s academic performance or create an overall intimidating, hostile or offensive working environment or student environment.

LaGuardia Community College is committed to maintaining and fostering a fair, humane and supportive environment for all of its students, faculty and staff. The College does not condone and will not tolerate sexual harassment.

The College adheres to the official policy of the Board of Trustees of the City University of New York, which explicitly prohibits sexual harassment throughout the University community. The Policy is as follows:

It is the policy of The City University of New York to promote a cooperative work and academic environment in which there exists mutual respect for all University students, faculty, and staff. Harassment of employees or students based upon sex is inconsistent with this objective and contrary to the University policy of equal employment and academic opportunity without regard to age, sex, sexual orientation, alienage or citizenship, religion, race, color, national or ethnic origin, handicap, and veteran or marital status. Sexual harassment is illegal under Federal, State, and City laws, and will not be tolerated
within the University.

The University, through its colleges, will disseminate this policy and take other steps to educate the University community about sexual harassment. The University will establish procedures to ensure that investigations of allegations of sexual harassment are conducted in a manner that is prompt, fair, thorough, and as confidential as possible under the circumstances, and that appropriate corrective and/or disciplinary action is taken as warranted by the circumstances when sexual harassment is determined to have occurred. Members of the University community who believe themselves to be aggrieved under this policy are strongly encouraged to report the allegations of sexual harassment as promptly as possible. Delay in making a complaint of sexual harassment may make it more difficult for the college to investigate the allegations.

Complaints of sexual harassment by students and employees should be directed to the Sexual Harassment Panel Coordinator, or to any member of the Sexual Harassment Panel available to students and employees. Aside from the Panel, the Sexual Harassment Education Committee holds the responsibility for educating the college community about sexual harassment through printed materials, workshops, training sessions, and the like. All inquiries, complaints and concerns will be kept confidential.

The President, as Chief Executive Officer of the College is committed to and supportive of the Affirmative Action Program. The Affirmative Action Officer has overall responsibility for ensuring compliance with Sexual Harassment rules and regulations. Information, complaints, and concerns should be directed to the Coordinator of the Sexual Harassment Panel, Irma Lynch Patterson, Room E-II4509C, (718) 482-5074, or to any other member of the Sexual Harassment Panel.

We respect diversity as reflected in such areas as race, culture, ethnicity, gender, religion, age, sexual orientation, disability and social class.

As a pluralistic community we will:

* Celebrate: individual and group diversity.
* Honor: the rights of people to speak and be heard on behalf of pluralism.
* Promote: intergroup cooperation, understanding and communication.
* Acknowledge: each others' contributions to the community.
* Share: beliefs, customs and experiences which enlighten us about members of our community.
* Affirm: each others' dignity.
* Seek: further ways to learn about and appreciate one another.
* Confront: the expression of de-humanizing stereotypes, incidents where individuals or groups are excluded because of difference, the intolerance of diversity and the forces of racism, sexism, heterosexism, homophobia, disability discrimination, ageism, classism and ethnocentric that fragment the community into antagonistic individuals and groups.

We believe by carrying out these actions we, as students, faculty and staff can achieve social change and the development of a society in which each individual can achieve her or his maximum potential.
I. Rules

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

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

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

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

5. Each member of the academic community or an invited guest has the right to advocate his position without having to fear abuse, physical, verbal, or otherwise, from others supporting conflicting points of view. Members of the academic community and other persons on the college grounds shall not use language or take actions reasonably likely to provoke or encourage physical violence by demonstrators, those demonstrated against, or spectators.

6. Action may be taken against any and all persons who have no legitimate reason for their presence on any campus within the University/college, or whose presence on any such campus obstructs and/or forcibly prevents others from the exercise of the rights or interferes with the institution’s educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution’s instructional, personal, administrative, recreational, and community services.

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

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

9. Any action or situation which recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization is prohibited.

10. The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or other controlled substances by University employees in the workplace is prohibited. Employees of the University must also notify the College Personnel Director of any criminal drug statute conviction for a violation occurring in the workplace not later than five (5) days after such conviction.

II. Penalties

1. Any student engaging in any manner in conduct prohibited under substantive Rules 1-9 shall be subject to the following range of sanctions as hereafter defined in the attached Appendix: admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, ejection, and/or arrest by the civil authorities.

2. Any tenured or non-tenured member of the administrative or custodial staff engaging in any manner in conduct prohibited under substantive Rules 1-10 shall
be subject to the following range of penalties: warning, censure, restitution, fine not exceeding those permitted by law or by the Bylaws of the Board of Higher Education, or suspension with/without pay pending a hearing before an appropriate college authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities, and, for engaging in any manner in conduct prohibited under substantive Rule 10, may, in the alternative, be required to participate satisfactorily in an appropriately licensed drug treatment or rehabilitation program. In addition, in the case of a tenured faculty member, or tenured member of the administrative or custodial staff engaging in any manner in conduct prohibited under substantive Rules 1-10, he or she shall be entitled to be treated in accordance with applicable provisions of the Education Law or Civil Service Law.

3. Any visitor, licensee, or invitee, engaging in any manner in conduct prohibited under substantive Rules 1-9 shall be subject to rejection, and/or arrest by the civil authorities.

4. Any organization which authorized the conduct prohibited under substantive Rules 1-10 shall have its permission to operate on campus rescinded.

Penalties 1-4 shall be in addition to any other penalty provided by law or The City University Trustees.

**Appendix Sanctions Defined:**

A. Admonition.
   An oral statement to the offender that he has violated University rules.

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

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

D. Disciplinary Probation.

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

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

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

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

H. Complaint to Civil Authorities.

I. Ejection.

**Middle States Accreditation**

LaGuardia Community College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools.

**Credit Values at LaGuardia**

Starting in Fall 1992, LaGuardia began operating on an enhanced semester system awarding semester credits. Prior to Fall 1992, the College operated on a quarterly calendar; instructional time was allocated in such a way as to be equal to that of a college on a semester system. Therefore, LaGuardia awards and has always awarded semester credits for all its courses.

**Graduation Rates**

Graduation rates at LaGuardia compare favorably with those for other CUNY community colleges. While most students require more than two years to complete an Associate’s degree, studies have shown that approximately 20% of entering students may require up to five years. An important factor to consider in addition to the graduation rates is the number of students who attend part-time and require additional time to complete their studies.
Glossary of Terms

A

@: a symbol that may appear on a student’s transcript which indicates a waiver of a requirement (without credit).

AA: Associate in Arts: the degree awarded in the following programs: AA/BA Program in Liberal Arts/ Education, Education Associate: The Bilingual Child, Human Services: Child Development, Gerontology and Mental Health, Liberal Arts: Social Sciences and Humanities.

AAS: Associate in Applied Science: the degree awarded in the following programs: Accounting, Business Management, Commercial Foodservice Management, Commercial Photography, Computer Operations, Computer Technician, Emergency Medical Technician/Paramedic, Microcomputer Systems and Applications, Mortuary Science, Nursing, Paralegal Studies, Physical Therapist Assistant, Programming and Systems, Secretarial Science: Administrative Secretary and Legal Secretary, Travel and Tourism, and Veterinary Technology.

AS: Associate in Science: the degree awarded in the following programs: Business Administration, Computer Science, Dietetic Technician, Liberal Arts: Mathematics and Sciences, Occupational Therapy Assistant, School Foodservice Management.

Academic Advisement: a service provided by Student Services counselors and faculty advisors to assure that students receive accurate information on courses they must take and other degree requirements they must meet.

Academic Year: two enhanced semesters, each consisting of a twelve-week session and a six-week session.

Advisement Form: required form which must be signed by a counselor or faculty advisor before registration. It lists the courses for which a student has been advised to register, and also courses in progress.

Articulation: an agreement between a four-year college and LaGuardia to accept certain courses for credit towards a BA or BS degree at that senior college, or an agreement between LaGuardia and a high school for automatic advanced placement credit.

B

Basic Skills: required courses in reading, writing, math and oral skills based upon students’ performance on the Freshman Skills Placement Test

Bursar: the college cashier, where all fees and tuition are collected, and all refunds and financial aid checks are given out. The Bursar’s Office accepts cash, checks, and money orders.

Career and Transfer Center: offers assistance to students making career decisions, setting occupational goals, and learning about training and educational requirements of various careers. The Center also assists students in transferring to four-year colleges and universities. The Center, C-245, houses a library of occupational and educational information.

Career Preparation Elective Pattern: a group of no more than five courses designed to give students a foundation for a career in areas such as art, journalism, and legal studies with related co-op experiences (AA degree in Liberal Arts only).

Certificate: awarded in court reporting, commercial photography, and word processing specialist.

Change of Program: A period of time after registration in which students may add and/or drop courses.

Cleared: a term used by the Bursar’s Office to indicate that a student has paid or has made acceptable arrangements to pay money owed to the college.

Club Hours: Wednesday afternoons. Classes are not usually scheduled during this time.

Cluster: three or more courses offered during the same semester and linked by common themes or assignments. (Two courses linked in the same way are often called a “Pair”.)

College Discovery Program: a comprehensive program of basic skills courses, counseling, tutoring and financial aid for students who meet the eligibility requirements.

College Preparatory Initiative (CPI): An initiative designed to strengthen high school students’ academic preparation in order to enhance success in college and/or employment.

Confirmation: a student’s official schedule of classes issued after tuition has been paid.

Continuing Education: a college division which offers various noncredit programs to adult students.

Co-op: see Cooperative Education below.

Co-op Faculty Advisor: a faculty member who teaches the Gateway to the Workplace course and advises students throughout their co-op internships.

Co-op Internship: credit-bearing work experience.

Co-op Seminar: class taken during internship cycle; in the seminar, students examine their work experiences in relation to career and educational objectives, and academic concepts.

Cooperative Education: a college division which provides students with an opportunity to apply content learned in the classroom in a workplace environment.

Core: in the Liberal Arts curriculum only, a twelve-credit requirement of introductory-level courses taken in four out of five liberal arts departments.

Corequisite: course which must be taken during the same session as another course.

Counselor: college faculty trained to help students examine educational, career and personal concerns. Counselors conduct New Student Seminars, lead workshops, and are available to see students on an individual and group basis.

Course Code: each code (listed in the Schedule of Classes) identifies the department offering the course, the name of the course, and the particular section (days and times) a course is scheduled to meet (e.g., ENG101.01).

CR: a symbol that may appear on a student’s transcript which indicates a course for which a student earned credit by examination or on the basis of an articulation agreement with the student’s high school.

Curriculum: a student’s major field of study at LaGuardia.

D

Dean’s List: a per semester listing of students who have achieved academic excellence.

Degree Requirements Checklist (DRC): a computerized list of courses including students’ basic skills requirements (if any), required courses, and academic progress and history.

E

Elective: course not required for a major which a student may choose to take to meet overall degree requirements. Liberal arts electives include courses from the Departments of English, Humanities, Human Services, Natural and Applied Sciences, Math and Social Science, except those courses listed on pages 107-108. Unrestricted electives may be chosen from any department of the college.

Enhanced Semester: a two-part semester divided into a twelve-week session and a six-week session.
Express Course: courses offered in an intensive mode, usually during intersession.

Extended Day: evening (after 5 p.m.) and Saturday courses.

F:
F Grade Policy: Detailed explanation is found in the Academic Policy section of the catalog.
Faculty Advisor: an instructor in a student’s major who can assist with academic and career planning.
Federal Direct Loans: a form of financial aid.
FIN: A symbol on a student’s transcript indicating failure to complete course requirements in order to change an incomplete grade to a real grade.
FSAP (Freshman Skills Assessment Program): a three-part test for new students that determines whether they will be placed in ESL or basic reading, writing, and math classes.

Full-time student: generally, a student registered for at least 12 credits or credit equivalents per semester. Since each financial aid program has a different definition for full-time status, students should see a financial aid counselor for information about how to maintain eligibility for all forms of financial aid. Veterans should speak with the Veterans Affairs Office.

G:
Gateway to the Workplace: a required course which prepares students for co-op internships. Eligibility for placement on a co-op internship is dependent upon satisfactory completion of this course. Course activities include identifying personal co-op internship objectives, interviewing for internships, resume writing and practice interviews.

GPA: grade point average.

I:
Immunization: The State of New York requires all students born on or after January 1, 1957 to present proof of immunity against measles, mumps, and rubella.
INC: a symbol on a student’s transcript indicating an incomplete course.
IOL (Internship Opportunities List): a complete listing by major of internships available through the Division of Cooperative Education.
Independent Study: a course of study designed by a faculty member and a student tailored to a student’s interests.
International High School: a Board of Education high school on campus.
Internship: see Co-op Internship.
Internship Seminar: see Co-op Seminar.

Job Placement Office: available to all students and alumni. Offers full- and part-time job referrals, placement in temporary positions, and assistance in developing interview techniques and the preparation of a resume.

Learning Community: a group of students who enroll in a common set of courses which are thematically linked and who work together on projects and assignments.

M:
Middle College: a Board of Education high school on campus.
Military Credit: Up to six unrestricted elective credits for veterans in degree programs who have been honorably discharged from the United States military.

N:
NC: a symbol which may appear on a student’s transcript which indicates no credit was earned for the course.
New Student Seminar: a required, counselor-led course which helps orient students to the college.
Non-Cleared: term used by the Bursar’s Office to indicate that a student owes money to the college. The account must be settled before the student will be permitted to register for the next semester’s classes.
Non-credit Programs: non-credit courses offered through the Division of Adult and Continuing Education designed to meet the interest and needs of a variety of individuals and groups.

O:
Option: a subset of a curriculum indicating the degree requirements for that particular degree. Business Finance is an option within Business Management, and Telecommunications is an option within Computer Technician.

P:
P: a symbol on a student’s transcript which indicates the student passed the course. Used prior to Fall, 1975. Not calculated towards GPA.

Part-time Student: generally, a student registered for less than 12 tuition units is considered part-time at LaGuardia. Since each financial aid program has a different definition for part-time status, students should see a financial aid counselor for information about how to maintain eligibility for all forms of financial aid. Veterans should speak with the Veterans Affairs Office.

PEP: Personal Education Planner – a computer-generated advise- ment document based on a student’s major, status and placement test results which recommends courses for the first semester.
Pell Grant: a form of financial aid (formerly BEOG).
Perkins Loan: a form of financial aid.
Prerequisite: a course that must be completed prior to taking another course.
Probation: a trial period of one semester which permits students to improve a low grade point average.

R:
R: a symbol that may appear on a student’s transcript which indicates that the course must be repeated. This grade is only given in basic skills courses.
Readmission: A process through which a student who stopped attending the college while in good academic standing may be allowed to again enroll in the college and register for classes.
Regents Award for Children of Deceased or Disabled Veterans: a form of financial aid.
Regents College Scholarship: a form of financial aid.
Registration Appointment: a specific appointment assigned by the Registrar’s Office indicating the day and time a student is invited to register for classes for a semester.
Reinstatement: A process through which a student who has been suspended by the college may be allowed to again enroll in the college and register for classes.
Requirement: necessary course for completion of a degree.
Retention: policy specifying conditions for maintaining student
Robert F. Wagner Institute for the Arts and Technology: a Board of Education high school on campus.

S
S: a symbol that may appear on a student’s transcript which indicates the student has satisfactorily passed the course. This grade is not counted in the calculation of the student’s GPA.

SAR: a Student Aid Report which details individual student aid from federally funded programs.

SIR (Student Instructional Report): the questionnaire by which students evaluate their teachers.

Social Science: the academic department that offers courses in economics, history, psychology, sociology, political science, and anthropology.

Social Security Payments to Children of Deceased or Disabled Parents: a form of financial aid.

Study Group: a group of students, often led by an advanced student, who work together to master difficult skills.

Supplemental Educational Opportunities Grant: a form of financial aid.

Suspension: the result of a student’s failure to raise a low grade point average during probation. Students on suspension cannot register for classes in the college for one semester.

T
TAP: Tuition Assistance Program—a form of financial aid.

TCR: a symbol that may appear on a student’s transcript which indicates that credit was transferred to LaGuardia from a school the student previously attended. (Appears as TC on the DRC.)

Transcript: report of grades received after each semester of study.

U
U: a symbol that may appear on a student’s transcript which indicates the student has not satisfactorily passed the course. This grade is not counted in the calculation of the student’s GPA.

Urban Study Requirement: all students are required to take at least one of the special series of courses which utilize the facilities of New York City for focusing learning in a given discipline.

V
Veterans Administration Educational Benefits: a form of financial aid.

W
W: a symbol that may appear on a student’s transcript which indicates official withdrawal from a course prior to the official withdrawal date.

WA: a symbol that may appear on a student’s transcript which indicates administrative withdrawal, e.g. student not cleared for immunization. For academic purposes, this symbol counts the same as “W”, an official withdrawal.

WU: a symbol on a student’s transcript which indicates unofficial withdrawal from a course prior to the official withdrawal date. WU grades are counted as F grades in the calculation of students’ grade point averages.

Y
Y: a symbol that may appear on a student’s transcript which indicates that the student completed the first semester of a two semester course. Used prior to Fall 1980 and is not calculated towards GPA.

Z
Z: a symbol on a student’s transcript which indicates that the instructor was delayed in submitting a grade. Students completing a co-op internship normally receive the temporary grade of “Z.” The “Z” grade will be changed to the student’s correct grade by the session following the internship.
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**BY SUBWAY**
The college can be reached easily by both the IND and IRT lines.

The Queens Plaza IND stations are serviced by the E, F, G, R, and N trains. The college is an 8-minute walk from this station.

The Rawson St. station of the Flushing IRT line is serviced by the number 7 train, which connects in Manhattan with the Lexington IND and the B, D, and F lines. The college is a three-minute walk from the Rawson St. Station.

**BY BUS**
**From Queens:** Number 60 bus west along Queens Blvd. to Thomson Ave.

From the Bronx: The QBX-1 bus from Coop City to Main Street, Flushing, and transfer to the IND number 7 train to Rawson St. or the Q44 bus to Main St., Flushing, and transfer to the IRT number 7 train to Rawson St.

**From Manhattan:** The M32 bus along Madison Ave. and across 57th Street and the 59th Street Bridge to the intersection of Queens Blvd. and Thomson Ave.

**BY CAR**
The college is located on Thomson Ave., three blocks west of its intersection with Queens Blvd.

**From Queens:** The Long Island Expressway, west to Van Dam St. exit. Make a right at light and go to Thomson Ave., where you make a left.

**From Brooklyn:** Brooklyn-Queens Expressway, north, to Long Island Expressway exit (toward Midtown Tunnel) to Van Dam St. exit. Make a right at light and go to Thomson, where you make a left.

**From the Bronx:** Triboro Bridge to Brooklyn-Queens Expressway south. Exit at Queens Blvd., west, and when Queens Blvd. forks, turn left onto Thomson Ave.

**From Manhattan:** Take the 59th Street Bridge to Queens Blvd. and follow signs to college.
### 2000/2001 Academic Calendar

#### FALL SEMESTER - SESSION I

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/28</td>
<td>First official day of Coop Internship</td>
</tr>
<tr>
<td>9/5</td>
<td>First day of Fall Classes - Session I</td>
</tr>
<tr>
<td>9/12</td>
<td>Honors Night</td>
</tr>
<tr>
<td>9/13</td>
<td>Opening Sessions for Faculty and Staff (No Classes)</td>
</tr>
<tr>
<td>9/18</td>
<td>Last day to add Independent Study/Individualized Courses</td>
</tr>
<tr>
<td>9/19</td>
<td>Commencement (No Classes)</td>
</tr>
<tr>
<td>9/25</td>
<td>Last day of tuition refund period</td>
</tr>
<tr>
<td>9/29-9/30</td>
<td>First day of Coop Internship</td>
</tr>
<tr>
<td>10/9</td>
<td>Columbus Day (No Classes)</td>
</tr>
<tr>
<td>10/24</td>
<td>Classes will meet according to a Friday Schedule</td>
</tr>
<tr>
<td>10/26</td>
<td>Last day to withdraw from a course officially</td>
</tr>
<tr>
<td>11/23-11/24</td>
<td>Thanksgiving Recess (No classes)</td>
</tr>
<tr>
<td>12/5</td>
<td>Last day of Fall classes - Session I</td>
</tr>
<tr>
<td>12/6-12/12</td>
<td>FINALS</td>
</tr>
<tr>
<td>12/8</td>
<td>Last official day of Coop Internship</td>
</tr>
</tbody>
</table>

#### SPRING SEMESTER - SESSION I

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/12</td>
<td>First day of Spring classes - Session I</td>
</tr>
<tr>
<td>3/12</td>
<td>First official day of Coop Internship</td>
</tr>
<tr>
<td>3/26</td>
<td>Last day to add Independent Study/Individualized Courses</td>
</tr>
<tr>
<td>4/2</td>
<td>Last day to apply for Graduation, Nursing, Occupational Therapy, Physical Therapist, Candidacy or Permit this semester</td>
</tr>
<tr>
<td>4/2</td>
<td>Last day of tuition refund period</td>
</tr>
<tr>
<td>4/9-4/15</td>
<td>No Classes</td>
</tr>
<tr>
<td>4/26</td>
<td>Last day to withdraw from a course officially</td>
</tr>
<tr>
<td>5/28</td>
<td>Memorial Day (No classes)</td>
</tr>
<tr>
<td>6/11</td>
<td>Last day of Spring classes - Session I</td>
</tr>
<tr>
<td>6/12-6/18</td>
<td>FINALS</td>
</tr>
<tr>
<td>6/15</td>
<td>Last official day of Coop Internship</td>
</tr>
</tbody>
</table>

#### SPRING SEMESTER - SESSION II

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/18</td>
<td>First official day of Coop Internship</td>
</tr>
<tr>
<td>6/25</td>
<td>First day of Spring classes - Session II</td>
</tr>
<tr>
<td>7/4</td>
<td>Independence Day (No classes)</td>
</tr>
<tr>
<td>7/9</td>
<td>Last day of tuition refund period</td>
</tr>
<tr>
<td>7/9</td>
<td>Last day to apply as a Non-Degree student</td>
</tr>
<tr>
<td>7/18</td>
<td>Last day to withdraw from a course officially</td>
</tr>
<tr>
<td>7/26</td>
<td>Last day to apply for readmission or reinstatement from suspension (For Fall 2001 Semester)</td>
</tr>
<tr>
<td>8/6</td>
<td>Classes will meet according to a Wednesday schedule</td>
</tr>
<tr>
<td>8/6</td>
<td>Last day of Spring classes - Session II</td>
</tr>
<tr>
<td>8/7-8/13</td>
<td>FINALS</td>
</tr>
<tr>
<td>8/24</td>
<td>Last official day of Coop Internship</td>
</tr>
</tbody>
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**Important Notice of Possible Changes:**

The City University of New York reserves the right, because of changing conditions, to make modifications of any nature in the academic programs and requirements of the University and its constituent colleges without advanced notice. Tuition and fees set forth in this publication are similarly subject to change by the Board of Trustees of The City University of New York. The University regrets any inconvenience this may cause.