LAGUARDIA COMMUNITY COLLEGE

of the City University of New York

BULLETIN 1977-78
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The program and requirements set forth in this bulletin are necessarily subject to change without notice.
Conclusion of Mayor LaGuardia's First Inaugural Address:

"We will never bring disgrace to this, our city, by any act of dishonesty or cowardice nor ever desert our suffering comrades in the ranks. We will fight for our ideals and sacred things of the city, both alone and with many. We will revere and obey the city's laws and do our best to incite a like respect in those above us who are prone to annul them and set them naught. We will strive unceasingly to quicken the public sense of duty. THUS IN ALL THESE WAYS WE WILL TRANSMIT THIS CITY NOT ONLY NOT LESS BUT FAR GREATER AND MORE BEAUTIFUL THAN IT WAS TRANSMITTED TO US."


The quotation, known as the "Oath of the Young Men of Athens," was used by Mayor Fiorello LaGuardia to conclude his first Inaugural Address delivered at the National Broadcasting Company's radio studio in New York on January 1, 1934.

From the minutes of the Board of Higher Education's meeting of October 26, 1970:

NAME FOR COMMUNITY COLLEGE NUMBER IX

RESOLVED, that, in proud recognition of Fiorello H. LaGuardia's life-long public service to the people of the City of New York and of the United States, and his ambitious and successful leadership of good government campaigns to provide decent living conditions and guarantee democratic processes for all, the Board of Higher Education name Community College Number Nine "FIORELLO H. LAGUARDIA COMMUNITY COLLEGE."

EXPLANATION: Fiorello LaGuardia was born in 1882 of mixed European parentage and was raised in Nebraska. In New York he obtained his law degree, going to school at night, and then opened his practice to the needs of the infant unions fighting against the sweatshop conditions of the early part of the century.

After the war he returned to New York and became President of the Board of Aldermen, fighting to protect low transit fares and to preserve the direct primary as the defense of the voter against the political bosses.

For more than a decade LaGuardia was a Congressman who moved his battle for democracy from New York to Washington. Whether it was confronting those congressmen who imposed severe immigration quotas, or fighting those men who protected "free enterprise" to the detriment of the public welfare, LaGuardia spoke out, and challenged—indeed, tried to educate—the men who served these interests. His most famous congressional activity was the co-authorship, with Senator Norris, of the famous anti-injunction law bearing their names.

Drafted to bring a non-partisan fusion government to New York City, LaGuardia brought twelve years of reform government to City Hall. His achievements are almost too numerous to be cited: battling corruption in city departments, modernizing all aspects of the civil service, rescuing the City from the extortion of the underworld, opening new cultural institutions, such as the New York City Center and looking ahead for such needs as new airports and a more efficient city government.

Since the name of LaGuardia has been associated with public service of the most generous and productive nature, it is fitting that a community college joining a university of exactly such a tradition of service to all residents of New York City, whether they were of native or foreign origin, be named after Fiorello H. LaGuardia.
1977-1978

FALL QUARTER
9/12 ............. First Official Day of Co-op Internship
9/15 - 9/21 ........ Intensives
9/26 - 9/28 ........ Professional Development Days (NO CLASSES)
9/29 ............. First Day of Regular Classes
10/10 ............. Columbus Day (NO CLASSES)
11/3 ............. Last Day to Drop a Course Officially
11/8 ............. Election Day (NO CLASSES)
11/11 ............. Veteran's Day (NO CLASSES)
11/24 - 11/27 ....... Thanksgiving (NO CLASSES)
12/13 ............. Last Day of Fall Quarter
12/15 ............. Professional Development Day (NO CLASSES)
12/16 - 12/18 ...... Intersession (NO CLASSES)
12/19 - 1/2 ........ Winter Recess (NO CLASSES)
12/31 ............. Last Official Day of Co-op Internship

WINTER QUARTER
1/3 ............. First Official Day of Co-op Internship
1/3 ............. First Day of Regular Classes
1/15 ............. Human Rights Day (NO CLASSES)
2/6 ............. Last Day to Drop a Course Officially
2/13 ............. Lincoln's Birthday (NO CLASSES)
2/15 ............. Classes will meet according to a "Monday" Schedule
(Day and Evening)
2/20 ............. Washington's Birthday (NO CLASSES)
2/21 ............. Classes will meet according to a "Monday" Schedule
(Day and Evening)
3/12 ............. Last Day of Winter Quarter
3/13 ............. Professional Development Day (NO CLASSES)
3/14 - 3/19 ...... Intersession Week (NO CLASSES)
3/18 ............. Last Official Day of Co-op Internship

SPRING QUARTER
3/20 ............. First Official Day of Co-op Internship
3/20 - 3/26 ...... Spring Recess (NO CLASSES)
3/27 ............. First Day of Regular Classes
4/1 - 4/23 ...... Passover (NO CLASSES)
5/1 ............. Last Day to Drop a Course Officially
5/29 ............. Memorial Day (NO CLASSES)
6/4 ............. Last Day of Spring Quarter
6/5 - 6/11 ...... Intersession Week (NO CLASSES)
6/10 ............. Last Official Day of Co-op Internship

SUMMER QUARTER
6/12 ............. First Official Day of Co-op Internship
6/12 - 6/16 ...... Intensives
6/18 ............. First Day of Regular Classes
7/4 ............. Independence Day (NO CLASSES)
7/24 ............. Last Day to Drop a Course Officially
8/27 ............. Last Day of Summer Quarter
8/28 - 9/3 ...... Intersession Week (NO CLASSES)
9/9 ............. Last Official Day of Co-op Internship

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LaGuardia Community College opened in September, 1971, and is one of the twenty branches of the City University of New York. It is located in Long Island City, Queens. LaGuardia is sponsored by the Board of Higher Education of the City of New York.

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

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

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

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

Statement of Purposes

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

- quality career programs for students who plan to enter the labor market on a technical or para-professional level after graduation;
- transfer programs for students who plan to complete baccalaureate programs at a four-year college or university;
- broad educational offerings to meet the needs of adults residing or working in the geographic area served by the College;
- a range of developmental and individualized programs to facilitate personal and professional growth.

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

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

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

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

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

Cooperative Education Program

LaGuardia Community College has as its major premise the notion that learning takes place in many different settings—both in and outside the classroom. Through its Cooperative Education Program, the College seeks to provide off-campus, non-classroom learning experiences. Cooperative Education is designed specifically to help students determine their own individual goals, and generally to assist them in:

1. Applying classroom learning to practical work situations;
2. Gaining additional knowledge and skills through experience;
3. Exploring various career possibilities or to confirm career plans;
4. Broadening horizons through the pursuit of academic or other special interests;

5. Strengthening personal and work-related skills, such as interpersonal relations and decision-making.

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

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

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

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

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

AN INDIVIDUALIZED PROGRAM OF PREPARATION AND PLACEMENT

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

Prior to the first internship, each student attends a preparatory course taught by a Co-op Adviser. This Co-op Prep course helps students in the following areas:

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

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

THE INTERNSHIP AS AN EDUCATIONAL EXPERIENCE

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

Internship Seminar

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

1. Maximize the students’ ability to learn from their internships;
2. Aid the students in relating the field experience to their career exploration and development;
3. Help students relate the internship to previous classroom learning;
4. Provide the foundation and motivation for learning in subsequent courses.

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

The second Internship Seminar is concerned with career opportunities within the different curricular areas and the realities of various career choices. The third Seminar is an opportunity at an advanced level for independent examination of the application of classroom learning to specific practical situations. (See specific listings under course descriptions, p. 68)

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

For more information see Academic and Cooperative Education Policies, p. 35.
VARIETIES OF INTERNSHIP OPPORTUNITIES

LaGuardia students choose from among hundreds of internships: positions in the private sector and the world of business and industry; positions in the public, nonprofit and service areas; positions in the New York City area and, increasingly, nationwide and in other countries; internships which are part of a three-quarter sequential training program leading to a position within an agency; and opportunities that permit a student to explore different fields.

Internships should help a student to grow and learn, and to develop career possibilities. Thus, a data processing student may not spend all three internships in a data processing department. He or she may take a position in another department of a firm to see the implications of data processing elsewhere in the firm. On the other hand, the same student may wish to use one of the internships to explore a very different field that he or she does not wish to pursue as a career but wants to experience; for example, ecology and environmental protection.

A liberal arts student may be certain that social work is his or her calling and want to have three social work-related internships. That student, however, may choose to spend one internship working in industry, so as to enhance an understanding of the conditions under which social workers' clients work. Another liberal arts student may not have defined career plans and may use the internships to test different career and academic areas. For example, a student may explore political science through working on a political campaign in one internship. Subsequently, the student may work in a City agency or in a large corporate firm to observe its political and sociological structure.

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

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

COOPERATIVE EDUCATION UNDER THE OPTIONAL PLAN

Generally, nine credits of Cooperative Education are required for all full-time day students admitted through the University Applications Processing Center and all transfer "Advanced Standing" students. Cooperative Education is optional for other categories of students including students admitted through the Extended Day Program* and through the Veterans Program and other direct admits.

A range of special offerings has been developed which are tailored to the needs of older and part-time students. These Cooperative Education courses focus on career exploration and career change, the assessment of prior experience for credit, and the particular career concerns of women. In addition, students may inquire about internships (both part-time and full-time) and permanent jobs. For further information, contact the Division of Cooperative Education or the Extended Day Office.

PLACEMENT OFFICE

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

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

Student Services Programs

FOCUS ON STUDENT DEVELOPMENT

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

1. Accurately assessing personal interests and abilities.
2. Selecting an appropriate career.
3. Formulating an educational plan.
4. Implementing a career decision.
5. Preparing for marriage and family life.
6. Building leadership and group membership skills.
7. Maximizing individual growth.

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

ORIENTATION

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

*Extended Day Students in the Human Services, Occupational Therapy, Education Associate and Bilingual Education Associate programs must complete their programs' Cooperative Education requirements.
Phase I
Incoming freshmen visited in the high schools by representatives of
the College.

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

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

COUNSELING AND ADVISEMENT
Each freshman is a member of a small group of 20 students that works
closely with an Advisement-Counseling Team, consisting of a faculty
member, a Cooperative Education Coordinator and a Student Services
Counselor. In these weekly-meeting groups, students receive a thorough
orientation to the College and their curriculum majors. In addition, students
consider various career options with the assistance of their
Advisement-Counseling Team. A visit to the College Career Resource
Center is scheduled so that freshmen can review current occupational
information. A computer terminal assists students in their career
exploration.

During their first quarter, freshmen are helped to formulate a long-range
academic plan that prepares them for career fields and education beyond
the Associate degree. Subsequently, students meet with either their
counselor or faculty advisor each quarter to review academic progress and
select courses for the next term.

Individual meetings are also held with the students' counselor to discuss
personal, career or academic concerns.

HEALTH SERVICES
The People's Health Center offers a variety of programs and services in
response to the needs of the college community. Programs dealing with
sexuality, family planning, weight reduction, abortion, venereal disease and
smoking are available for groups or individuals. Health counseling and
referral services for any health related problem as well as first aid and
emergency care are provided free of charge by the College Nurse and the
students who staff the Center.

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

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

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

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

STUDENT ACTIVITIES AND THE HUMAN DEVELOPMENT CENTER
The Student Activities Department of LaGuardia Community College
consists of two main areas—Student Activities and the Human
Development Center. These two areas are related through common
objectives. These objectives include:

1. Initiating and coordinating extracurricular programs and activities.
2. Creating a conducive atmosphere for self-expression and exploration
outside the formal classroom.
3. Providing services and assistance essential to college success.

Student Clubs and Organizations
There are 16 active clubs and organizations: Fiorell's Flute, Fine Arts, Con­
sumer Assistance Bureau, SanSoul, Prestigious Blacks, Photography,
Bilingual, International, Cultural, Occupational Therapy, Social Sciences,
Social "Funktion", The Music Club, Accounting, The Drama Society,
Seekers Christian Fellowship, and Social Essence. Faculty advisors assist
club and organizational members in developing educational as well as
social programs.

A Student Activities Committee is composed of student representatives
from each club and organization, and it meets on a weekly basis to discuss
activities. The students on the Committee act as technical advisors and
aides to help organize and implement creative projects outside the
classroom.

The Human Development Center
The primary objectives of the Human Development Center are:

1. To facilitate student learning and effective use of helping skills in their
day-to-day life, particularly as they relate to the environment of the
College;
2. To promote the psychological growth of students by assisting them to
identify and achieve their individual human potential;
3. To assist in the process of removing obstacles to the normal human
development of each individual student; and
4. To provide students with the opportunity to develop and enhance organizational and career skills by placing them in positions of responsibility.

These objectives form the philosophical basis for the Human Development Center's training workshops and service programs.

The Human Development Center is managed by a number of experienced students and staff of the College whose responsibility is to train students as peer counselors. The vehicles for training are micro-counseling and Human Relations workshops. In operating the Center, both peer counselors and staff attend to the needs of students by providing supervised peer counseling and referral.

Student Council

The Student Council of LaGuardia Community College is elected by students to represent the student body.

The general aims of the Student Council are:
1. To increase student interest and participation in educational, cultural, and social activities of the College; and
2. To sponsor and supervise co-curricular and social activities.

All matriculated students, upon payment of their registration and activities fees, are eligible to vote in the elections for Student Council. Council members must be elected by at least 30% of the total matriculated student body. No less than 1/3 of the Council shall be freshman.

The Student Council consists of 12 members. Membership on the Student Council offers the student an opportunity to assume a mature, responsible leadership role in the College and community, and provides him or her with insights into the workings of democratic practices and procedures. Elections Facilities for Student Council are held annually during the Fall Quarter.

Facilities available to students include ping-pong, billiards, weightlifting, game tables and several student lounges. A new gymnasium is expected to be opened in the fall of 1977. Programs to be offered will include intramurals and Health and Physical Education workshops. Exercising equipment including the "Universal Gym" will be available.

CAREER RESOURCE CENTER

Students desiring assistance in making career decisions, setting occupational goals, and learning about training and educational requirements for various careers are encouraged to use the help available in the Career Resource Center. The Center houses a library of occupational and educational information, and career counselors are available for students who seek assistance in using the materials or to help those who would like individual advisement in formulating their plans.

ADMISSIONS PROCEDURE FOR FRESHMEN

The Office of Admissions, under the supervision of the Dean of Student Services, answers inquiries regarding College entrance (phone 626-5588).

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

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

STUDENTS APPLYING WITH ADVANCED STANDING

An applicant who has previously attended another accredited college or university may be admitted to LaGuardia Community College by obtaining a centralized application from the Office of Admission Services, 875 Avenue of the Americas, New York, N.Y. or any college of the City University. The acceptance of students requesting transfer to LaGuardia will be determined by availability of seats and budget consideration. To be eligible for Advanced Standing, students should have been matriculated or have earned six or more credits with good academic standing at their home college. Contact the college's Admissions office for detailed information.

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

LaGuardia Community College will allow in transfer the number of credits originally granted for a course by the college from which a student has transferred.
FINANCIAL AID

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

The Financial Aid Office, located in Room MB-37 is staffed with professional counselors to assist any student with financial problems in securing financial aid to meet individual needs:

The general types of assistance are:

Grants
1. Tuition Assistance Program (TAP)
New York State residents paying tuition of more than $200 per academic year are eligible for tuition assistance awards. To qualify students must be in full-time attendance carrying 7 credits or more per quarter. The student's family net taxable income must be $20,000 or less. For an independent student the net taxable income must be $5,666 or less. Awards range from $100 to $775 per year at LaGuardia.

2. Basic Educational Opportunity Grant (BEOG)
These federal grants, which do not have to be repaid and do not have to be matched by other College funds, range from $200 to $1400 per academic year. The amount of the award is determined by the student's and/or family's income. The deadline for applying is March 15, 1978.

3. Supplemental Educational Opportunity Grant (SEOG)
This is a federally-funded program established to help students who have exceptional financial need. The awards range from $200 to $1500 per year. This grant must be equally matched by other scholarships and/or aid programs. Determination of need is made by the financial aid counselor who applies federal guidelines following submission of information and a discussion with the student.

Work-Study
College Work-Study (CWS)
This federal program provides the student with an opportunity to meet some educational expenses while gaining valuable work experience. The student must have a financial need as defined by federal guidelines in order to qualify.

Loans
National Direct Student Loan (NDSL)
Loans under this program are available to matriculated full and part-time students. Undergraduates who qualify may borrow up to a maximum of $1500 a year at a 3% simple interest rate and take up to 10 years to repay, beginning nine months after leaving school. Loans may be cancelled and no repayment may be required for teachers of the handicapped, teachers in inner-city schools and servicemen who spend one year in a combat zone. Eligibility is based on financial need as defined by federal guidelines.

New York Higher Education Assistance Corporation Loans (NYHEAC)
This is reserved for qualifying New York State residents who may borrow up to $2500 for each year of study at 8% interest. The outstanding loan balance cannot exceed $7500 for any student enrolled in an undergraduate program. These loans are negotiated through approved commercial banks, interest does not accrue, nor is repayment required until the student leaves school.

Restrictions
All financial aid programs outlined above are reserved for citizens of the United States, or permanent residents who have filed a “Declaration of Intention” of becoming a citizen. Unless otherwise noted, a student must be fully matriculated and carrying at least 3.5 credits per quarter. Students must be in “good standing” for continued financial assistance.

Filing of Applications
Applications for all aid programs are available in the Financial Aid Office. To be considered for the SEOG, NDSL and CWS programs students must file a Financial Aid Form (FAF) and required documentation. For information concerning deadline dates and completion of forms the student should visit the Financial Aid Office or call 626-5515, 16, 17.

Typical Student Expenses
The following is an itemized estimation of educationally-related expenses that a student is likely to incur for a nine-month or three-quarter period. It is expected that during the student's internship quarter, salaries will cover expenses during that time. Most students receive some form of financial assistance to help meet the expense listed below:

<table>
<thead>
<tr>
<th>Dependent Student Expenses</th>
<th>Single, Self-Supporting Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees $835</td>
<td>Tuition &amp; Fees $835</td>
</tr>
<tr>
<td>Books &amp; Supplies $175</td>
<td>Books &amp; Supplies $175</td>
</tr>
<tr>
<td>Transportation $315</td>
<td>Transportation $315</td>
</tr>
<tr>
<td>Lunch $375</td>
<td>Food $1,145</td>
</tr>
<tr>
<td>Personal $450</td>
<td>Housing $1,485</td>
</tr>
<tr>
<td>Food &amp; Personal $600</td>
<td>Personal $865</td>
</tr>
<tr>
<td></td>
<td>(clothing &amp; Med.)</td>
</tr>
<tr>
<td>Total $2,750</td>
<td>Total $4,820</td>
</tr>
</tbody>
</table>
The Division of Continuing Education is concerned with the educational needs of a variety of adult students—men and women who attend classes after a day of work to get education needed to compete for better jobs, older adults seeking productive use of retirement years, veterans, recent immigrants and others with broader life experiences than those of the traditional student who enters college directly upon graduation from high school.

To meet the special needs and accommodate the unique contributions of adult students, the Division of Continuing Education offers a variety of credit and non-credit programs which reflect the diversity of adult interests and needs in New York City and in western Queens in particular. Continuing Education courses are offered in the evening and weekend hours, both at the College campus and at various off-campus locations. These include community centers, senior citizen centers, churches, high schools, union headquarters, and business and industrial sites. Many of these programs began with a request from special groups within the broad community served by the College. The staff of Continuing Education welcomes increased contact with organizations interested in developing educational programs for adults.

Through Continuing Education, adults may enroll in any of the following types of courses:
- credit courses leading to a degree;
- credit-bearing and non-credit courses for personal and professional development;
- non-credit courses for educational preparation, skills training and leisure pursuits;
- special programs for veterans, deaf and physically handicapped adults.

For further information on any of these programs visit the Center for Adults in the College's Main building, or call 626-5055.

Extended Day Session
The Extended Day Session, a continuation of the scheduled day classes, provides students with a wide selection of courses and educational services. Extended Day students are encouraged to take courses meeting during the daytime, evening, or weekend hours, as their personal needs dictate. Similarly, regular full-time day students may enroll in evening classes if they wish. Extended Day and regular full-time students benefit from the same College services: counselling and advisement, health services, instructional laboratory facilities, and administrative services. In order to meet the needs of adults with work and family commitments, Extended Day courses are scheduled in convenient patterns which permit a student to take several courses within two or three evenings per week. Some courses require attendance only one evening or one Saturday per week. Extended Day students are governed by general College policies and regulations.

TO ENROLL IN THE EXTENDED DAY SESSION
Persons interested should contact the Extended Day Information Center (626-5055) for help with the following procedures:
1. Complete an application form and submit a $20 application fee with the following documents:
   a. High School or equivalency diploma;
   b. Marriage certificate (if diploma is in maiden name);
   c. DD214 (if veterans benefits are claimed);
   d. Alien registration card (if on immigrant visa).
2. Take the College Placement Test.
3. Attend financial aid workshop if seeking financial aid.
4. Meet with a counselor for assistance in academic planning and course selection prior to registration.
PROGRAMS OF STUDY
Extended Day students may pursue degrees in the following programs.
(Exact degree requirements and other information is found on the pages indicated next to each program.)

- Accounting (p. 45)
- Business Administration/Management (p. 53)
- Data Processing (Programming Option) (p. 48)
- Secretarial Science (Executive Option) (p. 44)
- Liberal Arts (p. 63)
- Human Services (p. 58)
- Occupational Therapy (p. 61)

COOPERATIVE EDUCATION FOR EXTENDED DAY STUDENTS
Cooperative Education is optional for Extended Day students. They may substitute unrestricted electives for all or part of the nine Cooperative Education credits required of day students. However, College policy provides adults and other Extended Day students several options for earning academic credit for work experience.

NON-CREDIT PROGRAMS
Non-credit programs are offered throughout the year, on campus and at community locations on request. Courses are designed to meet the different interests and needs of a variety of individuals and groups.

Non-credit courses may be designed to meet special needs through revisions in course content, scope and difficulty. The scheduling, duration and location of these courses may also be varied to meet the needs of specific groups of students.

Because many non-credit courses are initiated and modified to meet new needs as they emerge, any printed listing of courses is incomplete. Current information on all non-credit programs may be obtained from the Center for Adults, 626-5055. Below are some areas and courses which have been popular in the past.

**Educational**
- High School Equivalency (in English and Spanish)
- English as a Second Language
- Reading Improvement
- College Preparation

**Skills Development**
- Bookkeeping
- Typing
- Speed Reading
- Stenography
- Real Estate

**Personal Development and Leisure Pursuits**
- Art Workshop for Parents and Children
- Yoga
- Belly Dancing
- Photography
- Tennis
- Guitar

**Health and Safety**
- Cardio-pulmonary Resuscitation
- Karate
- Stop Smoking
- First Aid (beginning and advanced)

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

- **THE ADULT LEARNING CENTER** offers courses in Preparation for the New York State High School Equivalency Test, Reading Skills Improvement, and Preparation for College: Study and Test Taking Skills. The Center provides tutorial assistance to students in these courses as well as those in the Veterans Education Center, The English Language Center, and the Program for Deaf and Physically Handicapped. A Guided Independent Study plan in high school equivalency preparation and reading skills improvement is designed to meet the needs of those adults who cannot take the regularly scheduled courses. A more detailed description of the Adult Learning Center program is available by calling 626-5055 or 626-2713.

- **THE ADULT LEARNING CENTER AT THE QUEENS HOUSE OF DETENTION FOR MEN** assists inmates in the key areas of academic skills and development, vocational planning, and college entrance counseling. Students' academic needs are met at a variety of levels from basic literacy through college credit courses. In addition, the Adult Learning Center has become a recognized degree unit of Empire State College. The Center also focuses on the development of skills for coping with life problems in the areas of family, work, and community. Funding is provided by a Law Enforcement Assistance Administration grant from the New York City
Criminal Justice Coordinating Council and the New York State Division of Criminal Justice Services and by a Vocational Education Grant from the State Education Department.

THE ENGLISH LANGUAGE CENTER provides instruction in English in both credit and non-credit courses. Credit courses, in a sequence totaling six credits, (ESL 100, ESL 101, and ESL 102) are open to regular first-year students registered at LaGuardia on beginning, intermediate, and advanced levels. Non-credit courses are open to recent immigrants, foreign visitors, and non-English speaking community residents on either a part-time or full-time basis. The full-time program, meeting 22 hours each week, is designed primarily to improve the English use of those who hope to continue their education at an American college, university or vocational school, or who need immediate English improvement in their work. The full-time program qualifies a student to receive the Immigration Form I-20 for full-time status. The part-time courses, meeting four hours each week, are for students who wish to improve their English use for occupational or personal reasons. Both programs are supported by tuition fees. For further information visit the English Language Center or call 626-2719.

THE VETERANS EDUCATION CENTER provides academic preparatory courses and vocational counseling to recently discharged veterans. Full-time students take college preparatory courses emphasizing reading, writing, and study skills (necessary to succeed in college level work); courses in high school equivalency preparation, and attend regular vocational counseling sessions to plan vocational objectives and to develop personal skills related to a successful job search. All veterans who enroll in this special program are assisted in finding appropriate education, training, or job opportunities. Those who successfully complete the program may be admitted to LaGuardia Community College as matriculated students, or are assisted in gaining admissions to other colleges. For further information, visit the Veteran's Education Center or call 626-2705 or 626-2706.

THE OFFICE OF VETERANS AFFAIRS provides a wide range of supportive services for veterans enrolled in the day program and extended day program. These services include VA benefit counseling and assistance in finding professional consultation for personal, vocational, or educational problems. Staff of this office assist veterans in applying for educational benefits. For this purpose, it is important for veterans to consult with a veterans counselor during each registration period. An employee of the Veterans Administration is available in this office to provide assistance to veterans who are having any difficulties receiving their benefits. For further information, visit the Office of Veterans Affairs or call 626-8520.

CONTINUING EDUCATION FOR DEAF AND PHYSICALLY HANDICAPPED ADULTS is designed to help both deaf and physically handicapped adults have increased access to LaGuardia's program by helping them to develop skills needed to cope with the academic, social, and physical adaptation problems related to college experience. Through individual counseling, workshops, seminars, and special course work, the program emphasizes career planning and educational development for entry into college, skills training programs, or immediate employment. Deaf students may enroll in special courses taught by specialists in deaf education or in other courses in which instructors are assisted by interpreters. Both deaf and physically handicapped students may take courses in preparation for the high school equivalency examination and college preparatory courses. Tutors in the Adult Learning Center offer special assistance individually to students in this program. The long range goal of this program is to make the College's entire array of services and academic offerings accessible to deaf and physically handicapped students, and to provide a resource to help community organizations, schools, and interested individuals understand the dynamics of working with deaf and physically handicapped persons. The activities of this program are planned and reviewed by Advisory Committees consisting of deaf and physically handicapped persons and leaders of organizations representing them. Persons interested in learning about the community education activities or enrolling in LaGuardia's programs through this office should contact Fern Khan at 626-5536 or Glenn Anderson through the college teletype service (TTY-392-9240).

DISTRICT COUNCIL 37 COLLEGE PROGRAM provides members of District Council 37 Municipal Employees Union with college credit courses at union headquarters in Manhattan. The purpose of the program is to give union members the opportunity to begin work toward a college degree at a location convenient to their place of employment. Students in this program who wish to transfer to the College are assisted through counseling and advisement sessions offered by college counselors at union headquarters during each academic quarter. A special DC-37 planning committee, consisting of members of each of the academic departments and administrative units of the College, oversees the planning of the program and develops curricula and activities specifically for the needs of this population. Interested persons should contact the Education Fund Office of District Council 37 at 766-1539 or David Speights, the College's coordinator of the program, at 626-2711.
NATIONAL CONGRESS OF NEIGHBORHOOD WOMEN COLLEGE PROGRAM is a community-based liberal arts program with a focus on community development with particular reference to the roles of women. The full liberal arts degree program is offered at N.C.N.W. headquarters in the Greenpoint section of Brooklyn. Curriculum for the liberal arts courses are redeveloped in cooperation with a student curriculum committee comprised of current students and participating faculty. Courses emphasize current issues of concern to the community and the participating students, and the core of many courses is built around involvement in actual community projects. For further information on this program, interested persons may call Fern Khan, the College's program coordinator, at 626-5536 or the N.C.N.W. office in Brooklyn (363-0683).

SPECIAL PROGRAM

MIDDLE COLLEGE

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

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

Middle College High School is a cooperative venture between the Board of Education and the Board of Higher Education. Students who meet the criteria set by the City of New York are entitled to free lunch and transportation passes. Additional information may be obtained by calling 626-8599.

The Library/Media Resources Center

The College Library currently contains approximately 40,000 volumes in the reference and circulating collection plus career and pamphlet files, college catalogs, framed art reproductions and a wide range of non-print media materials. It also receives the monthly ERIC documents of educational reports and publications on microfiche. The Lower Level Library maintains a large periodical collection of current and back issues of magazines and newspapers which includes The New York Times on microfilm from 1851 to the present.

Material or information not available on the campus often may be obtained from another institution through the Inter-library Loan Services. Instruction in the use of Library resources is a regular part of LaGuardia's educational program. Librarians and instructors arrange integrated lessons in which Library lectures are tied in with class assignments to aid students in successfully completing their course work.

Most of the Library collection is on open shelves and is selected on a self-service basis. Regular and Audio-Visual carrels are available to allow private, quiet study with a minimum of distraction. Reserve materials, non-print and print, are available on request for use in the library. The Library is open weekdays, evenings, and Saturdays.
TUITION AND FEES

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

I. STUDENT ACTIVITY FEES (These are non-refundable fees paid each quarter at the time of registration)
   A. Full-Time Students
      1. 7 credits or more ........................................ $20.00
      2. Human Service Curriculum (for third quarter of enrollment and thereafter) ........................................ 10.00
   B. Part-Time Students
      1. 6 Credits or fewer ........................................ 2.50
   C. Cooperative Education Internship ........................................ NONE

II. TUITION (Per Quarter)
   A. New York City Resident—A student is a resident of the City of New York if he has his principal place of abode in the City of New York for a period of at least 12 consecutive months immediately preceding the first day of classes.
      1. Full-Time Student
         a. 6 tuition units* or more ........................................ $193.75
         b. Cooperative Education Internship ........................................ $193.75
      2. Part-Time Student
         a. Fewer than 6 tuition units* ........................................ $35/unit To a maximum of $193.75
   B. Out-of-City Resident (New York State Resident)
      Students must have on file with the College a valid certificate or certificates of residence issued by their county residence.
      1. Full-Time Student
         a. 6 tuition units* or more ........................................ $193.75
         b. Cooperative Education Internship ........................................ $193.75
      2. Part-Time Student
         a. Fewer than 6 tuition units* ........................................ $35/unit To a maximum of $193.75
   C. Out-of-State Residents
      1. Full-Time Student
         a. 6 tuition units* or more ........................................ $356.25
         b. Cooperative Education Internship ........................................ $356.25
      2. Part-Time Student
         a. Fewer than 6 tuition units* ........................................ $50/unit To a maximum of $356.25
   D. Foreign Students (with a Student Visa)
      1. Full-Time
         a. 6 tuition units* or more ........................................ $356.25
         b. Cooperative Education Internship ........................................ $356.25
   E. CUNY B.A. Program—Tuition and student activity fees for all students in the CUNY Baccalaureate program shall be billed for and collected by the Graduate School and University Center. A student shall be billed according to the fee schedule in effect at his home college.
   F. Permit Students—All tuition and student activity fees are payable to the College in which the student is enrolled in accordance with the fee schedule. No additional payment of tuition and/or fees are required at the college where the course is taken.

III. TUITION WAIVERS
   A. Senior Citizens Residents of New York City 65 years and older are permitted to enroll in undergraduate courses on a space available basis, tuition free.
   B. Staff Members of City University
      1. Professional Staff
      2. Instructional Staff
      3. Gittleson employees (with six months of employment prior to the first day of classes and/or intensives)

*Tuition Units: Represents the number of credits plus compensatory hours required of a course as listed in the schedule of classes each quarter.
IV. NON-INSTRUCTIONAL FEES (Non-refundable)

A. Application ........................................ $20.00
B. Late Registration ................................... 20.00
C. Program Change .................................... 20.00
D. Special Examination .............. First Exam 15.00
                                       Each Add'l 5.00
                                       Maximum per quarter 25.00
E. Transcript ........................................ 4.00
(Transcripts sent within CUNY are free)
F. Re-admission ....................................... 10.00
G. Re-instatement ..................................... 15.00
H. Payment Re-processing ......................... 15.00
I. Duplicate Diploma ................................ 15.00
J. Duplicate I.D. Card ............................... 5.00
K. Duplicate Bursar’s Receipt Fee Form ........ 4.00
L. Lockers (per year).................................. 1.00

M. Library Fines:
   1. Overdue Books .................. Each Day Overdue .10
   2. Damaged Books .... Fine to date reported, if overdue, plus an amount to be determined by nature and extent of damage, not to exceed replacement cost, plus a processing cost of .50
   3. Lost Books ...... Processing charge .50
      plus, if overdue, the accumulated fine to date book was reported lost, plus cost of book

V. WAIVER OF PROGRAM CHANGE FEE
No Change of Program Fee will be charged if any one of the following conditions is met:
A. The College cancels or withdraws a course, whether or not the student substitutes another course.
B. The College changes the hours of the course or makes other substantive changes that provides the student with justification for a change.
C. The College requests the student to transfer from one section to another section of the same course.
D. The College cancels the registration of the student for academic disciplinary or other reasons.

VI. REFUNDS
The date on which Change of Program, Withdrawal and/or Leave of Absence forms are filed with the appropriate college office is the basis for computing a refund to the student in accordance with the following refund schedule:
A. Non-instructional fees are non-refundable.
B. The student activity fee is non-refundable except where:
   1. Courses are cancelled by the College.
   2. A student’s registration is cancelled by the College.
   3. The person goes into Military, Peace Corps or Vista service.
C. Refunds of tuition for courses officially dropped by the student will be made in accordance with the following schedule:
Refund Schedule
Official withdrawal before the scheduled opening date of the course ........................................... 100% refund
Official withdrawal before the scheduled opening a course meets ............................................. 75% refund
Official withdrawal before the 5th session on which a course meets ........................................... 50% refund
Official withdrawal before the 7th session on which a course meets ........................................... 25% refund
Official withdrawal after completion of the 7th session of the course ........................................ No refund
D. 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)
   1. Evidence of Service
      Military service must be documented with a copy of induction orders or military orders. Service in the Peace Corps or Vista must be documented with appropriate letters or other evidence of service.
   2. Qualification for Grades
      No refund will be made for any course in which a student has been assigned a grade regardless of whether the grade is passing or failing. In order to obtain a grade a student must usually attend classes for approximately 8 weeks.
   3. Refund
      a. In instances where a student who 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 2 weeks of induction, refund of tuition and fees, except for the application fee, will be made as follows:
         Withdrawals before the beginning of the 4th calendar week after scheduled opening of session ........................................... 100% refund
         Withdrawals thereafter ....................................... 50% refund
Academic Offerings

LaGuardia Community College seeks to provide each of its students with a wide range of learning experiences covering the areas of personal growth, academic development and career education. To achieve these ends the College has designed a variety of programs, both traditional and experimental, which reflect this overview.

The College presently offers programs leading to the degrees of Associate in Science (A.S.) in Business Administration, the Associate in Applied Science (A.A.S.) in Accounting (career and transfer options), Data Processing, Secretarial Science, Business Management, Occupational Therapy, the Associate in Arts Degree (A.A.) in Liberal Arts, Human Services, Bilingual Education and Educational Associate.

TRANSFER TO SENIOR COLLEGES

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

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

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

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

All degree programs generally require the completion of 66 credits, including Developmental Skills courses, college-wide requirements, program requirements and electives. Programs of study are described on pages 44-67.

TRANSFER PROCEDURES

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

STATEMENT OF COURSE OBJECTIVES

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

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

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

Academic and Cooperative Education Policies

GRADING SYSTEM

There are four passing grades at LaGuardia:

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

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

F = Failure
NC = No Credit (prior to Spring 1977)
W = Official Withdrawal
WU = Unofficial Withdrawal
INC = Incomplete
CR = Exempted (credit earned)
TCR = Transfer Credit
Z = Instructor failed to submit grade
@ = Waiver of requirement
Y = Successfully completed first half of a two-quarter course of study which must be continued to completion.

THE F GRADE

F is used when an instructor evaluates a student's work as not as yet meeting the standards for the course. Ordinarily the student is expected to re-take the necessary classwork. A student who has received an F twice for the same course must consult with and receive permission from the Division chairperson or designee before attempting the course again.
THE INCOMPLETE ("INC") GRADE
An INC can be changed to a passing or failing grade by the instructor submitting a Change of Grade form during the quarter after which the INC is incurred. The one-quarter allowance may be extended for a specified time under extraordinary circumstances at the discretion of the instructor and department chairperson, or designee. If a Change of Grade form is not submitted by the end of two quarters, the INC grade automatically converts to an F. Instructors giving INC grades must inform students in writing of the conditions under which they may receive passing grades. Special forms are available in the offices of Chairpersons. Instructors are expected to keep a copy of the communication for at least three quarters following the assignment of the grade. A copy is to be sent to the departmental office.

CHANGE OF GRADE
A student who desires to change a grade contacts his or her instructor to discuss the grade. If no equitable solution is reached, the student may then go to the instructor’s Division Chairperson for consultation. If no agreement is reached, the student has the option of appealing the case in writing to the Chairperson of the Academic Standing Committee. The decision of the Academic Standing Committee is final.

COOPERATIVE EDUCATION GRADES
Students receive grades for Cooperative Education internships according to the LaGuardia grading system as outlined above. The Co-op Adviser is responsible for determining the grade. In grading, factors considered include direct observations, employer evaluation, student self-evaluation and the Internship Seminar grade. Appeals on grades go first to the Co-op Adviser. Further appeal is to the Dean of Cooperative Education or designee. Final appeal is to the Academic Standing Committee.

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

WITHDRAWAL FROM COURSES
When a student withdraws from a course before the end of the fifth week (not including Intensive Week), a grade of "W" is given. The student must have an official Withdrawal form signed by the instructor indicating a passing grade at the time of withdrawal.

WITHDRAWAL FROM COOPERATIVE EDUCATION
Termination or withdrawal from a Cooperative Education internship is subject to the approval of the student’s Co-op Adviser, with the five-week grace period NOT to be considered as applicable to withdrawal from Cooperative Education. It is recognized that termination of employment may be due to a variety of justifiable reasons. Therefore, each case will be handled individually by the Co-op Adviser, subject to normal grading procedures of review and appeal of Cooperative Education grades.

EXEMPTION CREDITS
Students with demonstrated competence in specific areas may be granted credit for courses related to the areas, in any event not to exceed a total of 10 credits toward graduation. (Credits obtained through transfer from other collegiate institutions or in Cooperative Education are in addition to the ten exemption credits mentioned above.)

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

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

EXEMPTION CREDITS IN COOPERATIVE EDUCATION
All matriculated students admitted through the regular University Application procedure must meet the nine credit* Cooperative Education requirements. Students may apply for three credits of exemption. To be eligible to receive credit for previous experience, a student must:
1. be a fully matriculated student,
2. have successfully completed at least 12 credits at LaGuardia,
3. apply to his or her Cooperative Education Coordinator for granting of credit. Final decision is made by the Dean of Cooperative Education or designee.

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

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

* The Cooperative Education requirement for the Education Associate Program is twelve (12) credits.
GRADE POINT AVERAGE

The grade point average, which is a numerical indication of the student's academic record, is computed by:

1. multiplying the total number of credits earned in each course by the numerical value for each grade received, i.e., A=4; B=3; C=2; D=1.
2. Totaling the number of credits taken. This sum includes credit for courses not successfully completed (F, WU, W) as well as courses passed with grades of A, B, C, or D. (Credits completed with a grade of INC, CR, Z, Y, TCR are not included in this sum).
3. Dividing the result obtained in Step 1 by the result obtained in Step 2. This becomes the grade point average, which is indicated in two decimal places. For example:

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

Therefore, 30 divided by 15 equals a grade point average of 2.00.

ACADEMIC STANDARDS

At LaGuardia, a "C" (2.0) average is required for graduation. All matriculated students must achieve a minimum cumulative grade point average and also meet a minimum satisfactory rate of progress to remain in good standing at the College:

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Minimum Cumulative Index</th>
<th>Minimum Satisfactory Rate of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-12</td>
<td>1.50</td>
<td>Must Pass 50% of Credits Attempted</td>
</tr>
<tr>
<td>13-24</td>
<td>1.75</td>
<td>Must Pass 66% of Credits Attempted</td>
</tr>
<tr>
<td>25 or more</td>
<td>2.0</td>
<td>Must Pass 75% of Credits Attempted</td>
</tr>
</tbody>
</table>

If a student does not meet either the minimum grade point average or the satisfactory rate of progress, he or she will be placed on academic probation and will be given two quarters to achieve the appropriate average and progress rate. If neither is achieved during the following two quarters, the student will be suspended by the College. The student may apply for reinstatement after two quarters of suspension. Applications for reinstatement may be obtained from the Admissions Office.

TRANSFER CREDITS IN HEALTH EDUCATION

Transfer credit will be granted for coursework in Health Education at other institutions of higher education. The Natural and Applied Sciences Department will be responsible for approving transfer credits in Health Education, transfer credits so approved substituting for Liberal Arts electives only. No decision has been made at this time in regard to Physical Education credits pending a decision on the development of such programs at LaGuardia.

TRANSFER CREDITS IN RELIGIOUS STUDIES

Transfer credit may be granted for theological or religious courses where those courses come under the heading of philosophy. This decision shall be made by the Chairperson of the Humanities Department.

TRANSFER CREDITS IN COOPERATIVE EDUCATION

Transfer credit may be granted for Cooperative Education courses for which credit has been granted at another college. The number of credits transferred may not exceed three (3). The determination of comparability is made by the Dean of Cooperative Education. Transfer students without Cooperative Education credit are required to fulfill the total Cooperative Education requirement. However, students may apply for a partial waiver of this requirement.
MATRICULATED STUDENTS TAKING COURSES OUTSIDE LaGUARDIA

Students currently matriculated at LaGuardia Community College who wish to take courses elsewhere (either during their internship or during a study quarter) should consult their counselors. Permission signatures must be obtained from the appropriate Department Chairperson and the student's counselor before a LaGuardia permit for registration will be issued.

ATTENDANCE

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

LEAVE OF ABSENCE

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

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

RE-ADMISSION

A student returning from a leave of absence may obtain a re-admit form from a Student Services Counselor or the Admissions Office.*

CREDIT BANK

Students not formally enrolled at LaGuardia may store credits for college level courses that they have taken under the auspices of LaGuardia. Should such students wish to enroll elsewhere, their records will be forwarded in the usual manner by the Registrar to the institution they plan to attend.

COOPERATIVE EDUCATION POLICIES

INTERNSHIP REQUIREMENTS

As part of the requirements for the LaGuardia degree, most students are required to complete successfully three Cooperative Education internships. Three credits are awarded for each internship.

INTERNSHIP SEQUENCE

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

*See p. 37 for procedures applying to Cooperative Education.

PREREQUISITES TO INTERNSHIPS

1. Prior to their first internship, students should have completed CSE 102 (Reading and Study Skills) and MAT 101 (Basic Math II) or have received waivers.
2. Prior to their first internship, students must go through a certification process that may include: attendance at required orientation sessions, ability to interview satisfactorily, appearance at required interviews with the Cooperative Education advisor, etc. Responsibility for certification rests with the Cooperative Education advisor. Appeal of non-certification is to the Dean of Cooperative Education (or designee).
3. To be placed on an internship, students should show evidence of satisfactory academic progress, in general completing at least six credits by the end of their first quarter, twelve credits by the end of their second quarter, and for "B" pattern students, eighteen credits by the end of their third quarter.
4. Students are expected to have taken the appropriate introductory course in their major field before their first internship and its companion seminars. (See section on course descriptions.)

TAKING COURSES DURING AN INTERNSHIP QUARTER

Students on internships may also take academic course work. Students must receive approval from an advisor at registration. (It is generally considered inadvisable for students to take more than six credits of academic course work during an internship quarter.)

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

Students who have not gone out on an internship according to their assigned pattern for reasons which have received the Cooperative Education Division's approval may take courses at any time.

THE INTERNSHIP SEMINAR

Part of the internship requirement is the successful completion of an internship Seminar. The Seminar is normally taken during the internship quarter. In special cases, the Cooperative Education adviser may approve taking the Seminar in the subsequent study quarter. Arrangements may also be made for individualized contracts in place of the Seminar. Appeal and/or special arrangements may be made through the Dean of Cooperative Education (or designee).
CONDITIONS FOR FULFILLING THE COOPERATIVE EDUCATION REQUIREMENT
1. A student must receive credit in each of the required internships.
2. The Division of Cooperative Education does not place or grant further Cooperative Education credit to a student who has received two (F) grades in internships. Appeal may be made to the Academic Standing Committee.
3. A student must satisfactorily complete the Internship Seminar to receive Cooperative Education credit. If he does not, but does pass the internship component, he receives an (INC) grade. To change the (INC) to a passing grade: 1) The student whose Internship Seminar grade is (F) must repeat the Seminar in the subsequent quarter; 2) The student whose Internship Seminar grade is (INC) must complete outstanding assignments by the end of the following quarter. Appeal is first to the Seminar instructor. Further appeal is to the Co-op Adviser. Still further appeal is to the Dean of Cooperative Education (or designee). Final appeal is to the Chairperson of the Academic Standing Committee.

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

The College-wide requirements are described below:

DEVELOPMENTAL SKILLS PROGRAM
To be successful at LaGuardia, all students must be able to use appropriate reading, writing, oral, and mathematical skills. The College offers a comprehensive program to help students achieve success in their college careers. The Developmental Skills Program includes:
1. Careful evaluation of each student's skill-building needs;
2. A variety of courses in reading, writing, mathematics, and oral communication geared to specific skill levels;
3. Extensive counseling help in making academic, vocational, and personal decisions.

Since Developmental Skills courses are designed to teach skills needed in other subjects, students are required to complete these courses during their first 36 credits attempted at the College.

EVALUATION AND PLACEMENT
The Development Skills course requirements for each student are determined by scores on a Placement Test. When students report for their first quarter registration appointment, they meet with counselors to review their Placement Test scores and plan their first quarter programs. No student will be permitted to register for classes without having taken the Placement Test at the scheduled time.

Students should contact the Admissions Office for details on testing dates.

Depending on their test scores, students will be placed in Developmental Skills courses or receive waivers from such courses. Curricular course sequences, out-of-school responsibilities and special needs should be discussed with a counselor at registration.

Students who do not speak English as their native language and need more work in English will be placed in special courses known as English as a Second Language (ESL).

DEVELOPMENTAL SKILLS COURSES (Descriptions of these courses will be found elsewhere in this Bulletin)

- CSE 100 — Reading Fundamentals
- CSE 101 — Basic Reading Skills
- CSE 102 — Reading and Study Skills
- ENG 100 — Fundamentals of Effective Writing
- MAT 100 — Basic Mathematics I
- MAT 101 — Basic Mathematics II
- HUC 100 — Basic Communication Strategies
- ESL 100 — Introduction to ESL
- ESL 101 — Intermediate ESL
- ESL 102 — Advanced ESL
- ESL 110 — Listening, Speaking, and Pronunciation
- ESL 111 — Conversation and Oral Skills
- ESL 112 — Reading and Discussion

Most Developmental Skills courses have fewer credits than regular College courses. The low credit value is necessary to leave students more room in their 66 credit degree programs to choose free electives in areas that interest them. Therefore, students who need to take several Developmental Skills courses should expect to take extra time to complete all of their LaGuardia degree requirements. Generally this means at least two extra study quarters, for a total of two and one-half years.

For more information about the Developmental Skills Program, students should see their counselor or go to the Developmental Skills Office, Room SB-30.
PROGRAMS OF STUDY

Secretarial Science Program

Executive Option

This curriculum prepares students for secretarial positions including executive, supervising, and administrative secretaries in government and private industry. By enrolling in SEC 145 (Introduction to Word Processing), students also receive preparation for employment as corresponding secretaries in word processing centers.

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

Students who successfully complete the program receive an Associate in Applied Science Degree (A.A.S.)

### Executive Option Requirements

<table>
<thead>
<tr>
<th>English Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101—Basic Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 112—Writing for Business</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits: 6**

| Math-Science Requirement                | 3       |
| One Elective Course from either the Mathematics or Natural and Applied Sciences Departments |       |
| (MAT 100 and MAT 101 do not satisfy this requirement.) |       |

### Social Science Requirement

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

### Cooperative Education Requirements

| 3 Internships, 3 credits each           | 9       |

### Secretarial Science Courses

| Typewriting I, II, and III              | 6       |
| Stenography I, II, and III              | 6       |
| Transcription I and II                  | 8       |
| AMM 101—Introduction to Business       | 3       |
| AMM 120—Office and Personnel Management | 3       |
| SEC 200—Office Techniques and Trends   | 2       |

### Electives

| Liberal Arts Electives                  | 8       |
| Unrestricted Electives (from any division) | 17      |

**Total Credits: 28**

*One of the electives must be an Intensive.

**Secrectarial Science Majors needing additional skill development in reading, writing and mathematics will be required to take Developmental Skills courses. These requirements are not included in the above program. The number of credits required and the particular courses the students must successfully complete are determined by their scores on the College's Placement Test. Any required Developmental Skills courses must be included in the students' program in place of electives. For more information on placement in Developmental Skills courses see page 43.*
**Secretarial Science Program**

**Legal Option**

This curriculum prepares students for secretarial positions in law departments, private law offices, corporate law offices, and judicial agencies. Students are strongly encouraged to elect to enroll in SEC 145 (Introduction to Word Processing) in order to be able to operate magnetic keyboard typewriters.

Students who have studied Gregg, Pitman or Machine shorthand in high school continue study in their system or in Machine shorthand. Students

**Legal Option Requirements**

<table>
<thead>
<tr>
<th>English Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 - Basic Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 112 - Writing for Business</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math-Science Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Elective Course from either the Mathematics or the Natural and Applied Sciences Departments</td>
</tr>
<tr>
<td>(MAT 100 and MAT 101 do not satisfy this requirement.)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Cooperative Education Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Internships and Seminars, 3 credits each</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Secretarial Science Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typewriting I, II, and III</td>
</tr>
<tr>
<td>SEC 140, 141, and 142</td>
</tr>
<tr>
<td>Stenography I, II, and III</td>
</tr>
<tr>
<td>SEC 100, 110, and 120 - Gregg</td>
</tr>
<tr>
<td>or SEC 101, 111, and 121 - Pitman</td>
</tr>
<tr>
<td>or SEC 102, 112, and 122 - Machine</td>
</tr>
<tr>
<td>Legal Stenography I and II</td>
</tr>
<tr>
<td>SEC 212 and 222 - Gregg</td>
</tr>
<tr>
<td>or SEC 213 and 223 - Pitman</td>
</tr>
<tr>
<td>or SEC 214 and 224 - Machine</td>
</tr>
<tr>
<td>Legal Vocabulary I and II</td>
</tr>
<tr>
<td>SEC 230 and 240</td>
</tr>
<tr>
<td>AMM 110 - Business Law</td>
</tr>
<tr>
<td>SEC 200 - Office Techniques and Trends</td>
</tr>
</tbody>
</table>

**Electives**

| Liberal Arts Electives | 8 |
| Unrestricted Electives | 6 |
| (from any division) | 14 |

**Total Credits: 66**

**Legal Option Requirements**

*This program is not offered in Extended Day.*
Data Processing Program

The Data Processing curriculum prepares students for careers in either computer programming or computer operations. The program has two objectives: first, to provide the student with technical competence in the field of data processing and, second, to provide the student with a basic understanding of the business organization and the role of data processing in support of the management process.

Students at LaGuardia can select from two options in choosing their courses. The concentration in Computer Programming provides training for entry-level jobs as well as transfer to four-year college. Graduates of this option can qualify for positions as Junior Programmer or Programmer Trainee. The concentration in Computer Operations prepares students for positions which enable them to operate computer equipment. Students will qualify after graduation for positions such as Input/Output Control Clerk, Computer Operator, and Console Operator. Graduates of either option in Data Processing will receive an Associate in Applied Science Degree (AAS.)

Data Processing courses are also available to students in other programs according to their interests.

Following are the course requirements for the two major areas:

DATA PROCESSING: Programming Option (A.A.S. Degree)

English Credits
ENG 101 Basic Composition ......................................... 3
One Elective Course from the English or Humanities Departments 3
Mathematics Requirement
*MAT 110 Algebra ......................................................... 3
One Additional course from Mathematics Dept. .................. 3
Social Science Requirement
SSI 100 Introduction to Social Science ............................ 3
Accounting and Business Requirement
AMA 101 Principles of Accounting I ................................ 2
AMA 102 Principles of Accounting II ................................. 2
AMM 101 Introduction to Business .................................... 3
Cooperative Education Requirement
Three Internship Seminars .............................................. 9
Data Processing Requirements
BDP 100 Introduction to Data Processing .......................... 3
BDP 106 Cobol Programming I ......................................... 3
BDP 200 Cobol Programming II ........................................ 3
BDP 120 System 370/Assembler Language I ......................... 3
BDP 121 System 370/Assembler Language II ....................... 3
BDP 230 Operating Systems ............................................ 3
BDP Systems Analysis & Design ....................................... 3
Data Processing Elective
Choose One: PL/1
BDP 220 Fortran
BDP 260 Teleprocessing
BDP 265 Minicomputer Programming
**Electives from Liberal Arts ......................................... 5
**Electives from Business .............................................. 6
* It is recommended that Programming students intending to transfer elect Introduction to Philosophy and Principles of Accounting in addition to other electives.

DATA PROCESSING: Operations Option (A.A.S. Degree)

English Credits
ENG 101 Basic Composition ............................................. 3
One Elective Course from English or Humanities Department .......... 3
Mathematics Requirement
*MAT 110 Algebra .......................................................... 3
One Additional Course from the Mathematics Department ............. 3
Social Science Requirement
SSI 100 Introduction to Social Science ................................ 3
Accounting and Business Requirement
AMA 101 Principles of Accounting I .................................. 2
AMA 102 Principles of Accounting II ................................. 2
AMM 101 Introduction to Business ...................................... 3
Cooperative Education Requirement
Three Internship Seminars .............................................. 9
Data Processing Requirements
BDP 100 Introduction to Data Processing ................................ 3
BDP 106 Cobol Programming I ......................................... 3
BDP 200 Cobol Programming II ........................................ 3
BDP 120 System 370/Assembler Language I .......................... 3
BDP 121 System 370/Assembler Language II .......................... 3
BDP 230 Operating Systems ............................................ 3
BDP 110 Systems Analysis and Design ................................ 3
Data Processing Elective:
Choose One: BDP 210 PL/1
BDP 108 RPG
BDP 220 Fortran
**BDP 260 Teleprocessing

Liberal Arts Electives .................................................. 5
Business Electives ......................................................... 6
Total Credits: 66

*Students who have completed a year of Algebra on entry will be placed in Pre-Calculus or Calculus I. It is recommended that students intending to transfer to a four-year college elect an additional course from the Calculus sequence. Other students should elect an additional course in Statistics.

Data Processing majors who need additional skill development in reading, writing, and mathematics will be required to take Developmental Skill Courses. These requirements are not listed in the above program. The number of credits required and the particular courses the students must successfully complete are determined by their scores in the College's Placement Test (see page 43). When any required Developmental Skill courses are taken, they must be included in the student's program in place of electives.
ACCOUNTING CURRICULUM—Career Pattern (A.A.S. Degree)

English Requirements:  
ENG 101—Basic Composition ........................................... 3  
ENG 102—Writing through Literature .................................. 3  

Mathematics Requirements:  
MAT 110—Algebra .......................................................... 3  
MAT 200—Pre-Calculus .................................................... 4  

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

Cooperative Education Requirements:  
Three internships and seminars ........................................... 9  

Business and Accounting Requirements:  
AMA 101, 102, and 103—Principles of Accounting  
I, II, and III ........................................................................ 6  
AMM 101—Introduction to Business ........................................ 3  
AMM 110—Business Law I ................................................... 3  
BDP 103—Data Processing Application for Accounting ................. 3  

In addition, students must select nine credits from the following:  
AMA 201—Intermediate Accounting I (3 cr.)  
AMA 202—Intermediate Accounting II (3 cr.)  
AMA 210—Cost Accounting I (3 cr.)  
AMA 211—Cost Accounting II (3 cr.) ...................................... 9  

Electives (must include one intensive):  
Liberal Arts Electives (from Social Science, Natural and Applied Sciences.  
English, Mathematics, or Humanities Departments): ...................... 4  

Unrestricted Electives (Transfer objective 
students should select liberal arts courses):  ................................ 13  

Total Credits: 66  

Note: ENG 103 (Writing for Business) and/or MAT 120 (Elementary Statistics) will be accepted as graduation requirements for this program in lieu of ENG 104 and/or MAT 200. However, the listed requirements will better prepare the student for transfer to a senior college. Accounting majors needing additional skill development in reading, writing, and mathematics will be required to take Developmental Skill courses not included in the above program. These Developmental Skill requirements are determined by the student’s score on the College’s Placement Test. Any required Developmental Skill course must be included in the student’s program of study in place of liberal arts electives. For more information on placement in Developmental Skills courses see page 43.
In addition, the student must select nine credits from the following:

AMA 201—Intermediate Accounting I (3 cr.)
AMA 202—Intermediate Accounting II (3 cr.)
AMA 210—Cost Accounting I (3 cr.)
AMA 211—Cost Accounting II (3 cr.)
AMA 150—Individual Income Tax Procedures (3 cr.)
AMA 155—Partnership & Corporation Income Tax Procedures (3 cr.)

Electives (must include one intensive):
Liberal Arts Electives (from Social Science, Natural and Applied Sciences, English, Mathematics, or Humanities Departments) 5
Unrestricted Electives (Career objective students should select courses from the Accounting/Managerial Studies Department) 13

Total Credits: 66

Note: ENG 102 (Writing Through Literature) and/or MAT 200 (Pre-Calculus) will be accepted as graduation requirements for this program in lieu of ENG 103 and/or MAT 120. However, the listed requirements will better prepare the student for immediate career goals upon graduation. Students needing additional skills development in reading, writing, and mathematics will be required to take certain Developmental Skills courses not included in the above program. These Developmental Skills requirements are determined by the student’s scores on the College’s Placement Test. Any required Developmental Skills course must be included in the student’s program of study in place of liberal arts electives. For more information on placement in Developmental Skill courses see page 43.

PROGRAM OF STUDY

Accounting/Managerial Studies Department

Managerial Studies Programs:

The Managerial Studies programs are designed to acquaint the student with the range of opportunities in the business world and to introduce the student to the various functional areas of business. The Business Administration program leads to an A.S. degree and is designed for students who intend to transfer to a senior college after graduating from LaGuardia. The Business Management program leads to an A.A.S. degree and is designed for students who are interested in immediate full-time employment upon graduation.

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

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

Arrangements have been made with the American Institute for Banking and the College of Insurance and are in process with the American Institute of Credit whereby Managerial Studies students may take specialized courses in banking, insurance, and credit and, if they so desire, continue their education at those specialized schools. If a student is interested in any of those options, he or she should contact the chairperson of the department.

ACCOUNTING/MANAGERIAL STUDIES DEPT.
Business Administration Program (A.S. Degree)
(for students interested in transferring to a senior college)

<table>
<thead>
<tr>
<th>English</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101—Basic Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102—Writing Through Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

Mathematics Requirements:

| MAT 110—Algebra | 3 |
| MAT 200—Pre-calculus | 4 |

Cooperative Education Requirements:
Three internships and Seminars 9
Social Science Requirements:
SSE 101 — Introductory Economics I ........................................... 3

Accounting/Managerial Studies Requirements:
AMA 101 — Principles of Accounting I ........................................ 2
AMA 102 — Principles of Accounting II ..................................... 2
AMA 103 — Principles of Accounting III .................................. 2
BDP 103 — Data Processing Applications for Accounting ............. 3
AMM 101 — Introduction to Business ........................................ 3
AMM 103 — Principles of Management ..................................... 3
*AMM 102 — Principles of Finance ......................................... 3
*AMM 104 — Principles of Marketing ..................................... 3
AMM 110 — Business Law I .................................................. 3

Electives (must include one intensive):
Liberal Arts Electives (from Social Science, Natural and Applied Sciences, English, Mathematics, or Humanities Departments): 14
Unrestricted or Business Electives: ........................................... 18

Total Credits: 66

Note: ENG 102 (Writing through Literature) and/or MAT 200 (Pre-calculus) will be accepted as graduation requirements for this program in lieu of ENG 112 and/or MAT 120. However, the listed requirements will prepare the student better for immediate career goals upon graduation.

Students needing additional skill development in reading, writing, and mathematics will be required to take certain Developmental Skill courses not included in the above program. These Developmental Skill requirements are determined by the students' scores on the College's Placement Test. Any required Developmental Skill course must be included in the students' program of study in place of liberal arts electives. For more information on placement in Developmental Skills courses, see page 43.

ACCOUNTING/MANAGERIAL STUDIES DEPT.
Business Management Program (A.A.S. Degree)
(for students interested in immediate career goals upon graduation)

English Requirements: ................................. Credits
ENG 101 — Basic Composition ........................................ 3
ENG 112 — Writing for Business ..................................... 3

Mathematics Requirements: .........................................
MAT 110 — Algebra .................................................. 3
MAT 120 — Elementary Statistics .................................. 3

Cooperative Education Requirements:
Three internships and seminars ...................................... 9

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

Accounting/Managerial Studies Requirements:
AMA 101 — Principles of Accounting I ......................... 2
AMA 102 — Principles of Accounting II ..................... 2
AMA 103 — Principles of Accounting III ................... 2

Total Credits: 54

Bilingual Education Program
Admission to the Bilingual Education Program is available to students referred to LaGuardia by the New York City Board of Education. Students referred are employed as Bilingual Assistants and are required to take certain courses not included in the above program. These courses are determined by the students' scores on the College's Placement Test. Any required Bilingual Education course must be included in the students' program of study in place of liberal arts electives. For more information on placement in Bilingual Education courses, see page 43.

Education Associate Program
Admission to the Education Associate Program is available only to students referred to LaGuardia by the New York City Board of Education. Those referred are employed in the classroom as Education Assistants, Education Associates, or Family Assistants.

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

Education Assistants:
Teaching Reading in the Classroom
Teaching Math in the Classroom
Teaching Reading to Bilingual Children
Language of Behavior
The Education Associate Program at LaGuardia awards the Associate in Arts Degree (A.A.) to those who successfully complete the program. Students are encouraged to pursue their B.A. Degrees at the senior colleges of their choice.

EDUCATION ASSOCIATE (A.A. Degree)

English and Humanities Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 — Basic Composition</td>
<td>3</td>
</tr>
<tr>
<td>One elective course from the English Department</td>
<td>3</td>
</tr>
<tr>
<td>One Elective course from the Humanities Department</td>
<td>3</td>
</tr>
</tbody>
</table>

Math-Science Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure of the Number System I and II (NEM 103 and NEM 104)</td>
<td>6</td>
</tr>
<tr>
<td>One Elective course from either the Mathematics or Natural and Applied Sciences Departments</td>
<td>3</td>
</tr>
<tr>
<td>(MAT 100 and MAT 101 do not satisfy this requirement.)</td>
<td></td>
</tr>
</tbody>
</table>

Social Science Requirement

SSI 100 — Introduction to Social Science | 3

Cooperative Education Requirements

Four Internship Seminars, 3 credits each | 12

Educational Associate Curricula

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSY 101 — General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SSY 102 — Urban Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SSY 110 — Philosophical and Social Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>SSY 120 — Principles and Practices of Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>SSY 280 — Sociology of the Family</td>
<td>3</td>
</tr>
</tbody>
</table>

Psychology:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSY 230 — Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>or SSY 250 — Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>or SSY 260 — Group Dynamics: Small Group Processes</td>
<td>3</td>
</tr>
</tbody>
</table>

*Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts Electives</td>
<td>9</td>
</tr>
<tr>
<td>Unrestricted Electives (from any department)</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Credits: 66

*One of the elective courses must be an Intensive.

**Education Associate major needing additional skill development in reading and writing will be required to take Developmental Skill courses. These requirements are not included in the above program. The number of credits required and the particular courses the students must successfully complete are determined by their scores on the College's Placement Test.

Any required Developmental Skill courses must be included in the students' program in place of electives. For more information on placement in Developmental Skills courses, see page 43.

Education Associate Program—Specialization in Bilingual Education

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

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

Classes in major subject areas (Social Science, Psychology, Science, 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 presently working as paraprofessionals will serve three 13-week internships in bilingual schools. Working classroom paraprofessionals may utilize their current placement to fulfill the internship requirement. The internships are accompanied by seminars designed to assist students with problems they encounter in their teaching internships. The seminars available to program participants include the following: Social Science in the Bilingual Program; Realities of your Career Choice; TAR—Bilinguals and the World of Work; and Independent Research.

EDUCATION ASSOCIATE (A.A. Degree)

With a Specialization in Bilingual Education

English and Humanities Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 — Basic Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102 — Writing through Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

Math-Science Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 103 and MAT 104 Structure of the Number Systems I and II</td>
<td>6</td>
</tr>
<tr>
<td>One elective course from the Departments of Natural and Applied Sciences or Mathematics</td>
<td>3</td>
</tr>
</tbody>
</table>

Social Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSI 100 — Introduction to Social Science</td>
<td>3</td>
</tr>
<tr>
<td>SSY 101 — General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SSY 230 — Abnormal Psychology or SSY 250 — Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SSY 260 — Group Dynamics or Sociology of the Family</td>
<td>3</td>
</tr>
</tbody>
</table>

Cooperative Education Requirements

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

Bilingual Education Associate Curricula

HUB 101 — Introduction to Bilingualism | 3

HUB 102 — Principles and Practices of Bilingual Education | 3

HUB 103 — The Hispanic Child in the Urban Environment: Educational Psychology | 3

*Taught in Bilingual Mode.

**Students who have had Developmental Psychology I should see an instructor before registering.
**Human Services Program**

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

The Child Development concentration prepares students for work with young children in group settings. Child Development transfers can continue their education in such fields as Early Childhood and special education, as well as in other related child services professions.

Experimental programs such as the current option for Family Day Care Provider Parents, are created in response to trends in the child care field.

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

To complete the program successfully, all Human Services students must complete 9 credits of supervised internships in an approved Human Services setting. Internships are not assigned before the third quarter. Integration of classroom and work experience is then achieved through a weekly schedule evenly divided between classroom study and field work.

---

**HUMAN SERVICES—CHILD DEVELOPMENT CONCENTRATION**

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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English and Humanities Requirements</td>
<td></td>
</tr>
<tr>
<td>ENG 101—Basic Composition</td>
<td>3</td>
</tr>
<tr>
<td>HUA 101—Introduction to Art</td>
<td>3</td>
</tr>
<tr>
<td>HUM 101—Introduction to Music</td>
<td>3</td>
</tr>
<tr>
<td>Math-Science Requirements</td>
<td></td>
</tr>
<tr>
<td>MAT 103—Structure of the Number System</td>
<td>3</td>
</tr>
<tr>
<td>SCB 101—Topics in Biological Sciences</td>
<td>3</td>
</tr>
<tr>
<td>SCP 101—Topics in Physical Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Requirements</td>
<td></td>
</tr>
<tr>
<td>SSY 101—General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SSY 240—Developmental Psychology I: Childhood</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative Education Requirements</td>
<td></td>
</tr>
<tr>
<td>Six Part-Time Internships, 1½ credits each</td>
<td>9</td>
</tr>
<tr>
<td>Human Services Core Courses</td>
<td></td>
</tr>
<tr>
<td>HSC 101—Orientation to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HSC 102—Principles in Human Relations</td>
<td>3</td>
</tr>
<tr>
<td>HSC 103—Community Dynamics: Impact on Human Services</td>
<td>3</td>
</tr>
<tr>
<td>(Intensive)</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Electives*</td>
<td></td>
</tr>
<tr>
<td>(Departments of Natural and Applied Sciences, Mathematics, English, Humanities, and Social Science)</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>66</td>
</tr>
</tbody>
</table>

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

#### English and Humanities Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101—Basic Composition</td>
<td>3</td>
</tr>
<tr>
<td>One additional course from either the Departments of English or Humanities</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Math-Science Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCB 101—Topics in Biological Sciences (Students may substitute SCB 203, 204 Fundamentals of Human Biology I, II; or SCB 204 by permission of the Chairperson of the Department of Natural and Applied Sciences on the recommendation of the Chairperson of the Human Services Department)</td>
<td>3</td>
</tr>
<tr>
<td>One additional course from the Departments of Mathematics or Natural and Applied Sciences</td>
<td>3</td>
</tr>
<tr>
<td>(MAT 100 and MAT 101 do not satisfy this requirement.)</td>
<td>6</td>
</tr>
</tbody>
</table>

#### Social Science Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSI 100—Introduction to Social Science</td>
<td>3</td>
</tr>
<tr>
<td>SSY 101—General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SSY 240—Developmental Psychology I: Childhood</td>
<td>3</td>
</tr>
<tr>
<td>SSY 260—Group Dynamics: Small Group Processes</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Cooperative Education Requirements

Six part-time Internships, 1½ credits each .................................................. 9

#### Human Services Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC 101—Orientation to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HSC 102—Principles in Human Relations</td>
<td>3</td>
</tr>
<tr>
<td>HSC 103—Community Dynamics: Impact on Human Services (Usually offered also as an Intensive)</td>
<td>3</td>
</tr>
<tr>
<td>(If students do not take an Intensive within their program requirements, one of their elective courses must be an Intensive.)</td>
<td>9</td>
</tr>
</tbody>
</table>

#### Mental Health Concentration Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSM 120—Survey of Psychological Treatment Approaches</td>
<td>3</td>
</tr>
<tr>
<td>HSM 121—Mental Health Roles and Community Resources</td>
<td>2</td>
</tr>
<tr>
<td>HSM 122—Topics in Mental Health Field Organization</td>
<td>2</td>
</tr>
<tr>
<td>HSM 123—Contemporary Issues in Mental Health Services</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Electives

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts Electives* (Divisions of Natural and Applied Science, Mathematics, English, Humanities and Social Science)</td>
<td>12</td>
</tr>
<tr>
<td>Unrestricted Electives from any Department</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 66

*Human Services majors who need additional skill development in reading, writing, and mathematics will be required to take Developmental Skill courses. These requirements are not listed in the above program. The number of credits required and the particular courses the student must successfully complete are determined by their scores in the College’s Placement Test (see page 43). When any required Developmental Skill courses are taken, they must be included in the students program in place of electives.

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**Occupational Therapy Assistant Program**

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

This is an approved program of the American Occupational Therapy Association and leads to eligibility for the certification examination.
OCCUPATIONAL THERAPY ASSISTANT (A.S. Degree)

English Requirement

ENG 101—Basic Composition ........................................ 3

Cooperative Education Requirements

The Arts as Therapy or waiver ........................................ 3
SCO 290—Clinical Affiliation in Psychosocial Dysfunction .......... 3
SCO 291—Clinical Affiliation in Physical Dysfunction ............... 3

Occupational Therapy Concentration

Psychology:

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

SCO 201—Occupational Therapy: Theory and Practice

SCO 230—Functional Pathology ........................................ 3
SCN 195—Community Health Intensive ................................ 2

Occupational Therapy Media and Applications I, II, and III:

SCO 210—General Crafts, Textiles and Leather ....................... 3
SCO 211—Life Tasks .................................................... 3
SCO 212—Wood, Metal, Plastic, and Ceramics ....................... 3

Electives

Liberal Arts Electives (from any department) .......................... 11

Total Credits: 66

*Occupational Therapy majors needing additional skills development in reading, writing and mathematics will be required to take Developmental Skill courses. These requirements are not included in the above program. The number of credits required and the particular courses the students must successfully complete are determined by their scores on the College’s Placement Test.

Any required Developmental Skill courses must be included in the student’s program in place of electives. For more information on placement in Developmental Skill courses see page 43.

Liberal Arts Program

LaGuardia’s unique Liberal Arts program offers students the opportunity to explore many fields of study and to investigate career possibilities related to the Liberal Arts. The program has been flexibly designed both to meet the needs of students who wish to explore new areas of interest and potential and to meet the needs of students who have definite career goals. Through courses, Co-op Education Internships and career choice counseling groups, students will be able to investigate different career possibilities.

Liberal Arts graduates may transfer most, or all, of their credits to four year colleges. At senior colleges they may decide to major in such fields as: Anthropology, Art, Biology, Chemistry, Cinema, Comparative Literature, Economics, Education, English, Health and Physical Education, History, Languages, Mathematics, Music, Physics, Political Science (Government), Pre-Professional Programs (Law and Medicine), Psychology, Social Sciences, Sociology, Speech and Theater, Statistics, Teacher Education, and Urban Studies.

Many students specializing in the Liberal Arts are at first undecided about how these studies relate to life and work. LaGuardia takes special care to help students discover who they are, what their interests are, and what courses and careers are most suitable for them. To assure individual attention and guidance, each student is assigned a counselor, a cooperative education coordinator, and an academic advisor.

IN PLANNING AN ACADEMIC PROGRAM IT IS IMPORTANT THAT A LIBERAL ARTS STUDENT CONSULT HIS OR HER ADVISORS TO ASSURE THAT A BALANCED AND APPROPRIATE PROGRAM IS SELECTED.

Course offerings in the Liberal Arts are grouped under five departments: Humanities, English, Social Sciences, Natural and Applied Sciences, and Mathematics.

HUMANITIES DEPARTMENT

Curricula offered by the Humanities Department include Studio Art, Art History, Languages (French, German, Greek, Hebrew, Italian and Spanish), Music, Philosophy, and Communication Arts (Speech, Interpersonal Communication, Theater, Mass Media and Film). The objectives of the Department include academic development, vocational preparation, and cultural enrichment. Courses offered by the Department of Humanities assist students in understanding and evaluating the cultural and environmental conditions in which they live, and prepare students in effective oral communication, comprehension and appreciation of works of literature from non-English speaking cultures, skills of music listening and performance, understanding the rudiments of philosophy and their application to life, critical analysis and production of creative and graphic arts, appreciation of theater as a means of self-expression and as an art
form, and an understanding of how media both reflect and project contemporary society.

Course descriptions for the Humanities Department can be found on page 85.

ENGLISH DEPARTMENT
The English Department offers a complete writing program in addition to a wide variety of literature electives. English courses teach students such career skills as how to communicate effectively in letters, resumes, and business reports. For Liberal Arts and transfer students, the Department offers training in advanced essay writing, research and term paper skills, creative writing and literature. English courses also provide excellent background for such fields as Law, Medicine, Secretarial and Administrative work, Occupational Therapy, Business Management, Journalism and many others.

Course descriptions for the English Department can be found on page 98.

SOCIAL SCIENCES DEPARTMENT
The Department of Social Sciences provides an historical perspective and theoretical context for understanding the relationship, institutions, and processes of our contemporary society.

Courses are offered in the disciplines of Anthropology, Economics, Education, History, Political Science, Psychology and Sociology, as well as in interdisciplinary subjects.

The goals of the Department's faculty are:
1. To foster in students an awareness of the decisions that shape and control their lives, and to provide the tools and knowledge that are prerequisites to achieving active participation in those decisions.
2. To provide students with the bases for understanding the major social dimensions of their environment: (a) individual growth and development; (b) institutions in urban society; and (c) comparative cultures.
3. To develop in students appropriate techniques and skills that are basic to the social sciences, and that will enable them to understand the dynamics and context of both their work experience and urban society.

Course descriptions for the Social Sciences Department can be found on page 104.

NATURAL AND APPLIED SCIENCES DEPARTMENT
The Department of Natural and Applied Sciences currently provides courses in the basic sciences, as well as a complete program in Occupational Therapy. Courses are offered in Biology, Chemistry, Physics, Health, Gerontology, and cultural aspects of science. The Occupational Therapy program, administered by this Department, awards the A.S. degree, after which a student may be eligible for certification and licensure as an Occupational Therapy Assistant.

The general goals of the Natural Sciences curriculum are:
1. To enable students in the business and liberal arts areas to increase their understanding of the role of science in today's society, while obtaining transferable laboratory science credits.
2. To give students with a deeper interest in science an opportunity for more extensive investigation of the different natural science areas.
3. To provide a foundation for students interested in health careers.
4. To provide science courses of general interest.

The goal of the Occupational Therapy Assistant program is to meet community needs by training students to be eligible for national and state certification and thereby practice as Occupational Therapy Assistants.

Course descriptions for the Natural and Applied Sciences Department and Occupational Therapy can be found on pages 114-120.

MATHEMATICS DEPARTMENT
The Mathematics Department offers a flexible array of courses designed to serve students with differing needs. Appropriate courses are available for students who seek general interest courses, for students who wish to prepare for the teaching of mathematics at elementary or pre-school levels, and for students who wish to transfer to four year colleges with an engineering or scientific career in mind.

The mathematics curriculum accomplishes two major goals:
1. It provides students in career and liberal arts programs with the skills they need to succeed in the fields of their choice.
2. It provides students with the opportunity to gain a deeper understanding of the realities of mathematics that are beyond mere computation, realities that define the nature of the world we inhabit.

Course descriptions for the Mathematics Department can be found on page 120.
LIBERAL ARTS AND SCIENCE (A.A. Degree)

**English Requirements**
- ENG 101 — Basic Composition ........................................ 3
- ENG 102 — Writing Through Literature ........................................ 3

**English and/or Humanities Requirement**
- Elective courses ................................................................. 6
  (ENG 100 does not satisfy this requirement) 12

**Social Science Requirements**
- SSI 100 — Introduction to Social Science ........................................ 3
- Elective courses from the Department of Social Science ................. 6

**Math-Science Requirements**
- Elective courses from the Departments of Natural and Applied Science and/or Mathematics ........................................ 9
  (MAT 100 and MAT 101 do not satisfy this requirement) 9

**Cooperative Education**
- Three Internships, 3 credits each ........................................ 9

**Electives**
- Liberal Arts Electives
  (Departments of Social Science, Natural Science, Mathematics, Humanities, and English) ........................................ 18
- Unrestricted Electives
  (from any department) ....................................................... 9

**Total Credits**: 66

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

*One of the elective courses must be an intensive.

**Liberal Arts majors needing additional skill development in reading, writing, and mathematics will be required to take Developmental Skill courses. These requirements are not included in the above program. The number of credits required and the particular courses the student must successfully complete are determined by scores on the College’s Placement Test.

Any required Developmental Skill courses must be included in the student’s program in place of electives. For more information on placement in Developmental Skill courses see page 43.

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LIBERAL ARTS AND SCIENCE (A.S. Degree)

**Science-Mathematics Concentration**

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

**English Requirements**
- ENG 101 — Basic Composition ........................................ 3
- ENG 102 — Writing Through Literature ........................................ 3

**English and/or Humanities Requirement**
- Elective courses ................................................................. 6
  (ENG 100 does not satisfy this requirement) 12

**Social Science Requirements**
- SSI 100 — Introduction to Social Science ........................................ 3
- Elective courses from the Department of Social Science ................. 6

**Science-Mathematics**

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCB 201, 202</td>
<td>Fundamentals of Biology I and II</td>
</tr>
<tr>
<td>SCC 201, 202</td>
<td>Fundamentals of Chemistry I and II</td>
</tr>
<tr>
<td>SCP 201, 202</td>
<td>Fundamentals of Physics I &amp; Physics II</td>
</tr>
<tr>
<td>MAT 201, 202, 203</td>
<td>Calculus I, II and III</td>
</tr>
<tr>
<td>MAT 204</td>
<td>Elementary Differential Equations</td>
</tr>
<tr>
<td>MAT 210</td>
<td>Elementary Linear Algebra</td>
</tr>
</tbody>
</table>

* Liberal Arts Elective
  (Departments of Social Science, Humanities, or English) ........................................ 3
  ** Unrestricted Electives (from any department) ........................................ 9

**Total Credits**: 66

*One of the elective courses must be an intensive.

**Liberal Arts majors needing additional skill development in reading, writing, and mathematics will be required to take Developmental Skill courses. These requirements are not included in the above program. The number of credits and the particular courses the students must successfully complete are determined by their scores on the College’s Placement Test.
COURSE DESCRIPTIONS

Cooperative Education

CEP 000 COOPERATIVE EDUCATION 3 credits
This course includes both a full-time internship (for the entire quarter) and the internship seminar. All full-time day students, as well as all Extended Day Students in the Occupational Therapy and Bilingual Education curricula, register for this course three times in order to fulfill the Cooperative Education requirement for graduation. As there are pre-requisites for each internship (see description of the program, page 10, Cooperative Education policies on page 35, and Internship Seminars, below), students need a permit to register, which is available from their Co-op Adviser. Students register with their Co-op Adviser for the Internship Seminars, which include the following:

First Internship Seminar

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Title</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts</td>
<td>Self-Observation and the Work Experience</td>
<td>SSI 100</td>
</tr>
<tr>
<td>Accounting</td>
<td>Accounting Information Systems</td>
<td>AMA 102</td>
</tr>
<tr>
<td>Secretarial Science</td>
<td>The Secretary in the Workplace</td>
<td>BUS 200</td>
</tr>
<tr>
<td>Managerial Studies</td>
<td>Management Principles: Theory and Application</td>
<td>AMM 103</td>
</tr>
<tr>
<td>Bilingual Ed. Assoc.</td>
<td>Bilingual Education: Theory and Application</td>
<td>HUB 103</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>Clinical Affiliation in Psychosocial Dysfunction</td>
<td>SCO 201</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>Clinical Affiliation in Physical Dysfunction</td>
<td>SCO 202</td>
</tr>
<tr>
<td>Human Services</td>
<td>Human Relations Field Seminar</td>
<td>HSC 102</td>
</tr>
</tbody>
</table>

Second Internship Seminar

Career Opportunities Within the Business Professions
Career Opportunities Within the Accounting Professions
Career Opportunities Within the Data Processing Professions
Career Opportunities Within the Secretarial Science Professions
The Realities of Your Career Choice

Third Internship Seminar

Independent Research: The Application of Course Work to Reality (sections by curriculum)

CEP 700 Cooperative Education for Extended Day
This course includes several cooperative and career education options for the Extended Day Student. Specific information on offerings is available through the Division of Cooperative Education.

Department of Communication Skills

CSE 100 READING FUNDAMENTALS 5 periods, 2 quarters, 2 credits
Prerequisite: None
The purpose of this course is to help students to improve reading skills. The main areas of the course will be decoding skills (phonics), vocabulary improvement, development of common and specialized reading skills and introduction of basic study skills. The course will be taught together with basic writing and speech courses using related-connected-themes and skills. Admission to the course is based on College placement procedures.

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

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

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

CSE 200 SPEED TECHNIQUES FOR EFFICIENT READING 3 periods, 2 credits
Prerequisite: CSE 102 or CSE 103, or waiver
This course is offered for students who are interested in speed techniques. Emphasis is placed on the development of effective reading habits and the techniques of rapid reading, identifying authors’ patterns of writing, skimming, scanning and on going practice with mechanical aids and timed exercises. Admission to the course is based on completion of required Developmental Skill reading courses or waiver.
Department of Accounting/Managerial Studies

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

This course should be taken prior to the first internship.

AMA 102 PRINCIPLES OF ACCOUNTING II 4 periods, 2 credits
Prerequisite: AMA 101
This course covers accrual and valuation accounting as well as control procedures for Cash, Accounts and Notes Receivable, Accounts and Notes Payable, Inventories and Fixed Assets. Payroll accounting and accounting systems are explored. Accounting concepts relating to the partnership form of business organization are also covered. This course should be taken prior to the first internship.

AMA 103 PRINCIPLES OF ACCOUNTING III 4 periods, 2 credits
Prerequisite: AMA 102
The first part of the course examines accounting techniques and principles of the corporate form of business organization and includes such topics as: the nature and formation of a corporation, stock transactions, elements affecting retained earnings, long-term liabilities and investments in stocks and bonds. Basic theoretical concepts and principles are also explored and related to accounting practice. The second part of the course introduces the student to the accounts and statements used by manufacturing concerns; cost and revenue relationships as well as reports and analysis used by management for decision purposes; the need for, preparation of, and use of the statement of changes in financial position, and basic analytical procedures and tools available for financial statement analysis.

AMA 201 INTERMEDIATE ACCOUNTING I 4 periods, 3 credits
Prerequisite: AMA 103
This course is designed to give an overview of the foundations of accounting theory, the problems of current practice, and its relationship to accounting theory as expressed in the Accounting Principles Board's opinions and the Financial Accounting Standards Board's statements. A review of the accounting cycle sets the stage for detailed exploration of the reporting process, namely, the Balance Sheet, the Income Statement, the Retained Earnings Statement, and the Statement of Changes in Financial Position.

Advanced and alternative accounting practices as well as control procedures are examined as they pertain to Cash, short-term Investments, Receivables and Inventories.

AMA 202 INTERMEDIATE ACCOUNTING II 4 periods, 3 credits
Prerequisite: AMA 201
This course continues to explore the problems of current practice and its relationships to Financial Accounting Theory as expressed in AICPA opinions and statements.

Topics examined include Long-Term Investments in Stocks, Tangible and Intangible Fixed Asset, Special Purpose Funds, Current, Contingent and Long-Term Liabilities, and Accounting for Leases. Present value concepts and their applications are also covered.

AMA 210 COST ACCOUNTING I 4 periods, 3 credits
Prerequisite: AMA 103
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.

AMA 211 COST ACCOUNTING II 4 periods, 3 credits
Prerequisite: AMA 210
This course continues the study of cost determination and analysis for manufacturing. Cost-volume relationships, systems designs, flexible budgets, standard costs, cost allocation, and applications of the contribution margin approach to decision-making are included. A continued emphasis is placed on the importance of cost data to management in the areas of decision-making and planning.

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

AMA 155 PARTNERSHIP AND CORPORATE TAX PROCEDURES 3 periods, 3 credits
Prerequisite: None
The students will learn the basic principles of partnership and corporate taxation and will be trained in the preparation of basic Partnership Information Returns, Corporate Federal Income Tax returns, New York State and New York City Franchise Tax returns.

AMM 101 INTRODUCTION TO BUSINESS 3 periods, 3 credits
Prerequisite: CSE 101 and ENG 100 (or waiver)
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.

AMM 102 PRINCIPLES OF FINANCE 3 periods, 3 credits
Prerequisite: AMM 101
This course is a study of the monetary and credit systems of our economy and related policies and problems. In addition, the course addresses the demand for short-term and long-term funds by business, as well as the financing needs of the consumer and the governmental sector.

AMM 103 PRINCIPLES OF MANAGEMENT 3 periods, 3 credits
Prerequisite: AMM 101
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 should be taken prior to the student's first internship.
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.

The course covers the nature of risk and risk bearing, functions of insurance organizations, the fundamentals of insurance contracts, the major types of insurance and the basic laws covering insurance policies. It is designed for the student as an individual and as a prospective business manager.

An introductory course dealing with basic retail principles and merchandising practices. Retail store organization and operations in large and small establishments are explored.

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

This course introduces the student to the areas of "Law and Society" and "Contracts." The course will encompass sources of the law, legal rights of individuals, the federal, state, and city judicial systems, criminal and tort law as it relates to business problems, contractual capacity, offer and acceptance, consideration, legality, form of contract, assignments, fraud, discharge, breach of contract, and damages.

This course encompasses agency-creation and termination, principal and agent, personal property, bailments, sales, franchises, warranties, product liability, consumer protection, secured transactions, partnerships and corporations.

This course gives a broad overview of advertising, its roles in marketing and as a motivational force in society. The nature of media and their creative and productive functions are discussed as they are related to advertising programs.

This course is designed for Secretarial Science majors, is an introduction to the principles and practices of office management, including such topics as space and equipment layout for efficient workflow, selection training and supervision of personnel, psychology of human relations and control of operating costs. Particular emphasis is placed upon the scientific analysis of such office procedures as purchasing and correspondence.

An introduction to the principles and practices of personnel administration including such topics as the personnel management system, recruitment, selection, training, and development of employees, management-labor relations, renumeration and security, evaluation methods and leadership development. Particular emphasis is placed upon the analysis of leadership and supervision.

This course introduces the student to the principles and practices of selling as a profession, including such topics as the sales job, the sales environment, the sales process, and sales training. The dominant theme is professionalism in contemporary selling.

This course is a basic study of the importance of small business, its status, problems, and requirements for success. The course covers, among other things, the decision to go into business for one's self, the preparation needed, the methods of launching the business, and management functions involved in operating the business.

This course gives a broad overview of advertising, its roles in marketing and as a motivational force in society. The nature of media and their creative and productive functions are discussed as they are related to advertising programs.

This course introduces the student to legal aspects of health care including the rights of patients, legal remedies, types and sources of laws governing hospitals, health insurance programs, and other related topics. It may be taken as an elective but is specifically designed as an option for Business Administration majors who intend to pursue further study in the health administration field.
Department of Data Processing

BDP 100 INTRODUCTION TO DATA PROCESSING 5 periods, 3 credits
Prerequisite: None
This course will introduce the student to the concepts of data processing in business and will prepare the student for more advanced courses in data processing. The course will familiarize the student with the vocabulary of the computer field, covering topics such as: how the computer works; basic hardware devices; importance and examples of using software; flowcharting concepts and examples of business functions performed by computers. Since there are many career paths within the data processing field, the course will introduce different types of jobs and activities, so that a student can be better prepared to choose appropriate future courses. Students are introduced to computer programming with emphasis on the BASIC language. This course should be taken prior to the first internship.

BDP 106 COBOL PROGRAMMING 5 periods, 3 credits
Prerequisite: BDP 100 or BDP 103
This course introduces the student to the COBOL programming language as implemented for the IBM 360/370 series. The student becomes familiar with the conceptual and syntactical characteristics of the COBOL language. The student then moves from theoretical to practical COBOL programming by means of programming drills, exercises and writing programs in COBOL utilizing various input and output devices. The course subject matter is woven into the business environment and experience with a variety of applications involving inventory control, accounting, payroll, and personnel records.

BDP 200 COBOL PROGRAMMING II 5 periods, 3 credits
Prerequisite: BDP 106
This is an advanced course for students majoring in Data Processing. The course broadens the study of the COBOL language to include the handling of tape and disk files and the use of table structures. Students write and document programs involving the use of these techniques. The subject matter is woven into the business environment and experience with a variety of applications involving inventory control, accounting, payroll and personnel records.

BDP 120 SYSTEM/370 ASSEMBLER LANGUAGE I 5 periods, 3 credits
Prerequisite: BDP 100
This course is designed to provide basic knowledge of the IBM System/370 Computer and Assembler Language Programming with emphasis on the following areas: main storage organization; addressing using base, index and displacement registers; fixed and variable length data formats; instruction formats; condition code; interruptions and the program status word; arithmetic; logical and branching operations; and writing and assembler language program.

BDP 121 SYSTEM/370 ASSEMBLER LANGUAGE II 5 periods, 3 credits
Prerequisite: BDP 120
This course is designed to provide additional knowledge of Assembler Language Programming techniques with emphasis on the following areas: looping and indexing; data conversion; translate and editing operations; subroutine and subprogram linkages; input/output operations; introduction to macro-instructions; data set creation and updating using appropriate ALP macros (sequential and indexed sequential organization).

BDP 230 OPERATING SYSTEMS 5 periods, 3 credits
Prerequisites: BDP 106 and BDP 120
This is an advanced course designed to introduce the facilities of the computers and operating system to the student. It includes the definition and objectives of an operating system and a detailed description of Job Management, Task Management and Data (Information) Management. There is heavy emphasis on using the control language (JCL) of the IBM Computer, including the use of multiple step job stream and catalog procedures. Topics included are the JOB, EXEC, DD, PROC, PEND, DELIMITER and NULL and comments statements and the various parameters used on these statements, instream procedures and use of the IBM utilities IEBGENER, IEBTPCH and utility sort to create and retrieve disk data sets.

BDP 210 PL/I PROGRAMMING 5 periods, 3 credits
Prerequisite: BDP 100
In this course students will learn the rules and structure of this higher level programming language. It will be assumed that the student already has some familiarity with compiler-oriented languages, and therefore will be expected to program and document problems of a more complicated nature than in earlier data processing courses. The student will be encouraged to learn how to read core dumps and to find out where the "bugs" are. Each student will proceed at his/her own pace, thereby simulating conditions in commercial data processing installations.

BDP 220 FORTRAN PROGRAMMING 5 periods, 3 credits
Prerequisite: BDP 100
This course introduces the student to the FORTRAN programming language, which is used primarily in the fields of mathematics and science. Topics covered include definition of constants, variables and expressions, real and integer arithmetic, input/output, control statements, looping, arrays and subprograms.

BDP 108 REPORT PROGRAM GENERATOR (RPG) 4 periods, 3 credits
Prerequisite: BDP 100 or BDP 103
Processing Applications for Accounting
RPG is a high-level compiler programming language that can be used on a wide range of small-to-large computer systems for solving business problems. RPG, like other computer programming languages, is a means whereby individuals can communicate with the electronic computer for the purpose of getting the computer to solve some problem. RPG programming language is an excellent language for the beginning student and for the experienced programmer who wish to learn RPG and RPG II as they are implemented on IBM Computer Systems.

BDP 110 SYSTEMS ANALYSIS AND DESIGN 4 periods, 3 credits
Prerequisite: BDP 120
The analysis of existing manual and electronic data processing systems and the design of computer based systems to replace them, with consideration given to organizational structures, form design, file design, data structures, scheduling, operations research techniques and hardware and software organization. Actual and simulated case studies will be utilized. The student will program and document a comprehensive systems study.
BDP 103 DATA PROCESSING APPLICATIONS FOR ACCOUNTING 4 periods, 3 credits
Prerequisite: None
This course is a general introduction to electronic data processing for students in Accounting, Business Administration or Business Management. The course relates the students' accounting experience with current practices and procedures in data processing. It also provides an understanding of the impact of computers on business, their use as an aid in meeting the accounting requirements of management and their value as a tool in the accounting and management control processes.

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

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

BDP 116 DATA ENTRY II 4 periods, 2 credits
Prerequisite: BDP 115
This course covers the intermediate skills required of students who want to qualify as production data entry operators. The topics covered include the IBM 129 Keypunch, conversational mode CRT's key to tape systems, key to disk systems and methods of increasing speed and accuracy in machine operations.

BDP 200 COMPUTER ELECTRONICS 6 periods, 4 credits
Prerequisite: None
This is a fundamental course in digital electronics and electricity, which will provide a basis for further study and concentration in computer maintenance and repair. Among the topics to be considered are Logic and Boolean Algebra, Direct Current Series & Parallel Circuits, Diodes & Transistors, Arithmetic Circuits and Electronic Measurements Theory. Laboratory portion of the course will include a Logic Trainer, The Cathode Ray Oscilloscope and the Volt Meter.

BDP 270 COMPUTER OPERATIONS I 4 periods, 3 credits
Prerequisite: BDP 100
The study of the operation of personal computer systems with special attention given to computer organization, operation of peripheral units and terminals, and scheduling and documentation. The students will be required to demonstrate their operational and organizational skills at the Computer Center.
SEC 103 STENOGRAPHY I, ABC 4 periods, 2 credits
Prerequisite: None
A presentation of the basic theory of the Landmark ABC shorthand system. Students are expected to master the basic principles of the system, attain a writing speed of at least 40 words a minute, and to read fluently from textbook plates and homework notes. (Not available for Legal Option.)

SEC 105 SPANISH STENOGRAPHY I 4 periods, 2 credits
Prerequisite: Departmental Approval
Students who have not previously studied Spanish shorthand receive an intensive presentation of the basic theory of Spanish shorthand. At the conclusion of the quarter, students are expected to have mastered the basic principles and to have acquired a writing speed of 40 words a minute for three minutes, and the ability to read Spanish shorthand from textbook plates, homework notes, and classroom dictation. (Fluency in Spanish is required.)

SEC 110 STENOGRAPHY II, GREGG 4 periods, 2 credits
Prerequisites: Stenography I or equivalent and ENG 100, if required

SEC 111 STENOGRAPHY II, PITMAN 4 periods, 2 credits
Prerequisites: Stenography I or equivalent and ENG 100, if required

SEC 112 STENOGRAPHY II, MACHINE 4 periods, 2 credits
Prerequisites: Stenography I or equivalent and ENG 100, if required

SEC 113 STENOGRAPHY II, ABC 4 periods, 2 credits
Prerequisites: Stenography I or equivalent and ENG 100, if required
This course is a review of the basic principles of Gregg, Pitman, Machine, or ABC Shorthand and provides for speed building in both reading and writing of shorthand. Final writing speed goal is 60 words a minute. Pre-transcription drills are commenced in preparation for typewritten transcription.

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

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

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

SEC 123 STENOGRAPHY III, ABC 4 periods, 2 credits
Prerequisite: Stenography II or equivalent
Speed building to a writing speed of 80 words a minute is the primary focus of this course. Emphasis on spelling, grammar, and punctuation is increased. Transcription skill is developed from textbook plates, homework notes, and finally from new-matter dictation.

SEC 140 TYPEWRITING I 4 periods, 2 credits
Prerequisite: None
This course is designed to instruct beginners and those who have had a minimum of instruction in typewriting in the fundamentals of skill building. Keyboard mastery will be followed by training in setting up basic business forms, tabulations and manuscripts. Students will become familiar with handling carbon copies, envelopes, and proper corrective techniques. Proofreading will be stressed. The final speed goal is 30 words a minute.

SEC 141 TYPEWRITING II 4 periods, 2 credits
Prerequisite: SEC 140 or equivalent
This course is designed to increase the skills of students who possess speed of 35-40 words a minute using touch typewriting. Intensive speed, accuracy and remedial work will be stressed. Basic forms of correspondence will be reviewed and more complicated business forms and tabulations introduced. Students are taught to type stencil, ditto, and other duplicating masters. The final speed goal is a minimum of 40 words a minute.

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

SEC 145 INTRODUCTION TO WORD PROCESSING 4 periods, 2 credits
Prerequisite: SEC 141 or equivalent
The student will develop the ability to function as a professionally trained person, in an entry-level job position, in the flow of office communications now termed "word processing." The student will learn the basic skills necessary to operate the IBM Executary Dictaphone, the IBM Executary Transcriber, the Magnetic Tape Selectric Typewriter, and the Mag Card Selectric Typewriter. Through the use of "on-the-job" materials, these abilities will be developed into employable skills.
This final course in stenographic training brings students to a professional level of competence. Stenographic dictation at 110 words a minute, typewriting speed of 65 words a minute, and transcription rates of 25-35 words a minute are the end goals for this course. Office style dictation is included and emphasis is placed on production of accurate, attractive, carefully proofread transcripts, ready for signature. During the Extended Day program, this course is offered over two sequential quarters. Students enrolling for the course in the Extended Day Division must complete both quarters in order to receive credit for the course.

This course is designed to provide basic training in the preparation of legal documents and letters. Emphasis will be on stenographic aspects of such documents, but common legal forms will also be used.

This course is designed to provide additional training in the preparation of legal documents and letters, building upon the work completed during the first quarter. Emphasis will be on stenographic aspects of such documents, but common legal forms will also be used.

This course is designed to provide the student with the vocabulary and background information required to prepare legal documents. Stenographic rendition, development of dictation speed, spelling, and punctuation will be stressed.

This course is a continuation of Legal Vocabulary I. It includes more advanced terminology and legal documents, further development of dictation speed, and continued exercises in spelling and punctuation.

Department of Human Services

Human Services Core Curriculum**

HSC 101 ORIENTATION TO HUMAN SERVICES
3 periods, 3 credits Prerequisite: None
Through field visits, presentations, readings, assignments, and discussion, students will be exposed to a wide variety of human service fields and agencies. They will explore similarities and differences in functions and delivery styles, and issues and problems encountered by the deliverers and consumers of human services.

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

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

If this course is taken as an intensive, it may be used to fulfill the College's Intensive requirement.

Child Development Curriculum

HSD 000 COOPERATIVE EDUCATION, CHILD DEVELOPMENT
1 ½ credits
Prerequisites: HSC 101 and HSC 102; or current employment in an approved child development setting
The cooperative education program for Human Service students consists of 13-week part-time internships for each of six quarters with coordinated internship seminars. Students learn to interrelate practice with theory through the internship taken each quarter along with other Human Service courses.

**Human Services Core Courses (HSC 101, 102, and 103) are available as electives to all College students.
HSD 110  DEVELOPMENTAL ACTIVITIES FOR YOUNG CHILDREN
IN SOCIAL LIVING
3 periods, 3 credits
Prerequisite: HSC 101
Corequisite: Internship or employment in an approved child development setting.
The first part of this course will deal with professional roles and career opportunities in the field of early childhood education, and this will serve as an introduction to the sequence. Experiences in social living for young children will be analyzed on the basis of sound developmental principles and learning theory. Activities of children will be planned and tested in child development field settings with an emphasis on helping children to develop successful relationships with peers and adults and to understand and adapt to their social environment. Parent-child-school relationships will be studied in terms of their effect on the education of children.

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

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

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

Mental Health Curriculum

HSM 000  COOPERATIVE EDUCATION, MENTAL HEALTH
1 ½ credits
Prerequisites: HSC 101 and HSC 102; or current employment in an approved mental health setting.
The cooperative education program for Human Services Students consists of 13-week part-time internships for each of six quarters with coordinated internship seminars. Students learn to interrelate practice with theory through the internship taken each quarter along with other Human Services courses.

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

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

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

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

HSE 104 HEALTH SERVICES DELIVERY SYSTEMS  
Prerequisite: SSI 100 or AMH 105  
The course covers the history and current character of institutional health care, and significant trends in health delivery systems; organizational functions and structure of the various kinds of facilities; the philosophy and evolution of the hospital organization; the relationships between the hospital, the community and the medical staff.

HSE 105 UNDERSTANDING AND WORKING WITH HANDICAPPED CHILDREN  
3 periods, 3 credits  
Prerequisite: SSY 240  
Corequisites: Internship with the handicapped child, or previous experience, or permission of the instructor  
This course is designed to link an understanding of the growth and development of children in general with an understanding of the special developmental problems of handicapped children. Students will learn to distinguish those features of the educational environment of normal children which must be adapted and revised for the handicapped. It will develop competency in students to analyze and evaluate materials appropriate for use with handicapped children. Students will be trained to observe the special characteristics of handicapped children and how these children relate to their environment.

HSE 109 PRINCIPLES AND PRACTICES OF EARLY CHILDHOOD  
3 periods, 3 credits  
Prerequisite: SSI 100  
This course examines principles underlying behavior and personality development from birth to adolescence and relates classroom behavior to these two factors. Insights into normal life crises are enriched through the study of important contributions from psychology, sociology and allied fields. Tasks and growth potential of the child are examined in the light of dynamic cultural settings. In providing insight into curricula for young children, students will become familiar with some theories of learning, and will document environmental factors that promote learning.

**Human Services Electives (HSE 104, 105 and 109) are available as electives to all college students.

Department of Humanities

Introductory Art

HUA 101 INTRODUCTION TO THE UNDERSTANDING OF ART  
3 periods, 3 credits  
Prerequisite: CSE 102  
An exploration of the nature, meaning and humanistic value of various art forms through theoretical discussions, studio projects and textbook readings. Museum visits required.

Studio Art Courses

HUA 102 BEGINNING DRAWING  
3 periods, 3 credits  
Prerequisite: None  
An introduction to drawing through the basic visual fundamentals of line, texture, value, space and form. Problems in descriptive and imaginative drawing will be explored. There will be individual and group criticism. Sketchbooks are required.

HUA 110 BEGINNING PAINTING  
3 periods, 3 credits  
Prerequisite: None  
Problems in color theory and paint application as they relate to landscape and unconventional still life. Emphasis will be placed on individual color expression and the abstract qualities of formal composition. There will be individual and group critiques. Sketchbooks are required.

HUA 120 BEGINNING SCULPTURE  
3 periods, 3 credits  
Prerequisite: None  
Problems in the three-dimensional form will be examined through projects in clay and paper-mache. There will be group and individual criticism.

HUA 130 INTRODUCTION TO PHOTOGRAPHY  
4 periods: 1 lecture, 3 labs, 3 credits  
Prerequisites: None  
An introduction to photography covering camera, lighting, exposure, processing and printing. The creative use of photography techniques as they relate to individual expression, journalism, advertising and graphic arts will be considered. Special projects and final portfolio required. It is recommended that students provide their own camera.

HUA 150 BEGINNING PRINTMAKING  
3 periods, 3 credits  
Prerequisite: None  
An introduction to printmaking. Employing relief or screen printing techniques, students experiment with designs in black and white and multicolor. Operation of the printing press, registry, inking and other printing techniques will be demonstrated. Edition printing required. Examples of printmaking will be discussed and illustrated with slides.
HUA 160 COMMERCIAL AND ADVERTISING ART
3 periods, 3 credits
Prerequisite: None
An introduction to the specific techniques and skills used in Commercial Art. The basic principles of design will be considered as they apply to layout, lettering, color and transparency. Students work to produce a full mechanical for an original design. The historical styles of newspaper, magazine, poster and packaging design will be discussed and illustrated. (This course may serve as preparation for an internship with a commercial art studio.)

HUA 170 PRINTMAKING WORKSHOP: ETCHING AND ENGRAVING
3 periods, 3 credits
Prerequisite: None
An introduction to the basic intaglio print techniques of metal plate etching, engraving, aquatint and softground. Students learn the operation of the printing press, registry, inking and other procedures in the production of their own print editions. Compositions in line drawing and crosshatch will be emphasized. The historical aspects of etching and engraving will be discussed and illustrated with slides.

HUA 210 INTERMEDIATE PAINTING
3 periods, 3 credits
Prerequisite: Beginning painting or permission of the instructor
A continuation of the investigations of landscape and unconventional still-life and their implicit abstract qualities. Special emphasis will be placed on the function of surface, color saturation, scale and multiple relations in contemporary painting. Studio projects will be analyzed and evaluated.

HUA 220 INTERMEDIATE SCULPTURE
3 periods, 3 credits
Prerequisite: Beginning Sculpture or permission of the instructor
Exploration of two- and three-dimensional sculpture in fiberglass, polyester resin, wood, metal, and other materials. Group projects in environmental and outdoor sculpture may be involved.

HUA 230 INTERMEDIATE PHOTOGRAPHY
4 hours: 1 lecture, 3 labs, 3 credits
Prerequisite: Introduction to Photography
An intermediate course in photographic instruction, darkroom technique and aesthetics. Students will be exposed to classic examples of photojournalism, nature and portrait photography, and instructed in appropriate techniques in each area. Students will begin to build a portfolio in a chosen area. Each person will be expected to have a camera.

HUA 290 STUDIO ART WORKSHOP
3 periods, 3 credits
Prerequisites: Completion of one of the following: Beginning Painting, Beginning Sculpture, Beginning Drawing, Beginning Printmaking or Life Drawing or consent of instructor. Portfolio required.
Students work on independent art projects in drawing, painting, sculpture or graphics. The nature and direction of the art project will be established during the first week of class by the student with direction from the studio instructor. The course encompasses special assignments including a research report and sketchbooks. There will also be discussions and group critiques.

HUA 215 NATURE AND HUMAN NATURE IN WESTERN ART
3 periods, 3 credits
Prerequisite: CSE 102
The painting, sculpture and architecture of Renaissance Europe will be examined for humanistic content as well as for the visual qualities of composition, style and technique. Such art forms as Michelangelo's Sistine Ceiling and Leonardo's Mona Lisa will be compared with both earlier art forms and the modern styles of today. Illustrated with slides. Textbook readings and museum visits required.

HUA 216 THE ART OF AFRICA, OCEANIA, AND PRE-COLUMBIAN AMERICA
3 periods, 3 credits
Prerequisite: CSE 102
An examination of the art of Africa, Oceania, and Pre-Columbian America. Such art forms as Dogan masks, Navajo sand paintings, and Aztec temples will be considered in terms of social function and stylistic qualities. The training and patronage of the artist in former times will be compared to conditions for the artist in contemporary society. Illustrated with slides. Textbook readings and museum visits required.

HUA 217 GREEK AND ROMAN ART
3 periods, 3 credits
Prerequisite: CSE 102
This course explores Greek and Roman Art from a contemporary point of view. Modern urban centers such as New York City and Washington, D.C., will be contrasted to the ancient cities of Pompeii, Rome, Athens, and Olympia. Such art forms as the Greek temple, civic and military architecture, wall painting, and sculpture of the human figure will be considered. Emphasis will be placed on the stylistic and formal qualities of an art form as well as its function in society. Illustrated with slides. Textbook readings and museum visits required.

HUA 190 MODERN PAINTING AND SCULPTURE
3 periods, 3 credits
Prerequisite: CSE 102
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 Op Art will be discussed and explained. Consideration will be given to the understanding of abstract and non-objective art as well as the influences which African and Eastern art have had on the development of modern art styles. Illustrated with slides. Museum visits required.
Art History Intensive
HUI 192 ART AND SOCIETY
3 credits
Prerequisite: CSE 102
The course deals in a variety of ways with the relationships between art and society. Students will engage in class discussions, field trips, and independent projects in an attempt to experience directly the philosophical and practical aspects of the visual art in a number of different settings.

Communication Arts Courses
HUC 100 BASIC COMMUNICATION STRATEGIES
4 periods, 3 credits
Prerequisite: None
This course will help the student learn a core of fundamental communication concepts and skills needed to express ideas and feelings with confidence and clarity. The student will explore issues such as: What is the self-image? How does language choice affect people's responses? What makes a good listener? What is the power of the unspoken word? How does one build a winning argument? How do misunderstandings arise with family? With friends? on the job? Admission is based on College Placement Procedures.

HUC 100X COMMUNICATION AND THE NON-NATIVE SPEAKER
4 periods, 3 credits
Prerequisite: ESL 100 or permission
This course is designed to help the student develop facility with English, when it is not his or her native language. The student will learn how knowledge of hidden cultural cues promotes effective communication, and will compare American communication patterns with those of other cultures.

HUC 101 ORAL COMMUNICATION
3 periods, 3 credits
Prerequisite: None
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 nonverbal cues affect the image a person projects? How can a verbal confrontation produce its intended result? What are effective ways to organize a message? How does a person prepare for and present a successful job interview?

HUC 103 EFFECTIVE SPEAKING
2 periods, 2 credits
Prerequisite: HUC 101 or waiver
This course is a continuation of Oral Communication and provides the student with an in-depth study of message preparation and delivery. It helps the student establish as habits those rhetorical strategies needed to express ideas and feelings with clarity, sensitivity, and assertiveness.

HUC 210 GROUP COMMUNICATION
3 periods, 3 credits
Prerequisite: HUC 101 or waiver
This course is an extension of Oral Communication, but its focus is on the group, rather than on the interpersonal situation. It will introduce the student to communication theories, concepts and skills which groups use in a variety of social and professional settings. Topics include: communicator characteristics which promote discussion, leadership skills, effective discussion roles, and the effect of sexism on discussion roles, nonverbal messages, techniques for organizing an effective discussion, patterns of problem solving, communication skills for establishing a cooperative climate, effective ways of dealing with verbal conflicts.

Media Courses
HUC 120 MASS MEDIA AND THEIR EVOLUTION
3 periods, 3 credits
Prerequisite: None
This course historically traces the development of such mass media as radio, television, newspapers, recordings, film, and examines the functions and limitations of each medium. Special attention is given both to the role of mass communication in reflecting and projecting society and to the form and functions of mass media systems of the future.

HUC 130 MASS COMMUNICATION AND SOCIETY
3 periods, 3 credits
Prerequisite: HUC 120 recommended but not required
This course critically analyzes selected issues in mass communication. Possible topics include: media violence and pornography; media stereotyping; comics and political cartoons; hidden persuaders; editorial policies; media bias; censorship; press freedom and responsibility. Student projects may vary each term.

HUC 150 THE ART OF FILM
4 periods, 3 credits
Prerequisite: None
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.

HUC 240 MEDIA PRODUCTION WORKSHOP
4 periods, 3 credits
Prerequisite: None
This course provides an introduction to the theory, principles, vocabulary, and processes of media production. Projects and research may include such media as video, film or T.V. The nature and design of these projects will be determined during the first week.

Theatre Courses
HUC 170 ART OF THEATRE
3 periods, 3 credits
Prerequisite: CSE 102
This course introduces the student to the theories, techniques, and literature of the theatre. Readings, seminars, field-trips to New York theatres, and class projects provide the student with an understanding of theatre as a social force and as an art form.
HUC 180 CREATIVE DRAMA 3 periods, 3 credits
Prerequisite: CSE 102
This course examines the theories, procedures, and means of assessing improvisational drama in such nontraditional 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.

HUC ACTING AND ACTORS 3 periods, 3 credits
Prerequisite: HUC 170 recommended but not required
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.

Foreign Languages

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

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

HUF 103 INTERMEDIATE FRENCH 4 periods: 3 lectures, 1 lab; 3 credits
Prerequisite: HUF 102 or permission of instructor
Further development of speaking, reading, and writing skills. Emphasis will be placed on the ability to understand and interpret media, and to develop creative writing skills. Students will be exposed to many members of the French-speaking community as well as to commentary on current social issues.

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

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

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

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

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

HUG 103 INTERMEDIATE MODERN GREEK 4 periods: 3 lectures, 1 lab; 3 credits
Prerequisite: HUG 102 or permission of instructor
Further development of speaking, reading, and writing skills. Emphasis will be placed on the ability to understand and interpret media, and to develop creative writing skills. Students will be exposed to many members of the Greek-speaking community as well as to commentary on current social issues.

Hebrew
HUH 101 ELEMENTARY MODERN HEBREW I 5 periods: 3 lectures, 2 labs; 3 credits
Prerequisite: (A student must successfully complete Elementary Modern Hebrew II before credit is granted for Elementary Modern Hebrew I).
An intensive course for beginners designed to develop comprehension, speaking, reading, and writing skills through work in the classroom and the language laboratory.

HUH 102 ELEMENTARY MODERN HEBREW II 5 periods: 3 lectures, 2 labs; 3 credits
Prerequisite: HUH 101 or permission of instructor
This course is a continuation of Elementary Modern Hebrew I.

Italian
HUI 101 ELEMENTARY ITALIAN I 5 periods: 3 lectures, 2 labs; 3 credits
Prerequisite: (A student must successfully complete Elementary Italian II before credit is granted for Elementary Italian I).
An intensive course for beginners designed to develop comprehension, speaking, reading, and writing skills through work in the classroom and the language laboratory.

HUI 102 ELEMENTARY ITALIAN II 5 periods: 3 lectures, 2 labs; 3 credits
Prerequisite: HUI 101 or permission of instructor
This course is a continuation of Italian I.
HUS 101 ELEMENTARY SPANISH I 5 periods: 3 lectures, 2 labs; 3 credits  
Prerequisite: None (A student must successfully complete Elementary Spanish II before credit is granted for Elementary Spanish I).  
An intensive course for beginners designed to develop comprehension, speaking, reading, and writing skills through work in the classroom and the language laboratory.

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

HUS 111 SPANISH FOR THE CLASSROOM TEACHER I 5 periods: 3 lectures, 2 labs; 3 credits  
Prerequisite: None  
Not open to students who have taken HUS 101 (A student must successfully complete Spanish for the Classroom Teacher II before credit is granted for Spanish for the Classroom Teacher II).  
The course is designed to develop oral competency in Spanish for those students planning to work in school or social work settings with Spanish-speaking children and their parents. Through simulated situations students will develop confidence in giving and obtaining basic information in Spanish and in conducting simple interviews with parents.

HUS 112 SPANISH FOR THE CLASSROOM TEACHER II 5 periods: 3 lectures, 2 labs; 3 credits  
Prerequisite: HUS 111 or permission of instructor  
Not open to students who have taken HUS 101-102  
This course is a continuation of HUS 111.

HUS 113 HISPANIC LIFE AND INSTITUTIONS 3 periods, 3 credits  
Prerequisite: HUS 102 or permission of instructor  
Italian Life and Institutions involves the advanced development of oral and written skills through an in-depth study of the history and culture of Italy. Films and reading texts will be used in exploring Italian thought and attitudes. Students will learn to comment critically on reading texts within the cultural context and to make comparisons within their own background and experience.

HUS 200 SOCIAL THEMES IN ITALIAN LITERATURE 3 periods, 3 credits  
Prerequisite: HUS 104 or permission of instructor  
An introduction to Italian Literature and its relationship to the dynamics of social change. Through readings, individual research attendance at plays and films, the student will have the opportunity to explore the different forms of literary expression and the social values they reflect.

HUS 103 INTERMEDIATE SPANISH I 4 periods: 3 lectures, 1 lab; 3 credits  
Prerequisite: HUS 102 or permission of instructor  
Further development of speaking, reading, and writing skills. Emphasis will be placed on the ability to understand and interpret media, and to develop creative writing skills. Students will be exposed to many members of the Italian-speaking community as well as to commentary on current social issues.

HUS 104 HISPANIC LIFE AND INSTITUTIONS 3 periods, 3 credits  
Prerequisite: HUS 105 or HUS 210 or permission of instructor  
Further development of oral and written skills through an in-depth study of people and institutions of Latin America and through examination of literary sources dealing with a variety of themes related to everyday life. Films, speakers, and life styles from countries throughout Spanish-speaking Latin America. Students will learn to comment critically within the context of Latin culture and to make significant comparison with their own backgrounds and experiences.

HUS 105 SPANISH FOR FLUENT SPEAKERS 4 periods: 3 lectures, 1 lab; 3 credits  
Prerequisite: HUS 102 or permission of instructor  
A course designed for those students who are fluent in the spoken language and wish to develop skills in reading comprehension and writing ability. Composition and reading skills are developed within the context of current topics.

HUS 150 THE BARRIO 3 periods, 3 credits  
Prerequisite: HUS 103 or permission of instructor  
(In addition, HUN 194 is recommended as preparation.)  
An examination of the Puerto Rican community as an ethnic minority in New York City. Tracing the roots in the Island and rapidly changing life styles, family structures and style of self-expression, the student will have the opportunity to become aware of the contributions, problems, and challenges faced by one of New York City's largest minorities.

HUS 210 ADVANCED SPANISH COMPOSITION 3 periods, 3 credits  
Prerequisite: HUS 105 or HUS 210 or permission of instructor  
A continuation of Social Themes in Latin American Literature I, the second term deals with urbanization, social consciousness, alienation, black awareness, and the new revolution.
HUM 101 Introduction to Music 3 periods, 3 credits
Prerequisite: None
This course is designed to develop an understanding and appreciation of various forms of music. Emphasis will be placed on the elements of musical organization, expression and style. Students will gain understanding by listening to selections and by discussing significant features of musical compositions from the Middle Ages to the present time. In addition, students will have the opportunity to learn the rudiments of musical notation and develop elementary skill on the recorder.

HUM 102 Music History 3 periods, 3 credits
Prerequisite: None
This course is designed to provide in-depth exploration of various musical concepts through extensive and varied examination of the musical literature of the period of common practice. Live performances of the literature by faculty, students and guests will be emphasized. The changing concepts of melody, harmony, counterpoint, structure and medium will be explored with emphasis on the student's developing an ability to recognize, analyze, and perform the literature. Outside listening, on reserve readings, and attendance at college concerts will be required.

HUM 150 Choir 3 periods, 1 credit
Prerequisite: by audition only (ability to read music equivalent to HUM 101)
Emphasis is on the preparation of choral music for performance. The repertoire will include traditional masterpieces of choral literature, Broadway show tunes and currently popular works. Choir will provide the student with an opportunity to learn and perform masterpieces of the choral literature from ancient chants to the latest contemporary works. Choir members will study the form and structure of choral works from different historical periods and learn to recognize their stylistic differences. In addition to classwork (rehearsals), the students will be prepared for public performances before audiences and on radio and TV. A student may take Choir five quarters for credit, or audit without credit. A student may earn a total of 10 credits in performance groups. Choir will be offered fall, winter and spring quarters.

Music
This exploration of musical development in America over the last 350 years will concentrate on three major areas: the origins and changing form and character of American folk music, the development of jazz, musical theater and solo performance skills on the instrument of their choice. Special emphasis will be placed on advanced concepts of tone, intonation, fingering, embouchure, breathing, breath control, rhythm, articulation, scales, improvisation and composition. Students will use these skills in expressive musical performance.

Music Intensive

HUI 200 ELECTRONIC MUSIC 3 periods, 3 credits
Prerequisites: None
After a brief investigation into the nature and history of electronic music, students become involved in a “hands-on” discovery of the various techniques of electronic music composition, including sound collecting, sound modification, tape techniques, tape experiments, acoustics, synthesizers and synthesizer experiments. The work of each student will culminate in the creation of an electronic composition which may involve a multimedia presentation.

Philosophy

HUP 101 INTRODUCTION TO PHILOSOPHY: FREEDOM AND HUMAN ACTION 3 periods, 3 credits
Prerequisite: CSE 102
This course introduces students to the process of philosophical reflection. Extensively utilizing the concept of freedom, it seeks to develop the student’s ability both to analyze concepts and to explore life experience in a structured and coherent fashion. Students are encouraged to develop their perceptions by critically examining their own beliefs, attitudes and assumptions in light of the philosophical analyses they encounter.

HUP 210 ETHICS 3 periods, 3 credits
Prerequisite: HUP 101
This course investigates the nature of morality and its place in human experience. Among the questions posed and discussed are the following: Is morality relative to specific cultures? What are the standards for right and wrong? What does it mean for the individual to be a moral agent? Does love have a place in the moral life? Students are encouraged to explore how morality functions in their own lives.

HUP 220 POLITICAL AND SOCIAL PHILOSOPHY 3 credits, 3 hours
Prerequisite: HUP 101
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.

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

Bilingual Education Associate Courses

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

HUB 102 PRINCIPLES AND PRACTICES OF BILINGUAL EDUCATION 6 periods, 3 credits
Prerequisites: SSI 100, HUB 103
Focusing on representative bilingual programs in New York City, the course will examine the basic principles and their application. It will include an examination of the function, status, and differences of language use as significant factors in determining the goals and structure of a bilingual curriculum. Theories of language learning, language development patterns and instructional techniques will be examined. In addition to class sessions, 3 hour field lab and a case study log are required.

HUB 103 THE HISPANIC CHILD IN AN URBAN ENVIRONMENT: EDUCATIONAL PSYCHOLOGY 6 periods, 3 credits
Prerequisite: SSY 101, HUB 101
An examination of the psychology theories of learning and motivation as they apply to the Hispanic child. It will review the general concepts of psychology specifically as they apply to bilingual education. Theories of learning and motivation, cognition, learning disabilities will be examined in the context of preadolescent development in an urban setting. In addition to class sessions, a 3 hour field lab and a case study log are required. Students who have had Development Psychology I (SSY 240) should see the instructor of HUB 103.
HUB 201 CLASSROOM DYNAMICS IN A BILINGUAL SCHOOL
4 periods, 2 credits
Prerequisite: HUB 103
A survey of contemporary theories of school and classroom management as they apply to a Bilingual school. Factors such as language acquisition, status and maintenance, poverty and health will be surveyed in terms of the bilingual learner. Particular attention will be given to the urban environment of bilingual learners in determining methods and techniques in planning to meet the needs of a bilingual urban population. A special field project demonstrating ability to prepare and implement a lesson with a group of 10 children is required. A two hour field lab is required.

HUB 202 BILINGUAL INSTRUCTIONAL MATERIALS 4 periods, 2 credits
Prerequisites: HUB 103, HUS 104
This course will present a review of available materials used in bilingual instructional programs. The cultural orientation of materials imported from Spain, Latin America, and Puerto Rico will be discussed in view of their relevance to bilingual Spanish-speakers in mainland schools. The use and incorporation of the commonly used forms of instructional technology will be an integral part of the course. In addition to classwork the student will design and implement a bilingual audiovisual unit as part of the field component. A two hour field lab is required.

HUB 203 BILINGUAL LANGUAGE ARTS:
CHILDREN’S LITERATURE AND STORY-TELLING 4 periods, 2 credits
Prerequisites: HUB 103, ENG 104, HUS 210
This course is designed to provide an integrated introduction to the basic concepts and application of reading and children’s literature as a total experience in the life of the elementary school child. Basic theories of reading, speaking, listening and writing will be examined. Story-telling materials appropriate for bilingual children will be considered as well as interpretation and critical studies of literature suitable for this population. Special attention will be paid to the evaluation and adoption of selected adult readings to the child’s level of comprehension. In a dictation to classroom assignments the student will design and implement a 4 week language arts unit as part of the field component. A two hour field lab is required.

Department of English
Writing Courses

ENG 100 FUNDAMENTALS OF EFFECTIVE WRITING 3 periods, 1 credit
Prerequisite: ESL sequence, if previously required.
This course is designed to develop and reinforce basic writing skills. The focus will be on such primary areas as sentence correctness, agreement, tense, punctuation, spelling, word usage and coherent development of simple paragraph structure. Frequent conferences with the instructor and attendance at the Writing Center will be encouraged. Admission to the course is based on College placement procedures.

ENG 101 BASIC COMPOSITION I: AN INTRODUCTION TO EXPRESSION WRITING 3 periods, 3 credits
Prerequisites: CSE 101 or waiver, ENG 100 or waiver
This course will introduce students to the forms and techniques of writing. Personal experience and short essays will be used as the basis for developing writing skills. Students should demonstrate reasonable proficiency in the mechanics of writing and a basic command of idiom and usage. Frequent conferences with the instructor and attendance at the Writing Center will be encouraged.

ENG 102 BASIC COMPOSITION II: WRITING THROUGH LITERATURE 3 periods, 3 credits
Prerequisites: ENG 101 or waiver
A continuation of the work done in ENG 101, this course provides a dual focus: intensified work in writing and an introduction to the study of fiction, poetry, and drama. This course is designed for students who need additional composition skills for career purposes or for transfer to four-year colleges. Emphasis in writing is placed on advanced composition techniques and on the preparation of critical and research papers.

ENG 112 WRITING FOR BUSINESS 3 periods, 3 credits
Prerequisite: ENG 101 or waiver
This is a course that develops effective writing skills for use in business communications. Special emphasis is placed on the mechanical features of writing within the context of business requirements, on the composition of standard types of business letters, on the methods of writing reports, and on the use of reference books in the business field.

ENG 103 PREPARING AND WRITING THE RESEARCH PAPER 2 periods, 2 credits
Prerequisite: ENG 101 or waiver
This course takes up the skills needed to prepare and write a formal research paper. It is recommended for students transferring to four-year colleges. The student learns and practices the skills involved in preparing research reports for such major disciplines as the Social Sciences, Humanities, Human Services, and English. These include: choosing an appropriate topic and limiting its focus; using library reference materials; outlining and taking notes; using quotations and paraphrasing; understanding and avoiding plagiarism; preparing footnotes and bibliography and finally, incorporating these skills in the development of a typed manuscript.

ENG 104 INTERMEDIATE WRITING: THE PEER-TUTOR EXPERIENCE 5 periods, 4 credits
Prerequisite or Corequisite: ENG 101 or waiver
This course is for students who want to perfect their writing while at the same time engage in a cooperative learning experience. It is designed to give students a better understanding of themselves and of their writing, and to improve their skills in grammar and composition. Active discussion and criticism of 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. Three hours of supervised tutoring in the Writing Center and two class hours will be required of all students taking this course.

Literature Courses

ENG 250 THE SHORT STORY 3 periods, 3 credits
Prerequisites: ENG 100 and CSE 102 or waiver
An examination of the development and conventions used in the short story, this course provides an analysis of representative short stories in the context of their biographical, social, intellectual, and artistic backgrounds. Such authors as Edgar Allen Poe, Nathaniel Hawthorne, Anton Chekov, Joseph Conrad, Flannery O’Connor, F. Scott Fitzgerald, and Grace Paley will be studied.
ENG 250 THE NOVEL 3 periods, 3 credits
Prerequisite: ENG 100 and CSE 102 or waiver
This course explores the structure and growth of the novel—its techniques, its psychological insights, and its startling changes in form. The course provides an analysis of representative works with an emphasis on 19th and 20th Century fiction in the context of their biographical, social, intellectual, and artistic backgrounds. Such authors as Daniel Defoe, Jane Austen, Charles Dickens, George Eliot, D. H. Lawrence, Virginia Woolf, James Joyce, Ernest Hemingway, Ralph Ellison, and John A. Williams will be studied.

ENG 255 THE TRAGIC VISION IN AMERICAN LITERATURE 3 periods, 3 credits
Prerequisite: ENG 100 and CSE 102 or waiver
This course focuses on tragic vision in American literature. The tragic vision in literature is defined as the presentation of human life as an unending battle against fate, the sufferings of the victim, the sense of foreknowledge, and the tragic world view. Such authors as Herman Melville, Edith Wharton, Eugene O’Neill, Flannery O’Connor, William Faulkner, Robert Lowell, Richard Wright and Alice Walker will be studied.

ENG 260 THE NOVEL 3 periods, 3 credits
Prerequisite: ENG 100 and CSE 102 or waiver
This course explores the structure and growth of the novel—its techniques, its psychological insights, and its startling changes in form. The course provides an analysis of representative works with an emphasis on 19th and 20th Century fiction in the context of their biographical, social, intellectual, and artistic backgrounds. Such authors as Daniel Defoe, Jane Austen, Charles Dickens, George Eliot, D. H. Lawrence, Virginia Woolf, James Joyce, Ernest Hemingway, Ralph Ellison, and John A. Williams will be studied.

ENG 265 THE DRAMA 3 periods, 3 credits
Prerequisite: ENG 100 and CSE 102 or waiver
An introduction to dramatic literature, with attention given to major periods of development, including ancient Greece, the Elizabethan period, and modern times. Selections will be made from such representative dramatists as Sophocles, William Shakespeare, William Congreve, Oscar Wilde, Lillian Hellman, Berthold Brecht, Tennessee Williams, Peter Schaefer, Tom Stoppard.

ENG 270 INTRODUCTION TO POETRY 3 periods, 3 credits
Prerequisite: ENG 100 and CSE 102 or waiver
This course introduces students to the pleasures and rewards of poetry. The basic elements of poems will be studied. Students will read many kinds of poems from different countries and different historical periods. Such poets as William Shakespeare, William Blake, Walt Whitman, Emily Dickinson, Robert Frost, e.e. Cummings, W. B. Yeats, Langston Hughes, and Adrienne Rich may be studied.

ENG 280 CHILDREN’S LITERATURE 3 periods, 3 credits
Prerequisite: ENG 100 and CSE 102 or waiver
This course is designed to familiarize the student with the ways in which the role of women has been portrayed in literature. By identifying various stereotypes and certain recurrent themes, students will be made aware of how literature reflects and sometimes determines societal expectations. Works by both male and female authors will be examined, including such authors as Henrik Ibsen, D. H. Lawrence, Edward Albee, Tennessee Williams, Jean Rhys, Edna O’Brien, Toni Morrison, Lorraine Hansberry, and the prose of Sylvia Plath.

ENG 285 IMAGES OF WOMEN IN LITERATURE 3 periods, 3 credits
Prerequisites: ENG 100 and CSE 102 or waiver
This course is designed to familiarize the student with the ways in which the role of women has been portrayed in literature. By identifying various stereotypes and certain recurrent themes, students will be made aware of how literature reflects and sometimes determines societal expectations. Works by both male and female authors will be examined, including such authors as Henrik Ibsen, D. H. Lawrence, Edward Albee, Tennessee Williams, Jean Rhys, Edna O’Brien, Toni Morrison, Lorraine Hansberry, and the prose of Sylvia Plath.

ENG 290 CHILDREN’S LITERATURE 3 periods, 3 credits
Prerequisites: ENG 100 and CSE 102 or waiver
This course is designed to familiarize the student with the ways in which the role of women has been portrayed in literature. By identifying various stereotypes and certain recurrent themes, students will be made aware of how literature reflects and sometimes determines societal expectations. Works by both male and female authors will be examined, including such authors as Henrik Ibsen, D. H. Lawrence, Edward Albee, Tennessee Williams, Jean Rhys, Edna O’Brien, Toni Morrison, Lorraine Hansberry, and the prose of Sylvia Plath.

ENG 295 THE TRAGIC VISION IN AMERICAN LITERATURE 3 periods, 3 credits
Prerequisite: ENG 100 and CSE 102 or waiver
Although America traditionally has been termed the land of promise and opportunity, its literature suggests a darker and more complex vision. In this course, such potentially tragic themes as the violation of nature, racial conflict, the menace of technology, the horrors of war, and the destruction of innocence, will be investigated in the American context. Such authors as Herman Melville, Edith Wharton, Eugene O'Neill, Flannery O'Connor, William Faulkner, Robert Lowell, Richard Wright and Alice Walker will be studied.

ENG 296 THE TRAGIC VISION IN AMERICAN LITERATURE 3 periods, 3 credits
Prerequisite: ENG 100 and CSE 102 or waiver
This course is designed to familiarize the student with the ways in which the role of women has been portrayed in literature. By identifying various stereotypes and certain recurrent themes, students will be made aware of how literature reflects and sometimes determines societal expectations. Works by both male and female authors will be examined, including such authors as Henrik Ibsen, D. H. Lawrence, Edward Albee, Tennessee Williams, Jean Rhys, Edna O’Brien, Toni Morrison, Lorraine Hansberry, and the prose of Sylvia Plath.

ENG 297 THE TRAGIC VISION IN AMERICAN LITERATURE 3 periods, 3 credits
Prerequisite: ENG 100 and CSE 102 or waiver
This course is designed to familiarize the student with the ways in which the role of women has been portrayed in literature. By identifying various stereotypes and certain recurrent themes, students will be made aware of how literature reflects and sometimes determines societal expectations. Works by both male and female authors will be examined, including such authors as Henrik Ibsen, D. H. Lawrence, Edward Albee, Tennessee Williams, Jean Rhys, Edna O’Brien, Toni Morrison, Lorraine Hansberry, and the prose of Sylvia Plath.

ENG 298 CHILDREN’S LITERATURE 3 periods, 3 credits
Prerequisite: ENG 100 and CSE 102 or waiver
This course is designed to familiarize the student with the ways in which the role of women has been portrayed in literature. By identifying various stereotypes and certain recurrent themes, students will be made aware of how literature reflects and sometimes determines societal expectations. Works by both male and female authors will be examined, including such authors as Henrik Ibsen, D. H. Lawrence, Edward Albee, Tennessee Williams, Jean Rhys, Edna O’Brien, Toni Morrison, Lorraine Hansberry, and the prose of Sylvia Plath.

ENG 299 THE TRAGIC VISION IN AMERICAN LITERATURE 3 periods, 3 credits
Prerequisite: ENG 100 and CSE 102 or waiver
This course is designed to familiarize the student with the ways in which the role of women has been portrayed in literature. By identifying various stereotypes and certain recurrent themes, students will be made aware of how literature reflects and sometimes determines societal expectations. Works by both male and female authors will be examined, including such authors as Henrik Ibsen, D. H. Lawrence, Edward Albee, Tennessee Williams, Jean Rhys, Edna O’Brien, Toni Morrison, Lorraine Hansberry, and the prose of Sylvia Plath.

ENG 300 THE TRAGIC VISION IN AMERICAN LITERATURE 3 periods, 3 credits
Prerequisite: ENG 100 and CSE 102 or waiver
This course is designed to familiarize the student with the ways in which the role of women has been portrayed in literature. By identifying various stereotypes and certain recurrent themes, students will be made aware of how literature reflects and sometimes determines societal expectations. Works by both male and female authors will be examined, including such authors as Henrik Ibsen, D. H. Lawrence, Edward Albee, Tennessee Williams, Jean Rhys, Edna O’Brien, Toni Morrison, Lorraine Hansberry, and the prose of Sylvia Plath.

ENG 301 SOCIAL CURRENTS IN AMERICAN LITERATURE 1 3 periods, 3 credits
Prerequisites: ENG 100 and CSE 102 or waiver
This course presents the American literary heritage from the perspective of its social and political foundations. The course focuses on the period from 1842 to 1876. Such significant social and political themes as exploration and colonization, the Revolutionary War, the frontier experience, and slavery and the Civil War will be examined against their literary backdrops. Included are the works of early Spanish, French, and English explorers, Anne Bradstreet, Washington Irving, Henry David Thoreau, Frederick Douglass, Benjamin Franklin, James Fenimore Cooper, American Indian poets, and others.

ENG 302 SOCIAL CURRENTS IN AMERICAN LITERATURE II 3 periods, 3 credits
Prerequisites: ENG 100 and CSE 102 or waiver
This course presents the American literary heritage from the perspective of its social and political foundations. The course focuses on the period from 1842 to 1876. Such significant social and political themes as exploration and colonization, the Revolutionary War, the frontier experience, and slavery and the Civil War will be examined against their literary backdrops. Included are the works of early Spanish, French, and English explorers, Anne Bradstreet, Washington Irving, Henry David Thoreau, Frederick Douglass, Benjamin Franklin, James Fenimore Cooper, American Indian poets, and others.

ENG 303 SOCIAL CURRENTS IN AMERICAN LITERATURE III 3 periods, 3 credits
Prerequisites: ENG 100 and CSE 102 or waiver
This course presents the American literary heritage from the perspective of its social and political foundations. The course focuses on the period from 1876 to the present. Such significant social and political issues as the Progressive Era, the rise of the modern industrial city, World War I and Prohibition, the Jazz Age, the Depression, and World War II and its aftermath, will be examined against their literary backdrops. Included are the works of W. E. B. DuBois, Harriet Beecher Stowe, Ernest Hemingway, Gertrude Stein, Langston Hughes, John Dos Passos, John Steinbeck, Norman Mailer, and others.
This course focuses on how to inform, persuade and entertain in newspaper reportage, magazine articles, advertisements, movie and TV reviews, flyers and leaflets. The theme of this course may be varied, using the detective and spy story, sports writing, science fiction, the occult and magic, romance and the erotic, and the best seller to explore popular writing.

**English Intensives**

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

**ENN 190 RURAL AMERICA FROM AN URBAN PERSPECTIVE** 3 credits  
Prerequisite: None  
This course provides an investigation of the role that the wilderness has played in shaping American thought, culture and literary life. Special attention will be devoted to the interrelation of rural and urban problems, and to the impact of industry and tourism on wilderness areas.

In an effort to experience directly the complex issues of conservation and industrial development, the class will spend the Intensive Week in discussions with nearby rural residents, authorities, and guest speakers who will examine the personal, aesthetic, political and economic forces involved in the current struggle to preserve the wilderness. During the quarter students will read from books by Thoreau, Stewart Udall, Robert Frost, James Dickey, Loren Eiseley, and others. Students are expected to develop a project that explores the force of the artist’s environment on his work.

**ENN 191 ART, POLITICS, AND PROTEST** 3 credits  
Prerequisite: None  
This course is designed as an introduction to the study of political and/or protest art as expressed in literature, film, song and the other visual arts. Examples from the work of such artists as Orwell, Wright, Rand, Brecht, Pontecorvo, Costa-Gavras, Goya, O’Casey, Rivera and Kazan will be discussed.

*Costs for the Intensive Week may run to a maximum of $45.00 per student. (Financial aid may be available for those requiring it.)*

**ENGLISH AS A SECOND LANGUAGE**

The courses in English as a Second Language prepare students for academic work in English and include all the language skills necessary to succeed in college. These English skills include listening, speaking, reading, and writing.

Students are placed into courses based on tests that they take when they first apply to LaGuardia. The courses cover three levels (beginning, intermediate, and advanced).

If a student does not know English well enough to take the beginning course, he or she may register for the Daytime Intensive Program in English offered by the English Language Center. When the student finishes this intensive program, he or she may receive exemption credit for any English course that he or she bypasses.

**ESL 100 BEGINNING ENGLISH AS A SECOND LANGUAGE** 4 lectures, 2 labs, 2 credits  
Corequisite: ESL 110 or faculty waiver  
This course is designed for entering students whose first language is not English. It is designed to develop basic proficiency in hearing, speaking, reading and writing for academic purposes. Students must demonstrate overall proficiency in the language in oral and written situations.
ESL 101 INTERMEDIATE ENGLISH AS A SECOND LANGUAGE 3 lectures, 2 labs, 2 credits
Prerequisite: Successful completion ESL 100 or placement by means of an essay given at the time of admission. Reading scores are also factors in this placement when needed.
Corequisite: ESL 111 or faculty waiver.
This course is designed to introduce the intermediate structures of English needed for academic purposes.

ESL 102 ADVANCED ENGLISH AS A SECOND LANGUAGE
Prerequisite: Successful completion of ESL 101 or placement by means of an essay given at the time of admission. Reading scores are also factors in this placement when needed.
Corequisite: ESL 112 or faculty waiver.
This course is designed to introduce and provide extensive written practice in the use of complex English grammatical structures. The primary focus is to enable students to develop the ability to express their ideas in written English for academic purposes.

ESL 110 LISTENING, SPEAKING, AND PRONUNCIATION 3 lectures, 1 credit
Corequisite: ESL 100 or faculty designation
This course is an introduction to English sounds. It is designed to enable students both to understand and produce spoken English. Special attention will be given to establishing the relationship between the spoken and written word. Additional practice will focus on how to listen carefully as well as how to improve one’s pronunciation.

ESL 111 CONVERSATION AND ORAL SKILLS
Prerequisite: ESL 100 or direct placement
Corequisite: ESL 101 or faculty designation
This course is designed to build mastery of spoken English, both in understanding an English conversation and in carrying on a sustained English conversation. The relationship between speaking and writing will be emphasized. Additional practice will focus on how to use idiomatic English fluently, correctly, and appropriately.

ESL 112 READING AND DISCUSSION 3 lectures, 1 credit
Corequisite: ESL 101 or faculty designation
This course is designed to develop comprehension of written English and to stimulate discussion. Students will develop English vocabulary by studying it within sentences and paragraphs. Reading assignments will focus on increasing efficiency for academic purposes. Selected prose styles will be examined.

Department of Social Sciences

SSI 100 INTRODUCTION TO SOCIAL SCIENCE 3 periods, 3 credits
Prerequisite: CSE 101 or waiver
This course provides the foundation necessary for further study in social science and related courses. Focusing on the student’s own experience in family, community, and particularly work, the course introduces concepts and methods that different social scientists use to analyze and understand the behavior of individuals and patterns of society. This course is a prerequisite to most other offerings in the Department, and is required for most majors.

SSI 200 WORK AND SOCIETY 3 periods, 3 credits
Prerequisite: SSI 100
This course builds on the student’s foundation in introductory social science courses and his cooperative education experience. Its focus is the relationship of a society’s needs to its systems of work, as well as the implications for individual workers. Materials and discussions highlight comparative aspects of the United States and other societies, and students have opportunity for independent research projects.

SSI 210 WOMEN IN SOCIETY 3 periods, 3 credits
Prerequisite: SSI 100
This course examines the nature of women’s social roles from the selected perspectives of psychology, sociology, anthropology and economics. Students will be expected to critically evaluate the literature in this field in order to better understand the sex role demands of various societies. Such topics will be considered as: Achievement Motivation, Interaction Styles, traditional work and family roles of women, and alternative life styles.

Economics

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

SSE 102 INTRODUCTORY ECONOMICS II 3 periods, 3 credits
Prerequisite: SSE 101
As a continuation of Economics I, this course examines: the allocation of resources; determination of national income; labor unions, international trade and finance; problems of growth in developed and developing countries; and the implications of economic policy on the environment.

SSE 110 CONSUMER ECONOMICS AND PERSONAL FINANCE 3 periods, 3 credits
Prerequisite: SSE 100 or SSE 101
This course examines the role of the consumer in the American market economy. In addition, it seeks to illuminate consumer concerns in daily economic transactions. Topics include: consumer behavior; the relation of consumption to the nation’s wealth; the consumer movement and consumer organizations; consumer protection laws; and the consumer’s stake in such economic policies as protective tariffs, monetary policy, agricultural supports and anti-inflation measures.

URBAN ECONOMICS 3 periods, 3 credits
Prerequisite: SSE 101
This course examines important economic problems which face cities. Placing emphasis on New York City, the course investigates the economics of basic urban issues such as urban growth and development, the ghetto economy, employment and unemployment, housing, transportation, health, education and welfare. It also discusses the role of unions and state and federal governments.
Education

SSH 210 PHILOSOPHICAL AND SOCIAL FOUNDATIONS OF EDUCATION
3 periods, 3 credits
Prerequisite: SSI 100
An examination of the historical, philosophical and cultural roots of contemporary education. Current issues and significant innovations in education will be discussed and students will be encouraged to explore an educational problem in depth.

History-Political Science

History

SSH 101 THEMES IN AMERICAN HISTORY TO 1865 3 periods, 3 credits
Prerequisite: SSI 100
This course will focus on the major themes in American History from the colonial period to the Civil War. Themes such as slavery, violence, expansion, work, politics, urbanization, reform movements and the development of the American character will be examined in this course.

SSH 102 THEMES IN AMERICAN HISTORY SINCE 1865 3 periods, 3 credits
Prerequisite: SSI 100
This course will examine recent American History. Such topics as Industrialization, labor unions, immigration, urbanization, political parties, reform movements, foreign policy, and the rise of the U.S. as the major force in the world will be the focus of this course.

SSH 240 HISTORY OF NEW YORK CITY 3 periods, 3 credits
Prerequisite: SSI 100
Major themes in the history of New York from the 16th century to the present will be examined in this course. More specifically, such themes as growth, housing, transportation, immigration, politics, settlement patterns, social class structure, will form the core of the course. The rise of New York City as the financial and cultural center of the world will be developed by discussions, lectures, and student involvement with historic data.

SSH HISTORY OF MINORITIES 3 periods, 3 credits
Prerequisite: SSI 100
The course will focus on the waves of immigration that brought minority and ultimately majority groups into the United States. More specifically the students will study the old world experiences of such groups as Afro-Americans, German-Americans, Hispanic-Americans and Asian-Americans. The causes for immigration and the new world experience will be related to the unique ethnic experience of each group. Contributions that each group has made to the American culture will be an important part of this course. The goal is for each student to understand the unique immigrant experience of the many ethnic groups that have entered the U.S.

SSH 103 WESTERN CULTURE I 3 periods, 3 credits
Prerequisite: SSI 100
This course explores the complexity of the development of The Western World from ancient Egyptian times to the Renaissance. It studies the interrelationship between and patterns of government, social organization, religion, war, law, equality, and culture. It also investigates the contributions of key historical figures and evaluates the progress of mankind.

SSH 104 WESTERN CULTURE II 3 periods, 3 credits
Prerequisite: SSI 100
This course introduces the major ideas, people, and events of Western history from the Renaissance to the modern age. The course explores man's efforts to balance reason and emotion as well as his attempts to deal with the various revolutions in government, scientific thinking, economy, and social standards which occurred from the 16th to the 20th centuries.

SSH CURRENT EVENTS IN HISTORICAL PERSPECTIVE 2 periods, 2 credits
Prerequisite: SSI 100
The subject of this course will be determined by the instructor before registration and will be chosen from among the important and crucial events occurring in the world at the time the course is offered. The event will be discussed in terms of its historic roots. The causes of this event will be examined in terms of economics, politics and ideology. The class will be directed toward trying to solve or understand the present in terms of the past.

SSH LABOR HISTORY 3 periods, 3 credits
Prerequisite: SSI 100 or SSE 101
This course will investigate the changing circumstances of American labor from the Colonial Period to the present. It will cover the relationship of women and minority groups to the mainstream labor market as well as the rise of organized labor. Both labor and management viewpoints will be considered in studying the philosophy of key labor leaders, the changing aims and methods of the labor movement, and contemporary issues such as the right to strike and labor as a factor in politics, economics, and international relations.

Political Science

SSP 230 URBAN POLITICS 3 periods, 3 credits
Prerequisite: SSI 100
This course will analyze the political dimensions, problems and possibilities of the American city. Among the topics discussed are machine politics, alternative forms of urban government, financial and racial problems, the city in American history, home rule for cities, regional planning, issues such as education, housing, police and mass transit.
SSY 240 CRIME AND PUNISHMENT 3 periods, 3 credits
Prerequisite: SSI 100
This course deals with the purposes and problems of penal systems comparing various approaches to crime (old and new, national and international). The course will investigate the relationship between the criminal, punishment, society, and politics. Selected famous cases will be studied in detail as will the American criminal justice system and the issue of the death penalty.

SSP 101 GOVERNING AMERICA 3 periods, 3 credits
Prerequisite: SSI 100
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.

SSP 200 COMPARATIVE POLITICAL SYSTEMS 3 periods, 3 credits
Prerequisite: SSI 100
This course analyzes and compares the various ideologies and structures of major political systems. It studies the difficulties of translating theory into practice and studies the complexities that occur when different political systems confront each other in the international arena. A cross-section of nations will be included from the following: The Soviet Union, Western Europe, The U.S., Africa, India, Latin America, The Middle East and The Far East.

SSP THE LAW, POLITICS, AND THE INDIVIDUAL 3 periods, 3 credits
Prerequisite: SSI 100
This course will introduce students to the concept of the living law. Emphasizing changing legal interpretations of the Bill of Rights, students will explore major Supreme Court cases and Constitutional Amendments dealing with such topics as the suffrage, discrimination, freedom of speech and religion, economic opportunity, the right to bear arms and rights in wartime. Legal policy will be viewed in the context of practical politics, the American Constitutional design and the contributions of famous legal theorists. The class will focus on the relationship between the individual and the political community, that is, on the rights and duties of citizens.

Psychology

SSY 101 GENERAL PSYCHOLOGY 3 periods, 3 credits
Prerequisite: SSI 100
An overview of the field of psychology designed to introduce the student to the fields, methodology, and topics in psychology. Areas studied include beginnings of psychology, methodology, physiology of behavior, development, learning, motivation and emotion, sensation and perception, personality development, and social behavior.

SSY 240 DEVELOPMENTAL PSYCHOLOGY I: CHILDHOOD 3 periods, 3 credits
Prerequisites: SSI 100, SSY 101
A consideration of the physiological and psychological factors in individual development from birth through puberty; emotional and behavioral disorders of children; principles of child guidance.

SSY 241 DEVELOPMENTAL PSYCHOLOGY II: FROM ADOLESCENCE THROUGH SENESCENCE 3 periods, 3 credits
Prerequisites: SSI 100, SSY 101
An examination of the biological, psychological, and social changes that occur during adolescence, middle age and old age and the principles underlying these changes; sexual development and sex role development; self-identity and self-esteem; personal and work productivity; ideals; values; and successful and unsuccessful aging. Students will be required to make field visits to community centers and nursing homes and make cultural and socio-economic comparisons in written and oral reports.

SSY 250 SOCIAL PSYCHOLOGY 3 periods, 3 credits
Prerequisites: SSI 100, SSY 101
This course will examine traditional and contemporary conceptions of the "abnormal" personality, stressing the social implications of a variety of approaches to evaluation, diagnosis, and treatment of maladaptive behavior. Selected theories of psychopathology will be presented, including the psycho-analytic, behaviorist alternatives, cognitive theories, and factor-analytic and situational approaches. Crucial topics and issues in the study of personality will be discussed in the context of divergent theoretical orientations: personality development, personality assessment relations between the "normal" and "abnormal" personality, conflict adjustment, and defense, and the implications of personality theory for social systems, social change, and psychotherapy.

SSY 260 GROUP DYNAMICS: SMALL GROUP PROCESSES 3 periods, 3 credits
Prerequisites: SSI 100, SSY 101
This course will examine traditional and contemporary conceptions of the "abnormal" personality, stressing the social implications of a variety of approaches to evaluation, diagnosis, and treatment of maladaptive behavior. Selected theories of psychopathology will be presented, including the psycho-analytic, behaviorist alternatives, cognitive theories, and factor-analytic and situational approaches. Crucial topics and issues in the study of personality will be discussed in the context of divergent theoretical orientations: personality development, personality assessment relations between the "normal" and "abnormal" personality, conflict adjustment, and defense, and the implications of personality theory for social systems, social change, and psychotherapy.

SSY 230 ABNORMAL PSYCHOLOGY 3 periods, 3 credits
Prerequisites: SSI 100, SSY 101
This course will examine traditional and contemporary conceptions of the "abnormal" personality, stressing the social implications of a variety of approaches to evaluation, diagnosis, and treatment of maladaptive behavior. Selected theories of psychopathology will be presented, including the psycho-analytic, behaviorist alternatives, cognitive theories, and factor-analytic and situational approaches. Crucial topics and issues in the study of personality will be discussed in the context of divergent theoretical orientations: personality development, personality assessment relations between the "normal" and "abnormal" personality, conflict adjustment, and defense, and the implications of personality theory for social systems, social change, and psychotherapy.

SSY 260 GROUP DYNAMICS: SMALL GROUP PROCESSES 3 periods, 3 credits
Prerequisite: SSI 100, SSY 101
An introduction to the exploration of theory, research and practice of group dynamics and small group interaction in a variety of settings. Methods and techniques utilized in the investigation of small group processes will be demonstrated and critically examined. Through participation in role-playing and small group interaction, students will be introduced to basic principles of interpersonal and group dynamics in families, groups, encounter groups, therapy groups, self-help groups and work groups. Students are advised to take Social Psychology as a prerequisite or corequisite.


**Sociology**

**SSS 101 URBAN SOCIOLOGY** 3 periods, 3 credits  
Prerequisite: SSI 100  
Analysis of the profound influence of the urban life style. The unique social history and emerging ecological structure of metropolitan areas; problems of urban education, religion and family organization; the welfare system, the impact of urban culture on human personality and growth. Opportunity for field study projects.

**SSS 230 SOCIOLOGY OF THE BLACK COMMUNITY** 3 periods, 3 credits  
Prerequisite: SSI 100  
A course in the social dynamics of the urban ghetto. Fiction and non-fiction are used to illustrate the socialization process, family life, crime and organizational life within Black communities in the United States and abroad.

**SSS 280 SOCIOLOGY OF THE FAMILY** 3 periods, 3 credits  
Prerequisite: SSI 100  
An examination of the contemporary American Family as an institution in historical and cross-cultural perspective; sub-cultural variations within American society; influence of industrial and technological changes on family life; relationship of socialization to personality development; development of programs to meet family needs; dating, courtship and marriage.

**SSS 240 SOCIOLOGY OF RELIGIONS** 3 periods, 3 credits  
Prerequisite: SSI 100  
An introduction to the sociological approach to an interpretation of religious phenomena. An examination of the ideas and ideals, shared beliefs and practices that are inherent in religious movements, institutions and the social context, and religion's role in social change.

**SSS 185 SOCIOLOGY OF EDUCATION** 3 periods, 3 credits  
Prerequisite: SSI 100  
An examination and analysis of the social relations involved in educational institutions and processes; the reciprocal influences of family, school, economic, political and other social institutions; of the relationships between societal change and movements for educational change.

**SSE 150 SOCIAL CHANGE AND COMMUNITY DEVELOPMENT** 3 periods, 3 credits  
Description and analysis of action programs, with emphasis on organizational strategies and local economic development. Study business and community interaction, of recent projects in community development corporations, social marketing, cooperatives, credit unions, planning, funding. Relationship of job program to community needs. Theoretical foundations and practical models.

**SSS 175 SOCIOLOGY OF COMPLEX ORGANIZATIONS** 3 periods, 3 credits  
Prerequisite: SSI 100  
Sociological analysis of large-scale organizations. Study of the relationship between external environment and internal social worlds. Interaction of formal and informal structures and processes. Bureaucratic structures and individual personality. Focus on the corporation, government agencies and labor unions.

**Anthropology**

**SSA 101 INTRODUCTION TO CULTURAL ANTHROPOLOGY** 3 periods, 3 credits  
Prerequisite: SSI 100  
An introduction to the comparative study of man and his culture, this course touches upon the emergence of prehistoric man and the origins, development, and diversity of human languages and cultures. The role of culture in determining human behavior is examined as are the interrelationship and function of basic forms such as kinship, economic and political systems, and religious institutions.

**SSH 245 NATIVE AMERICANS: THE STUDY OF AMERICAN INDIAN LIFEWAYS** 3 periods, 3 credits  
Prerequisite: SSI 100  
The course will study the interrelationships of environment, social organization and cultural products of the descendants of the earliest human inhabitants of the Americas. The course consists of two major parts: exploration of the geography and social life of widely different tribes, and the examination of the cultural aspects radiating from those different tribes.

**Intensives**

**SSI 198 THE EFFECTS OF CROWDING** 3 credits  
Prerequisite: SSI 100  
A review and evaluation of the current research and theory on the socio-psychological effects of living in urban areas. Emphasis will be on the interpersonal and intergroup relations dimensions as they relate to housing, transportation, medical care, education, food supply and work.

**SSI 197 COMMUNITY CONTROL** 3 credits  
Prerequisite: SSI 100  
An analysis of major institutions in the United States, and especially in New York City, from the perspective of decision-making and power. The development, goals, and strategies of community organizations are examined in the area of schools, health agencies, government, housing, and work. Field study of community development and decentralization projects helps to clarify strengths and weaknesses.

**SSI 196 COMMUNITY PSYCHOLOGY** 3 credits  
Prerequisite: SSI 100  
Community mental health clinics in New York (ranging from the Veterans Administration Hospital to storefront clinics) will be visited, compared and evaluated in daily classroom meetings during the Intensive week. At the same time methods of psychological intervention and a variety of approaches to treatment will be explored through discussion, roleplay, and group exercises.

**SSI 195 THE INDIVIDUAL AND THE URBAN CRISIS** 3 credits  
Prerequisite: SSI 100  
An exploration of the alienation of people from one another and from the institutions of their social environment. Included will be an analysis of current attempts to overcome the process of alienation, women's liberation, emerging counter-cultures, etc.
SSI 194 RELIGION AND SOCIAL CHANGE 3 credits
Prerequisite: SSI 100
An opportunity to study the functions and roles that religions play in the life of contemporary urban people. The interaction of society and religious organizations and ideas is seen in the context of both the more established and familiar religious institutions and the more recently arrived or popularized movements. Field projects will be stressed.

SSI 192 PRACTICAL POLITICS IN NEW YORK CITY 3 credits
Prerequisite: SSI 100
The objectives of this course are to develop an understanding and working knowledge of our city government. Local projects will be developed and executed and students will learn about city government through class discussions, political speakers and visits to governmental agencies.

SSI/LCI 193 IDEAL SOCIETIES: PLANNING FOR THE FUTURE 3 credits
Prerequisite: SSI 100
An investigation of the nature of ideal societies (utopias) as they have been historically treated by philosophers, artists and social scientists. Through film, field trips, reading and discussion, the ways in which utopian thinking can affect the nature of future communities will be analyzed. Emphasis will be placed on models of utopian and dystopian (imperfect societies) planning, as it is reflected today in various attempts to reshape urban and rural America.

SSI 191 SOCIAL WELFARE AS AN INSTITUTION 3 periods, 3 credits
Prerequisite: SSI 100
This course will provide an historical perspective on the development of social service programs, public and voluntary, to meet individual and group needs. Consideration will be given to the influence of particular economic, social and cultural situations on changes in various programs; types of services available to families, children, aged, ill, and handicapped; social welfare in educational, legal and medical psychological settings; community planning and financing of voluntary and tax-supported services.

SSI NEIGHBORHOOD HISTORY (Intensive) 3 credits
Prerequisite: SSI 100
This course will study the social, economic and political changes of the neighborhoods of the students taking the course. The focus will be on the people that migrated into, stayed awhile and then moved out of these neighborhoods. Through quantitative and/or qualitative methods, each student will look closely at such things as immigration, housing, government legislation, small merchant shops, large factories and mass transit lines that have had significant effects on neighborhood changes. In addition, the history of the neighborhood will be related to historic forces in the city, state and nation. The students' neighborhood will be related to other neighborhoods and the more general urban environment.

Interdepartmental Offering
BDP 105 COMPUTERS AND SOCIETY
Prerequisite: None
Students who enroll in this course (see description p. 76) may receive Social Science credit to fulfill distribution requirements if they have satisfactorily completed Introduction to Social Science.
Department of Natural and Applied Sciences

Chemistry

SCC 101 TOPICS IN CHEMISTRY 4 periods, 2 lectures, 2 labs, 3 credits
Prerequisite: CSE 101
A one-quarter survey of the principles and applications of chemistry. Emphasis will be placed upon descriptive chemistry in areas such as food and drugs, synthetics and biological chemistry. Lecture and discussion will be complemented by laboratory experiments in which chemical principles and techniques are applied to the analysis and synthesis of familiar items.

SCC 201, 202 FUNDAMENTALS OF CHEMISTRY I, II
3 class periods, 1 recitation, 2 lab periods each quarter, 4 credits
Prerequisites:
For SCC 201: MAT 110, CSE 103 or equivalent.
For SCC 202: SCC 201
A two-quarter sequence covering the basic concepts of chemistry and their historical development. The experimental nature of chemistry as well as the role of chemistry in many aspects of daily life are stressed. Among the topics studied are:

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

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

Physics

SCP 101 TOPICS IN PHYSICAL SCIENCES
4 periods, 3 lectures, 2 labs, 3 credits
Prerequisite: CSE 101
A survey of the major concepts in one or more of the fields of astronomy, physics, chemistry, geology. Special emphasis will be placed on the historical development and the social significance of these ideas.

SCP 120 CONCEPTS IN ELECTRICITY
4 periods, 2 lectures, 2 labs, 3 credits (Offered during Fall and Winter only)
Prerequisites: MAT 101 or waiver, CSE 101
A basic course covering theoretical and applied concepts in electricity and magnetism. Topics include basic electric currents and circuits; magnets and electromagnetism. Demonstration of these concepts in the laboratory will be stressed.

SCP 201, 202 FUNDAMENTALS OF PHYSICS I, II
3 class periods, 1 recitation, 2 lab periods each quarter, 4 credits
Prerequisites:
For SCP 201: CSE 103 or equivalent; MAT 110 or consent of instructor
For SCP 202: SCP 201
A two-quarter sequence covering the basic laws of physics with an emphasis on laboratory experience and mathematical solutions of problems. This is a basic course for students intending to continue their studies in the physical and biological sciences since more advanced courses in the natural sciences assume knowledge of this material. Among the topics studied are:

SCP 201: 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. (Fall, Winter)

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

SCH 101 TOPICS IN PERSONAL HEALTH 4 periods, 3 credits
Prerequisite: CSE 101
This course is designed to promote understanding of and positive attitudes toward personal health practices. The focus will be on the prevention and treatment of every day health problems common to students. Laboratory sessions will include discussions with a physician and nurse, a comprehensive First Aid training program leading to certification, and Home Health Care sessions.

SCH 111 AGING AS A HEALTH PROCESS 3 periods, 3 credits
Prerequisite: ENG 101
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 plays, 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.

SCS 101 HISTORY OF SCIENCE 3 periods, 3 credits (Offered during Fall and Winter only)
Prerequisite: CSE 101
A survey of the historical development of the major scientific concepts from the ancient world to the present. Special emphasis will be placed on the social significance of these concepts. No scientific background is needed.

SCS 111 SCIENCE AND MODERN SOCIETY
3 periods, 3 credits (Offered during Spring and Summer only)
Prerequisite: CSE 101
A study of the interaction between science and society in the modern world. Topics are to be chosen from underdevelopment, use and misuse of technology, medical care, computers and unemployment, pollution, present day genetics, funding for science, and alienation from science and technology. No scientific background is needed.

Biology Courses

SCB 101 TOPICS IN BIOLOGICAL SCIENCES
4 periods, 2 lectures, 2 labs, 3 credits
Prerequisite: CSE 101
A study of the scientific method, origin and organization of life, reproduction and ecology. The relevance of modern biological theory to human life in particular areas (urban pollution, population control, etc.) will be emphasized.

SCS 100 TOPICS IN ECOLOGY
4 periods, 2 lectures, 2 labs, 3 credits
Prerequisite: CSE 101
A qualitative study of the interrelationships between organisms and their environment. Special emphasis will be placed on the physical and biological factors that influence man's adaptation to the urban environment. Laboratory work will center around student involvement with methods of study of urban ecology and pollution analysis.

SCS 101 TOPICS IN ECOLOGY
4 periods, 2 lectures, 2 labs, 3 credits
Prerequisite: CSE 101
A qualitative study of the interrelationships between organisms and their environment. Special emphasis will be placed on the physical and biological factors that influence man's adaptation to the urban environment. Laboratory work will center around student involvement with methods of study of urban ecology and pollution analysis.

SCS 111 AGING AS A HEALTH PROCESS
3 periods, 3 credits
Prerequisite: ENG 101
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 plays, 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.

SCS 101 HISTORY OF SCIENCE
3 periods, 3 credits (Offered during Fall and Winter only)
Prerequisite: CSE 101
A survey of the historical development of the major scientific concepts from the ancient world to the present. Special emphasis will be placed on the social significance of these concepts. No scientific background is needed.

SCS 111 SCIENCE AND MODERN SOCIETY
3 periods, 3 credits (Offered during Spring and Summer only)
Prerequisite: CSE 101
A study of the interaction between science and society in the modern world. Topics are to be chosen from underdevelopment, use and misuse of technology, medical care, computers and unemployment, pollution, present day genetics, funding for science, and alienation from science and technology. No scientific background is needed.

SCB 101, 202 FUNDAMENTALS OF BIOLOGY I, II
3 class periods, 1 recitation, 2 lab periods each quarter, 4 credits
Prerequisites: For SCB 201: CSE 103 or waiver
For SCB 202: SCB 201
An integrated two-quarter sequence, stressing major concepts of biology designed to assist the student in relating these concepts to himself and his environment. The scientific method of thinking and the experimental approach will be stressed. Among the topics studied are:

SCB 201: Cellular and molecular basis of life, heredity, evolution of various organ systems; (Fall, Winter)

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

SCB 203: FUNDAMENTALS OF HUMAN BIOLOGY I, II
3 class periods, 1 recitation, 2 lab periods each quarter, 4 credits
Prerequisites:
For SCB 203: CSE 103 or equivalent;
For SCB 204: SCB 203
An introduction to the anatomy and physiology of the human body. The architecture and function of cells and various organ systems will be studied. Laboratory includes gross and microscopic anatomy and physiological experiments. Topics will include:

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

SCB 204: Nervous, endocrine, respiratory, digestive and excretory systems; (Spring)

SCP 140 TOPICS IN ASTRONOMY
4 periods: 2 lectures, 2 labs, 3 credits
Prerequisite: CSE 101
The major areas of modern astronomy with special emphasis on recent developments in space, astrophysics, and radio astronomy. Along the topics to be covered will be planetary astronomy; the moon and the space program; life on other worlds; energy production in stars; stellar evolution; pulsars, quasars and "black holes"; and cosmological theories. Laboratory periods will include use of LaGuardia's Astronomy Center—including the planetarium and telescope—plus field trips to planetariums and observatories in the N.Y.C. area.

SCP 150 CONCEPTS IN MATHEMATICAL ASTRONOMY
4 periods: 2 lectures, 2 labs, 3 credits
Corequisite: MAT 150. Prerequisite: CSE 101
NOTE: SCP 150 and MAT 150 (Astronomy & mathematics) must be taken together, as paired courses.
A course in the fundamentals of astronomy, with emphasis on modern discoveries and theories, integrated with the basic applied mathematics introduced to the student in MAT 150. The topics in astronomy and mathematics are combined so that each is used to help develop and illustrate the other. Topics in astronomy include the solar system, laws of planetary motion, evolution of stars, structure of galaxies, and origin, shape and destiny of the universe. Topics in mathematics to be presented in MAT 150 and used for Astronomical computations, include concepts from basic algebra, geometry and trigonometry.
Occupational Therapy Courses

SCO 201 OCCUPATIONAL THERAPY THEORY AND PRACTICE IN PSYCHOSOCIAL DYSFUNCTION 3 periods, 3 credits
Corequisite: SSY 230 Prerequisites: SCN 195, ENG 101
This course examines the history, philosophy, theory and application of Occupational Therapy for clients with psychosocial pathology. There is an emphasis on treatment as a learning process. It includes: examining capabilities versus deficits, selection of appropriate activity media, consideration of group versus individual approaches, and professional communication.

SCO 202 OCCUPATIONAL THERAPY THEORY AND PRACTICE IN PHYSICAL DYSFUNCTION 3 periods, 3 credits
Corequisite: SCO 230
This course is designed to enable the student to develop knowledge of and realize use of Occupational Therapy techniques in prevention and treatment in the area of physical dysfunction. The student will learn to examine abilities versus deficits, to select appropriate activities, to implement pre-clinical experience and to prepare a case study. A one week pre-clinical experience is scheduled prior to class sessions.

SCO 210 OCCUPATIONAL THERAPY MEDIA AND APPLICATION I — GENERAL CRAFTS, TEXTILES AND LEATHER (Offered in Winter only)
1 period recitation, 4 periods laboratory, 3 credits
Prerequisites: SCN 195, CSE 103 or waiver
The student will learn various handicrafts with an appreciation of the adaptation of these skills for the therapeutic needs of the patient. Media will include weaving, needlecrafts, leather, mosaics, jewelry, art and “scrap” crafts.

SCO 211 OCCUPATIONAL THERAPY MEDIA AND APPLICATION II — LIFE TASKS (Offered in Spring only)
1 period recitation, 4 periods laboratory, 3 credits
Prerequisites: SCO 210, ENG 101
Identification and examination of those roles and skills essential for the individual’s adaptation to the home situation. Assessment of the nature and level of work and recreational capacities and self-care skills. Activities include splinting, activities of daily living training, homemaking for the handicapped, adaptive equipment and administration of pre-vocational tests.

SCO 212 OCCUPATIONAL THERAPY MEDIA AND APPLICATIONS III — WOOD, METAL, PLASTIC AND CERAMICS (Offered in Fall only)
1 period recitation, 4 periods laboratory, 3 credits
Prerequisite: SCO 211
The student will learn various handicrafts with an appreciation of the adaptation of these skills for the therapeutic needs of the patient. Media will include woodwork, ceramics, metal craft and plastics.

SCO 230 FUNDAMENTALS OF ABNORMAL PHYSICAL CONDITIONS (Offered in Fall only) 3 periods, 3 credits
Prerequisite: SCB 204
This course will review the organ systems of the human body and the ways in which they malfunction. Basic symptoms, course of illness and treatment will be discussed.

SCO 301 CLINICAL AFFILIATION IN PSYCHOSOCIAL DYSFUNCTION 3 months full time, 3 credits
Prerequisite: SCO 201 and permission of O.T. coordinator
The student is assigned to a clinical facility full time under professional supervision. There will be opportunities for practice in and exposure to the nature of clients with psychosocial dysfunction, techniques, and use of media. An alternate week seminar provides reinforcement.

SCO 302 CLINICAL AFFILIATION IN PHYSICAL DYSFUNCTION 3 months full time, 3 credits
Prerequisite: SCO 202 and permission of O.T. coordinator
Field work experience in physical dysfunction will take place in a clinical facility under professional supervision as a practicum in the methods taught in SCO 202. Opportunities to observe and communicate with other members of the rehabilitation team will be provided. An alternate week college seminar is required.

Intensives

SCN 197 GETTING SICK IN NEW YORK 3 credits
Prerequisite: None
A study of health and sickness in an urban environment. Social and scientific problems in providing necessary medical care. Students will learn about health in New York through class discussions, films, speakers, laboratory work and trips to hospitals and medical research centers.

SCN 196 INTERACTION BETWEEN SCIENCE AND SOCIETY 3 credits
Prerequisite: None
A consideration by means of speakers, films, field trips, reading and participation in the problems of applying modern technology and science to contemporary society.

SCN 195 COMMUNITY HEALTH 2 credits
Prerequisite: permission of instructor or Occupational Therapy major
A basic orientation to the organization of health care delivery patterns and the position of the health care worker within these systems. Topics will include: health careers, the nature of health and disease, type of facilities, payment sources, medical care available, and future trends. Visits to health facilities will be included.

Natural Science-Special Courses

SCB 290 PRINCIPLES OF CARDIOLOGY CARE 2 class periods, 2 credits (14 weeks)
Prerequisite: SCB 204 or equivalent and SCC 201 or equivalent and permission of Chairperson.
The course will examine the various forms of heart disease and their treatment methods. Topics will include: normal and abnormal physiology of the heart; classification of heart diseases and their effects on the rest of the body; methods of treatment in cases of emergency and means of prevention. The course will consist of lectures, discussions, reading and slide demonstrations. A midterm and a final exam will be required.

Special Information: This course is offered under the joint auspices of LaGuardia Community College and the Queens Licensed Practical Nurses Association. Classes are held at Astoria General Hospital Memorial Auditorium (30th Avenue and Crescent Street, Astoria, New York). Lectures are conducted on 14 consecutive Saturdays from 11:00 a.m. to 1:00 p.m. Exact schedules will be available at registration.
SCB 291 PRINCIPLES OF RESPIRATORY DISEASE CARE
2 class periods, 3 credits (10 weeks)
Prerequisite: SCB 204 or equivalent and SCC 201 or equivalent and permission of Chairperson.
This course will acquaint the student with various aspects of respiratory diseases, their diagnoses and methods of treatment. Topics will include: the functional anatomy of the lung; the normal and pathological physiology of respiration; classification of respiratory diseases; and basic procedures in respiratory care. The course consists of 10 lectures, accompanied by discussions, films and slides. Practical demonstrations of various treatment methods in hospital settings will be included.
Special Information: This course is offered under the joint auspices of LaGuardia Community College and the Queens Licensed Practical Nurses Association. Classes are held at Astoria General Hospital Memorial Auditorium (30th Avenue and Crescent Street, Astoria, New York). Lectures are conducted on Tuesday evenings from 7:00 to 9:00 p.m. Exact schedules will be available at Registration.

Department of Mathematics

MAT 100 BASIC MATHEMATICS I
5 periods: 4 lectures, 1 lab, 2 credits
Prerequisite: By placement only
This course develops arithmetic concepts and skills, particularly in the areas of whole numbers, fractions, decimals, percents and measurement. A self-paced approach, integrating the use of video-tutorial techniques, is used. Students are required to pass the Computational Skills Examination administered by the Department.

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

MAT 103 STRUCTURE OF THE NUMBER SYSTEM I
3 periods, 3 credits
Prerequisite: MAT 100 or waiver
The first of a two-quarter sequence devoted to the study of the structure of the real number system and its sub-systems. Of particular value to prospective elementary school teachers and Human Services Child Development majors. Among the topics studied are: sets, natural numbers, systems of numeration, number bases, mathematical activities, operations of arithmetic

MAT 104 STRUCTURE OF THE NUMBER SYSTEM II
3 periods, 3 credits
Prerequisite: MAT 103 or waiver
The second of a two-quarter sequence devoted to the study of the structure of the real number system and its sub-systems. Of particular value to prospective elementary school teachers and Human Services Child Development majors. Among topics studied are: integers, rational and real numbers, geometry, probability.

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

MAT 110 ALGEBRA
4 periods, 3 credits
Prerequisite: MAT 101 or waiver
This is a first course in algebra. Students will be able to work in close conjunction with the Mathematics Laboratory, enabling them to work at their own pace. Topics to be covered include: signed numbers, linear equations, products and factors, exponents, quadratic functions, coordinate geometry.

MAT 120 ELEMENTARY STATISTICS I
3 periods, 3 credits
Prerequisite: MAT 101 or waiver
A study of the basic concepts and computational techniques of elementary statistics. Among the topics studied are: measures of central tendency, standard deviation, percentiles, statistical graphs, normal distribution, probability, and hypothesis testing.

MAT 121 ELEMENTARY STATISTICS II
3 periods, 3 credits
Prerequisite: MAT 120 or waiver.
A sequel to MAT 120, developing the methods of statistical inference including experimental design, sampling, hypothesis testing and decision making.

MAT 130 LOGIC AND COMPUTERS
3 periods, 3 credits
Prerequisite: MAT 110 or High School Algebra or Permission of the Department
An introduction to logic, with emphasis on the organization and analysis of ideas, symbolic methods and the application of logic to computers and models of the brain. Beginning with deductive reasoning, the course covers formal methods, the concept of 'proof', and the use of logic in science and technology. Students will learn a simple computer language (BASIC) and how to develop programs.

MAT 132 HISTORY OF MATHEMATICS
3 periods, 3 credits
Prerequisite: MAT 101 or waiver
An examination of the theoretical developments of mathematics from antiquity to the end of the last century. Mathematical thought will be studied in relation to the social, economic and technological forces of various crucial periods. Among the topics treated historically are systems of numeration, logic (including an introduction to modern formalism), geometry from Euclid through Riemann, and the development of the modern computer beginning with primitive instruments.
MAT 200  PRECALCULUS
4 periods, 4 credits
Prerequisite: MAT 110 or waiver
This course is intended as a preparation for the study of the calculus. Topics to be covered include a study of coordinate geometry and the analysis of the following functions: polynomial, exponential, logarithmic, circular and trigonometric.

MAT 201  CALCULUS I
4 periods, 4 credits
Prerequisite: MAT 200 Precalculus, or its equivalent by waiver
First of a three-quarter sequence designed to provide students with an appreciation of the usefulness and power of calculus. Emphasis will be placed on the application of calculus to various disciplines. Among the topics studied are: functions, limits, derivatives, maxima-minima problems, velocity and acceleration problems, antiderivatives.

MAT 202  CALCULUS II
4 periods, 4 credits
Prerequisite: MAT 201 or waiver
The second course in the calculus sequence designed to provide students with an appreciation of the usefulness and power of calculus. Emphasis will be placed on the application of calculus to various disciplines. Among the topics studied are: the definite integral, area, formal integration, applications of integration, polar coordinates.

MAT 203  CALCULUS III
4 periods, 4 credits
Prerequisite: MAT 202
The third course in the calculus sequence, designed to build upon the concepts and techniques of MAT 201-202 and provide a more rigorous conceptual grounding for the entire calculus sequence. Topics to be covered include limits and continuity, indeterminate forms, infinite series, the Taylor Expansion and applications, solid geometry, the calculus of several variables, and an introduction to partial derivatives.

MAT 204  ELEMENTARY DIFFERENTIAL EQUATIONS
4 periods, 4 credits
Prerequisite: MAT 202 or its equivalent by waiver
This course will examine solutions of first and second order differential equations making use of the analog computer. Solutions of linear equations and power series will also be discussed.

MAT 210  LINEAR ALGEBRA
4 periods, 4 credits
Prerequisite: MAT 201 or waiver
The course is designed to introduce students to the theory and applications of algebraic structures by focusing on the solution of systems of linear equations. The algebraic properties of these solutions will be analyzed and generalized in the theory of vector spaces. Matrices will be dealt with both as computational aids and as objects possessing algebraic structure. Finally, major applications to linear programming and optimization problems will be developed.

MAT 199  MATHEMATICS IN NATURE AND SOCIETY
3 periods, 3 credits
Prerequisite: MAT 100 Basic Mathematics I or waiver
This course will present the student with some of the more unusual roles mathematics plays in the natural and man-made worlds. Introductory lectures, measurement projects, field trips, elementary computer programming, psychological studies of art, commercials, etc. will be covered.

MAT 150  ASTRONOMY AND MATHEMATICS
3 periods, 3 lectures, 3 credits
Corequisite: SCP 150. Note: SCP 150 and MAT 150 must be taken together as paired courses
A course in the fundamentals of astronomy, with emphasis on modern discoveries and theories, integrated with the basic applied mathematics introduced to the student in MAT 150. The topics in astronomy and mathematics are combined so that each is used to help develop and illustrate the other. Topics in astronomy include the solar system, laws of planetary motion, evolution of stars, structure of galaxies, and origin, shape and destiny of the universe. Topics in mathematics to be presented in MAT 150 and used for astronomical computations include concepts from basic algebra, geometry and trigonometry.
NOTICE TO ALL STUDENTS AND FORMER STUDENTS

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

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

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

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

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

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

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

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

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

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

CODE OF CONDUCT OF THE BOARD OF HIGHER EDUCATION

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

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

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

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

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

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

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

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

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

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

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

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

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

5. Each member of the academic community or an invited guest has the right to advocate his position without having to fear abuse, physical, verbal, or otherwise from others supporting conflicting points of view. Members of the academic community and other persons on the College grounds, shall not use language or take actions reasonably likely to provide or encourage physical violence by demonstrators, those demonstrated against, or spectators.

6. Action may be taken against any and all persons who have no legitimate reason for their presence on any campus within the University/College, or whose presence on any such campus obstructs and/or forcibly prevents others from the exercise of their rights or interferes with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.

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

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

II. PENALTIES

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

2. Any tenured or non-tenured faculty member, or tenured or non-tenured member of the administrative or custodial staff engaging in any manner in conduct prohibited under substantive Rules 1-8 shall be subject to the following range of penalties: warning, censure, restitution, fine not exceeding those permitted by law or by the Bylaws of the Board of Higher Education, or suspension with/out pay pending a hearing before an appropriate college authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities. In addition, in the case of a tenured faculty member, or tenured member of the administrative or custodial staff engaging in any manner in conduct prohibited under substantive Rules 1-8 shall be entitled to be treated in accordance with applicable provisions of the Education Law or Civil Service Law.

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

APPENDIX

SANCTIONS DEFINED:

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

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

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

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

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

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

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

H. COMPLAINT TO CIVIL AUTHORITIES.

I. EJECTION.

RESOLVED. That a copy of these rules and regulations be filed with the Regents of the State of New York and with the Commissioner of Education. RESOLVED. That these rules and regulations be incorporated with each college bulletin.

Adopted by the Board of Higher Education June 23, 1969, Calendar No. 3(b)

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

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

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

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

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

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

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

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

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

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

6. The hearing shall be public or private as the hearing panel as hereinafter provided shall determine except that the hearing shall be private if the student so requests.

7. As soon after the conclusion of the hearing as may be practical the hearing panel shall make a decision and shall communicate it to the President and to each student involved. The decision shall be that the charges are sustained or not sustained. If the charges are sustained, the hearing panel shall state the penalty therefor. The penalty may consist of expulsion, suspension, probation, restitution, suspension for a period of time, or suspension for a period of time or expulsion. In the event that a student is officially suspended the decision of the hearing panel shall be final except that a suspension for a year or more or a period of time or expulsion shall be appealable to a committee designated by the Board. Any appeal under this section shall be made in writing within fifteen days after the delivery of the hearing panel’s decision. This requirement may be waived in the interest of good cause by the Board Committee.

8. The hearing panel shall consist of such persons as the Chancellor may designate. One such person shall be designated by the Chancellor as the panel chairman. The panel chairman shall be a student selected from a roster submitted by the University Student Senate, but such student shall not be from the college attended by the student under charges. The decision of the hearing panel shall be final except that a suspension for a year or more or a period of time or expulsion shall be appealable to a committee designated by the Board. Any appeal under this section shall be made in writing within fifteen days after the delivery of the hearing panel’s decision. This requirement may be waived in the interest of good cause by the Board Committee.

9. As request by the President that a hearing panel be constituted under the provisions of this statement shall not affect the power of a president or full dean to temporarily suspend a student or temporarily suspend the privileges of a student organization as provided in Section 15.5 of the bylaws.

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

Adopted by the Board of Higher Education at its meeting held November 23, 1970.

STUDENT FACULTY REVIEW BOARD

PROCEDURES FOR ADJUDICATING AND HEARING A CASE

When there is an accusation against a member of the college community that could result in disciplinary action it shall be submitted in writing to the Dean of Student Services. The accusation shall contain:

The place, date, approximate time, and nature of the alleged act in sufficient detail to give the adjudicator, SFRB and the parties involved notice of the act or acts intended to be proven.

The accused is entitled to written notification of the charges. Such notification shall be given to the accused by the Adjudicator in person, or by certified or registered mail at least seven days before the adjudicatory hearing. The notice shall include:

1. A statement of the charge, rule, by-law or regulation allegedly violated.
2. The possible penalties for such violation.
3. A statement of rights including the right to remain silent, the right to legal counsel, and the right to be represented by a student, counselor, faculty member, or other qualified college official, in no way connected with the events out of which the accusation arose.

In his capacity as counsel for the accused, such student, counselor, faculty member, or other qualified college official shall be precluded from testifying in any college hearing about information concerning the alleged violation received from the accused unless the accused gives permission, in writing, for the release of such information.

4. The date, time and place of the Adjudicatory Hearing.
PROCEDURE FOR MEETING WITH THE ADJUDICATOR

The Adjudicator shall ascertain whether the accused understands his rights and is ready to proceed with the hearing. The Adjudicator has the authority to:

1. Recommend to the SFRB that the complaint be dismissed for lack of sufficient evidence.
2. Accept a plea of guilty or not guilty.

If the accused enters a plea of guilty, the Adjudicator shall hear evidence, if any, of mitigating circumstances and shall refer the case to the Student Faculty Review Board (SFRB) for sentencing.

If the accused enters a plea of not guilty, the Adjudicator shall refer the case to the SFRB for a hearing.

The accused is entitled to written notification of the date, time, and place of the SFRB hearing. Such notification shall be given to the accused by a member of the SFRB in person, or by certified or registered mail at least five days before date of the hearing.

A written record of the Adjudicatory Hearing shall be kept and shall be made available to the accused upon request.

All faculty, staff, and student members of the SFRB with the exception of the Chairperson, shall serve as the Adjudicator on a rotating basis.

The Chairperson upon request of a SFRB member, who is due to be the Adjudicator, may appoint another adjudicator out of sequence.

PROCEDURE FOR THE STUDENT FACULTY REVIEW BOARD HEARING

1. The charges shall be read to the accused.
2. The accused shall be entitled to change his plea from not guilty to guilty. If the accused elects to do this, the hearing shall terminate and the SFRB shall hear testimony relevant to sentencing. The SFRB shall then adjourn to consider its sentence.
3. If the accused denies the charges or remains silent the hearing shall proceed, the accuser proceeding first. Both sides may introduce evidence and cross-examine witnesses.
4. If after a hearing on the merits the SFRB finds the accused not guilty, it shall so state on the record.
5. If after a hearing on the merits the SFRB finds the accused guilty, it shall so state on the record and adjourn to consider its sentence.
6. All the parties to the action are entitled to written notification of the determination of the SFRB. Such notification shall be given to the parties by a member of the SFRB in person, or by certified or registered mail.
7. A written record of the Hearing shall be kept and shall be made available to the accused upon request.

When the accuser has completed the introduction of evidence in support of the charges, the accused may move for dismissal of the charges on the grounds that the accuser has failed to make a sufficient case. The SFRB shall consider this motion whether or not it is entered on the record by the accuser. In determining the motion, all the accuser’s evidence shall be assumed to be true, and every reasonable inference shall be drawn in the accuser’s favor.

APPELLATE PROCEDURE FOR THE ACCUSED

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

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

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

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

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

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

The decision of the President in the case is final.

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

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

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

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

The decision of the President in this case is final.
APPELLATE PROCEDURE FOR THE ACCUSER

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

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

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

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

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

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

SUSPENSION OR DISMISSAL

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

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

COLLEGE COMMUNITY DEFINED

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

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

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

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</table>

**Department of Human Services**

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<tbody>
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</table>

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</table>

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<table>
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</thead>
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**Department of Natural and Applied Sciences**

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BLANCH, IRMA-MADDIWAR, B.
Bernard Fineson Developmental Center

ABELEN, AMY
Fordham Day Hospital/Misericordia

McDEANIEL, SUSAN
Gracie Square Hospital

PUZIO, ROSEMARY
Greater Harlem Nursing Home
The following is an official list of State approved programs, H.E.G.I.S. (Higher Education General Information System) codes and approved degrees.

LaGuardia Community College—New York State Institution No. 1105.

<table>
<thead>
<tr>
<th>N.Y.S. Program Name</th>
<th>N.Y.S. Degree Approved</th>
<th>H.E.G.I.S. Code No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics and Science</td>
<td>A.S.</td>
<td>4901</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>A.A.</td>
<td>4903</td>
</tr>
<tr>
<td>Bilingual</td>
<td></td>
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<tr>
<td>Bilingual Para Professional</td>
<td></td>
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<tr>
<td>Bilingual School Secretary</td>
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<tr>
<td>Human Services</td>
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<tr>
<td>Child Care</td>
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<tr>
<td>Mental Health</td>
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<tr>
<td>Humanities</td>
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<tr>
<td>Social Science</td>
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<tr>
<td>Accounting</td>
<td>A.A.S.</td>
<td>5002</td>
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<tr>
<td>Business Administration</td>
<td>A.A.S.</td>
<td>5004</td>
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<tr>
<td>Business Management</td>
<td>A.A.S.</td>
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<tr>
<td>Secretarial Science—</td>
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<tr>
<td>Executive Sub-Option</td>
<td>A.A.S.</td>
<td>5005</td>
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<tr>
<td>Secretarial Science—</td>
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<tr>
<td>Legal Sub-Option</td>
<td>A.A.S.</td>
<td>5005</td>
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<tr>
<td>Business Mgt./Precision Technology</td>
<td>A.A.S.</td>
<td>5099</td>
</tr>
<tr>
<td>Programming and Systems</td>
<td>A.A.S.</td>
<td>5103</td>
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<td>Machine Operations</td>
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<td>5105</td>
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<tr>
<td>Occupational Therapy Assistant</td>
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<td>5210</td>
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<td>Business, Health Services</td>
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<tr>
<td>Tech. Option</td>
<td>A.S.</td>
<td>5218</td>
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<tr>
<td>Education Associate and</td>
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</tr>
<tr>
<td>Family Assistant</td>
<td>A.A.</td>
<td>5503</td>
</tr>
</tbody>
</table>

Note: In order to comply with Federal regulations, it is the policy of LaGuardia Community College to recruit, employ, retain and promote employees; and to admit and provide services for students without regard to sex, age, race, color, religion or handicap. As a public college, LaGuardia Community College believes, in accordance with the requirements of Title IX of the Education Amendments Act of 1972 and the implementing Federal regulations, in a policy of non-discrimination on the basis of sex in the operation of the College's educational programs and activities. Federal requirements of non-discrimination on the basis of sex include employment by the College and admissions to LaGuardia Community College.
Directions:

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

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

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

FROM TIMES SQUARE: ... OR 5th AVENUE AND 2nd STREET ... OR GRAND CENTRAL: Take Flushing Main Street Train Uptown to Rawson Street Station ... or take BMT "RR" Train to Queensborough Plaza, change to Flushing Main Street Train Uptown to Rawson Street Station.

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

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