### FALL SEMESTER - SESSION I

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/31</td>
<td>First official day of Coop Internship</td>
</tr>
<tr>
<td>8/31</td>
<td>Opening Sessions for Faculty and Staff 8/31</td>
</tr>
<tr>
<td>9/1</td>
<td>First full day of classes</td>
</tr>
<tr>
<td>9/7</td>
<td>Labor Day (No classes)</td>
</tr>
<tr>
<td>9/17</td>
<td>Last day to apply for graduation, nursing candidacy or permit this semester</td>
</tr>
<tr>
<td>9/17</td>
<td>Last day to add Independent Study/Individualized Courses</td>
</tr>
<tr>
<td>9/17</td>
<td>Last day of tuition refund period</td>
</tr>
<tr>
<td>9/18</td>
<td>First Day to submit Change of Major Forms</td>
</tr>
<tr>
<td>9/20</td>
<td>Commencement</td>
</tr>
<tr>
<td>9/21</td>
<td>Classes will meet according to a Tuesday schedule starting at 4:35 PM</td>
</tr>
<tr>
<td>9/28-9/29</td>
<td>No Classes</td>
</tr>
<tr>
<td>10/6</td>
<td>No Classes (After 4:00 PM)</td>
</tr>
<tr>
<td>10/7</td>
<td>No Classes</td>
</tr>
<tr>
<td>10/12</td>
<td>Columbus Day (No Classes)</td>
</tr>
<tr>
<td>10/13</td>
<td>Classes will meet according to a Monday schedule</td>
</tr>
<tr>
<td>10/15</td>
<td><strong>Last day to withdraw from a course officially</strong></td>
</tr>
<tr>
<td>11/4</td>
<td>Classes will meet according to a Monday schedule</td>
</tr>
<tr>
<td>11/26-11/28</td>
<td>Thanksgiving Recess (No classes)</td>
</tr>
<tr>
<td>12/2</td>
<td>Last day of Fall Classes - Session I</td>
</tr>
<tr>
<td>12/3-12/9</td>
<td>FINALS</td>
</tr>
<tr>
<td>12/11</td>
<td>Last official day of Coop Internship</td>
</tr>
</tbody>
</table>

### FAL SEMESTER - SESSION II

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/14</td>
<td>First official day of Coop Internship</td>
</tr>
<tr>
<td>12/24-12/25</td>
<td>No classes</td>
</tr>
<tr>
<td>12/31-1/1</td>
<td>New Year's (No classes)</td>
</tr>
<tr>
<td>1/4</td>
<td>First day of classes</td>
</tr>
<tr>
<td>1/11</td>
<td>Last day of tuition refund period</td>
</tr>
<tr>
<td>1/18</td>
<td>Martin Luther King, Jr.'s Birthday observed (No classes)</td>
</tr>
<tr>
<td>1/21</td>
<td>Last day to submit Change of Major Forms</td>
</tr>
<tr>
<td>1/21</td>
<td>Last day to apply as a Non-Degree student (Applications will be accepted on a space-available basis)</td>
</tr>
<tr>
<td>1/21</td>
<td>Last day to apply for readmission or reinstatement from suspension (For Spring 93 Semester)</td>
</tr>
<tr>
<td>1/27</td>
<td>Classes will meet according to a Friday Schedule</td>
</tr>
<tr>
<td>1/28</td>
<td><strong>Last day to withdraw from a course officially</strong></td>
</tr>
<tr>
<td>2/2</td>
<td>Classes will meet according to a Monday Schedule</td>
</tr>
<tr>
<td>2/12</td>
<td>Lincoln's Birthday (No classes)</td>
</tr>
<tr>
<td>2/15</td>
<td>President's Day (No classes)</td>
</tr>
<tr>
<td>2/17</td>
<td>Last day of Fall Classes - Session II</td>
</tr>
<tr>
<td>2/18-2/22</td>
<td>FINALS</td>
</tr>
<tr>
<td>3/5</td>
<td>Last official day of Coop Internship</td>
</tr>
</tbody>
</table>

### SPRING SEMESTER - SESSION I

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/8</td>
<td>First official day of Coop Internship</td>
</tr>
<tr>
<td>3/11</td>
<td><strong>First day of classes</strong></td>
</tr>
<tr>
<td>3/29</td>
<td>Last day to apply for graduation, nursing candidacy or permit this semester</td>
</tr>
<tr>
<td>3/29</td>
<td>Last day to add Independent Study/Individualized Courses</td>
</tr>
<tr>
<td>3/29</td>
<td>Last day of tuition refund period</td>
</tr>
<tr>
<td>3/6</td>
<td><strong>Last day to withdraw from a course officially</strong></td>
</tr>
<tr>
<td>5/6</td>
<td>Classes will meet according to a Monday schedule</td>
</tr>
<tr>
<td>5/13</td>
<td>Memorial Day (No classes)</td>
</tr>
<tr>
<td>6/10</td>
<td>Last day of Spring Classes - Session I</td>
</tr>
<tr>
<td>6/11-6/17</td>
<td>FINALS</td>
</tr>
<tr>
<td>6/18</td>
<td>Last official day of Coop Internship</td>
</tr>
</tbody>
</table>

### SPRING SEMESTER - SESSION II

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/21</td>
<td>First official day of Coop Internship</td>
</tr>
<tr>
<td>6/28</td>
<td>First day of classes</td>
</tr>
<tr>
<td>7/5</td>
<td>Independence Day (No classes)</td>
</tr>
<tr>
<td>7/6</td>
<td>Last day of tuition refund period</td>
</tr>
<tr>
<td>7/6</td>
<td>Last day to submit Change of Major Forms</td>
</tr>
<tr>
<td>7/15</td>
<td>Last day to apply as a Non-Degree student (Applications will be accepted on a space-available basis)</td>
</tr>
<tr>
<td>7/15</td>
<td>Last day to apply for readmission or reinstatement from suspension (For Spring 93 Semester)</td>
</tr>
<tr>
<td>7/22</td>
<td><strong>Last day to withdraw from a course officially</strong></td>
</tr>
<tr>
<td>8/9</td>
<td>Last day of Spring Classes - Session II</td>
</tr>
<tr>
<td>8/10-8/12</td>
<td>FINALS</td>
</tr>
<tr>
<td>8/27</td>
<td>Last official day of Coop Internship</td>
</tr>
</tbody>
</table>
Fiorello H. LaGuardia Community College, a branch of the City University of New York, is a dynamic community of teachers and learners. Founded in 1970, the college supports the principles of open access and equal opportunity for all.

LaGuardia serves the immediate surrounding area of Western Queens as well as the larger New York City metropolitan area. A large number of the students who attend the college are recent immigrants from many countries throughout the world. The college, through its array of academic programs, serves matriculated students working toward both associate degrees and certificate programs. The college also serves a large and diverse population of students in its many non-credit continuing education programs both on and off campus. In so doing, the college reaches out through community based programs to respond to the educational needs of such groups as the homeless, senior citizens, prisoners, deaf adults, recent immigrants and the unemployed.

The cooperative efforts of LaGuardia's distinguished faculty, staff, and administrators provide students with carefully designed academic curricula. The college fosters innovative classroom teaching, strong support services for students and professional development opportunities for faculty. Its thirty academic majors meet the needs of students who want to transfer to four-year colleges as well as those who seek immediate employment.

Special attention is paid to students who lack
fluency in English as well as students with limited proficiency in basic skills through innovative English-as-a-second language and developmental skills programs in reading, writing, speaking, critical thinking and mathematics. Students receive additional support through tutorial support services and academic and transfer counseling.

The college exploits the dynamic interplay between the classroom and the workplace. Through its academic offerings and its unique Cooperative Education Program, LaGuardia skillfully blends professional and humanistic learning. Within a pluralistic environment, it prepares its students for a full life of work, service, and personal growth.

Long committed to college and secondary school collaboration, LaGuardia hosts two model high schools on its campus—a constructive partnership between the college and the New York City Board of Education. Middle College High School creates unique educational opportunities for students who are at risk of dropping out. International High School serves recent immigrants from numerous countries by offering a comprehensive secondary curriculum while developing students’ oral and written English language competence.

As LaGuardia moves into its third decade, it will continue to reaffirm its critical role to provide access to higher education and meaningful employment for the City’s historically under-served populations: the poor, ethnic minorities, women, the disabled and recent immigrants. By continuing to celebrate diversity throughout the college community and sharpening the focus for economic development, our institution will forge new paths of educational opportunity for all students who come to LaGuardia.
Cooperative Education

One of the major premises underlying LaGuardia's educational model is that learning takes place in many different settings, both in and outside the classroom. Through the Division of Cooperative Education, the college provides students with learning experiences that enable them to realize their full potential in work, education and everyday life. The "Co-op" program offers students the opportunity to learn through meaningful experiences in the work place. These experiences help students to:

- Explore various career options or confirm career plans;
- Apply classroom learning to real work situations; and
- Practice and strengthen interpersonal and technical skills.

In general, students are required to take three internships. While on their internships, students take seminar classes that provide a framework for analyzing and evaluating their internship experiences. Students are evaluated and graded for each internship and seminar. They receive 3 credits and a grade for each successfully completed internship and seminar pair, for a total of 9 credits toward the Associate Degree.

LaGuardia requires 9 credits of cooperative education for all day students as well as for extended day students in the following specialized curricular areas:

- Human Services
- Occupational Therapy Assistant
- Veterinary Technology
- Dietetic Technology
- Education Associate: The Bilingual Child
- EMT/Paramedic
- Mortuary Science
- Physical Therapist Assistant
- Nursing
- School Food Service Management

Students in these specialized curricular areas should consult with their departments for specific guidelines regarding their cooperative education requirements.

While Cooperative Education is optional for extended day students in other majors, it is highly recommended for students who are considering career changes or advancement or who are undecided about their career choice. Cooperative Education can also be helpful to extended day students seeking to develop specific personal and professional skills.

◆The Program

"Co-op Prep" - The First Step

Prior to the first internship, students take the Introduction to Cooperative Education course, also known as "Co-op Prep". The purpose of the course is to:

- Clarify the procedures and requirements of the Co-op program;
- Introduce students to a process of self-assessment which analyzes their past and present accomplishments, achievements and jobs;
- Assist students in identifying personal skills which can be related to their career objectives;
- Introduce students to the concept of work needs and a method for evaluating work needs;
- Familiarize students with a process for establishing individual learning objectives, both for the first internship and as part of a long-range career planning process;
- Enable students to write an effective resume; and
- Provide students with strategies and skills for successful employment interviewing.

The Co-op Prep course is taught by a faculty member called a Co-op Advisor (also referred to as a Co-op Coordinator). Generally this person becomes the Co-op Advisor for students in a given Co-op Prep course. Co-op Advisors work closely with students throughout their co-op experience. The Co-op Advisor guides students through the program, advises them in the selection of internships based on their career, personal, and educational objectives, and helps them to assess what has been learned through their internships and seminars.

The Internship

While on internships, students work as regular employees of the companies in which they are placed. They are expected to follow the rules and regulations of the company and perform their duties as would any other employee. During the internship, students are visited by the
Co-op Advisor who placed them. This Advisor is referred to as the Internship Coordinator. Internship Coordinators are available throughout the term should problems arise.

Students’ performance is evaluated by their supervisors. This evaluation forms a major part of their final grade for the co-op experience. Grading is discussed in greater detail below.

Students choose their internships from over 350 cooperating companies and organizations. The internships span a wide range of fields including accounting, business, education, the liberal arts, natural and applied sciences, computer related fields, and office technology.

The Division of Cooperative Education develops internships based on the interests and needs of students and job market conditions. Students may also develop their own internships or use existing jobs as internships. In order to do so, interested students must first receive permission from their Co-op Advisors.

The Internship Seminar
LaGuardia Community College believes in the value of linking work experience with opportunities for critical analysis and reflection. While on their internships students return to the college to attend Internship Seminars. The seminar curriculum provides a framework for analyzing and evaluating students’ internship experiences.

The purpose of the seminar is to enable students to:
- Gain meaning from the day-to-day occurrences of their internships in order to broaden their understanding of theoretical concepts as they apply to real life situations;
- Develop insights into the relationship of the self to work and to the larger society by understanding their own values and strengthening an awareness and appreciation of differences;
- Understand the steps required in the career decision-making process to plan for professional mobility and lifelong learning; and
- Develop the personal and professional skills and strategies that will facilitate success in the next stages of life.

The Job Placement Office
The Job Placement Office is located in the Division of Cooperative Education. Through the Job Placement Office, current students and graduates of one year or less can receive:

- Full or part-time, permanent or temporary job referrals based on their interests, skills, experience, and schedules;
- Assistance in developing interview techniques and in preparing a resume.

The office is open Monday - Thursday 10 a.m. until 4 p.m. for Day students, and 4 to 7 p.m. for Extended Day students. There are no evening hours during intersession. Graduates must call or visit the office to schedule an appointment.

Cooperative Education policies
The following is a list of some of the basic policies of the Division of Cooperative Education. For additional information about the Cooperative Education program and its policies, please refer to the Cooperative Education Student Handbook, available in LaGuardia's Main Building, Room M-204, or contact the Division of Cooperative Education at (718) 482-5204.

Internship requirements
As stated before, as part of the requirements for the LaGuardia degree, all day students as well as extended day students in the following specialized curricular areas are required to successfully complete three Cooperative Education courses or their equivalent (see Exemption Credits and Waivers below):

- Human Services, Occupational Therapy Assistant, Veterinary Technology, Dietetic Technology, Education Associate: The Bilingual Child, EMT/Paramedic, Mortuary Science, Physical Therapist Assistant, Nursing, and School Food Service Management.

Students in these specialized curricular areas should consult with
their departments for specific guidelines regarding their cooperative education requirements.

A Cooperative Education course is defined as an internship and a seminar.

Three credits are awarded for each course. Placement on internships is determined by a student's interests, needs, academic progress and the availability of appropriate internships.

Prerequisites to internships
Prior to their first internship, students must have fulfilled the following requirements:

- Completion of basic skills courses as specified by the Division of Cooperative Education or have received waivers;
- Completion of the Co-op Prep course;
- Evidence of satisfactory academic progress. Students are required to have at least a 2.0 cumulative grade point average the term prior to each internship; and
- Completion of the appropriate introductory or other prerequisite courses in student's major. Please refer to the Cooperative Education Student Handbook for these courses. Responsibility for deciding whether a student is ready to go out on an internship rests with the student's Co-op Advisor. Appeal of this decision should be addressed to the Dean of Cooperative Education.

The internship seminar
Part of the Co-op requirement is the successful completion of an internship seminar. The seminar is normally taken during each internship term. In special cases, a student's Co-op Advisor may approve taking the seminar in a subsequent term. In unique circumstances, a student may make arrangements with the Co-op Advisor for an individualized project in place of a seminar.

Grading
The cooperative education grade is determined by the degree to which a student meets the requirements for both the internship and the internship seminar. The internship and seminar grades each contribute 50% toward the final grade. Students must pass both the internship and the seminars to receive a passing grade for the cooperative education course. Students must meet with their Co-op Advisors for a final evaluation conference during the early weeks of the term following their internship to receive a final grade. Failure to do so will result in a failing grade for the cooperative education course.

The internship grade is based on the Co-op Advisor’s assessment of a student’s on-site visit evaluation, employer evaluation and the progress made toward achieving learning objectives.

The seminar grade is based on grades received on class assignments, classroom participation and attendance.

The Co-op Advisor determines the final cooperative education grade based on the above. Only the final grade will appear on the student’s transcript.

The Division of Cooperative Education does not place or grant further cooperative education credit to a student who has received two F grades in cooperative education courses. Appeals may be made to the Academic Standing Committee.

Exemption credit
Students may qualify for three Cooperative Education credits for prior work experience if they have at least six months of continuous, full-time (25 hours a week or more) work experience. For further information regarding exemption credits please contact the Co-op Advisor during the Co-op Prep.

Waivers
Students may apply to be waived from a Cooperative Education requirement by obtaining and completing a Waiver Application from the Division of Cooperative Education. For further information regarding the circumstances under which waivers may be granted, please contact the Co-op Advisor.

Financial aid and Co-op
By Federal law, projected co-op earnings, minus expenses, will be applied against all financial aid awards other than TAP and PELL. Students must consult with their Co-op Advisor and a Financial Aid Counselor to determine how their financial aid will be affected.

Taking courses during an internship
Students on internships are permitted to take academic course work, as long as it does not conflict with their internship and seminar. It is generally considered inadvisable for students to take more than six credits of academic course work while taking an internship.

Foreign students with temporary non-immigrant status
All day students as well as extended day students in certain specialized curricular areas (see Internship Requirements section above), attending LaGuardia Community College with temporary non-immigrant status, are required to complete the Cooperative Education requirements in order to graduate. They must inform their Co-op Advisor of their status and meet with the college’s Foreign Student Advisor who will explain and help process the steps necessary to receive official authorization from the Immigration and Naturalization Service to work. This must be done before each internship begins.
LaGuardia Community College is designed to provide its students with a wide range of learning opportunities in the areas of personal growth, academic achievement and career preparation. To meet these goals the college has created a variety of academic programs both traditional and experimental.

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

### Associate in Applied Sciences
- Accounting-Joint Accounting/Computer Option
- Business Management-Business Finance Option
- Commercial Foodservice Management
- Commercial Photography
- Computer Operations
- Computer Programming and Systems
- Computer Technician- Telecommunications Options
- Emergency Medical Technician
- Mortuary Science
- Nursing/Pre-Nursing
- Microcomputer Systems and Applications
- Paralegal Studies
- Paramedic
- Physical Therapist Assistant
- Secretarial Science-Administrative Secretary and Legal Secretary Options
- Travel and Tourism
- Veterinary Technology

### Associate in Arts
- AA/BA Program in Liberal Arts/Education
- Education Associate: The Bilingual Child
- Human Services-Child Development, Mental Health, and Gerontology Options
- Liberal Arts

### Associate in Science
- Business Administration
- Computer Science
- Dietetic Technician
- Emergency Medical Technician
- Liberal Arts and Sciences
- Occupational Therapy Assistant
- Paramedic
- School Foodservice Management

### Certificate Programs
- Commercial Photography
- Court Reporting
- Word Processing Specialist
Accounting

The Accounting Program, coordinated by the Accounting and Managerial Studies Department, offers a course of study leading to an Associate in Applied Science (AAS) degree.

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

The Accounting/Computer Information Systems Option recognizes the dominance of computers in the accounting field today. Through the option, students can acquire dual proficiency by becoming familiar with basic concepts in both computer systems and accounting. This combination of skills increases the job opportunities for which graduates will qualify.

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

The program of study recommended for students with immediate career goals upon graduation is tailored to the needs and demands of job opportunities in the general business environment or in specific accounting positions.

Graduates are employable in entry level accounting positions in the private business sector and in federal, state, and local governmental agencies (at approximately the GS-5 civil service level). Graduates are also qualified to perform routine auditing and accounting functions on the staffs of public accounting firms.

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

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the required courses section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. When basic skills or ESL courses are required, they are included in the program in place of unrestricted elective courses. For more information on the basic skills requirements see page 93.

Accounting Curriculum: AAS Degree

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>56-58 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td></td>
</tr>
<tr>
<td>New Student Seminar</td>
<td>0</td>
</tr>
<tr>
<td>English: 6 credits</td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td>3</td>
</tr>
<tr>
<td>Humanities/Social Science: 3 credits</td>
<td></td>
</tr>
<tr>
<td>Elective*</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics: 3 or 4 credits</td>
<td></td>
</tr>
<tr>
<td>Elementary Statistics I MAT120</td>
<td>3-4</td>
</tr>
<tr>
<td>or Precalculus MAT200</td>
<td></td>
</tr>
<tr>
<td>Mathematics/Science: 3 or 4 credits</td>
<td></td>
</tr>
<tr>
<td>Elective*</td>
<td>3-4</td>
</tr>
<tr>
<td>Social Science: 3 credits</td>
<td></td>
</tr>
<tr>
<td>Introductory Economics I SSE101</td>
<td>3</td>
</tr>
<tr>
<td>Accounting/Managerial Studies: 26 credits</td>
<td></td>
</tr>
<tr>
<td>Principles of Accounting I AMA111</td>
<td>4</td>
</tr>
<tr>
<td>Principles of Accounting II AMA112</td>
<td>4</td>
</tr>
<tr>
<td>Accounting Applications for the Microcomputer AMA130</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Business AMM101</td>
<td>3</td>
</tr>
<tr>
<td>Business Law I AMM110</td>
<td>3</td>
</tr>
<tr>
<td>Select three of the following courses:</td>
<td>9</td>
</tr>
<tr>
<td>Intermediate Accounting I AMA201</td>
<td></td>
</tr>
<tr>
<td>Intermediate Accounting II AMA202</td>
<td></td>
</tr>
<tr>
<td>Cost Accounting I AMA210</td>
<td></td>
</tr>
<tr>
<td>Cost Accounting II AMA211</td>
<td></td>
</tr>
<tr>
<td>Individual Income Tax Procedures AMA150</td>
<td></td>
</tr>
<tr>
<td>Partnership and Corporation Tax Procedures AMA155</td>
<td></td>
</tr>
<tr>
<td>Internal Audit AMA220</td>
<td></td>
</tr>
<tr>
<td>Computer Information Systems: 3 credits</td>
<td></td>
</tr>
<tr>
<td>Introduction to Computers and their Applications CIS100</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative Education: 9 credits</td>
<td></td>
</tr>
<tr>
<td>Co-op Prep</td>
<td>0</td>
</tr>
<tr>
<td>3 Internships, 3 credits each</td>
<td>9</td>
</tr>
<tr>
<td>(Required for day students. Extended day students may take the Co-op Internships or elective courses.)</td>
<td></td>
</tr>
</tbody>
</table>

Elective Courses: 8-10 credits

| Elective must be an Urban Study course. | |
| Liberal Arts Electives | 1-3 |
| (Any course in English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 95-96 for these courses.) | |
| Unrestricted Electives | 7 |
| Transfer students are advised to take liberal arts courses. Career students are advised to select courses from the Accounting/Managerial Studies Department. | |

| Total Credits: 66 |

<table>
<thead>
<tr>
<th>Students who take:</th>
<th>Must complete at least:</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT120 and a 3-credit science elective</td>
<td>3 liberal arts elective credits</td>
</tr>
<tr>
<td>MAT120 and a 4-credit science elective</td>
<td>2 liberal arts elective credits</td>
</tr>
<tr>
<td>MAT200 and a 3-credit science elective</td>
<td>2 liberal arts elective credits</td>
</tr>
<tr>
<td>MAT200 and a 4-credit science elective</td>
<td>1 liberal arts elective credit</td>
</tr>
</tbody>
</table>

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

Required Courses 60-62 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>0</td>
</tr>
<tr>
<td>New Student Seminar</td>
<td></td>
</tr>
<tr>
<td>English: 6 credits</td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td>3</td>
</tr>
<tr>
<td>Humanities/Social Science: 3 credits</td>
<td></td>
</tr>
<tr>
<td>Elective*</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics: 3 or 4 credits</td>
<td>3-4</td>
</tr>
<tr>
<td>Elementary Statistics I MAT120</td>
<td></td>
</tr>
<tr>
<td>or PreCalculus MAT200</td>
<td></td>
</tr>
<tr>
<td>Mathematics/Science: 3-4 credits</td>
<td></td>
</tr>
<tr>
<td>Elective*</td>
<td>3-4</td>
</tr>
<tr>
<td>Accounting/Managerial Studies: 20 credits</td>
<td></td>
</tr>
<tr>
<td>Principles of Accounting I AMA111</td>
<td>4</td>
</tr>
<tr>
<td>Principles of Accounting II AMA112</td>
<td>4</td>
</tr>
<tr>
<td>Accounting Applications for the Microcomputer AMA130</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Business AMM101</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following pairs:</td>
<td>6</td>
</tr>
<tr>
<td>Intermediate Accounting I AMA201 and</td>
<td></td>
</tr>
<tr>
<td>Intermediate Accounting II AMA202</td>
<td></td>
</tr>
<tr>
<td>or Cost Accounting I AMA210 and</td>
<td></td>
</tr>
<tr>
<td>Cost Accounting II AMA211</td>
<td></td>
</tr>
<tr>
<td>Computer Information Systems: 13 credits</td>
<td></td>
</tr>
<tr>
<td>Introduction to Computers and their Applications CIS100</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Programming with BASIC CIS109</td>
<td>3</td>
</tr>
<tr>
<td>Structured Programming with COBOL CIS195</td>
<td>4</td>
</tr>
<tr>
<td>MVS/OS Job Control Language CIS230</td>
<td>3</td>
</tr>
<tr>
<td>Business/IS Elective: 3 credits</td>
<td></td>
</tr>
<tr>
<td>Select one of the following courses:</td>
<td>3</td>
</tr>
<tr>
<td>Business Law I AMM119</td>
<td></td>
</tr>
<tr>
<td>or Systems Analysis and Design CIS110</td>
<td></td>
</tr>
<tr>
<td>Cooperative Education: 9 credits</td>
<td></td>
</tr>
<tr>
<td>Co-op Prep</td>
<td>0</td>
</tr>
<tr>
<td>3 Internships, 3 credits each</td>
<td>9</td>
</tr>
<tr>
<td>(Required for day students. Extended day students may take the Co-op Internships or elective courses.)</td>
<td></td>
</tr>
</tbody>
</table>

Elective Courses: 4-6 credits

One elective must be an Urban Study course.

Liberal Arts Electives: 4-6 credits

(Any course in English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Sciences EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 95-96 for these courses.)

Total credits: 66

*Students who take:
  MAT120 and a 3-credit science elective 6 liberal arts elective credits
  MAT120 and a 4-credit science elective 5 liberal arts elective credits
  MAT200 and a 3-credit science elective 5 liberal arts elective credits
  MAT200 and a 4-credit science elective 4 liberal arts elective credits

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

The Commercial Foodservice Management Program offered through the Natural and Applied Sciences Department, leads to an Associate of Applied Science (AAS) degree. The program provides management courses which deal with direct application of management theories to foodservice operations. Additional support courses include foods microbiology, accounting, advanced foods and nutrition. Through the cooperative education components of the program students gain first-hand knowledge of various aspects of the foodservice industry.

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

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the required courses section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. For more information on the basic skills requirements see page 93.

Commercial Foodservice Management Curriculum: AAS Degree

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>59</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td></td>
</tr>
<tr>
<td>New Student Seminar</td>
<td>0</td>
</tr>
<tr>
<td>English: 6 credits</td>
<td>3</td>
</tr>
<tr>
<td>Composition I ENC101</td>
<td></td>
</tr>
<tr>
<td>Writing for Business ENC112</td>
<td>3</td>
</tr>
<tr>
<td>Humanities: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Oral Communication HUC101</td>
<td></td>
</tr>
<tr>
<td>Mathematics: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Math elective</td>
<td></td>
</tr>
<tr>
<td>Natural and Applied Sciences: 7 credits</td>
<td>4</td>
</tr>
<tr>
<td>Foods Microbiology SCB160</td>
<td></td>
</tr>
<tr>
<td>Nutrition I SCD200</td>
<td>3</td>
</tr>
<tr>
<td>(must be a liberal arts course)</td>
<td></td>
</tr>
<tr>
<td>Social Science: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Sociology SSS100</td>
<td></td>
</tr>
<tr>
<td>Accounting/Managerial Studies and Computer Information Systems: 10 credits</td>
<td></td>
</tr>
<tr>
<td>Principles of Accounting I AMA111</td>
<td>4</td>
</tr>
<tr>
<td>Principles of Management AMM103</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following courses:</td>
<td>3</td>
</tr>
<tr>
<td>Personnel Administration AMM121</td>
<td></td>
</tr>
<tr>
<td>Introduction to Computers and their Applications CIS100</td>
<td></td>
</tr>
<tr>
<td>Foodservice Management: 18 credits</td>
<td>3</td>
</tr>
<tr>
<td>Foods SCD100</td>
<td></td>
</tr>
<tr>
<td>Quantity Food Production SCD250</td>
<td>3</td>
</tr>
<tr>
<td>Foodservice Sanitation and Safety SCD251</td>
<td>3</td>
</tr>
<tr>
<td>Quantity Food Purchasing SCD252</td>
<td>3</td>
</tr>
<tr>
<td>Foodservice Administration SCD253</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Foods SCD205</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative Education: 9 credits</td>
<td>0</td>
</tr>
<tr>
<td>Co-op Prep</td>
<td></td>
</tr>
<tr>
<td>3 Internships, 3 credits each</td>
<td>9</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>7</td>
</tr>
<tr>
<td>One elective must be an Urban Study course.</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
<td>7</td>
</tr>
<tr>
<td>(Any course in English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 95-96 for these courses.)</td>
<td></td>
</tr>
<tr>
<td>Total credits: 66</td>
<td></td>
</tr>
</tbody>
</table>

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

The Commercial Photography Program, coordinated by the Department of Humanities, leads to both a Certificate and an Associate in Applied Science (AAS) degree.

The one-year Certificate curriculum emphasizes basic and intermediate photography skills and provides an excellent introduction to commercial laboratory techniques. It is particularly suited to people interested in seeking employment in a commercial photography laboratory. Students will learn to process transparency and negative film using commercial automated equipment. The curriculum also includes an introduction to color and black & white, and courses in chemistry, mathematics, and basic techniques in commercial photography.

The two-year AAS degree program will qualify graduates for entry-level positions in commercial photography. The first year of the program is almost identical to the certificate curriculum. In the second year, the student will concentrate on advanced techniques in commercial photography, including use of the 4x5 camera, electronic flash and tungsten illumination. Additionally, students will receive essential information on business practices, self-promotion, and how to secure employment as either a Photographer’s Assistant or Staff Photographer.

The New York metropolitan area leads the nation in the amount of work produced in commercial photography. LaGuardia Community College takes advantage of its location by placing students in internships as part of both the Certificate and AAS degree programs, giving them excellent “hands-on” experience to complement their on-campus studies.

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the required course section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. For more information on basic skills requirements see page 93.

### Commercial Photography Curriculum: AAS Degree

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td></td>
</tr>
<tr>
<td>New Student Seminar</td>
<td>0</td>
</tr>
<tr>
<td>English: 6 credits</td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td>3</td>
</tr>
<tr>
<td>Humanities: 12 credits</td>
<td></td>
</tr>
<tr>
<td>Speech Elective</td>
<td>3</td>
</tr>
<tr>
<td>The Art of Film HUC150</td>
<td>3</td>
</tr>
<tr>
<td>Select two of the following courses:</td>
<td>6</td>
</tr>
<tr>
<td>Introduction to Design HUA104</td>
<td></td>
</tr>
<tr>
<td>Color Theory HUA115</td>
<td></td>
</tr>
<tr>
<td>Computer Art HUA125</td>
<td></td>
</tr>
<tr>
<td>Mathematics: 3 credits</td>
<td></td>
</tr>
<tr>
<td>Math Elective</td>
<td>3</td>
</tr>
<tr>
<td>(must be a liberal arts course)</td>
<td></td>
</tr>
<tr>
<td>Natural and Applied Sciences: 3 credits</td>
<td></td>
</tr>
<tr>
<td>Topics in Chemistry SCC101</td>
<td>3</td>
</tr>
<tr>
<td>Social Science: 3 credits</td>
<td></td>
</tr>
<tr>
<td>Introduction to Sociology SSS100</td>
<td>3</td>
</tr>
<tr>
<td>Commercial Photography: 24 credits</td>
<td></td>
</tr>
<tr>
<td>Beginning Photography HUA130</td>
<td>3</td>
</tr>
<tr>
<td>Intermediate Photography HUA230</td>
<td>3</td>
</tr>
<tr>
<td>Studio Lighting I HUA145</td>
<td>3</td>
</tr>
<tr>
<td>Studio Lighting II HUA245</td>
<td>3</td>
</tr>
<tr>
<td>Color Photography HUA234</td>
<td>3</td>
</tr>
<tr>
<td>Color Darkroom Techniques HUA235</td>
<td>3</td>
</tr>
<tr>
<td>Commercial Photography Workshop HUA275</td>
<td>3</td>
</tr>
<tr>
<td>Commercial Photography Seminar HUA280</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative Education: 9 credits</td>
<td></td>
</tr>
<tr>
<td>Co-op Prep</td>
<td>0</td>
</tr>
<tr>
<td>3 Internships, 3 credits each</td>
<td>9</td>
</tr>
</tbody>
</table>

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

| Elective Courses:                      | 6 credits |
| One elective must be an Urban Study course. |         |

| Liberal Arts Electives                | 6        |
| (Any course in English, Human Services, Humanities. Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 95-96 for these courses.) (History elective recommended.) |         |

Total credits: 66

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

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>33 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Counseling</strong></td>
<td></td>
</tr>
<tr>
<td>New Student Seminar</td>
<td>0</td>
</tr>
<tr>
<td><strong>English: 3 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Composition I ENGL101</td>
<td>3</td>
</tr>
<tr>
<td><strong>Humanities: 6 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Speech Elective</td>
<td>3</td>
</tr>
<tr>
<td>Choose one course from the following three:</td>
<td>3</td>
</tr>
<tr>
<td>Color Theory HUA115</td>
<td></td>
</tr>
<tr>
<td>Introduction to Design HUA104</td>
<td></td>
</tr>
<tr>
<td>Computer Art HUA125</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics: 3 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Math Elective</td>
<td>3</td>
</tr>
<tr>
<td>(must be a liberal arts course)</td>
<td></td>
</tr>
<tr>
<td><strong>Natural and Applied Sciences: 3 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Topics in Chemistry SCC101</td>
<td>3</td>
</tr>
<tr>
<td><strong>Commercial Photography: 15 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Beginning Photography HUA130</td>
<td>3</td>
</tr>
<tr>
<td>Intermediate Photography HUA230</td>
<td>3</td>
</tr>
<tr>
<td>Studio Lighting I HUA145</td>
<td>3</td>
</tr>
<tr>
<td>Color Photography HUA234</td>
<td>3</td>
</tr>
<tr>
<td>Color Darkroom Techniques HUA235</td>
<td>3</td>
</tr>
<tr>
<td><strong>Cooperative Education: 3 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Co-op Prep</td>
<td>0</td>
</tr>
<tr>
<td>1 Internships, 3 credits each</td>
<td>3</td>
</tr>
<tr>
<td>(Required for day students. Extended day students may take the Co-op Internship or an elective course.)</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits: 33**
Computer Information Systems

Computer Information Systems (CIS): All programs in CIS award students an Associate of Applied Science (AAS) degree except for Computer Science which awards the Associate of Science (AS) degree. All options that the department offers help prepare students for careers in CIS as well as to facilitate transfer to senior colleges.

The major objectives are to provide students with technical competencies in the field of CIS and to instill a basic understanding of business organization and the role of CIS in support of management processes.

Students at LaGuardia can select the following courses of study:

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

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

- **Computer Operations**: The computer operations program prepares students to operate computer equipment. Students will qualify after graduation for positions as input/output control clerk, computer operator, and console operator.

- **Computer Technician**: The computer technician program provides needed skills for a career in high-tech industries, in either microcomputer repair and operations, or design and interface of microcomputers with peripherals. This program is designed to fill the gap between existing CIS programs and to provide students with vocational training in an area in which companies are currently hiring.

- **Telecommunications**: The option in telecommunications provides students with skills for working in data switching centers, data line maintenance and communications devices repair. In addition, students can have the opportunity to plan advanced studies in teleprocessing and telecommunications.

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the required courses section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. When basic skills or ESL courses are required, they are included in the program in place of unrestricted elective courses. For more information on basic skills requirements see page 93.

---

**Computer Science Curriculum: AS Degree**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>0</td>
</tr>
<tr>
<td>New Student Seminar</td>
<td></td>
</tr>
<tr>
<td>English: 6 credits</td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td>3</td>
</tr>
<tr>
<td>Humanities: 3 credits</td>
<td></td>
</tr>
<tr>
<td>(must be a liberal arts Urban Study course)</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics: 19 or 20 credits</td>
<td></td>
</tr>
<tr>
<td>Precalculus MAT200</td>
<td>3-4</td>
</tr>
</tbody>
</table>

*If MAT200 is waived, select one math course from the two listed below:*

- Calculus I MAT201                                   | 4       |
- Calculus II MAT202                                  | 4       |
- Calculus III MAT203                                 | 4       |
- Introduction to Discrete Mathematical Structures MAT230 | 4   |

| Social Science: 3 credits                           | 3       |
| Introduction to Sociology SSS100                    |         |

| Computer Information Systems: 23 credits            | 4       |
| Introduction to Computer Science CIS101            |         |
| Structured Programming Techniques with COBOL CIS195| 4       |
| Basic Assembler Language for Computer Science CIS196| 5     |
| Data Structures CIS286                             | 3       |
| Computer Architecture CIS295                       | 4       |
| Computer Information Systems Elective               | 3       |
| (choose any CIS elective except CIS105)            |         |

| Accounting/Managerial Studies: 3 credits            | 3       |
| Introduction to Business AMM101                    |         |

| Cooperative Education: 9 credits                   |         |
| Co-op Prep                                         | 0       |
| 3 Internships, 3 credits each                      | 9       |

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

| Total credits: 66-67                                |         |

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

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>56 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td></td>
</tr>
<tr>
<td>New Student Seminar</td>
<td>0</td>
</tr>
<tr>
<td>English: 6 credits</td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective: 3 credits</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>(must be a liberal arts course)</td>
<td></td>
</tr>
<tr>
<td>Mathematics: 4 credits</td>
<td></td>
</tr>
<tr>
<td>Precalculus MAT200</td>
<td>4</td>
</tr>
<tr>
<td>Social Science: 3 credits</td>
<td></td>
</tr>
<tr>
<td>Introduction to Sociology SSS100</td>
<td>3</td>
</tr>
<tr>
<td>Accounting/Managerial Studies: 7 credits</td>
<td></td>
</tr>
<tr>
<td>Principles of Accounting I AMA111</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Business AMM101</td>
<td>3</td>
</tr>
<tr>
<td>Computer Information Systems: 24 credits</td>
<td></td>
</tr>
<tr>
<td>Introduction to Computers and Their Applications CIS100</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Programming CIS109</td>
<td>3</td>
</tr>
<tr>
<td>Structured Programming Techniques with Cobol CIS195</td>
<td>4</td>
</tr>
<tr>
<td>Basic Assembler Language for Computer Science CIS196</td>
<td>5</td>
</tr>
<tr>
<td>MVS/OS Job Control Language CIS230</td>
<td>3</td>
</tr>
<tr>
<td>Systems Analysis and Design CIS110</td>
<td>3</td>
</tr>
<tr>
<td>Computer Information Systems Elective</td>
<td>3</td>
</tr>
<tr>
<td>(choose any CIS course except CIS105)</td>
<td></td>
</tr>
<tr>
<td>Cooperative Education: 9 credits</td>
<td></td>
</tr>
<tr>
<td>Co-op Prep</td>
<td>0</td>
</tr>
<tr>
<td>3 Internships, 3 credits each</td>
<td>9</td>
</tr>
<tr>
<td>(Required for day students. Extended day students may take Co-op Internships or elective courses.)</td>
<td></td>
</tr>
</tbody>
</table>

Elective Courses: 11

One elective must be an Urban Study course.

Liberal Arts Electives: 5

(Any course in English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 95-96 for these courses.)

Unrestricted Electives: 6

Total credits: 67

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

Computer Operations Curriculum: AAS Degree

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>55 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td></td>
</tr>
<tr>
<td>New Student Seminar</td>
<td>0</td>
</tr>
<tr>
<td>English: 6 credits</td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td>3</td>
</tr>
<tr>
<td>Humanities: 3 credits</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>(must be a liberal arts course)</td>
<td></td>
</tr>
<tr>
<td>Mathematics: 3 or 4 credits</td>
<td></td>
</tr>
<tr>
<td>Math Elective (except MAT106s)</td>
<td>3-4</td>
</tr>
<tr>
<td>(recommended MAT120, MAT121 or MAT200)</td>
<td></td>
</tr>
<tr>
<td>Social Science: 3 credits</td>
<td></td>
</tr>
<tr>
<td>Introduction to Sociology SSS100</td>
<td>3</td>
</tr>
<tr>
<td>Accounting/Managerial Studies: 7 credits</td>
<td></td>
</tr>
<tr>
<td>Principles of Accounting I AMA111</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Business AMM101</td>
<td>3</td>
</tr>
<tr>
<td>Computer Information Systems: 24 credits</td>
<td></td>
</tr>
<tr>
<td>Introduction to Computers and Their Applications CIS100</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Programming CIS109</td>
<td>3</td>
</tr>
<tr>
<td>Systems Analysis and Design CIS110</td>
<td>3</td>
</tr>
<tr>
<td>MVS/OS Job Control Language CIS230</td>
<td>3</td>
</tr>
<tr>
<td>Data Center OPS: Basics CIS270</td>
<td>3</td>
</tr>
<tr>
<td>Data Center OPS: Advanced CIS275</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Teleprocessing CIS260</td>
<td>3</td>
</tr>
<tr>
<td>Computer Information Systems Elective</td>
<td>3</td>
</tr>
<tr>
<td>(choose any CIS course except CIS105: recommended-CIS250, CIS265 or CIS241)</td>
<td></td>
</tr>
<tr>
<td>Cooperative Education: 9 credits</td>
<td></td>
</tr>
<tr>
<td>Co-op Prep</td>
<td>0</td>
</tr>
<tr>
<td>3 Internships, 3 credits each</td>
<td>9</td>
</tr>
<tr>
<td>(Required for day students. Extended day students may take Co-op Internships or elective courses.)</td>
<td></td>
</tr>
</tbody>
</table>

Elective Courses: 11

One elective must be an Urban Study course.

Liberal Arts Electives: 5

(Any course in English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 95-96 for these courses.)

Unrestricted Electives: 6

Total credits: 66-67

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

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>62-63 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Counseling</strong></td>
<td></td>
</tr>
<tr>
<td>New Student Seminar</td>
<td>0</td>
</tr>
<tr>
<td><strong>English:</strong> 6 credits</td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td>3</td>
</tr>
<tr>
<td><strong>Humanities:</strong> 5 credits</td>
<td></td>
</tr>
<tr>
<td>Oral Communication HUC101</td>
<td>3</td>
</tr>
<tr>
<td><strong>Mathematics:</strong> 7 or 8 credits</td>
<td>7-8</td>
</tr>
<tr>
<td>Precalculus MAT200</td>
<td></td>
</tr>
<tr>
<td>Math elective (except MAT106)</td>
<td></td>
</tr>
<tr>
<td><strong>Social Science:</strong> 3 credits</td>
<td></td>
</tr>
<tr>
<td>Introduction to Sociology SSS100</td>
<td>3</td>
</tr>
<tr>
<td><strong>Accounting/Managerial Studies:</strong> 3 credits</td>
<td></td>
</tr>
<tr>
<td>Introduction to Business AMM101</td>
<td>3</td>
</tr>
<tr>
<td><strong>Computer Information Systems:</strong> 31 credits</td>
<td></td>
</tr>
<tr>
<td>Introduction to Computers and Their Applications CIS100</td>
<td>3</td>
</tr>
<tr>
<td>Computer Electronics I CIS241</td>
<td>4</td>
</tr>
<tr>
<td>Computer Electronics I I CIS242</td>
<td>3</td>
</tr>
<tr>
<td>Computer Hardware Interfacing and Programming CIS265</td>
<td>3</td>
</tr>
<tr>
<td>Computer Technology Project Lab CIS289</td>
<td>2</td>
</tr>
<tr>
<td>Computer Logic, Design and Implementation I CIS291</td>
<td>4</td>
</tr>
<tr>
<td>Computer Logic, Design and Implementation I I CIS292</td>
<td>4</td>
</tr>
<tr>
<td>Computer Repair CIS293</td>
<td>4</td>
</tr>
<tr>
<td>Computer Architecture CIS295</td>
<td>4</td>
</tr>
<tr>
<td><strong>Cooperative Education:</strong> 9 credits</td>
<td></td>
</tr>
<tr>
<td>Co-op Prep</td>
<td>0</td>
</tr>
<tr>
<td>3 Internships, 3 credits each</td>
<td>9</td>
</tr>
<tr>
<td>(Required for day students. Extended day students may take Co-op Internships or elective courses.)</td>
<td></td>
</tr>
<tr>
<td><strong>Elective Courses</strong></td>
<td>6</td>
</tr>
<tr>
<td>One elective must be an Urban Study course.</td>
<td></td>
</tr>
<tr>
<td><strong>Liberal Arts Electives</strong></td>
<td>3</td>
</tr>
<tr>
<td>(Any course in English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 95-96 for these courses.)</td>
<td></td>
</tr>
<tr>
<td><strong>Unrestricted Electives</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

Total credits: 68-69

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

# Computer Technician Curriculum: Telecommunications Option: AAS Degree

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>61-62 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Counseling</strong></td>
<td></td>
</tr>
<tr>
<td>New Student Seminar</td>
<td>0</td>
</tr>
<tr>
<td><strong>English:</strong> 6 credits</td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td>3</td>
</tr>
<tr>
<td><strong>Humanities:</strong> 3 credits</td>
<td></td>
</tr>
<tr>
<td>Oral Communication HUC101</td>
<td>3</td>
</tr>
<tr>
<td><strong>Mathematics:</strong> 7 or 8 credits</td>
<td>7-8</td>
</tr>
<tr>
<td>Precalculus MAT200</td>
<td></td>
</tr>
<tr>
<td>Math elective (except MAT106)</td>
<td></td>
</tr>
<tr>
<td><strong>Social Science:</strong> 3 credits</td>
<td></td>
</tr>
<tr>
<td>Introduction to Sociology SSS100</td>
<td>3</td>
</tr>
<tr>
<td><strong>Accounting/Managerial Studies:</strong> 3 credits</td>
<td></td>
</tr>
<tr>
<td>Introduction to Business AMM101</td>
<td>3</td>
</tr>
<tr>
<td><strong>Computer Information Systems:</strong> 30 credits</td>
<td></td>
</tr>
<tr>
<td>Introduction to Computers and Their Applications CIS100</td>
<td>3</td>
</tr>
<tr>
<td>Computer Electronics I CIS241</td>
<td>4</td>
</tr>
<tr>
<td>Computer Architecture CIS295</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Teleprocessing CIS260</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Telephony CIS261</td>
<td>3</td>
</tr>
<tr>
<td>Data Communications Concepts CIS262</td>
<td>4</td>
</tr>
<tr>
<td>Network Operations CIS263</td>
<td>4</td>
</tr>
<tr>
<td>Computer Hardware Interfacing and Programming CIS265</td>
<td>3</td>
</tr>
<tr>
<td>Computer Technology Project Lab CIS289</td>
<td>2</td>
</tr>
<tr>
<td><strong>Cooperative Education:</strong> 9 credits</td>
<td></td>
</tr>
<tr>
<td>Co-op Prep</td>
<td>0</td>
</tr>
<tr>
<td>3 Internships, 3 credits each</td>
<td>9</td>
</tr>
<tr>
<td>(Required for day students. Extended day students may take Co-op Internships or elective courses.)</td>
<td></td>
</tr>
<tr>
<td><strong>Elective Courses</strong></td>
<td>6</td>
</tr>
<tr>
<td>One elective must be an Urban Study course.</td>
<td></td>
</tr>
<tr>
<td><strong>Liberal Arts Electives</strong></td>
<td>3</td>
</tr>
<tr>
<td>(Any course in English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 95-96 for these courses.)</td>
<td></td>
</tr>
<tr>
<td><strong>Unrestricted Electives</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

Total credits: 67-68

Note: Students should consult with a counselor and/or faculty advisor in the selection of elective courses to ensure maximum transferability of credits taken.
The Dietetic Technician Program, coordinated by the Department of Natural and Applied Sciences, leads to the Associate of Science (AS) degree. The program is approved by the American Dietetics Association, the national professional accreditation/approval organization.

The program is designed to train individuals in the areas of nutritional care and foodservice management. Students are trained to screen and assess patients and to plan and implement appropriate nutrition intervention plans. They are also trained in the areas of food production, menu planning, sanitation and safety and personnel supervision, evaluation and training.

The program provides courses in normal and therapeutic nutrition, nutrition education methodologies and foodservice management. The basic science course includes human anatomy physiology and biological chemistry.

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

Successful graduates are eligible to sit for the dietetic technician registration exam. Employment opportunities exist in medical centers, hospitals, skilled and intermediate nursing facilities, foodservice companies, educational feeding programs and community health programs. Graduates may also enroll in bachelor’s degree programs at various senior colleges. Membership in the American Dietetic Association and Dietary Managers Association is also available to program graduates.

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the required courses section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. For more information on basic skills requirements see page 93.

---

**Dietetic Technician Curriculum:**

**AS Degree**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>0</td>
</tr>
<tr>
<td>New Student Seminar</td>
<td>0</td>
</tr>
<tr>
<td><strong>English:</strong> 6 credits</td>
<td>3</td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td>3</td>
</tr>
<tr>
<td><strong>Humanities:</strong> 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Oral Communication HUC101</td>
<td>3</td>
</tr>
<tr>
<td><strong>Mathematics:</strong> 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Math Elective (must be a liberal arts course)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Natural and Applied Sciences:</strong> 13 credits</td>
<td>4</td>
</tr>
<tr>
<td>Fundamentals of Human Biology I SCB203</td>
<td>4</td>
</tr>
<tr>
<td>Fundamental of Human Biology II SCB204</td>
<td>4</td>
</tr>
<tr>
<td>Biological Chemistry SCC40</td>
<td>3</td>
</tr>
<tr>
<td>Community Health SCN195</td>
<td>2</td>
</tr>
<tr>
<td><strong>Human Services:</strong> 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Human Relations HSC102</td>
<td>3</td>
</tr>
<tr>
<td><strong>Social Science:</strong> 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Sociology SSS100</td>
<td>3</td>
</tr>
<tr>
<td><strong>Dietetic Technology:</strong> 27 credits</td>
<td>3</td>
</tr>
<tr>
<td>Foods SCD100</td>
<td>3</td>
</tr>
<tr>
<td>Introductory Nutrition SCD200</td>
<td>3</td>
</tr>
<tr>
<td>Clinical Nutrition A SCD201</td>
<td>3</td>
</tr>
<tr>
<td>Clinical Nutrition B SCD202</td>
<td>3</td>
</tr>
<tr>
<td>Life Cycle Nutrition SCD203</td>
<td>3</td>
</tr>
<tr>
<td>Quantity Food Production SCD250</td>
<td>3</td>
</tr>
<tr>
<td>Foodservice Sanitation and Safety SCD251</td>
<td>3</td>
</tr>
<tr>
<td>Foodservice Administration SCD253</td>
<td>3</td>
</tr>
<tr>
<td>Applied Dietetics SCD206</td>
<td>3</td>
</tr>
<tr>
<td><strong>Cooperative Education:</strong> 5 credits</td>
<td>3</td>
</tr>
<tr>
<td>Co-op Prep SCD007</td>
<td>0</td>
</tr>
<tr>
<td>Dietetic Field Experience I SCD260</td>
<td>1</td>
</tr>
<tr>
<td>Dietetic Field Experience II SCD221</td>
<td>2</td>
</tr>
<tr>
<td>Dietetic Field Experience III SCD222</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Liberal Arts Electives:</strong></td>
<td>4</td>
</tr>
<tr>
<td>(Any course in English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 95-96 for these courses.)</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total credits:** 66

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

The jointly registered AA/BA Program in Liberal Arts/Education, coordinated by the Social Science Department, is designed for students who are interested in pursuing teaching as a career, and who plan to transfer to the Queens College School of Education. The program guarantees admission to Queens College upon successful completion of LaGuardia's Associate of Arts (AA) degree requirements and provides a clearly defined academic path that leads to state certification in teaching. It also ensures that the students' course selection at LaGuardia will simultaneously satisfy degree requirements at Queens College. Therefore, a student can earn an AA degree and a BA degree within the 128 credit limit.

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

The program has six credits of Cooperative Education internships. The internships (two) are accompanied by Cooperative Education seminars designed to integrate theory and practice.

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

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the required course section of the curriculum. The number of credits and particular courses students must successfully complete are determined by their scores on the college placement tests. For more information on basic skills requirements see page 93.

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

<table>
<thead>
<tr>
<th>Required Courses:</th>
<th>59-62</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>0</td>
</tr>
<tr>
<td>English: 12 credits*</td>
<td></td>
</tr>
<tr>
<td>Composition 1 ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following courses:</td>
<td>3</td>
</tr>
<tr>
<td>The Drama ENG265</td>
<td>3</td>
</tr>
<tr>
<td>Shakespeare ENG266</td>
<td></td>
</tr>
<tr>
<td>Introduction to Poetry ENG270</td>
<td></td>
</tr>
<tr>
<td>Humanities: 9-12 credits</td>
<td></td>
</tr>
<tr>
<td>Select one of the following courses:</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Art HUA101</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Music HUM101</td>
<td></td>
</tr>
<tr>
<td>Modern Languages:</td>
<td>6-9</td>
</tr>
<tr>
<td>Elementary Language I</td>
<td></td>
</tr>
<tr>
<td>Elementary Language II</td>
<td></td>
</tr>
<tr>
<td>Inter. Spanish HUA210**</td>
<td></td>
</tr>
<tr>
<td>Social Science: 21 credits</td>
<td></td>
</tr>
<tr>
<td>Introduction to Sociology SSS190</td>
<td>3</td>
</tr>
<tr>
<td>Sociology of Education SSS185</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology SSY101</td>
<td>3</td>
</tr>
<tr>
<td>Developmental Psychology SSY240</td>
<td>3</td>
</tr>
<tr>
<td>Cultural Anthropology SSA101</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following courses:</td>
<td>3</td>
</tr>
<tr>
<td>Western Civilization I SSI100</td>
<td>3</td>
</tr>
<tr>
<td>Western Civilization II SSI104</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Philosophy HUP101 (Humanities course)</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following courses:</td>
<td>3</td>
</tr>
<tr>
<td>Urban Sociology SSN187</td>
<td>3</td>
</tr>
<tr>
<td>Sociology of the Black Community SSN186</td>
<td></td>
</tr>
<tr>
<td>The Urban Economy SSN182</td>
<td></td>
</tr>
<tr>
<td>Mathematics: 3 credits</td>
<td></td>
</tr>
<tr>
<td>Elementary Statistics MAT120</td>
<td>3</td>
</tr>
<tr>
<td>Natural &amp; Applied Sciences: 8 credits</td>
<td></td>
</tr>
<tr>
<td>Choose ONE PAIR of courses from below:</td>
<td>8</td>
</tr>
<tr>
<td>Fundamentals of Chemistry I SCC201 and</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Chemistry II SCC202 or</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Physics I SCP201 and</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Physics II SCP202</td>
<td></td>
</tr>
<tr>
<td>Cooperative Education: 6 credits</td>
<td></td>
</tr>
<tr>
<td>Co-op Prep</td>
<td>0</td>
</tr>
<tr>
<td>2 Internships, 3 credits each</td>
<td>6</td>
</tr>
<tr>
<td>Cooperative Education: Students in this program will be granted a waiver from the third Co-op internship requirement at the time of graduation based upon successful completion of all program requirements.</td>
<td>6</td>
</tr>
</tbody>
</table>

Elective Courses: 4-7 credits

Liberal Arts Electives 4-7

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

Total credits: 66

Notes: * Students in this program must have a minimum overall cumulative average of 2.5 and an average grade of B in English courses in order to begin the study of education at Queens College.
**For students whose modern language is Spanish, this course is to be taken at LaGuardia if the student will major in Spanish at Queens. If taken, it reduces the number of elective credits to be taken at LaGuardia to four.
Education Associate: The Bilingual Child

The Education Associate: The Bilingual Child Program is administered by the Department of Humanities and awards the Associate in Arts (AA) degree. Students are encouraged to transfer to a senior college after graduation.

Selected courses in major subject areas: social science, psychology and mathematics are offered bilingually, in English and Spanish, with a focus on Hispanic culture. In addition, the program provides field-based instruction in bilingual curriculum development and teaching methodology.

Students who are not currently working as paraprofessionals will serve three internships in bilingual schools. Working classroom paraprofessionals may use their current employment site to fulfill the internship requirement.

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

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the required courses section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. When basic skills or ESL courses are required, they are included in the program in place of unrestricted elective courses. For more information on the basic skills requirements see page 93.

Education Associate: The Bilingual Child Curriculum: AA Degree

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>0</td>
</tr>
<tr>
<td>New Student Seminar</td>
<td>0</td>
</tr>
<tr>
<td>English: 6 credits</td>
<td>3</td>
</tr>
<tr>
<td>Composition ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td>3</td>
</tr>
<tr>
<td>Humanities: 6 credits</td>
<td>3</td>
</tr>
<tr>
<td>(These courses are taught in Spanish only.)</td>
<td></td>
</tr>
<tr>
<td>Advanced Spanish Composition HUS210</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following courses:</td>
<td>3</td>
</tr>
<tr>
<td>Latin American Literature I HUS200</td>
<td></td>
</tr>
<tr>
<td>Latin American Literature II HUS201</td>
<td></td>
</tr>
<tr>
<td>Literature of the Caribbean HUS270</td>
<td></td>
</tr>
<tr>
<td>Mathematics: 6 credits</td>
<td>3</td>
</tr>
<tr>
<td>Early Concepts of Math for Children MAT103 or MAB103</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics in Elementary Education MAT104 or MAB104</td>
<td>3</td>
</tr>
<tr>
<td>Natural and Applied Sciences: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following courses:</td>
<td></td>
</tr>
<tr>
<td>Topics in Biology SCB101</td>
<td></td>
</tr>
<tr>
<td>Topics in Chemistry SCC101</td>
<td></td>
</tr>
<tr>
<td>Topics in Physical Science SCP101</td>
<td></td>
</tr>
<tr>
<td>Social Science: 9 credits</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Sociology SSS100 or SSB110 (bilingual mode)</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology SYY101 or SSB102 (bilingual mode)</td>
<td>3</td>
</tr>
<tr>
<td>Group Dynamics SYY260</td>
<td>3</td>
</tr>
<tr>
<td>Bilingual Education Core Courses: 15 credits</td>
<td></td>
</tr>
<tr>
<td>(These courses are taught in the bilingual mode)</td>
<td></td>
</tr>
<tr>
<td>Introduction to Bilingualism HUN101 (an Urban Study course)</td>
<td>3</td>
</tr>
<tr>
<td>Educational Psychology: Bilingual Child in the Urban Environment HUB102</td>
<td>3</td>
</tr>
<tr>
<td>Principles and Practices of Bilingual Education and ESL HUB103</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Reading and Language Arts in the Bilingual Classroom HUB200</td>
<td>3</td>
</tr>
<tr>
<td>Latin American Civilizations HUS204</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative Education: 9 credits</td>
<td></td>
</tr>
<tr>
<td>Co-op Prep</td>
<td>0</td>
</tr>
<tr>
<td>3 Internships, 3 credits each</td>
<td>9</td>
</tr>
</tbody>
</table>

Elective Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts Electives</td>
<td>9</td>
</tr>
<tr>
<td>(Any course in English, Human Services, Humanities, Library,</td>
<td></td>
</tr>
<tr>
<td>Mathematics, Natural and Applied Sciences, or Social Science</td>
<td></td>
</tr>
<tr>
<td>EXCEPT when noted as unrestricted elective in the Schedule of</td>
<td></td>
</tr>
<tr>
<td>Classes or College Catalog. See pages 95-96 for these courses.)</td>
<td></td>
</tr>
<tr>
<td>Unrestricted Electives</td>
<td>3</td>
</tr>
</tbody>
</table>

Total credits: 66

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

These programs offer career advancement possibilities to pre-hospital health care providers in New York City.

Emergency Medical Technicians (EMT-A) will take a year of required and elective courses at the college, followed by a year in the specialized paramedic training program at the affiliated clinical facility. Successful completion of the two-year program will give students an Associate in Science (AS) or an Associate in Applied Science (AAS) degree, and will provide eligibility to sit for the New York State Department of Health certification examination for the AEMT-IV paramedic.

Paramedics who already hold paramedic certification will receive 33 credits in recognition of their specialized technical skills and training. A course of study toward the AS or AAS degree consisting of required and elective courses will be tailored to match the interests and career goals of individual paramedics. They must take 33 more credits at LaGuardia. Although other students are ineligible to enroll in these programs without the respective certifications, they can work toward admission by taking the appropriate prerequisites and by earning the New York State EMT-A certificate. The EMT-A course is offered at the college through the Division of Adult and Continuing Education.

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the required courses section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. When basic skills or ESL courses are required, they are included in the program in place of elective unrestricted courses. For more information on basic skills requirements see page 93.

Emergency Medical Technician Curriculum: AS Degree

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>62</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>0</td>
</tr>
<tr>
<td>New Student Seminar</td>
<td></td>
</tr>
<tr>
<td>English: 6 credits</td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td>3</td>
</tr>
<tr>
<td>Humanities: 3 credits</td>
<td></td>
</tr>
<tr>
<td>Oral Communication HUC101</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics: 3 credits</td>
<td></td>
</tr>
<tr>
<td>Elementary Statistics MAT120</td>
<td>3</td>
</tr>
<tr>
<td>Natural and Applied Sciences: 11 credits</td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Human Biology I SCB203</td>
<td>4</td>
</tr>
<tr>
<td>Fundamentals of Human Biology II SCB204</td>
<td>4</td>
</tr>
<tr>
<td>Biological Chemistry SCC140</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences: 6 credits</td>
<td></td>
</tr>
<tr>
<td>Introduction to Sociology SSS100</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology SSY101</td>
<td>3</td>
</tr>
<tr>
<td>Paramedic Component: 33 credits</td>
<td></td>
</tr>
<tr>
<td>Introduction to Paramedic Technology SCE 200</td>
<td>2</td>
</tr>
<tr>
<td>Cardiovascular Physiology and Pathophysiology SCE202</td>
<td>5</td>
</tr>
<tr>
<td>Fluid Dynamics, Shock and Clinical SCE210</td>
<td>4</td>
</tr>
<tr>
<td>Clinical Rotation SCE224</td>
<td>3</td>
</tr>
<tr>
<td>Pharmacology for the EMT-Paramedic SCE251</td>
<td>3</td>
</tr>
<tr>
<td>Musculoskeletal/Soft Tissue and Medical Emergencies SCE252</td>
<td>3</td>
</tr>
<tr>
<td>Etiology of Respiratory Diseases and Clinical SCE265</td>
<td>4</td>
</tr>
<tr>
<td>Obstetric and Pediatric Pathophysiology and Clinical SCE266</td>
<td>4</td>
</tr>
<tr>
<td>Physiology and Pathophysiology of the Nervous System SCE271</td>
<td>2</td>
</tr>
<tr>
<td>Operations, Crisis, Behavioral Emergencies and Clinical SCE275</td>
<td>2</td>
</tr>
<tr>
<td>Seminar in Paramedic Technology and Clinical SCE285</td>
<td>1</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>4</td>
</tr>
<tr>
<td>One elective must be an Urban Study course.</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
<td>4</td>
</tr>
<tr>
<td>(Any course in English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 95-96 for these courses.)</td>
<td></td>
</tr>
</tbody>
</table>

Total credits: 66

Note: With successful completion of the paramedic tract of courses, students will be eligible to take the New York State Certification Examination.

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

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>0</td>
</tr>
<tr>
<td>New Student Seminar</td>
<td></td>
</tr>
<tr>
<td><strong>English:</strong> 6 credits</td>
<td>3</td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td></td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td></td>
</tr>
<tr>
<td><strong>Humanities/English Elective:</strong> 3 credits</td>
<td></td>
</tr>
<tr>
<td>(must be a liberal arts course)</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics:</strong> 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Elementary Statistics MAT120</td>
<td></td>
</tr>
<tr>
<td><strong>Social Science:</strong> 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Sociology SSS100</td>
<td></td>
</tr>
<tr>
<td><strong>Natural and Applied Sciences:</strong> 8 credits</td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Human Biology I SCB203</td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Human Biology II SCB204</td>
<td></td>
</tr>
<tr>
<td><strong>Paramedic Component:</strong> 33 credits</td>
<td></td>
</tr>
<tr>
<td>Introduction to Paramedic Technology SCE200</td>
<td>2</td>
</tr>
<tr>
<td>Cardiovascular Physiology and Pathophysiology SCE202</td>
<td>5</td>
</tr>
<tr>
<td>Fluid Dynamics, Shock and Clinical SCE210</td>
<td>4</td>
</tr>
<tr>
<td>Clinical Rotation SCE224</td>
<td>3</td>
</tr>
<tr>
<td>Pharmacology for the EMT-Paramedic SCE251</td>
<td>3</td>
</tr>
<tr>
<td>Musculoskeletal/Soft Tissue and Medical Emergencies SCE252</td>
<td>3</td>
</tr>
<tr>
<td>Etiology of Respiratory Diseases and Clinical SCE265</td>
<td>4</td>
</tr>
<tr>
<td>Obstetric and Pediatric Pathophysiology and Clinical SCE266</td>
<td>4</td>
</tr>
<tr>
<td>Physiology and Pathophysiology of the Nervous System SCE271</td>
<td>2</td>
</tr>
<tr>
<td>Operations, Crisis, Behavioral Emergencies and Clinical SCE275</td>
<td>2</td>
</tr>
<tr>
<td>Seminar in Paramedic Technology and Clinical SCE285</td>
<td>1</td>
</tr>
</tbody>
</table>

| Elective Courses                      | 10      |
| One elective must be an Urban Study course. |         |
| **Unrestricted Elective:**            | 10      |

**Total credits:** 66

Notes: With successful completion of the paramedic tract of courses, students will be eligible to take the New York State Certification Examination.

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

## Paramedic Curriculum: AS Degree

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>0</td>
</tr>
<tr>
<td>New Student Seminar</td>
<td></td>
</tr>
<tr>
<td><strong>English:</strong> 6 credits</td>
<td>3</td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td></td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td></td>
</tr>
<tr>
<td><strong>Humanities:</strong> 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Oral Communication HUC101</td>
<td></td>
</tr>
<tr>
<td><strong>Social Science:</strong> 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Sociology SSS100</td>
<td></td>
</tr>
<tr>
<td>General Psychology SSSY101</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics:</strong> 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Elementary Statistics MAT120</td>
<td></td>
</tr>
<tr>
<td><strong>Natural and Applied Sciences:</strong> 11 credits</td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Human Biology I SCB203</td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Human Biology II SCB204</td>
<td></td>
</tr>
<tr>
<td>Biological Chemistry SCC140</td>
<td>3</td>
</tr>
<tr>
<td><strong>Paramedic Component:</strong> 33 credits</td>
<td></td>
</tr>
<tr>
<td>Introduction to Paramedic Technology SCE200</td>
<td>2</td>
</tr>
<tr>
<td>Cardiovascular Physiology and Pathophysiology SCE202</td>
<td>5</td>
</tr>
<tr>
<td>Fluid Dynamics, Shock and Clinical SCE210</td>
<td>4</td>
</tr>
<tr>
<td>Clinical Rotation SCE224</td>
<td>3</td>
</tr>
<tr>
<td>Pharmacology for the EMT-Paramedic SCE251</td>
<td>3</td>
</tr>
<tr>
<td>Musculoskeletal/Soft Tissue and Medical Emergencies SCE252</td>
<td>3</td>
</tr>
<tr>
<td>Etiology of Respiratory Diseases and Clinical SCE265</td>
<td>4</td>
</tr>
<tr>
<td>Obstetric and Pediatric Pathophysiology and Clinical SCE266</td>
<td>4</td>
</tr>
<tr>
<td>Physiology and Pathophysiology of the Nervous System SCE271</td>
<td>2</td>
</tr>
<tr>
<td>Operations, Crisis, Behavioral Emergencies and Clinical SCE275</td>
<td>2</td>
</tr>
<tr>
<td>Seminar in Paramedic Technology and Clinical SCE285</td>
<td>1</td>
</tr>
</tbody>
</table>

| Elective Courses                      | 4       |
| One elective must be an Urban Study course. |         |
| **Liberal Arts Electives:**           | 4       |
| (Any course in English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 95-96 for these courses.) |         |

**Total credits:** 66

Notes: Students who complete one enhanced semester at LaGuardia will receive (on their official transcript as a grade of "CR") 33 total credits for prior paramedic training. To earn the AS degree, students will complete a total of 33 required credits and elective liberal arts credits. Since 33 credits are being awarded from prior paramedic training, students may not transfer any additional credits from other college coursework. Students who have taken one or more of the required courses at another college, will have substitute courses recommended.

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

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Counseling</strong></td>
<td></td>
</tr>
<tr>
<td>New Student Seminar</td>
<td>0</td>
</tr>
<tr>
<td><strong>English: 6 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td>3</td>
</tr>
<tr>
<td><strong>Humanities/English Elective: 3 Credits</strong></td>
<td></td>
</tr>
<tr>
<td>(must be a liberal arts course)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Mathematics: 3 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Elementary Statistics MAT120</td>
<td>3</td>
</tr>
<tr>
<td><strong>Social Science: 3 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction to Sociology SSS100</td>
<td>3</td>
</tr>
<tr>
<td><strong>Natural and Applied Sciences: 8 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Human Biology I SCE303</td>
<td>4</td>
</tr>
<tr>
<td>Fundamentals of Human Biology II SCE204</td>
<td>4</td>
</tr>
<tr>
<td><strong>Paramedic Component: 33 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction to Paramedic Technology SCE200</td>
<td>2</td>
</tr>
<tr>
<td>Cardiovascular Physiology and Pathophysiology SCE202</td>
<td>5</td>
</tr>
<tr>
<td>Fluid Dynamics, Shock and Clinical SCE210</td>
<td>4</td>
</tr>
<tr>
<td>Clinical Rotation SCE224</td>
<td>3</td>
</tr>
<tr>
<td>Pharmacology for the EMT-Paramedic SCE251</td>
<td>3</td>
</tr>
<tr>
<td>Musculoskeletal/Soft Tissue and Medical Emergencies SCE252</td>
<td>3</td>
</tr>
<tr>
<td>Etiology of Respiratory Diseases and Clinical SCE265</td>
<td>4</td>
</tr>
<tr>
<td>Obstetric and Pediatric Pathophysiology and Clinical SCE266</td>
<td>4</td>
</tr>
<tr>
<td>Physiology and Pathophysiology of the Nervous System SCE271</td>
<td>2</td>
</tr>
<tr>
<td>Operations, Crisis, Behavioral Emergencies and Clinical SCE275</td>
<td>2</td>
</tr>
<tr>
<td>Seminar in Paramedic Technology and Clinical SCE285</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One elective must be an Urban Study course.</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unrestricted Electives</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

**Total credits: 66**

Notes: Students who complete one enhanced semester at LaGuardia will receive (on their official transcript as a grade of "CR") 33 total credits for prior paramedic training. To earn the AS degree, students will complete a total of 33 required credits and elective liberal arts credits. Since 33 credits are being awarded from prior paramedic training, students may not transfer any additional credits from other college coursework. Students who have taken one or more of the required courses at another college, will have substitute courses recommended.

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

The Human Services Program, coordinated by the Department of Natural and Applied Sciences, leads to an Associate in Arts (AA) degree with a special orientation toward the helping professions. Students may select concentration in either child development, mental health or gerontology. The curriculum is designed to prepare students either for career objectives or for transfer to senior colleges.

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

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

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

To complete the program successfully, all human services students must earn nine credits in supervised internships in an approved human services setting. Internships are not assigned before the second semester. Integration of classroom and work experience is then achieved through a weekly schedule evenly divided between classroom study and field work.

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the required course section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. When basic skills or ESL courses are required, they are included in the program in place of elective unrestricted courses. For more information on basic skills requirements see page 93.

Human Services Curriculum: Child Development Option: AA Degree

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>57 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td></td>
</tr>
<tr>
<td>New Student Seminar</td>
<td>0</td>
</tr>
<tr>
<td>English: 6 credits</td>
<td></td>
</tr>
<tr>
<td>Composition ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td>3</td>
</tr>
<tr>
<td>Humanities: 6 credits</td>
<td></td>
</tr>
<tr>
<td>Introduction to Art HR A101</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Music HR M101</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics: 3 credits</td>
<td></td>
</tr>
<tr>
<td>Early Concepts of Math for Children MAT103</td>
<td>3</td>
</tr>
<tr>
<td>Natural and Applied Sciences: 6 credits</td>
<td></td>
</tr>
<tr>
<td>Topics in Biology SCB101</td>
<td>3</td>
</tr>
<tr>
<td>Topics in Physical Sciences SCP101</td>
<td>3</td>
</tr>
<tr>
<td>Social Science: 9 credits</td>
<td></td>
</tr>
<tr>
<td>Introduction to Sociology SSS100</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology SSV101</td>
<td>3</td>
</tr>
<tr>
<td>Developmental Psychology I SSV240</td>
<td>3</td>
</tr>
<tr>
<td>Human Services: 18 credits</td>
<td></td>
</tr>
<tr>
<td>Core Courses: 9 credits</td>
<td></td>
</tr>
<tr>
<td>Orientation to Human Services HSCI101</td>
<td>3</td>
</tr>
<tr>
<td>Principles in Human Relations HSCI102</td>
<td>3</td>
</tr>
<tr>
<td>Community Dynamics: Impact on Human Services HSN103</td>
<td>3 (an urban study course)</td>
</tr>
<tr>
<td>Child Development: 9 credits</td>
<td></td>
</tr>
<tr>
<td>(Specialization courses must be taken with internships)</td>
<td></td>
</tr>
<tr>
<td>Integrated Curriculum A: The Developing Child HSD170</td>
<td>3</td>
</tr>
<tr>
<td>Integrated Curriculum B: Developing Problem</td>
<td></td>
</tr>
<tr>
<td>Solving Skills HSD171</td>
<td>3</td>
</tr>
<tr>
<td>Integrated Curriculum C: Developing Creativity HSD172</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative Education: 9 credits</td>
<td></td>
</tr>
<tr>
<td>Co-op Prep HSS014</td>
<td>0</td>
</tr>
<tr>
<td>2 half-time Internships, 1.5 credits each</td>
<td>3</td>
</tr>
<tr>
<td>2 full-time Internships, 3 credits each</td>
<td>6</td>
</tr>
<tr>
<td>Elective Courses:</td>
<td>9 credits</td>
</tr>
<tr>
<td>One elective must be an Urban Study course.</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
<td>9</td>
</tr>
<tr>
<td>(Any course in English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 95-96 for these courses.)</td>
<td></td>
</tr>
<tr>
<td>(History elective recommended)</td>
<td></td>
</tr>
</tbody>
</table>

Total credits: 66

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

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>54 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td></td>
</tr>
<tr>
<td>New Student Seminar</td>
<td>0</td>
</tr>
<tr>
<td><strong>English: 6 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Composition 1 ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td>3</td>
</tr>
<tr>
<td><strong>Humanities: 3 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td><em>(must be a liberal arts course)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Natural and Applied Sciences: 6 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Topics in Biological Science SCB101</td>
<td>3</td>
</tr>
<tr>
<td>Aging as a Health Process SCH1111</td>
<td>3</td>
</tr>
<tr>
<td><strong>Social Science: 9 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction to Sociology SSS100</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology SSY101</td>
<td>3</td>
</tr>
<tr>
<td>Developmental Psychology II SSY241</td>
<td>3</td>
</tr>
<tr>
<td><strong>Human Services: 18 credits</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Core Courses: 9 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Orientation to Human Services HSC101</td>
<td>3</td>
</tr>
<tr>
<td>Principles in Human Relations HRS102</td>
<td>3</td>
</tr>
<tr>
<td>Community Dynamics: Impact on Human Services HSN103</td>
<td>3</td>
</tr>
<tr>
<td><em>(an urban study course)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Geronotology: 9 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction to Gerontological Services HSG150</td>
<td>3</td>
</tr>
<tr>
<td>Human Services Roles and Systems HSC135</td>
<td>3</td>
</tr>
<tr>
<td>Activities for Human Services Settings HSC130</td>
<td>3</td>
</tr>
<tr>
<td><strong>Cooperative Education: 9 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Co-op Prep</td>
<td>0</td>
</tr>
<tr>
<td>2 half-time Internships, 1.5 credits each</td>
<td>3</td>
</tr>
<tr>
<td>2 full-time Internships, 3 credits each</td>
<td>6</td>
</tr>
<tr>
<td><strong>Elective Courses: 12 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
<td>9</td>
</tr>
<tr>
<td><em>(Any course in English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 95-96 for these courses.)</em></td>
<td></td>
</tr>
<tr>
<td>Two of the three courses below are recommended electives: Nutrition 1 SCD200</td>
<td></td>
</tr>
<tr>
<td>The Minority Aged in the Inner City SSI240</td>
<td>3</td>
</tr>
<tr>
<td>Economics of Aging</td>
<td></td>
</tr>
<tr>
<td>Unrestricted Electives</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total credits: 66</strong></td>
<td></td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>57 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td></td>
</tr>
<tr>
<td>New Student Seminar</td>
<td>0</td>
</tr>
<tr>
<td><strong>English: 6 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Composition 1 ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td>3</td>
</tr>
<tr>
<td><strong>Humanities: 3 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td><em>(must be a liberal arts course)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics: 3 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Elementary Statistics MAT120</td>
<td>3</td>
</tr>
<tr>
<td><strong>Natural and Applied Sciences: 6 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Topics in Biological Science SCB101</td>
<td>3</td>
</tr>
<tr>
<td>Science Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Social Science: 12 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction to Sociology SSS100</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology SSY101</td>
<td>3</td>
</tr>
<tr>
<td>Developmental Psychology I SSY240</td>
<td>3</td>
</tr>
<tr>
<td>Group Dynamics: Small Group Processes SSY260</td>
<td>3</td>
</tr>
<tr>
<td><strong>Human Services: 18 credits</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Core Courses: 9 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Orientation to Human Services HSC101</td>
<td>3</td>
</tr>
<tr>
<td>Principles in Human Relations HRS102</td>
<td>3</td>
</tr>
<tr>
<td>Community Dynamics: Impact on Human Services HSN103</td>
<td>3</td>
</tr>
<tr>
<td><em>(an urban study course)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Mental Health: 9 credits</strong></td>
<td></td>
</tr>
<tr>
<td><em>(Specialization courses must be taken with internships)</em></td>
<td></td>
</tr>
<tr>
<td>Survey of Psychological Treatment Approaches HSM120</td>
<td>3</td>
</tr>
<tr>
<td>Human Services Roles and Systems HSC135</td>
<td>3</td>
</tr>
<tr>
<td>Activities for Human Services Settings HSC130</td>
<td>3</td>
</tr>
<tr>
<td><strong>Cooperative Education: 9 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Co-op Prep</td>
<td>0</td>
</tr>
<tr>
<td>2 half-time Internships, 1.5 credits each</td>
<td>3</td>
</tr>
<tr>
<td>2 full-time Internships, 3 credits each</td>
<td>6</td>
</tr>
<tr>
<td><strong>Elective Courses: 9 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
<td>6</td>
</tr>
<tr>
<td><em>(Any course in English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 95-96 for these courses.)</em></td>
<td></td>
</tr>
<tr>
<td>Unrestricted Electives</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total credits: 66</strong></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

Liberal Arts and Sciences majors have specifically appointed faculty advisors to help with the planning of their programs. Students are requested to consult with their faculty advisors each semester. Planning courses well allows students to take full advantage of existing articulation agreements.

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the required courses section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. When basic skills or ESL courses are required, they are included in the program in place of unrestricted elective courses. For more information on basic skills requirements see page 93.

---

Liberal Arts Curriculum: AA Degree

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>47</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>0</td>
</tr>
<tr>
<td>New Student Seminar</td>
<td></td>
</tr>
<tr>
<td>English: 11 credits</td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing the Research Paper ENG103</td>
<td>2</td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td>3</td>
</tr>
<tr>
<td>English Elective*</td>
<td>3</td>
</tr>
<tr>
<td>Humanities: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective*</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Seminar: Humanism, Science &amp; Technology LIB200</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Math Elective*</td>
<td>3</td>
</tr>
<tr>
<td>Social Science: 9 credits</td>
<td></td>
</tr>
<tr>
<td>Introduction to Sociology SSS100</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective*</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following courses:</td>
<td>3</td>
</tr>
<tr>
<td>Themes in American History to 1865 SSH101</td>
<td></td>
</tr>
<tr>
<td>Themes in American History since 1865 SSH102</td>
<td></td>
</tr>
<tr>
<td>Western Civilization from Ancient Times to the Renaissance SSH103</td>
<td></td>
</tr>
<tr>
<td>Western Civilization from the Renaissance to Modern Times SSH104</td>
<td></td>
</tr>
<tr>
<td>Afro-American History SSH231</td>
<td></td>
</tr>
<tr>
<td>Survey of Latin American and Caribbean History SSH232</td>
<td></td>
</tr>
<tr>
<td>Cooperative Education: 9 credits</td>
<td></td>
</tr>
<tr>
<td>Co-op Prep</td>
<td>0</td>
</tr>
<tr>
<td>3 Internships, 3 credits each</td>
<td>9</td>
</tr>
<tr>
<td>(Required for day students. Extended day students may take Co-op Internships or elective courses.)</td>
<td></td>
</tr>
<tr>
<td>Elective Courses</td>
<td>19 credits</td>
</tr>
<tr>
<td>One elective must be an Urban Study course.</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
<td>7</td>
</tr>
<tr>
<td>(Any course in English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 95-96 for these courses.)</td>
<td></td>
</tr>
<tr>
<td>Unrestricted Electives</td>
<td>12</td>
</tr>
<tr>
<td>Total credits: 66</td>
<td></td>
</tr>
</tbody>
</table>

* Course must be a liberal arts course.
Introductory Cluster Requirement

An Introductory Cluster containing four courses is required for all DAY students; students must take the Cluster during the enhanced semester when they take Composition I ENG101.

Core Requirement

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

**English Core Courses (choose one):**
The Short Story ENG250
The Novel ENG260
Drama ENG265
Afro-American Literature ENG225
Images of Women in Literature ENG245
Introduction to Poetry ENG270

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

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

**Natural and Applied Sciences Core Courses (choose one):**
Fundamentals of Biology I SCB201
Fundamentals of Chemistry I SCC201
Fundamentals of Physics I SCP201
History of Science SCS101
Science and Modern Society SCS111
This core area can be fulfilled by a Topics course as well as a Fundamentals course.

**Social Science Core Courses (choose one):**
Introduction to Cultural Anthropology SSA101
Introduction to Economics SSE101
Power & Politics in America SSP101
Urban Sociology SSN107
General Psychology SSY101

Elective Career Preparation Patterns

Students may choose to use elective courses to complete one of the career preparation patterns which include journalism, fine arts, film production and performance, cinema studies, jazz performance, vocal performance, legal studies, aging, community studies, child development, Latin American studies, or a business minor in office technology, computer information systems, or accounting/managerial studies. See the Liberal Arts Handbook for courses in these patterns.

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

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>48</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>0</td>
</tr>
<tr>
<td>English: 6 credits</td>
<td>3</td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature ENC102</td>
<td>3</td>
</tr>
<tr>
<td>English or Humanities Elective*</td>
<td>3</td>
</tr>
<tr>
<td>Humanities: 3-6 credits</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective*</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Seminar: Humanism, Science &amp; Technology LIB200</td>
<td>3</td>
</tr>
<tr>
<td>Social Science: 9 credits</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Sociology SSS100</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective*</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following courses:</td>
<td>3</td>
</tr>
<tr>
<td>Themes in American History to 1865 SSH101</td>
<td>3</td>
</tr>
<tr>
<td>Themes in American History since 1865 SSH102</td>
<td>3</td>
</tr>
<tr>
<td>Western Civilization from Ancient Times to the Renaissance SSH103</td>
<td>3</td>
</tr>
<tr>
<td>Western Civilization from the Renaissance to Modern Times SSH104</td>
<td>3</td>
</tr>
<tr>
<td>Afro-American History SSH231</td>
<td>3</td>
</tr>
<tr>
<td>Survey of Latin American and Caribbean History SSH232</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics/Sciences: 24 credits</td>
<td>3</td>
</tr>
<tr>
<td>At least one math course and one lab science course must be included; all math courses must be at the MAT120 level or higher. Students may follow one of the suggested patterns below.</td>
<td>3</td>
</tr>
<tr>
<td>Pre-Engineering</td>
<td>12</td>
</tr>
<tr>
<td>General Physics, I, II, III, SCP240, SCP241, SCP242</td>
<td>2</td>
</tr>
<tr>
<td>Engineering Mechanics: Statics SCP250</td>
<td>2</td>
</tr>
<tr>
<td>Engineering Mechanics: Dynamics SCP251</td>
<td>2</td>
</tr>
<tr>
<td>Calculus I, II, III MAT201, MAT202, MAT203</td>
<td>12</td>
</tr>
<tr>
<td>Differential Equations MAT204</td>
<td>4</td>
</tr>
<tr>
<td>Biology/Health Sciences</td>
<td>8</td>
</tr>
<tr>
<td>Fundamentals of Biology I, II SCB201, SCB202</td>
<td>8</td>
</tr>
<tr>
<td>Fundamentals of Chemistry I, II, SOC201, SOC202</td>
<td>8</td>
</tr>
<tr>
<td>Electives from Natural and Applied Sciences*</td>
<td>15</td>
</tr>
<tr>
<td>Pre Calculus MAT200</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>Fundamentals of Chemistry I, II, SOC201, SOC202</td>
<td>8</td>
</tr>
<tr>
<td>Organic Chemistry I, II, SOC251, SOC252</td>
<td>10</td>
</tr>
<tr>
<td>Calculus I, II, III MAT201, MAT202</td>
<td>8</td>
</tr>
<tr>
<td>Electives from Natural and Applied Sciences or Mathematics Departments*</td>
<td>8</td>
</tr>
</tbody>
</table>

Mathematics
- Precalculus MAT200 (if needed) | 4 |
- Calculus I, II, III MAT201, MAT202, MAT203 | 12 |
- One or both of the following courses:
  - Differential Equations MAT204 | 4  |
  - Linear Algebra MAT210 | 3  |
- One or more of the following courses:
  - Elementary Statistics I MAT120 | 3 |
  - Elementary Statistics II MAT121 | 3 |
  - History of Mathematics MAT132 | 3 |
- One or more of the following sequences:
  - Fundamentals of Biology I, II SCB201, SCB202 | 8 |
  - Fundamentals of Chemistry I, II SOC201, SOC202 | 8 |
  - General Physics I, II, III SCB240, SCP241, SCP242 | 12 |

Cooperative Education: 9 credits
- Co-op Prep | 0  |
- 3 Internships, 3 credits each | 9 |
  (Required for day students. Extended day students may take Co-op Internships or elective courses.)

Elective Courses | 9 credits
- One elective must be an Urban Study course.

Unrestricted Electives | 9 |

Total credits: 66

Notes: * This course counts as an unrestricted elective, or as required course credit in English, Humanities or Social Science.

** To be chosen by the student in consultation with a faculty advisor. Students should consult with a counselor and/or faculty advisor in the selection of elective courses to ensure maximum transferability of credits taken.
Managerial Studies

The Managerial Studies Program, coordinated by the Department of Accounting and Managerial Studies, is 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 curriculum leads to an Associate in Science (AS) degree and is designed for students who intend to transfer to a senior college after graduating from LaGuardia. The Business Management curriculum leads to an Associate in Applied Science (AAS) degree and is designed for students who are interested in immediate full-time employment upon graduation.

The Business Finance option is specifically designed to introduce the student to the place of commercial credit in today's business world. The program will examine the role of the credit department within a company and the career possibilities within the department. It will prepare the student for entry level positions in a credit department. In addition to factoring firms, employment opportunities exist in manufacturing, banks and retail establishments. Employment opportunities are excellent.

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

Regardless of the program selected, the student will be able to complete three internships from numerous job opportunities available through LaGuardia's Cooperative Education Division. These work experiences enable the student to bridge the gap between classroom theory and practical applications in the business world and provide valuable experience for choosing a career and subsequent full-time employment.

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the required courses section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. When basic skills or ESL courses are required, they are included in the program in place of unrestricted elective courses. For more information on basic skills requirements see page 93.

Business Administration Curriculum: AS Degree

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>59-61 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td></td>
</tr>
<tr>
<td>New Student Seminar</td>
<td>0</td>
</tr>
<tr>
<td>English: 6 credits</td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td>3</td>
</tr>
<tr>
<td>Humanities: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Elective*</td>
<td></td>
</tr>
<tr>
<td>Mathematics: 3 or 4 credits</td>
<td>3 or 4</td>
</tr>
<tr>
<td>Elementary Statistics MAT120</td>
<td></td>
</tr>
<tr>
<td>or Pre-calculus MAT200</td>
<td></td>
</tr>
<tr>
<td>Natural and Applied Sciences: 3-4 credits</td>
<td></td>
</tr>
<tr>
<td>Science Elective*</td>
<td>3-4</td>
</tr>
<tr>
<td>Social Science: 6 credits</td>
<td></td>
</tr>
<tr>
<td>Introductory Economics I SSE101</td>
<td>3</td>
</tr>
<tr>
<td>Elective*</td>
<td>3</td>
</tr>
<tr>
<td>Accounting/Managerial Studies: 26 credits</td>
<td></td>
</tr>
<tr>
<td>Principles of Accounting I AMA111</td>
<td>4</td>
</tr>
<tr>
<td>Principles of Accounting II AMA112</td>
<td>4</td>
</tr>
<tr>
<td>Accounting Applications for the Microcomputer AMA130</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Business AMM101</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Finance AMM102</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Management AMM103</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Marketing AMM104</td>
<td>3</td>
</tr>
<tr>
<td>Business Law I AMM110</td>
<td>3</td>
</tr>
<tr>
<td>Computer Information Systems: 3 credits</td>
<td></td>
</tr>
<tr>
<td>Introduction to Computers and their Application CIS100</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative Education: 9 credits</td>
<td></td>
</tr>
<tr>
<td>Co-op Prep</td>
<td>0</td>
</tr>
<tr>
<td>3 Internships, 3 credits each</td>
<td>9</td>
</tr>
<tr>
<td>(Required for day students. Extended day students may take the Co-op Internships or elective courses.)</td>
<td></td>
</tr>
<tr>
<td>Elective Courses:</td>
<td>7-9 credits</td>
</tr>
<tr>
<td>One elective must be an Urban Study course.</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
<td>7-9</td>
</tr>
<tr>
<td>(Any course in English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 95-96 for these courses.)</td>
<td></td>
</tr>
<tr>
<td>Total credits: 68</td>
<td></td>
</tr>
</tbody>
</table>

*Students who take: MAT120 and a 3-credit science elective 9 liberal arts elective credits
            MAT120 and a 4-credit science elective 8 liberal arts elective credits
            MAT200 and a 3-credit science elective 8 liberal arts elective credits
            MAT200 and a 4-credit science elective 7 liberal arts elective credits

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

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>59-61 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td></td>
</tr>
<tr>
<td>New Student Seminar</td>
<td>0</td>
</tr>
<tr>
<td><strong>English:</strong> 6 credits</td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td>3</td>
</tr>
<tr>
<td><strong>Humanities/Social Science:</strong> 3 credits</td>
<td></td>
</tr>
<tr>
<td>Elective*</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics: 3 or 4 credits</td>
<td>3-4</td>
</tr>
<tr>
<td>Elementary Statistics I MAT120</td>
<td></td>
</tr>
<tr>
<td>or Pre-calculus MAT200</td>
<td></td>
</tr>
<tr>
<td>Mathematics/Science: 3 or 4 credits</td>
<td></td>
</tr>
<tr>
<td>Elective*</td>
<td>3-4</td>
</tr>
<tr>
<td>Social Science: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Introductory Economics I SSE101</td>
<td></td>
</tr>
<tr>
<td><strong>Accounting/Managerial Studies:</strong> 29 credits</td>
<td></td>
</tr>
<tr>
<td>Principles of Accounting I AMA111</td>
<td>4</td>
</tr>
<tr>
<td>Principles of Accounting II AMA112</td>
<td>4</td>
</tr>
<tr>
<td>Accounting Applications for the Microcomputer AMA130</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Business AMM101</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Management AMM103</td>
<td>3</td>
</tr>
<tr>
<td>Business Law I AMM110</td>
<td>3</td>
</tr>
<tr>
<td>Management or Accounting Electives: 9 credits</td>
<td>9</td>
</tr>
<tr>
<td>Choose three of the following courses:</td>
<td></td>
</tr>
<tr>
<td>AMM102, AMM104, AMM105, AMM106, AMM108, AMM111, AMM115, AMM120, AMM121, AMM140, AMM141, AMM142, AMM150, AMM152, AMM150, AMM155, AMA201, AMA202, AMA210, AMA211, AMA220, AMN195</td>
<td></td>
</tr>
<tr>
<td>Computer Information Systems: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Computers and their Application CIS100</td>
<td></td>
</tr>
<tr>
<td>Cooperative Education: 9 credits</td>
<td>9</td>
</tr>
<tr>
<td>Co-op Prep</td>
<td>0</td>
</tr>
<tr>
<td>3 Internships, 3 credits each</td>
<td>9</td>
</tr>
<tr>
<td>(Required for day students. Extended day students may take the Co-</td>
<td></td>
</tr>
<tr>
<td>op Internships or elective courses.)</td>
<td></td>
</tr>
<tr>
<td>Elective Courses:</td>
<td>5-7 credits</td>
</tr>
<tr>
<td>One elective must be an Urban Study course.</td>
<td></td>
</tr>
<tr>
<td><strong>Liberal Arts Electives</strong></td>
<td>1-3</td>
</tr>
<tr>
<td>(Any course in English, Human Services, Humanities, Library,</td>
<td></td>
</tr>
<tr>
<td>Mathematics, Natural and Applied Sciences, or Social Science</td>
<td></td>
</tr>
<tr>
<td>EXCEPT when noted as unrestricted elective in the Schedule</td>
<td></td>
</tr>
<tr>
<td>of Classes or College Catalog. See pages 95-96 for these courses.)</td>
<td></td>
</tr>
<tr>
<td>Unrestricted Electives</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total credits:</strong> 66</td>
<td></td>
</tr>
</tbody>
</table>

*Students who take: MAT120 and a 3-credit science elective must complete at least: 3 liberal arts electives.*

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

### Business Management Curriculum: Business Finance Option: AAS Degree

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>59-61 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td></td>
</tr>
<tr>
<td>New Student Seminar</td>
<td>0</td>
</tr>
<tr>
<td><strong>English:</strong> 6 credits</td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td>3</td>
</tr>
<tr>
<td><strong>Humanities/Social Science:</strong> 3 credits</td>
<td></td>
</tr>
<tr>
<td>Elective*</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics: 3 or 4 credits</td>
<td>3-4</td>
</tr>
<tr>
<td>Elementary Statistics I MAT120</td>
<td></td>
</tr>
<tr>
<td>or Pre-calculus MAT200</td>
<td></td>
</tr>
<tr>
<td>Mathematics/Science: 3 or 4 credits</td>
<td></td>
</tr>
<tr>
<td>Elective*</td>
<td>3-4</td>
</tr>
<tr>
<td>Social Science: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Introductory Economics I SSE101</td>
<td></td>
</tr>
<tr>
<td><strong>Accounting/Managerial Studies:</strong> 29 credits</td>
<td></td>
</tr>
<tr>
<td>Principles of Accounting I AMA111</td>
<td>4</td>
</tr>
<tr>
<td>Principles of Accounting II AMA112</td>
<td>4</td>
</tr>
<tr>
<td>Accounting Applications for the Microcomputer AMA130</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Business AMM101</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Management AMM103</td>
<td>3</td>
</tr>
<tr>
<td>Business Law I AMM110</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Credit Management AMM140</td>
<td>3</td>
</tr>
<tr>
<td>Financial Statement Analysis AMM141</td>
<td>3</td>
</tr>
<tr>
<td>Accounts Receivable Financing AMM142</td>
<td>3</td>
</tr>
<tr>
<td>Computer Information Systems: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Computers and their Application CIS100</td>
<td></td>
</tr>
<tr>
<td>Cooperative Education: 9 credits</td>
<td>9</td>
</tr>
<tr>
<td>Co-op Prep</td>
<td>0</td>
</tr>
<tr>
<td>3 Internships, 3 credits each</td>
<td>9</td>
</tr>
<tr>
<td>(Required for day students. Extended day students may take the Co-</td>
<td></td>
</tr>
<tr>
<td>op Internships or elective courses.)</td>
<td></td>
</tr>
<tr>
<td>Elective Courses:</td>
<td>5-7 credits</td>
</tr>
<tr>
<td>One elective must be an Urban Study course.</td>
<td></td>
</tr>
<tr>
<td><strong>Liberal Arts Electives</strong></td>
<td>1-3</td>
</tr>
<tr>
<td>(Any course in English, Human Services, Humanities, Library,</td>
<td></td>
</tr>
<tr>
<td>Mathematics, Natural and Applied Sciences, or Social Science</td>
<td></td>
</tr>
<tr>
<td>EXCEPT when noted as unrestricted elective in the Schedule</td>
<td></td>
</tr>
<tr>
<td>of Classes or College Catalog. See pages 95-96 for these courses.)</td>
<td></td>
</tr>
<tr>
<td>Unrestricted Electives</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total credits:</strong> 66</td>
<td></td>
</tr>
</tbody>
</table>

*Students who take: MAT120 and a 3-credit science elective must complete at least: 3 liberal arts electives.*

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

The Mortuary Science Program, coordinated by the Department of Natural and Applied Sciences, leads to an Associate in Applied Science (AAS) degree and career preparation as a funeral service practitioner.

The funeral service practitioner has responsibility for reposing and burial procedures carried out according to statutes, religious codes and traditions. This includes embalming, restorative arts and coordinating services. Students in the Mortuary Science Program are given both a theoretical and a practical understanding of funeral home operation and are taught the public health roles of the funeral director and embalmer.

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

Students spend their first year at LaGuardia completing 36 liberal arts and unrestricted elective credits. The second year of the program is taught at AAMI, where the necessary practical training and coursework in mortuary science are completed. At AAMI, students earn an additional 33 credits, completing the requirements for the Associate in Applied Science degree.

Graduates serve residencies at funeral homes, and take the National Funeral Services Board Examination for New York State Licensure.

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

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the required courses section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. When basic skills courses or ESL are required, they are included in the program in place of unrestricted elective courses. For more information on basic skills requirements see page 93.

Mortuary Science Curriculum: AAS Degree

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>28</td>
</tr>
<tr>
<td>New Student Seminar</td>
<td>0</td>
</tr>
<tr>
<td>English: 6 credits</td>
<td>3</td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td>3</td>
</tr>
<tr>
<td>Humanities: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Oral Communication HUC101</td>
<td>3</td>
</tr>
<tr>
<td>Natural and Applied Sciences: 11 credits</td>
<td>3</td>
</tr>
<tr>
<td>Biological Chemistry SCC140</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Biology I SCB201</td>
<td>4</td>
</tr>
<tr>
<td>Fundamentals of Biology II SCB202</td>
<td>4</td>
</tr>
<tr>
<td>Social Science: 6 credits</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Sociology SSS100</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology SSY101</td>
<td>3</td>
</tr>
<tr>
<td>Accounting/Managerial Studies: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Organizing and Operating a Small Business AMM150</td>
<td>3</td>
</tr>
<tr>
<td>Mortuary Science Courses: 33 credits</td>
<td>33</td>
</tr>
<tr>
<td>(taken at the American Academy-McAllister Institute of Funeral Service, Inc.)</td>
<td></td>
</tr>
<tr>
<td>Accounting 101</td>
<td>3</td>
</tr>
<tr>
<td>Anatomy 121, 122, 123</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 121, 122</td>
<td>3</td>
</tr>
<tr>
<td>Embalming 131, 132, 133</td>
<td>3</td>
</tr>
<tr>
<td>Funeral Service Counseling 101</td>
<td>3</td>
</tr>
<tr>
<td>Funeral Service Principles 121, 122</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology &amp; Dynamics of Grief 101</td>
<td>3</td>
</tr>
<tr>
<td>Law 121, 122</td>
<td>3</td>
</tr>
<tr>
<td>Microbiology 121</td>
<td>3</td>
</tr>
<tr>
<td>Pathology 121, 122</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Counseling the Bereaved 101</td>
<td>3</td>
</tr>
<tr>
<td>Restorative Arts 121, 122</td>
<td>3</td>
</tr>
<tr>
<td>State Rules and Regulations 101</td>
<td>3</td>
</tr>
<tr>
<td>Thanatology and Society 101</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>4 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted Electives</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

Total credits: 66

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

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

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

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

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

Graduates will be eligible to sit for the National Council of State Boards Licensure Examination (N-CLEX-R.N.).

In order to be considered for admission into the first nursing course, students must meet eligibility requirements established as part of the pre-nursing sequence. These requirements are available from the Director of the Nursing Program.

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the required courses section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. For more information on the basic skills requirements see page 93.

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

Nursing Curriculum: AAS Degree

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>0</td>
</tr>
<tr>
<td>English: <strong>6 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101*</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td>3</td>
</tr>
<tr>
<td>Humanities: <strong>3 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>Natural Sciences: <strong>15 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Biological Chemistry SCC140*</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Human Biology I SCR203*</td>
<td>4</td>
</tr>
<tr>
<td>Fundamentals of Human Biology II SCR204</td>
<td>4</td>
</tr>
<tr>
<td>General Microbiology SCR260</td>
<td>4</td>
</tr>
<tr>
<td>Social Science: <strong>9 credits</strong></td>
<td></td>
</tr>
<tr>
<td>General Psychology SSY101*</td>
<td>3</td>
</tr>
<tr>
<td>Developmental Psychology USSY240</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following Social Science Urban Study courses:</td>
<td>3</td>
</tr>
<tr>
<td>Urban Anthropology SSN182</td>
<td></td>
</tr>
<tr>
<td>Urban Sociology SSN187</td>
<td></td>
</tr>
<tr>
<td>Mathematics: <strong>2 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Mathematics of Medical Dosages MAT106</td>
<td>2</td>
</tr>
<tr>
<td>Nursing: <strong>33 credits</strong> (all new courses)</td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Nursing SCR110</td>
<td>6</td>
</tr>
<tr>
<td>Perspectives of Nursing SCR150</td>
<td>1</td>
</tr>
<tr>
<td>Psychiatric Mental Health Nursing SCR200</td>
<td>4</td>
</tr>
<tr>
<td>Medical Surgical Nursing I SCR210</td>
<td>4</td>
</tr>
<tr>
<td>Trends in Nursing SCR260</td>
<td>1</td>
</tr>
<tr>
<td>Parent-Child Health Nursing SCR270</td>
<td>8</td>
</tr>
<tr>
<td>Medical Surgical Nursing II SCR290</td>
<td>9</td>
</tr>
</tbody>
</table>

Total credits: **68**

Note: * Pre-Nursing Key Courses

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

The Occupational Therapy Assistant Program, coordinated by the Department of Natural and Applied Sciences, offers a course of study leading to the Associate in Science (AS) degree. Graduates work with occupational therapists providing services to persons with problems caused by physical injuries, developmental impairment, aging, or other disabilities.

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

This is an approved program of the American Occupational Therapy Association and leads to eligibility to sit for the certification examination for occupational therapy assistants (COTA). Graduates are also eligible for New York State certification without examination.

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the required course section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. For more information on basic skills requirements see page 93.

Occupational Therapy Curriculum: AS Degree

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>63 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td></td>
</tr>
<tr>
<td>New Student Seminar</td>
<td>0</td>
</tr>
<tr>
<td>English: 6 credits</td>
<td></td>
</tr>
<tr>
<td>Composition EN101</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature EN102</td>
<td>3</td>
</tr>
<tr>
<td>Humanities: 3 credits</td>
<td></td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>Natural and Applied Sciences: 10 credits</td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Human Biology I SCB203</td>
<td>4</td>
</tr>
<tr>
<td>Fundamentals of Human Biology II SCB204</td>
<td>4</td>
</tr>
<tr>
<td>Community Health SCN195 (an urban study course)</td>
<td>2</td>
</tr>
<tr>
<td>Social Science (Psychology): 12 credits</td>
<td></td>
</tr>
<tr>
<td>General Psychology SSY101</td>
<td>3</td>
</tr>
<tr>
<td>Abnormal Psychology SSY230</td>
<td>3</td>
</tr>
<tr>
<td>Developmental Psychology I SSY240</td>
<td>3</td>
</tr>
<tr>
<td>Group Dynamics SSY260</td>
<td>3</td>
</tr>
<tr>
<td>Occupational Therapy Skills and Functional Activities: 8 credits</td>
<td></td>
</tr>
<tr>
<td>Occupational Therapy Skills and Functional Activities I SC2014</td>
<td>4</td>
</tr>
<tr>
<td>Occupational Therapy Skills and Functional Activities II SC2015</td>
<td>4</td>
</tr>
<tr>
<td>Occupational Therapy Theory Foundation: 17 credits</td>
<td></td>
</tr>
<tr>
<td>Introduction to Occupational Therapy SC0101</td>
<td>4</td>
</tr>
<tr>
<td>Occupational Therapy Process: Psychosocial and Geriatric Condition SC204</td>
<td>4</td>
</tr>
<tr>
<td>Occupational Therapy Process: Physical and Developmental Disabilities SC205</td>
<td>4</td>
</tr>
<tr>
<td>Physical Aspects of Human Growth and Development SC200</td>
<td>2</td>
</tr>
<tr>
<td>Functional Pathology SCO230</td>
<td>3</td>
</tr>
<tr>
<td>Clinical Placement: 4 credits</td>
<td></td>
</tr>
<tr>
<td>Occupational Therapy Fieldwork in Psychosocial/ Geriatric Condition SC209</td>
<td>2</td>
</tr>
<tr>
<td>Occupational Therapy Fieldwork in Physical Developmental Disabilities SC2095</td>
<td>2</td>
</tr>
<tr>
<td>Cooperative Education: 3 credits</td>
<td></td>
</tr>
<tr>
<td>Co-op Prep SC0054</td>
<td>0</td>
</tr>
<tr>
<td>Introductory Co-op:</td>
<td></td>
</tr>
<tr>
<td>Occupational Therapy Clerkship for Psychosocial/ Geriatrics Conditions SC2084</td>
<td>1.5</td>
</tr>
<tr>
<td>Occupational Therapy Clerkship for Physical/ Developmental Disabilities SC2085</td>
<td>1.5</td>
</tr>
<tr>
<td>Elective Courses:</td>
<td>3 credits</td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
<td></td>
</tr>
<tr>
<td>(Any course in English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 95-96 for these courses.)</td>
<td></td>
</tr>
<tr>
<td>Total credits: 66</td>
<td></td>
</tr>
</tbody>
</table>

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

The Microcomputer Systems and Applications Curriculum, coordinated by the Office Technology Department, leads to the Associate in Applied Science (AAS) degree.

The Microcomputer Systems and Applications Curriculum has been developed to give students the option of a career based on technical office skills. It is designed to prepare students to meet the challenge of the new skills needed to function effectively in increasingly sophisticated electronic offices.

This curriculum responds to two areas: language skills and technological skills. It does this by providing students with a foundation of liberal arts courses, and a working knowledge of the concepts of information processing systems.

In the technical area, this program gives students hands-on training on microcomputer applications such as word processing, spreadsheets, and database management.

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the required courses section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. For more information on basic skills requirements see page 93.

Microcomputer Systems and Applications Curriculum: AAS Degree (formerly Office Technology)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>61-62</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td></td>
</tr>
<tr>
<td>New Student Seminar</td>
<td>0</td>
</tr>
<tr>
<td>English: 8 credits</td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td>3</td>
</tr>
<tr>
<td>Writing the Research Paper ENG103</td>
<td>2</td>
</tr>
<tr>
<td>Humanities: 3 credits</td>
<td></td>
</tr>
<tr>
<td>Oral Communication HUC101</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics: 3 or 4 credits</td>
<td>3-4</td>
</tr>
<tr>
<td>Select one of the following courses:</td>
<td></td>
</tr>
<tr>
<td>Elementary Statistics I MAT120</td>
<td></td>
</tr>
<tr>
<td>Precalculus MAT200</td>
<td></td>
</tr>
<tr>
<td>Social Science: 3 credits</td>
<td></td>
</tr>
<tr>
<td>Introduction to Sociology SSS100</td>
<td>3</td>
</tr>
<tr>
<td>Office Technology: 29 credits</td>
<td></td>
</tr>
<tr>
<td>Keyboarding I OFT131</td>
<td>2</td>
</tr>
<tr>
<td>Keyboarding II OFT132</td>
<td>2</td>
</tr>
<tr>
<td>Keyboarding III OFT133</td>
<td>2</td>
</tr>
<tr>
<td>Introduction to Information Systems OFT151</td>
<td>3</td>
</tr>
<tr>
<td>Word Processing I OFT155</td>
<td>3</td>
</tr>
<tr>
<td>Word Processing II OFT156</td>
<td>3</td>
</tr>
<tr>
<td>Business Communications OFT260</td>
<td>3</td>
</tr>
<tr>
<td>Microcomputer Applications: Spreadsheets OFT280</td>
<td>2</td>
</tr>
<tr>
<td>Microcomputer Applications: Data Base OFT281</td>
<td>3</td>
</tr>
<tr>
<td>Integrated Software Systems OFT286</td>
<td>3</td>
</tr>
<tr>
<td>Electronic Office Procedures OFT270</td>
<td>3</td>
</tr>
<tr>
<td>Accounting/Managerial Studies: 3 credits</td>
<td></td>
</tr>
<tr>
<td>Introduction to Business AMM101</td>
<td>3</td>
</tr>
<tr>
<td>Computer Information Systems: 3 credits</td>
<td></td>
</tr>
<tr>
<td>Select one of the following courses*</td>
<td>3</td>
</tr>
<tr>
<td>Computers in Society CIS105</td>
<td></td>
</tr>
<tr>
<td>Principles of Programming with Basic CIS109</td>
<td></td>
</tr>
<tr>
<td>Introduction to Teleprocessing CIS260</td>
<td></td>
</tr>
<tr>
<td>Cooperative Education: 9 credits</td>
<td></td>
</tr>
<tr>
<td>Co-op Prep</td>
<td>0</td>
</tr>
<tr>
<td>3 Internships, 3 credits each</td>
<td>9</td>
</tr>
<tr>
<td>(Required for day students. Extended day students may take Co-op Internships or elective courses.)</td>
<td></td>
</tr>
</tbody>
</table>

Elective Courses: 6 credits

One elective must be an Urban Study course

Liberal Arts elective

(Any course in English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 95-96 for these courses.)

Total credits: 67-68

Notes: *With successful completion of OFT151, OFT155, OFT280 and OFT281. This sequence of courses will replace the CIS100 prerequisite for students in this major.

Students should consult with a counselor and/or faculty advisor in the selection of elective courses to ensure maximum transferability of credits taken.
Word Processing Specialist Certificate Curriculum (formerly Word Processing Certificate)

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td></td>
</tr>
<tr>
<td>New Student Seminar</td>
<td>0</td>
</tr>
<tr>
<td>English: 6 credits</td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td>3</td>
</tr>
<tr>
<td>Humanities: 3 credits</td>
<td></td>
</tr>
<tr>
<td>Oral Communication HUC101</td>
<td>3</td>
</tr>
<tr>
<td>Office Technology: 24 credits</td>
<td></td>
</tr>
<tr>
<td>Keyboarding I OFT131</td>
<td>2</td>
</tr>
<tr>
<td>Keyboarding II OFT132</td>
<td>2</td>
</tr>
<tr>
<td>Keyboarding III OFT133</td>
<td>2</td>
</tr>
<tr>
<td>Introduction to Information Systems OFT151</td>
<td>3</td>
</tr>
<tr>
<td>Word Processing I OFT155</td>
<td>3</td>
</tr>
<tr>
<td>Word Processing II OFT156</td>
<td>3</td>
</tr>
<tr>
<td>Business Communications OFT260</td>
<td>3</td>
</tr>
<tr>
<td>Electronic Office Procedures OFT270</td>
<td>3</td>
</tr>
<tr>
<td>Desktop Publishing Applications OFT282</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses: 2-3 credits

Select one of the following courses:
- Microcomputer Applications: Spreadsheets OFT280
- Microcomputer Applications: Data Base OFT281
- Co-op Prep and Internship

Total credits: 35-36

Court Reporting Certificate Curriculum

This one-year certificate program is designed to provide training for persons who wish to acquire the skills necessary to become a competent court reporter. Court reporters record the proceedings for trials, conferences, and conventions. Intensive speed and accuracy development, as well as individualized diagnostics, will be stressed. Students will eventually achieve a minimum writing speed of 200 wpm, the speed required to gain employment as a court, conference, or convention reporter. Additionally, students will be exposed to the terminology used in courtroom testimony, Jury Charge, literary, medical, and technical materials.

Students also will be introduced to C.A.T. (computer-aided transcription), the currently used method of transcribing the court reporter's shorthand notes.

In order to be accepted into the program students must:
1. demonstrate the ability to write machine shorthand at 80 wpm;
2. demonstrate the ability to type at 50 wpm; and
3. take the CUNY basic skills test and demonstrate proficiency in English at the 099 level prior to taking Court Reporting I.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td></td>
</tr>
<tr>
<td>New Student Seminar</td>
<td>0</td>
</tr>
<tr>
<td>English: 3 credits</td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Office Technology: 26 credits</td>
<td></td>
</tr>
<tr>
<td>Court Reporting I OFT171</td>
<td>4</td>
</tr>
<tr>
<td>Court Reporting II OFT172</td>
<td>4</td>
</tr>
<tr>
<td>Courtroom Communications &amp; Procedures OFT175</td>
<td>3</td>
</tr>
<tr>
<td>Legal/Medical Terminology OFT185</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Court Reporting I OFT271</td>
<td>6</td>
</tr>
<tr>
<td>Advanced Court Reporting II OFT272</td>
<td>6</td>
</tr>
</tbody>
</table>

Elective Course 3 credits

Liberal Arts elective

(Any course in English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 95-96 for these courses.)

Total credits: 32
Paralegal Studies

Students who complete the Paralegal curriculum, which is administered by the Department of Accounting and Managerial Studies, will receive the Associate in Applied Science (AAS) degree. The curriculum prepares students for entry-level positions as paralegals.

Paralegals, or legal assistants, assist lawyers in a wide range of activities. (Paralegals may not themselves give legal advice, appear in court, or set fees.) In the litigation area, for example, paralegals interview prospective clients, research the law, prepare court documents, and assist at trials. Paralegals who work in corporate legal departments may prepare contracts, maintain records, and ensure that the corporation has complied with various statutes and government regulations. Paralegals who work for banks or real estate firms may prepare mortgage agreements and other documents relating to real estate transactions and assist at closings. Paralegals may work in similar capacities for government agencies and community legal service projects. Thus, the nature of paralegal work is almost as broad as the legal profession itself, and the demand for qualified paralegals is expected to increase dramatically during the present decade.

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

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the required section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. For more information on basic skills requirements see page 93.

Paralegal Studies Curriculum: AAS Degree

<table>
<thead>
<tr>
<th>Required Courses:</th>
<th>64 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Counseling</strong></td>
<td></td>
</tr>
<tr>
<td>New Student Seminar</td>
<td>6</td>
</tr>
<tr>
<td><strong>English: 8 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Composition 1 ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td>3</td>
</tr>
<tr>
<td>Research Paper ENG103</td>
<td>2</td>
</tr>
<tr>
<td><strong>Humanities: 6 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Liberal Arts Elective*</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following courses:</td>
<td>3</td>
</tr>
<tr>
<td>Oral Communication HUC101</td>
<td></td>
</tr>
<tr>
<td>Voice and Diction HUC104</td>
<td></td>
</tr>
<tr>
<td>Communication in a Professional Setting HUC108</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics: 4 credits</strong></td>
<td>4</td>
</tr>
<tr>
<td>Pre-calculus MAT200</td>
<td></td>
</tr>
<tr>
<td><strong>Social Science: 6 credits</strong></td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Sociology SSS100</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Accounting/Managerial Studies: 10 credits</strong></td>
<td>4</td>
</tr>
<tr>
<td>Principles of Accounting 1 AMM111</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Business AMM101</td>
<td>3</td>
</tr>
<tr>
<td>Business Law I AMM110</td>
<td>3</td>
</tr>
<tr>
<td><strong>Paralegal Studies: 21 credits</strong></td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Paralegal Studies AMP101</td>
<td>3</td>
</tr>
<tr>
<td>Civil Litigation AMP205</td>
<td>3</td>
</tr>
<tr>
<td>Legal Research and Writing AMP204</td>
<td>3</td>
</tr>
<tr>
<td>Computer Applications for the Law Office (to be developed) AMP206</td>
<td>3</td>
</tr>
<tr>
<td>Select any three of the following courses:</td>
<td>9</td>
</tr>
<tr>
<td>Administrative Law AMP201</td>
<td></td>
</tr>
<tr>
<td>Wills, Trusts and Estates AMP202</td>
<td></td>
</tr>
<tr>
<td>Family Law AMP203</td>
<td></td>
</tr>
<tr>
<td>Real Estate Law for Paralegals AMP207</td>
<td></td>
</tr>
<tr>
<td>The Law of Business Enterprises for Paralegals AMP208</td>
<td></td>
</tr>
<tr>
<td><strong>Cooperative Education: 9 credits</strong></td>
<td>2</td>
</tr>
<tr>
<td>Co-op Prep</td>
<td>6</td>
</tr>
<tr>
<td>3 Internships, 3 credits each</td>
<td>9</td>
</tr>
<tr>
<td>(Required for day students. Extended day students may take Co-op Internships or elective courses.)</td>
<td></td>
</tr>
<tr>
<td><strong>Elective Courses</strong></td>
<td>2</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>2</td>
</tr>
<tr>
<td>*One elective must satisfy the Urban Studies requirement unless it has been satisfied by the Social Science or Humanities elective.</td>
<td></td>
</tr>
</tbody>
</table>

Total credits: 66
Physical Therapist Assistant

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

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

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

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

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the required courses section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. For more information on basic skills requirements see page 93.

Physical Therapist Assistant Curriculum: AAS Degree

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td></td>
</tr>
<tr>
<td>New Student Seminar</td>
<td>0</td>
</tr>
<tr>
<td>English: 6 credits</td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td>3</td>
</tr>
<tr>
<td>Natural and Applied Sciences: 16 credits</td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Human Biology I SCB203</td>
<td>4</td>
</tr>
<tr>
<td>Fundamentals of Human Biology II SCB204</td>
<td>4</td>
</tr>
<tr>
<td>Community Health SCN195 (an Urban Study course)</td>
<td>2</td>
</tr>
<tr>
<td>Functional Pathology SCO230</td>
<td>3</td>
</tr>
<tr>
<td>Aging and Health SCH111</td>
<td>3</td>
</tr>
<tr>
<td>Social Science: 6 credits</td>
<td></td>
</tr>
<tr>
<td>General Psychology SSY101</td>
<td>3</td>
</tr>
<tr>
<td>Developmental Psychology I SSY240</td>
<td>3</td>
</tr>
<tr>
<td>Physical Therapist Assistant: 18 credits</td>
<td></td>
</tr>
<tr>
<td>Introduction to Physical Therapy SCT101</td>
<td>2</td>
</tr>
<tr>
<td>Structural Kinesiology SCT202</td>
<td>2</td>
</tr>
<tr>
<td>Therapeutic Procedures I SCT211</td>
<td>4</td>
</tr>
<tr>
<td>Therapeutic Procedures II SCT212</td>
<td>4</td>
</tr>
<tr>
<td>Mobility Activities for P.T. Assistants SCT225</td>
<td>2</td>
</tr>
<tr>
<td>Therapeutic Exercise SCT250</td>
<td>4</td>
</tr>
<tr>
<td>Cooperative Education and Affiliations: 9 credits</td>
<td></td>
</tr>
<tr>
<td>Physical Therapist Assistant Co-op Prep CPP035</td>
<td>0</td>
</tr>
<tr>
<td>General Health Internship and Seminar CEP201</td>
<td>3</td>
</tr>
<tr>
<td>Physical Therapist Assistant Affiliation Seminar I SCT291</td>
<td>3</td>
</tr>
<tr>
<td>Physical Therapist Assistant Affiliation Seminar II SCT292</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>11 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts Electives**</td>
<td>11</td>
</tr>
<tr>
<td>(Any course in English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 95-96 for these courses.)</td>
<td></td>
</tr>
</tbody>
</table>

Total credits: 66

Total credits for Science Option: 71-72

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

**Students who are interested in continuing their education to become a physical therapist should follow the Science Option and take 8 credits in Chemistry, and/or 8 credits in Physics and 3 or 4 credits in Mathematics. Students who do not take the Science Option should take 3 credits in Humanities.
School Foodservice Management

Admissions to the School Foodservice Management Program is available only to students referred to LaGuardia by District Council 37/Local 372 and/or the New York City Office of School Food and Nutrition Services. Those referred are employed in school foodservice positions such as school lunch assistants, school lunch aides and school lunch helpers.

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

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

Applications for the program are submitted through the District Council 37 Education Fund. The basic skills testing and any additional basic skills courses required in reading, writing and mathematics are also provided by the Education Fund of District Council 37. Courses at LaGuardia are scheduled in the evening, two nights each week in consideration of students' work schedules.

School Foodservice Management Curriculum: AS Degree

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td></td>
</tr>
<tr>
<td>New Student Seminar</td>
<td>0</td>
</tr>
<tr>
<td>English: 6 credits</td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td>3</td>
</tr>
<tr>
<td>Humanities: 3 credits</td>
<td></td>
</tr>
<tr>
<td>Oral Communication HUC101</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics: 3 credits</td>
<td></td>
</tr>
<tr>
<td>Mathematics and the Modern World MAT107</td>
<td>3</td>
</tr>
<tr>
<td>Natural and Applied Sciences: 9 credits</td>
<td></td>
</tr>
<tr>
<td>Community Health SCN195 (an Urban Study course)</td>
<td>2</td>
</tr>
<tr>
<td>Foods Microbiology SCB160</td>
<td>4</td>
</tr>
<tr>
<td>Nutrition SCD200</td>
<td>3</td>
</tr>
<tr>
<td>Social Science: 9 credits</td>
<td></td>
</tr>
<tr>
<td>Introduction to Sociology SSS100</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology SSY101</td>
<td>3</td>
</tr>
<tr>
<td>Urban Sociology SNN187</td>
<td>3</td>
</tr>
<tr>
<td>Accounting/Managerial Studies: 3 credits</td>
<td></td>
</tr>
<tr>
<td>Principles of Management AMM103</td>
<td>3</td>
</tr>
<tr>
<td>Foodservice Management: 18 credits</td>
<td></td>
</tr>
<tr>
<td>Foods SCD100</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Foods SCD205</td>
<td>3</td>
</tr>
<tr>
<td>Quantity Food Production SCD250</td>
<td>3</td>
</tr>
<tr>
<td>Foodservice Sanitation and Safety SCD251</td>
<td>3</td>
</tr>
<tr>
<td>Quantity Food Purchasing SCD252</td>
<td>3</td>
</tr>
<tr>
<td>Foodservice Administration SCD253</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative Education: 9 credits</td>
<td></td>
</tr>
<tr>
<td>School Foodservice Management I (2x1.5 credits)</td>
<td>3</td>
</tr>
<tr>
<td>School Foodservice Management II (2x1.5 credits)</td>
<td>3</td>
</tr>
<tr>
<td>School Foodservice Management III (2x1.5 credits)</td>
<td>5</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>6</td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
<td></td>
</tr>
<tr>
<td>(Any course in English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 95-96 for these courses.)</td>
<td></td>
</tr>
<tr>
<td>Recommended electives</td>
<td></td>
</tr>
<tr>
<td>Public Speaking HUC106 (3 credits)</td>
<td></td>
</tr>
<tr>
<td>Mass Communication and Society HUC130 (3 credits)</td>
<td></td>
</tr>
<tr>
<td>Principles in Human Relations HSC102 (3 credits)</td>
<td></td>
</tr>
<tr>
<td>Total credits: 66</td>
<td></td>
</tr>
</tbody>
</table>

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

The Secretarial Science curriculum, coordinated by the Department of Office Technology, leads to the Associate in Applied Science (AAS) degree through one of two courses of study: the legal option and the administrative secretary option.

The legal option prepares students for secretarial positions in law departments, private and corporate law offices and judicial agencies. (This option is offered in the Day only.)

The administrative secretary option prepares students for positions in which they will help supervise the daily operations of businesses and other organizations.

Students who have studied Gregg, Pitman, Machine or ABC shorthand in high school may 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 or Machine shorthand.

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the required courses section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. When basic skills or ESL courses are required, they are included in the program in place unrestricted elective courses. For more information on basic skills requirements see page 93.

---

Secretarial Science Curriculum:

Administrative Secretary Option:

AAS Degree

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>39</td>
</tr>
<tr>
<td>English: 8 credits</td>
<td>3</td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td>3</td>
</tr>
<tr>
<td>Writing the Research Paper ENG103</td>
<td>2</td>
</tr>
<tr>
<td>Humanities: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Oral Communication HUC101</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics/Science: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Math or Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>(must be a liberal arts course)</td>
<td></td>
</tr>
<tr>
<td>Social Science: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Sociology SSS100</td>
<td>3</td>
</tr>
<tr>
<td>Office Technology: 30 credits</td>
<td>3</td>
</tr>
<tr>
<td>Stenography I OFT100</td>
<td>3</td>
</tr>
<tr>
<td>Stenography II OFT110</td>
<td>3</td>
</tr>
<tr>
<td>Stenography OFT120, OFT121 or OFT123</td>
<td>3</td>
</tr>
<tr>
<td>Keyboarding I OFT131</td>
<td>2</td>
</tr>
<tr>
<td>Keyboarding II OFT132</td>
<td>2</td>
</tr>
<tr>
<td>Keyboarding III OFT133</td>
<td>2</td>
</tr>
<tr>
<td>Introduction to Information Systems OFT151</td>
<td>3</td>
</tr>
<tr>
<td>Word Processing I OFT155</td>
<td>3</td>
</tr>
<tr>
<td>Word Processing II OFT156</td>
<td>3</td>
</tr>
<tr>
<td>Business Communications OFT260</td>
<td>3</td>
</tr>
<tr>
<td>Electronic Office Procedures OFT270</td>
<td>3</td>
</tr>
<tr>
<td>Accounting/Managerial Studies: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Business AMM101</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative Education: 9 credits</td>
<td></td>
</tr>
<tr>
<td>Co-op Prep</td>
<td>0</td>
</tr>
<tr>
<td>3 Internships, 3 credits each</td>
<td>9</td>
</tr>
<tr>
<td>(Required for day students. Extended day students may take Co-op Internships or elective courses.)</td>
<td></td>
</tr>
</tbody>
</table>

Elective Courses: 9 credits

One elective must be an Urban Study course:

Liberal Arts elective 3

Any course in English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog.

Unrestricted Electives 6

Total credits: 68

Note: Students should consult with a counselor and/or faculty advisor in the selection of elective courses to ensure maximum transferability of credits taken.
Secretarial Science Curriculum:
Legal Secretary Option: AAS Degree

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>57 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td></td>
</tr>
<tr>
<td>New Student Seminar</td>
<td>0</td>
</tr>
<tr>
<td>English: 6 credits</td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td>3</td>
</tr>
<tr>
<td>Humanities: 3 credits</td>
<td></td>
</tr>
<tr>
<td>Oral Communication HUC101</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics/Science: 3 credits</td>
<td></td>
</tr>
<tr>
<td>Math or Science Elective (must be a liberal arts course)</td>
<td>3</td>
</tr>
<tr>
<td>Social Science: 3 credits</td>
<td></td>
</tr>
<tr>
<td>Introduction to Sociology SSS100</td>
<td>3</td>
</tr>
<tr>
<td>Office Technology: 33 credits</td>
<td></td>
</tr>
<tr>
<td>Stenography I OFT100 or OFT102</td>
<td>3</td>
</tr>
<tr>
<td>Stenography II OFT110 or OFT112</td>
<td>3</td>
</tr>
<tr>
<td>Stenography OFT120, OFT121, OFT122 or OFT123</td>
<td>3</td>
</tr>
<tr>
<td>Keyboarding I OFT131</td>
<td>2</td>
</tr>
<tr>
<td>Keyboarding II OFT132</td>
<td>2</td>
</tr>
<tr>
<td>Keyboarding III OFT133</td>
<td>2</td>
</tr>
<tr>
<td>Word Processing I OFT135</td>
<td>3</td>
</tr>
<tr>
<td>Electronic Office Procedures OFT235, OFT236 or OFT237</td>
<td>3</td>
</tr>
<tr>
<td>Legal Office Technology I OFT270</td>
<td>3</td>
</tr>
<tr>
<td>Legal Office Technology II OFT245, OFT246 or OFT247</td>
<td>3</td>
</tr>
<tr>
<td>Legal Dictation and Transcription I OFT265, OFT266 or OFT267</td>
<td>3</td>
</tr>
<tr>
<td>Legal Dictation and Transcription II OFT275, OFT276 or OFT277</td>
<td>3</td>
</tr>
<tr>
<td>Accounting/Managerial Studies: 3 credits</td>
<td></td>
</tr>
<tr>
<td>Business Law I AMM110</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative Education: 9 credits</td>
<td></td>
</tr>
<tr>
<td>Co-op Prep</td>
<td>0</td>
</tr>
<tr>
<td>3 Internships, 3 credits each</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>8 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One elective must be an Urban Study course</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts elective</td>
<td>5</td>
</tr>
<tr>
<td>(Any course in English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Sciences EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 95-96 for these courses.)</td>
<td></td>
</tr>
<tr>
<td>Unrestricted Electives</td>
<td>3</td>
</tr>
</tbody>
</table>

Total credits: 68

THIS IS A DAY PROGRAM ONLY.

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

The Travel and Tourism curriculum, a course of study leading to the Associate in Applied Science (AAS) degree, is administered by the Accounting and Managerial Studies Department and co-sponsored by the Department of Social Sciences. The program is designed to prepare students for entry-level positions in the travel industry.

In the last few years, employment in the travel field has increased at twice the rate of total business employment. Projections for the next ten years indicate a growth rate 25 percent greater than that of general employment.

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

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

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the required courses section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. When basic skills or ESL courses are required, they are included in the program in place of unrestricted elective courses. For more information on the basic skills requirements see page 93.

Travel and Tourism Curriculum: AAS Degree

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>0</td>
</tr>
<tr>
<td>English: 3 credits</td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Humanities: 3 credits</td>
<td></td>
</tr>
<tr>
<td>Select one of the following courses:</td>
<td>3</td>
</tr>
<tr>
<td>Oral Communication HUC101</td>
<td></td>
</tr>
<tr>
<td>Voice and Diction HUC104</td>
<td></td>
</tr>
<tr>
<td>Communication in a Professional Setting HUC108</td>
<td></td>
</tr>
<tr>
<td>Communication and the Non-Native Speaker HUL100</td>
<td></td>
</tr>
<tr>
<td>Mathematics: 3-4 credits*</td>
<td></td>
</tr>
<tr>
<td>Elementary Statistics MAT120</td>
<td>3-4</td>
</tr>
<tr>
<td>or Precalculus MAT200</td>
<td></td>
</tr>
<tr>
<td>Social Science: 12 credits</td>
<td></td>
</tr>
<tr>
<td>Introduction to Sociology SSS100</td>
<td>3</td>
</tr>
<tr>
<td>Cultural Anthropology SSA101</td>
<td>3</td>
</tr>
<tr>
<td>World Geography SSE125</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology SSY101</td>
<td>3</td>
</tr>
<tr>
<td>Accounting/Managerial Studies: 16 credits</td>
<td></td>
</tr>
<tr>
<td>Principles of Accounting I AMA111</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Business AMM101</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Marketing AMM104</td>
<td>3</td>
</tr>
<tr>
<td>Business Law I AMM110</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Personal Selling AMM155</td>
<td>3</td>
</tr>
<tr>
<td>Travel and Tourism: 15 credits</td>
<td></td>
</tr>
<tr>
<td>Introduction to the Travel Industry AMT101</td>
<td>3</td>
</tr>
<tr>
<td>Airline Reservations and Ticketing AMT110</td>
<td>3</td>
</tr>
<tr>
<td>Airline Reservations Computer Systems AMT111</td>
<td>3</td>
</tr>
<tr>
<td>Basic Tour Planning AMT120</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Tour Planning AMT121</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative Education: 9 credits</td>
<td></td>
</tr>
<tr>
<td>Co-op Prep</td>
<td>0</td>
</tr>
<tr>
<td>3 Internships, 3 credits each</td>
<td>9</td>
</tr>
<tr>
<td>(Required for day students. Extended day students may take the Co-op Internships or elective courses.)</td>
<td></td>
</tr>
</tbody>
</table>

Elective Courses: 4-5 credits

One elective must be an Urban Study course.

Unrestricted Electives: 4-5

Total credits: 66

*Students who take: Must complete at least:
MAT120: 5 unrestricted elective credits
MAT200: 4 unrestricted elective credits

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

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

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

Students will spend three internships working in veterinary practices and research animal facilities. A number of New York City practicing veterinarians will provide work experience for students. Students will also work with laboratory animals at one of many research laboratories in New York City.

There are a wide variety of employment opportunities for Veterinary Technicians in the metropolitan area. These include animal research laboratories, private veterinary practices, institutional veterinary hospitals, pet shops, and animal shelters. The LaGuardia Community College program will prepare students to meet the requirements for New York State licensure as veterinary technicians. Students will also be prepared for a certifying examination given by the American Association for Laboratory Animal Science.

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the required course section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. When basic skills or ESL courses are required, they are included in the program in place of unrestricted elective courses. For more information on the basic skills requirements see page 93.

Veterinary Technology Curriculum: AAS Degree

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>0</td>
</tr>
<tr>
<td>New Student Seminar</td>
<td>3</td>
</tr>
<tr>
<td>English: 6 credits</td>
<td>3</td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td>3</td>
</tr>
<tr>
<td>Humanities: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following courses:</td>
<td>3</td>
</tr>
<tr>
<td>Oral Communications HUC101</td>
<td>3</td>
</tr>
<tr>
<td>Speech: Voice and Diction HUC104</td>
<td>3</td>
</tr>
<tr>
<td>Communication in a Professional Setting HUC108</td>
<td>3</td>
</tr>
<tr>
<td>Communication and the Non-Native Speaker HUC100</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics: 3-4 credits</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following courses:</td>
<td>3-4</td>
</tr>
<tr>
<td>Mathematics and the Modern World MAT107</td>
<td>3</td>
</tr>
<tr>
<td>Elementary Statistics I MAT120</td>
<td>3</td>
</tr>
<tr>
<td>Precalculus MAT200</td>
<td>3</td>
</tr>
<tr>
<td>Social Science: 3 credits*</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Sociology SSS100</td>
<td>3</td>
</tr>
<tr>
<td>Natural and Applied Sciences: 12 credits</td>
<td>3</td>
</tr>
<tr>
<td>Vertebrate Anatomy and Physiology I SCB208</td>
<td>3</td>
</tr>
<tr>
<td>Vertebrate Anatomy and Physiology II SCB209</td>
<td>3</td>
</tr>
<tr>
<td>Biological Chemistry SCC140</td>
<td>3</td>
</tr>
<tr>
<td>General Microbiology SCB260</td>
<td>4</td>
</tr>
<tr>
<td>Veterinary Technology: 24 credits</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Veterinary Technology SCN101 (an Urban Study course)</td>
<td>3</td>
</tr>
<tr>
<td>Research Animal Technology SCV201</td>
<td>4</td>
</tr>
<tr>
<td>Veterinary Nursing I SCV210</td>
<td>4</td>
</tr>
<tr>
<td>Veterinary Nursing II SCV211</td>
<td>4</td>
</tr>
<tr>
<td>Veterinary Radiography SCV212</td>
<td>3</td>
</tr>
<tr>
<td>Veterinary Laboratory Techniques SCV213</td>
<td>3</td>
</tr>
<tr>
<td>Farm Animal Nursing SCV214</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative Education: 9 credits</td>
<td>3</td>
</tr>
<tr>
<td>Co-op Prep</td>
<td>0</td>
</tr>
<tr>
<td>Co-op Research Animal Practice CEV201</td>
<td>3</td>
</tr>
<tr>
<td>Co-op Small Animal Practice CEV202</td>
<td>3</td>
</tr>
<tr>
<td>Co-op Selected Animal Practice CEV203</td>
<td>3</td>
</tr>
<tr>
<td>Elective Courses:</td>
<td>6 credits</td>
</tr>
<tr>
<td>Unrestricted Electives</td>
<td>6</td>
</tr>
<tr>
<td>Total credits:</td>
<td>66-67</td>
</tr>
</tbody>
</table>

THIS IS A DAY PROGRAM ONLY.

Note: *For transfer students this requirement may be met by General Psychology.

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

Department Faculty:
Annette Siegel, Chairperson; James D. Cernigliaro, Clifton Clarke, Robert E. Coiro, Jeffrey W. Davis, Kathleen Forestieri, Janice Karlen, Elaine K. Leff, Namy Lytle, Yves Richards, Fernando Santamaria, David A. Schoenberg, Barry L. Silverman, Howard Stitzer, David Wertheimer, Patrick Wharton.

AMA111/AMB111 Principles of Accounting I (Formerly: AMA101 and 102)
4 credits; 6 hours
This course introduces students to the accounting cycle. The course reviews the fundamental concepts and techniques of recording transactions in journals, summarizing the transactions, using adjusting and closing procedures, and preparing financial statements and reports. It also introduces the student to valuation accounting relating to inventory and fixed assets, internal control concepts with an emphasis on cash control, procedures for notes payable and receivable, and payroll accounting.
Pre or Corequisite: CSE095 or CSE098
Corequisite: Placement out of MAT095/MAB095

AMC110 Principles of Accounting I Part 1 (Formerly: AMA101) For students placed in the compensatory sequence
2 credits; 4 hours
This course introduces students to the entire accounting cycle. The course explores the fundamental concepts and techniques of recording transactions in journals, summarizing the transactions, using adjusting and closing procedures, and preparing financial statements and reports. This course will provide basic skills instruction in mathematics and apply those skills to accounting theory and practice.
Pre or Corequisite: CSE095 or CSE098
Corequisite: Placement into MAT095/MAB095

AMC111 Principles of Accounting I Part 2 (Formerly: AMA102) For students placed in the compensatory sequence
2 credits; 4 hours
This course is a continuation of AMC110. It reviews the essentials of accrual accounting and introduces the student to valuation methods relating to inventory and fixed assets, internal control concepts with an emphasis on cash controls, procedures for accounting for notes payable and receivable and payroll accounting.
Prerequisite: CSE095 or CSE098, MAT095/MAB095, AMC110

AMA112 Principles of Accounting II (Formerly: AMA103)
4 credits; 4 hours
This course introduces the student to the partnership and corporate form of business organization with topics relating to their formation, operation and dissolution. In the area of corporation accounting, further topics explored are stock transactions, long-term liabilities and retained earnings. Cash flows and financial statement analyses are also covered as an introduction to manufacturing concern accounting, related statements, and cost and revenue relationships.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095, AMA111 or AMC111

AMA130 Accounting Applications for the Microcomputer (Formerly: AMA110)
3 credits; 3 hours
This course emphasizes management information systems through giving students "hands-on" microcomputer experience in the processing of accounting data. In an instructor-supervised laboratory environment students will explore both spreadsheets and dedicated accounting systems.
MA150 Individual Income Tax Procedures
3 credits; 3 hours
This course introduces the fundamental concepts of individual income taxation, and the mechanics of Federal, New York State and City individual income tax return preparation. Some of the special topics are includable and excludable income, allowable deductions, personal exemptions and dependents, filing status, computation of tax and credits against tax. Students will complete a Federal income tax return practice set.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT096/MAB096, AMA111 or AMC110, CIS100 or CIC100 or CIS101

MA155 Partnership and Corporate Tax Procedures
3 credits; 3 hours
The students will learn the basic principles of partnership and corporate taxation. This will include determination of income and the tax consequences of that income. Students will also become familiar with the preparation of Partnership and Corporation information and tax forms.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095

MA201 Intermediate Accounting I
3 credits; 4 hours
This course is designed to give an overview of the foundations of accounting theory, the problems of current practice and its relationship to accounting theory as expressed in the Accounting Principles Board’s Opinions and the Financial Accounting Standards Board’s Statements. The course includes a review of the accounting cycle and a detailed exploration of the reporting process, namely, the Statement of Financial Position, the Statement of Income, the Statement of Retained Earnings and the Statement of Cash Flow.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT096/MAB096, AMA112

MA202 Intermediate Accounting II
3 credits; 4 hours
This course is a continuation of Intermediate Accounting I. It explores the problems of current practice and its relationships to Financial Accounting Theory as expressed in AICPA Opinions and FASB Statements. Topics examined include Inventories, Long-Term Investments in Stocks, Tangible and Intangible Fixed Assets, Liabilities and Income Taxes, Leases and Income Tax Allocation. Present Value Concepts and their applications are also covered.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT096/MAB096, AMA201

MA210 Cost Accounting I
3 credits; 4 hours
Cost accounting methods and procedures are studied, including job-order costing, process costing, payroll accounting and budgeting. Emphasis is placed on the importance of cost accounting to management in controlling and analyzing cost data and in areas of decision-making and planning future operations.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT096/MAB096, AMA112

MA211 Cost Accounting II
3 credits; 4 hours
This course continues the study of cost determination and analysis as taught in MA210. Cost-volume relationships, systems designs, flexible budgets, standard costs, cost allocation, and applications of the contribution margin approach to decision-making are included. A continued emphasis is placed on the importance of cost data to management in the areas of decision-making and planning.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT096/MAB096, AMA210

MA220 Internal Audit
3 credits; 4 hours
This course explores the use of internal audit as a management tool that is used to evaluate the performance of a business. It focuses on the review of internal controls such as those used to safeguard company assets. The course also discusses audit tools such as the Audit Program which are used to evaluate various operational (e.g. payroll functions) and financial activities (e.g. preparation of balance sheets and other financial reports) of the organization. Topics include developing the audit program, sampling, field work, work papers, computer auditing and report writing.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT120 or MAT200; AMA112, CIS100 or CIC100.

AMM101/AMB101 Introduction to Business
3 credits; 3 hours
This is an introductory course designed to acquaint the student with the role of business in our economy, the forms of organization, and the various business functions such as management, personnel, marketing and finance. Career opportunities in the business world are also explored. This course should be taken prior to any other business courses.
Prerequisite: CSE095 or CSE098, ENA/ENE/ENG099

AMM102 Principles of Finance
3 credits; 3 hours
This course is a study of the monetary and credit systems of our economy and related policies and problems. In addition, the course addresses itself to the following: 1) commercial and noncommercial banking institutions and operations; 2) money and banking in relation to prices, economic growth, and international events.
Prerequisite: CSE095 or CSE098, ENA/ENE/ENG099, MAT095/MAB095, AMM101 or AMB101

AMM103 Principles of Management
3 credits; 3 hours
This course is an analysis of the role of the manager and the functions of management in an enterprise. Consideration is given to the interlocking nature of these functions and the principles which are the basis for the practice of management. Attention is given to the impact of the external environment on the development of the managerial role and on managerial practice. This course is required for Business Administration and Management students prior to their first internships.
Prerequisite: CSE095 or CSE098, ENA/ENE/ENG099, AMM101 or AMB101

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

Prerequisite: CSE095 or CSE098, EN/A/ENE/ENG099, AMM101 or
AMB101

AMM105 Principles of Insurance
3 credits; 3 hours

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
respective business manager.

Prerequisite: CSE095 or CSE098, EN/A/ENE/ENG099, AMM101 or
AMB101

AMM106 Principles of Retailing Management
3 credits; 3 hours

This course deals with basic retail principles and merchandising
practices. Retail store organization and operations in large and small
establishments are explored.

Prerequisite: CSE095 or CSE098, EN/A/ENE/ENG099, AMM101 or
AMB101

AMM108 Principles of Real Estate I (Formerly: AMM107
Principles of Real Estate)
4 credits; 4 hours

This course covers the social and economic impact of real estate, the
nature and instruments of property rights, various types and aspects of
property ownership, real estate brokerage operations and discussion of
urban planning needs. The course is required in order to take the New
York State licensing examination. Students must obtain broker
sponsorship in order to take the New York State licensing examination
for Real Estate Salesperson.

Prerequisite: CSE095 or CSE098, EN/A/ENE/ENG099, MAT095/
MAB095, AMM101 or AMB101

AMM110 Business Law I
3 credits; 3 hours

This course introduces students to the areas of law & society, contracts
and sales contracts. It includes legal rights & obligations, judicial
systems, lawsuits, criminal and tort law and the law of contracts, sales
contracts and an introduction to Article 2 of the Uniform Commercial
Code.

Prerequisite: CSE095 or CSE098, EN/A/ENE/ENG099

AMM111 Business Law II
3 credits; 3 hours

This course introduces the student to the important area of products
liability, consumer law, secured transactions, partnerships, corpora-
tions, agencies and bailments.

Prerequisite: CSE095 or CSE098, EN/A/ENE/ENG099, AMM110

AMM115 Basics of Advertising
3 credits; 3 hours

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

Prerequisite: CSE095 or CSE098, EN/A/ENE/ENG099, AMM101 or
AMB102

AMM120 Office and Personnel Management
3 credits; 3 hours

This course, designed for Secretarial Science majors, is an introduction
to the principles and practices of office management and administra-
tion. It will include such topics as the office environment, employee/
employer relations, job analysis and evaluation, fundamentals of
motivation, the function of procedures and labor relations and griev-
ances.

Prerequisite: CSE095 or CSE098, EN/A/ENE/ENG099

Corequisite: HUC099

AMM121 Personnel Administration
3 credits; 3 hours

This course is an introduction to the principles and practices of
personnel administration including such topics as the personnel man-
agement system, recruitment, selection, training and development of
employees, management-labor relations, remuneration and security,
evaluation methods and leadership development. Particular emphasis
is placed on leadership and supervision.

Prerequisite: CSE095 or CSE098, EN/A/ENE/ENG099, AMM101 or
AMB101

AMM140 Introduction to Credit Management
3 credits; 3 hours

This course is designed to introduce the student to the role of commer-
cial credit and collection in today's business world. It will examine the
role of the credit department within a company, the positions with the
department and career possibilities. In addition, it will prepare the
student to work as a collector in a credit department by explaining
specialized terminology, collection policy, principles and procedures
and necessary legal concepts.

Prerequisite: CSE095 or CSE098, EN/A/ENE/ENG099, MAT095/
MAB095, AMM101 or AMB101, AMA111 or AMC110. This course is open to
any student as an unrestricted elective but is primarily intended for freshmen interested in beginning their
internship program in the Commercial Credit & Collection
industry.

AMM141 Financial Statement Analysis
3 credits; 3 hours

This course will provide students with skills required to analyze
financial statements for credit decisions. Students will examine
income statements, statements of retained earnings, balance sheets,
statements of cash flow and review trial balance information, sched-
ules and notes supporting the financial statements. Students will also
learn to make evaluations based on general economic conditions and
economic conditions relating to a specific industry. A minimum of 6
hours of computer lab work is required.

Prerequisite: CSE095 or CSE098, EN/A/ENE/ENG099, AMA112

AMM142 Accounts Receivable Financing
3 credits; 3 hours

This course explains concepts in economics, auditing, accounting,
finance and commercial law relevant to accounts receivable financing
decisions. It analyzes effects of economic factors on these decisions.
Students will use auditing and accounting principles to verify the
values of collaterals. Students will learn to apply basic finance
mathematics and learn the legal principles of sales contracts, negoti-
able instruments and secured transactions. In addition, a minimum
of 6 hours of computer lab work is required.

Prerequisite: CSE095 or CSE098, EN/A/ENE/ENG099, AMM140,
AMM141
AMM150 Organizing and Operating a Small Business
3 credits; 3 hours
This course is a basic study of the importance of small business, its status, problems, and requirements for success. The course covers, among other things, the decision to go into business for one’s self, the preparation needed, the methods of launching the business, and management functions involved in operating the business.
Prerequisite: CSE095 or CSE098, ENA/ENE/ENG099, MAT095/MAB095, AMM101 OR AMB101

AMM155 Principles of Personal Selling
3 credits; 3 hours
This course is an introduction to the principles and practices of selling as a profession including such topics as the sales job, the sales environment, the sales process, and sales training. The dominant theme is professionalism in contemporary selling.
Prerequisite: CSE099, ENA/ENE/ENG099, MAT095/MAB095, AMM101 or AMB101

AMN195 Profile and Prospects of Business in New York City
3 credits; 3 hours
This is an urban study course which examines the status of business in New York City using various sources of data and field assignments such as visitations to the New York Stock Exchange, major business corporations and various government agencies. Students will learn how to develop a profile of business in New York City in terms of employee, type of industry, and form of ownership. Students will also learn about various social responsibility programs being offered by the business community, and will examine the many different career opportunities available in the N.Y.C. area.
Prerequisite: CSE095 or CSE098, ENA/ENE/ENG099, MAT095/MAB095, AMM101 or AMB101

AMT101 Introduction to the Travel Industry
3 credits; 3 hours
This course is an overview of the travel and tourism industry. It explores the structure, products and services of travel suppliers, such as transportation companies, accommodations and attractions; and of travel marketing organizations, such as travel agencies, tour packagers and tourism bureaus. The course also traces the historical development of travel and tourism and explores their roles in contemporary life.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095

AMT110 Airline Reservations and Ticketing
3 credits; 3 hours
This course introduces students to airline reservations and ticketing terminology, regulations and procedures. Students learn how to plan air itineraries using printed reference materials, to reserve seats, to calculate fares, and to issue tickets and other airline forms. Emphasis is placed on the appropriate interpretation of routing and fare rules.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095, AMT101

AMT111 Airline Reservations Computer Systems
3 credits; 3 hours
This course is designed to introduce students to the operation of airline reservation computer systems. Students will learn formats to access information stored in the computer and to enter new data. Students will use these formats to make airline, rental car and hotel reservations, create passenger records, quote airline fares, and issue airline tickets.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095, AMT110; highly recommended, OFT130 or OFT131

AMT120 Basic Tour Planning
3 credits; 3 hours
This course is an introduction to research techniques used in tour planning by travel professionals. Students learn how to use information sources such as industry reference guides, travel guidebooks and brochures to select travel products suited to client needs. Students also learn the terminology and reservations procedures used by hotels, railroads, car rental companies, cruise lines and tour packagers. The major attractions of destinations in North America and the Caribbean are discussed.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095, AMT101

AMT121 Advanced Tour Planning
3 credits; 3 hours
This course continues the study of tour planning, with emphasis on the principle of tour design and management. Topics include selecting escorted tours, planning customized independent tours, developing and administering group tour programs, and applying basic sales, marketing, and finance principles to the retail travel environment. Discussions will include the major attractions of destinations in South America, Europe, Africa, Asia, and the Pacific.
Prerequisite: CSE098 or CSE099, MAT096/MAB096, AMT120, ENG101 or ENC101, SSE125

Communication Skills Department

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

Department Faculty

CSE094 Fundamentals of Reading 1 (Formerly: CSE096 Reading Workshop)
1 credit; 5 hours (4 lecture, 1 lab)
This course gives students an intensive and personal reading experience. Students will learn how reading, writing, listening and speaking are connected. The course presents a wide variety of narrative reading materials which are related to the individual’s background and community. The course goals are to improve students’ vocabulary, comprehension, and study skills while extending their knowledge. This foundation course also prepares students for college-level reading. Admission to this course is based on college placement test scores of the Freshman Skills Assessment Program.
CSE095 Essentials of Reading I (Formerly: CSE097
Basic Reading I)
1 credit; 5 hours (4 lecture, 1 lab)

This course emphasizes developing students’ ability to comprehend what they read on a literal level. Inferential reading is introduced. Narrative material continues to be the focus, but appropriate exposition is also studied. Students read and interpret material from culturally relevant textbooks. Study strategies introduced are reinforced and applied to more difficult text. Specialized textbook vocabulary is targeted. Admission to this course is based on college placement test scores of the Freshmen Skills Assessment Program.

CSE098 Fundamentals of Reading II (Formerly: Basic Reading II)
1 credit; 5 hours (4 lecture, 1 lab)

This course concentrates on the development of reading comprehension and study skills using intermediate-level reading selections of culturally relevant material. Applied reading of one or more full texts is emphasized. Vocabulary development is continued and test-taking strategies are also reinforced. CUNY Reading Test administered. Admission to this course is based on college placement test scores of the Freshmen Skills Assessment Program.

CSE099 Essentials of Reading II (Formerly: Basic Reading III)
1 credit; 5 hours (4 lecture, 1 lab)

This course reinforces reading and study strategies applied to advanced texts of a culturally relevant nature. Emphasis is on exposition. Elements of critical reading are introduced. Standardized reading test strategies are a focal point in preparation for the CUNY Reading Test. Reading as a process is explained and experienced using students’ own self-monitoring strategies. Critical reading of one or more texts is required. Admission to this course is based on college placement test scores of the Freshmen Skills Assessment Program.

CSE103 Advanced Reading and Study
3 credits; 3 hours

This course is designed for the development of reading and study skills at an advanced level. Emphasis is on such skills as vocabulary improvement, previewing, note-taking, test-taking, summarizing and critical analysis. Students explore different types of exposition and styles of writing. Content area materials are utilized. 

Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAB095/ MAT095

CSE105 Vocabulary Enhancement
3 credits; 3 hours

This course introduces students to methods of expanding their vocabulary. The development of modern English is studied to explain the state of current vocabulary. Various types of dictionaries, Greek and Latin word elements and meanings derived from context are explored. Special consideration is given to introducing the students to the vocabulary essential to their major area of study.

Pre- or Corequisite: CSE098 or CSE099, ENA/ENE/ENG099

CSE200 Speed Reading
2 credits; 3 hours

This course is offered for students who are interested in speed reading techniques. Emphasis is placed on the development of effective reading habits and the techniques of rapid reading, identifying authors’ patterns of writing, skimming, scanning and ongoing practice with mechanical aids and timed exercises.

Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAB095/ MAT095

Computer Information Systems Department

Department Faculty
Gerald H. Meyer, Chairperson; Mercedes Acosta, Russell Dale, Donald A. Davidson, Walter DeLa Torre, Mario Fernandez, James Frost, Joan M. Greenbaum, Antonio Moreno, Barbara Mulhill, Lawrence Muller, David Peled, Beverly Rosendorf, Toby Shatzoff, Meryl L. Sussman, Herman A. Washington, Robert Weidemann, Gene Yao.

CIC100 Introduction to Computers and Their Applications
3 credits; 5 hours

This course introduces the student to the uses of computers in business. A minimum of one contact hours per week contains curriculum designed to improve basic skills deficiencies in mathematics by reinforcing the arithmetic and algebraic concepts. Students learn the vocabulary of the computer field and the ways computers work. The course teaches students to use application software packages on microcomputers and will introduce students to computer programming using the BASIC language. Admission to this course is based on college placement scores.

Prerequisite: CSE098, ENA099
Pre- or Corequisite: CSE099; ENE/ENG099, placement into MAT096/MAB096

CIS100 Introduction to Computers and Their Applications
3 credits; 4 hours

This course will introduce the student to the uses of computers in business. Students will learn the vocabulary of the computer field and how computers work. The course will teach students to use application software packages on microcomputers and will introduce students to computer programming using the BASIC language.

Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB096

CIS101 Introduction to Computer Science
4 credits; 5 hours

This is the first course in the computer science option. It is designed to provide a broad overview of the fields of computer science and data processing. An emphasis will be placed on the logic of computer programming using PASCAL as an illustrative language. This course will include topics such as data representation, organization and characteristics of computers, program structure, string processing, data structures and their applications, and trees. Not open to students who have taken CIS100.

Prerequisite: CSE098 or CSE099
Pre- or Corequisite: ENA/ENE/ENG099, MAT200
CIS/SSD105 Computers and Society
3 credits; 4 hours
This course examines the relationship between human values, society and technology. It begins with an explanation of how computers work and then investigates how technology affects such issues as jobs, privacy, and education. Lab work is included.
Prerequisite: CSE098, ENA/ENE/ENG099, MAT095/MAB095

CIS107 Computer Graphics
3 credits; 4 hours
This course is a survey of the many ways in which computers can be used to generate graphic images. The course will introduce the students to hardware standards, graphic input devices, and graphic output devices. Students will learn programming techniques to produce lines, shapes, animation and color. Other topics to be covered include: statistical graphics, desktop publishing, and future trends in computer graphics.
Prerequisite: ESL099, CSE098 or CSE099, ENA/ENE/ENG099, MAT096/MAB096, CIS101 or CIS109

CIS108 Report Program Generator
3 credits; 4 hours
This course introduces the student to RPG, a high-level computer language that can be used on a wide range of small-to-large computer systems for solving business problems. RPG programming language is an excellent language for the beginning student and for the experienced programmer who wishes to learn RPG and RPG II as they are implemented on IBM Computer Systems.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT096/MAB096, CIS100 or CIC100 or CIS101

CIS109 Principles of Programming with BASIC
3 credits; 4 hours
The student will learn to solve problems on the computer by using flowcharts to develop algorithms. The student will use such programming techniques as: input/output operations, arithmetic operations, decisions (simple, complex, compound), looping, control breaks, arrays, file handling (sequential and random), string processing and report formatting. Students will be required to implement algorithms by writing programs in BASIC.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, CIS100 or CIC100 or CIS101
Corequisite: MAT096/MAB096

CIS110 Systems Analysis and Design
3 credits; 4 hours
This course introduces the student to existing manual and electronic data processing systems and the analysis and 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 prototype and document a comprehensive systems study.
Prerequisite: CSE098 or CSE099, MAT096/MAB096, CIS109 or CIS195 or CIS196, ENGI101 or ENC101

CIS125 C Programming
3 credits; 4 hours
This course introduces the C programming language through the implementation of various algorithms. Topics include: input/output, expressions, operators, basic data types, functions, flow-control and macros. The course will emphasize structured design and problem solving. Laboratory assignments will be required.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, CIS101 or CIS109, MAT200

CIS195 Structured Programming with COBOL
4 credits; 6 hours
Algorithms discussed in the introductory course will be coded in COBOL. A structured approach will be stressed in the analysis of control break logic, sequential file updates, random file processing, ISAM programs, table handling and subprogram linkage.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, CIS100 or CIC100 or CIS101
Pre- or Corequisite: MAT096/MAB096

CIS196 BASIC Assembler Language for Computer Science
5 credits; 6 hours
This course is designed as a complete course in BASIC Assembler Language covering most of the 360/370 instruction set as well as macros, conditional assembly and privileged instructions. Mathematical, scientific and business applications will be illustrated.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT096/MAB096, CIS100 or CIC100 or CIS101

CIS203 CICS with Structured Cobol Programming
3 credits; 4 hours
This course gives the student experience in online programming using IBM CICS (Customer Information Control System). Topics include: screen generation using BMS (Basic Mapping Support), a discussion of VSAM (Virtual Storage Access Method) and three types of files it supports (KSDS, ESDS, and RRDs), the writing of a pseudoconversational online program using CICS macro instructions within a STRUCTURED COBOL program. The lab projects will require the students to write an online program which will process three types of transactions—add, delete, and change.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT096/MAB096, CIS101

CIS220 FORTRAN Programming
3 credits; 4 hours
This course introduces the student to the FORTRAN programming language, which is used primarily in the fields of mathematics and science. Topics covered include definition of constants, variables and expressions, real and integer arithmetic, input/output, control statements, looping, arrays and subprograms.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT096/MAB096, CIS101

CIS230 MVS/OS Job Control Language
3 credits; 4 hours
This is an advanced course designed to introduce the facilities of computer operating systems to the student. It includes the definition and objectives of an operating system and a detailed description of job management, task management, and data (information) management. There is heavy emphasis on using the control language (OS/JCL) of the IBM computer, including the use of multiple step job stream and catalog procedures. Topics included are the JOB, EXEC, DD, PROC, PEND, DELIMITER and NULL and comments statements and the various parameters used on these statements, stream procedures and use of the IBM utilities. IEBGENER and IEBTPCH to create and retrieve disk data sets.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT096/MAB096, CIS109 or CIS195

50
CIS241 Computer Electronics I (Formerly BDP290)
4 credits; 6 hours
This is a course in the fundamentals of DC and AC electric circuit theory which will provide a basis for further study and concentration in computer repair and telecommunications. Among the topics to be covered are Ohm’s Law, power, Kirchhoff’s Laws, voltage divider rule, RC time constants, measurement techniques, and some basic electronic components such as resistors, capacitors and inductors. The laboratory work will include experiments using voltmeters, ammeters, oscilloscopes, and breadboards. (The purchase of a small kit is required, $20-$25.)
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099
Pre- or Corequisite: MAT200

CIS242 Computer Electronics II (Formerly BDP201)
3 credits; 4 hours
This course is a continuation of Computer Electronics I. Topics covered include parallel resonance, high and low pass passive filter circuits, transformers, semiconductor structure, diodes, BJTs, FETs, integrated circuits, power supply circuits, transistor amplifier circuits, operational amplifiers, oscillators, and modulation and receiver circuits. This course will emphasize the laboratory construction and the troubleshooting of these circuits. Students should expect to spend about $40 for laboratory materials.
Prerequisites: CSE098 or CSE099, ENA/ENE/ENG099, CIS241 or CIS290, MAT200

CIS250 Data Base Concepts and Programming
3 credits; 4 hours
This comprehensive course covers the concepts of data collection, organization and retrieval. Understanding of data structures and analysis of file organization techniques will be emphasized. The principles of data base design, selection and management will be introduced. Students will be given extensive laboratory experience with programming using a database application package.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT096; MAB096, CIS109 or CIS195

CIS260 Introduction to Teleprocessing
3 credits; 4 hours
This course examines the area of data transmission and how it is used to communicate with the computer. Topics covered include the nature of the communication links and of the hardware attached to them; common carriers and their services; configuring data communication systems including a description of the codes, modems, terminals, software and methods of line organization. Both a project and a case study are integral elements of the course and are carried out as a part of laboratory assignments.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT096; MAB096, CIS109 or CIS195

CIS261 Introduction to Telephony
3 credits; 4 hours
The purpose of this course is to introduce the student to the technology of voice switching, basic activities of a central office and outside telephone media. Various technologies used in telephony will be examined. The topics covered include numbering plan, voice switching using SxS, CROSSBAR, ESS, distributing frames (MDF) and carriers. Other topics include history, organization and regulation of Telephony. Telephone media such as cable, satellite, microwave, fiber optic, carriers, and CO equipment (power, MDF, repeaters), principles of wire and radio transmission, a computer controlled switching, PBX, CBS, PABX, CENTREX, VAN, WATS, bypass and cellular telephone systems, and digital services will be reviewed. The student should expect to spend about $45 for laboratory materials.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT096; MAB096, CIS241, CIS260

CIS262 Data Communication Concepts
4 credits; 4 hours
This course covers various methods and techniques used in computer communications. The course is designed for telecommunications majors and will aid them in applying data communications skills to on-the-job situations. The student will be required to become familiar with mini and microcomputer data communications. Main topics include message and packet switching, communication processors, distributed systems, line control techniques and IBM access methods. The student should expect to spend about $25 for laboratory materials.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT096; MAB096, CIS260
Pre- or Corequisite: CIS261

CIS263 Network Operations
4 credits; 4 hours
This course introduces the student to general network theory with respect to the operations and management of data and voice networks. The student will use laboratory equipment, prepare, analyze, configure and simulate network devices such as: PBX, multiplexers, modems, switches and a variety of communication media. Actual cases involving trouble-shooting and reporting and loop-testing are utilized to simulate data switching center environments.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, CIS241, CIS261, CIS262, MAT200

CIS265 Computer Hardware Interfacing and Programming (Formerly BDP265 Minicomputers)
3 credits; 4 hours
The course will introduce the student to techniques in controlling a computer system. The course will include interfacing techniques such as memory mapped and isolated I/O, hardware/software interrupts, polling, and assembler language. Programming to include: addressing modes, arithmetic and logic instructions, conditional branching, stacks, subroutines, etc. Also, the student will program in assembly language and macros. The laboratory portion will utilize a 16 or 32 bit based computer system.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT096; MAB096, CIS100 or CIS110 or CIS101

CIS270 Data Center Operations: The Basics (Formerly Computer Operations I)
3 credits; 4 hours
This course introduces students to the field of computer operations and the duties associated with the job of computer operator. Students will be introduced to the operation and maintenance of computer hardware and peripherals on the mainframe, and to the keeping of vital logs associated with job scheduling, shift work, hardware repair and facility scheduling logs. Students will also gain a working knowledge of the VM/SP operating system utilizing CMS and CP commands.
Prerequisite: CSE098 or CSE099, MAT096/MAB096, CIS100 or CIS101 or CIS100
Pre- or Corequisite: ENG101 or ENC110
CIS275 Data Center Operations: Advanced Topics
(Formerly Computer Operations II)
3 credits; 4 hours
This course is a continuation of Data Center Operations: The Basics. The emphasis of this course will be placed on advanced computer system operations including such topics as command languages, console commands, analysis of various microcomputer and mainframe operating systems, and computer resource management. The student will also learn binary and hexadecimal code as it applies to the EBCDIC and ASCII systems. This course will cover such operating systems as MS-DOS, UNIX, MVS and VM.
Prerequisite: CSE098 or CSE099, MAT095/MAT096, CIS270, ENG101 or ENC101

CIS286 Data Structures
3 credits; 4 hours
This advanced computer science course focuses on data structures. It is assumed that the student is familiar with basic computer concepts and Pascal syntax. Topics will include linear data structures such as linked lists, stacks, queues and trees, file processing concepts, records and sets. Programming assignments will focus on implementing complex algorithms.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, CIS101, MAT200

CIS289 Computer Technology Project Lab
2 credits; 2 hours
This course reinforces the student’s concepts of digital circuit-board fabrication and/or telecommunications through the construction of a project. Topics include: lab safety, reading schematic diagrams, soldering, wirewrapping, PC board layout and construction. The student will be required to purchase a project kit and some additional material for the course. The price range for the kit and materials is about $40.00 to $70.00. The projects will vary.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB096, CIS261 or CIS292

CIS291 Computer Logic, Design and Implementation I
4 credits; 5 hours
This course will teach students how a computer logic statement is converted into an actual circuit. Using binary notation and boolean algebra, the student will analyze switching networks of logic gates. The circuits which are mathematically described will then be translated into wiring diagrams and implemented on logic trainers and/or prototype boards. The student should expect to spend about $25 for laboratory materials.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB096, CIS241 or CIS290

CIS292 Computer Logic, Design and Implementation II
4 credits; 5 hours
Students will learn to analyze sequential networks. The use of flip-flops in circuits, such as binary counters, serial adders, parallel multipliers and code converters will be studied. Wave form analysis will be done in the lab using oscilloscopes and logic devices. The students should expect to spend about $25 for laboratory materials.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB096, CIS291

CIS293 Computer Repair
4 credits; 5 hours
Students will learn how to maintain, diagnose problems in, and repair power supplies, floppy disk drives and controllers, hard disk drives and controllers, memory devices, main computer boards, serial and parallel ports, video devices and printers. Test equipment to be used will include computerized testers, oscilloscopes and patch boxes. The student should expect to spend about $25 for laboratory materials.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB096, CIS292

CIS295 Computer Architecture
4 credits; 5 hours
This course is intended for students who are in the computer science program or for students interested in developing a background in hardware concepts. Topics covered include number systems, logic circuits, arithmetic circuits, flip-flops, registers, memories, sample designs of simple computers and an introduction to microprogramming. The student should expect to spend about $45 for laboratory materials.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, CIS196 or CIS265, MAT200

Cooperative Education

Department Faculty

Introduction to Cooperative Education—“Co-op Prep”
0 credits; 1 hour
This course will clarify program procedures and requirements; introduce students to a process of self-assessment which analyzes their accomplishments; introduce pluralism as it relates to an understanding of one’s self worth; assist students in identifying interpersonal and technical skills; introduce work needs and how to evaluate them; familiarize students with a process for establishing internship and career learning objectives; enable students to write an effective resume; and provide students with strategies for successful employment interviewing.
Pre- or Corequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAT095, introductory courses in the student’s major field. Please refer to the Cooperative Education Student Handbook for these courses.

CEP201, CEP202, CEP203 Cooperative Education
3 credits; 12 hours
Each of these three courses include both the Internship and the Internship Seminar. When registering, students must also register for the appropriate seminar code as specified by their Co-op Advisor. Only the CEP course code will appear on students’ transcripts.

The Internship: The internship is a full-time work experience which provides students the opportunity to: explore or confirm their career interests and plans; apply classroom learning to real work
Computer Information Application of Data Processing to mobility and lifelong learning; and examine the impact of various making, and humanism and technology on relationships in the workplace.

Physical Therapist Assistant majors register for CEP201 for their first General Health Internship but should check their departmental course descriptions for the appropriate internship and seminar codes which replace CEP202 and CEP203.

Students in the following specialized curricular areas should also check their departmental course descriptions for the appropriate internship and seminar codes: Human Services, Dietetic Technology Assistant, EMT/Paramedic, Mortuary Science, and Nursing.

**The Internship Seminar:** The college believes in the value of linking work experience with opportunities for critical analysis and reflection. While on their internships, students return to the college one evening a week to attend Internship Seminars. Students register for seminar classes according to their major. The choice of seminar is determined by the Co-op Advisor. Seminar titles are listed below.

The seminar provides a framework for analyzing and evaluating students' internship experiences. The purposes of the seminar curricula are to enable students to: synthesize meaning from the day-to-day occurrences of their internships in order to broaden their understanding of the theoretical concepts as they apply to real-life situations; gain insights into the relationship of the self to work and to the larger society by understanding their own values and developing an awareness and appreciation of differences; understand the steps required in the career decision-making process in order to plan for professional mobility and lifelong learning; and examine the impact of various philosophical and practical issues such as cultural pluralism, decision making, and humanism and technology on relationships in the workplace.

**CPS001 First Internship Seminar**

<table>
<thead>
<tr>
<th>Major</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Accounting Information Systems</td>
</tr>
<tr>
<td>Computer Information</td>
<td>Application of Data Processing to the Work Place</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>Applying Social Science Concepts in the Work Place</td>
</tr>
<tr>
<td>Bilingual Education</td>
<td></td>
</tr>
<tr>
<td>Associate, Physical</td>
<td></td>
</tr>
<tr>
<td>Therapist Assistant</td>
<td></td>
</tr>
<tr>
<td>Managerial Studies</td>
<td>Management Principles: Theory and Application</td>
</tr>
<tr>
<td>Office Technology</td>
<td>The Secretary in the Work Place</td>
</tr>
<tr>
<td>School Foodservice</td>
<td>School Foodservice Management I</td>
</tr>
<tr>
<td>Management</td>
<td></td>
</tr>
<tr>
<td>Veterinary Technology</td>
<td>Methodology, Morality and the Use of Animals in Research</td>
</tr>
</tbody>
</table>

**CPS002 Second Internship Seminar - Fundamentals of Career Advancement**

This seminar is designed to enhance one's skill in making career decisions. Each student will be engaged in the process of solving a career dilemma. Other experiential activities will focus on the need to consider and plan for further education, the benefits of an extensive career network, the importance of obtaining reliable and diverse career information, and the ways in which one can enhance learning from on-the-job experience.

Veterinary Technology students must take “Practice Management for the Veterinary Technology” in place of this seminar.

School Foodservice Management students must take “School Foodservice Management II” in place of this seminar.

**CPS003 Third Internship Seminar**

<table>
<thead>
<tr>
<th>Major</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Accounting Information Systems for Decision Making by Objectives</td>
</tr>
<tr>
<td>Computer Information</td>
<td>Advanced TAR Seminar in Data Processing</td>
</tr>
<tr>
<td>Liberal Arts and Sciences</td>
<td>Humanism &amp; Technology</td>
</tr>
<tr>
<td>Education Associate:</td>
<td></td>
</tr>
<tr>
<td>The Bilingual Child</td>
<td>What do Managers do? An Advanced Approach</td>
</tr>
<tr>
<td>Managerial Studies</td>
<td></td>
</tr>
<tr>
<td>Office Technology</td>
<td>Advanced TAR Seminar in Secretarial Science: Beyond the Typewriter</td>
</tr>
<tr>
<td>School Foodservice</td>
<td>School Foodservice Management III</td>
</tr>
<tr>
<td>Management</td>
<td></td>
</tr>
<tr>
<td>Veterinary Technology</td>
<td>Jurisprudence and Ethics for the Veterinary Technician</td>
</tr>
</tbody>
</table>

**Prerequisites:** Prior to their first internship, students must have fulfilled the following requirements:

- Completion of Basic Skills courses as specified by the Division of Cooperative Education or have received waivers.
- Completion of the Co-op Prep course.
- Evidence of satisfactory academic progress. Students are required to have at least a 2.0 cumulative grade point average the semester prior to each internship semester.
- Completion of the appropriate introductory or other prerequisite courses in students’ major. Please refer to the Cooperative Education Student Handbook for these courses.

Responsibility for deciding whether a student is ready to go out on an internship rests with the student’s Co-op Advisor. Appeal of this decision should be addressed to the Dean of Cooperative Education or a designee. Students must obtain a Permit to Register from their Co-op Advisor in order to register for this course.

**CEP204 Cooperative Education**

*3 credits; 12 hours*

Students may elect to do an optional fourth internship. This course may be applied as an unrestricted elective credit towards their degree. The decision to do a fourth internship must be reached jointly by the student and the Co-op Advisor and is subject to the availability of an appropriate internship. Students registering for a fourth internship are required to take an internship seminar.

**Prerequisite:** CEP203. Students must obtain a Permit to Register from their Co-op Advisor in order to register for this course.

---

**Counseling Program**

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

**Department Faculty**

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

FSC100 Career Development Seminar
1 credit; 1 hour
This seminar introduces the theory and process of career development. Students will examine personal and societal forces that influence career choice. In addition, an assessment of the students’ career interests, values, and skills will help students understand the theory of career decision-making and apply this knowledge to their own career exploration. Through the use of career information resources, students will learn the relationship between self-assessment and career choice. Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/ MAB095 Pre-or Corequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/ MAB095

English Department

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

The department offers courses in: journalism, literature, writing, and urban study.

Department Faculty

ENA099 Basic Writing
(Formerly: ENG098 Basic Writing II)
1 credit; 7 hours (6 lecture, 1 lab)
This course introduces and reinforces students’ rhetorical and organizational skills through an understanding of the writing process. Essential principles of grammar and sentence structure are covered and students are introduced to at least three rhetorical modes, such as narration, description and development by example. Students write essays in response to classroom discussion andmulticultural written and visual texts. Admission to this course is based on college placement test scores.

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

ENC101 Composition I: An Introduction to Expository Writing
3 credits; 5 hours
In this course students focus on the process of writing clear, correct and effective expository essays in response to materials drawn from culturally diverse sources. Emphasis is placed on using various methods of organization appropriate to the writer’s purpose and audience. Students are introduced to argumentation, fundamental research methods and documentation procedures. Students write frequently both in and out of class, and attention is given to a thorough review of grammar and sentence structure. Admission to this course is based on college placement test scores.

ENC101 Composition: I An Introduction to Expository Writing
3 credits; 4 hours
In this course students focus on the process of writing clear, correct and effective expository essays in response to materials drawn from culturally diverse sources. Emphasis is placed on using various methods of organization appropriate to the writer’s purpose and audience. Students are introduced to argumentation, fundamental research methods and documentation procedures. Students write frequently both in and out of class. Admission to this course is based on college placement test scores. Prerequisite: CSE098, ENA/ENE/ENG099 Pre- or Corequisite: CSE099

ENG102 Composition II: Writing Through Literature
3 credits; 3 hours
This course is a continuation of English 101. Students will reinforce and extend their abilities to write correct, well-organized essays using various rhetorical strategies and stylistic techniques. Poetry and at least one other literary genre from among fiction, drama and the nonfiction essay will be studied. Students will be introduced to a variety of writing strategies used in composing interpretive and analytical essays. Writing assignments will include a critical research paper. Prerequisite: CSE098 or CSE099, ENC101 or ENG101

ENG103 Preparing and Writing the Research Paper
2 credits; 2 hours
This course takes up the skills needed to prepare and write a formal research paper. The students learn and practice the skills involved in research reports for such major disciplines as the social sciences, humanities, human services, and English. These include: choosing an appropriate topic and limiting its focus; using library reference materials; outlining and taking notes; using quotations and paraphrases; preparing footnotes and bibliography; and, finally, incorporating these skills in the development of a typed manuscript. Prerequisite: CSE098, ENC101 or ENG101 Pre- or Corequisite: CSE099
ENG104 Intermediate Writing: The Peer-Tutor Experience
3 credits; 5 hours
This course is for students who want to perfect their writing while at the same time engaging in a peer-tutoring experience. It is designed to give students a better understanding of peer tutoring and of their writing, and to improve their skills in grammar and composition. Active discussion and criticism of one another's writing will form the core of this course. Carefully supervised peer-tutoring in the Writing Center will give students valuable additional experience and insight into the writing process. Students are permitted in class only with a grade of B or better in English 101. Those interested should have good writing skills and work well with people.
Prerequisite: CSE098 or CSE099, ENC101 or ENG101

ENG106 Critical Writing: Analysis and Argumentation
3 credits; 3 hours
This course is designed to reinforce and add to the skills developed in Composition I. Emphasis will be placed on those skills central to planning, composing and revising essays of argumentation and critical analysis. Students will also work on developing greater variety and brevity of style and will write a series of essays, including precis, analyses and critiques, based on related readings. A final term paper will contain an independent evaluation of secondary sources.
Prerequisite: CSE098 or CSE099, ENC101 or ENG101

ENG112 Writing for Business
3 credits; 3 hours
This course introduces students to the principles of effective business writing. It focuses on clarity, precision, brevity, inclusiveness, courtesy and correctness and basic business writing principles. General rhetorical principles of writing are also reinforced. Students are introduced to such forms of writing as the memo, resume, and letters of application. Students are also guided through the process of writing a formal business report. Attention is given to intercultural issues relevant to business communication.
Prerequisite: CSE098 or CSE099, ENC101 or ENG101

ENG203 Work, Labor & Business in American Literature
3 credits; 3 hours
This course examines the development of American literature from the perspective of work, organized labor, and business. Such major themes as exploration and experimentation, the Protestant ethic, the American Dream and the commercial and entrepreneurial spirit will be investigated. Among the writers to be studied will be Byrd, Woolman, Douglass, Franklin, Harding, Gilman, Thoreau, Melville, Fitzgerald, Steinbeck, Miller, Hansberry, and Wilson.
Prerequisite: CSE098 or CSE099
Pre- or Corequisite: ENC101 or ENG101

ENG205 The Bible as Literature
3 credits; 3 hours
This course is designed to analyze the Bible critically as a literary compilation with particular consideration to the following forms: myth, epic narrative, drama, poetry, prophesy and parable. Questions of literary history, canonicity, authorship and source materials are considered. Various translations (e.g., King James, Coverdale, Jerusalem) may be examined comparatively for their use of language. Selections for study are chosen for their impact on subsequent literature, as well as for their artistic merit.
Prerequisite: CSE098 or CSE099, ENC101 or ENG101

ENG210 Journalism: Its Scope and Use (Formerly: ENG214)
3 credits; 3 hours
This course provides an overview of journalism with an emphasis on print and related areas, such as in-house publications and public relations writing. Also to be covered are the history and impact of journalism, particularly the changing role of women and minorities in the press. News reporting, editing, production, newsroom organization and management will be explored through writing assignments, demonstrations and visits to LaGuardia's newspaper as well as professional news publications.
Prerequisite: ENC101 or ENG101

ENG211 Journalism: The Craft of Gathering and Reporting The News
3 credits; 3 hours
This course emphasizes writing various types of hard news stories for mainstream and community newspapers. Students also learn how to use different interview styles to cover a variety of newsbeats. Students will be involved in writing for the college newspaper. Field trips to newsrooms will enable students to write reports on potential careers in news writing.
Prerequisite: ENC101 or ENG101

ENG212 Feature Writing for Newspapers and Popular Magazines (Formerly: Forms and Techniques of Popular Writing)
3 credits; 3 hours
This course introduces students to writing various types of feature stories, such as the human interest story, the lifestyle column, opinion and reviews (films, theater, books). To gather material for these features, students will learn how to vary their interview techniques. Press law which applies to writing reviews and opinion will be covered. Each student will also have an opportunity to write a feature profiling cultural diversity at LaGuardia.
Prerequisite: CSE098 or CSE099, ENC101 or ENG101

ENG213 Broadcast Journalism: Writing For Radio
3 credits; 3 hours
This course introduces students to the essentials of radio news writing. Students learn how to prepare for radio news interviews, how to outline, write and edit radio news spots of various styles, how to proofread stories to avoid violating FCC regulations. This course also focuses on writing for community based radio stations. Students will visit a community radio station and will write about careers in radio journalism.
Prerequisite: ENC101 or ENG101

ENG214 Broadcast Journalism: Writing For Television
3 credits; 3 hours
This course introduces students to the basics of TV news writing. Students learn how to prepare for radio news interviews, how to outline, write and edit radio news spots of various styles, how to proofread stories to avoid violating FCC regulations. This course also focuses on writing for community based radio stations. Students will visit TV stations in order to write about careers in TV journalism.
Prerequisite: ENC101 or ENG101
ENG225 Afro-American Literature
3 credits; 3 hours
This course is a survey of African American literature from its beginning to the present day, including the slavery era, the era of accommodation and protest, the Harlem Renaissance, the integrationist movement, the era of black aestheticism, and the post-1960's decades. Writers to be studied might include Wheatley, Douglass, DuBois, Hughes, McKay, Brown, Wright, Brooks, Walker, Ellison, Baldwin, Hansberry, Baraka, Morrison, Naylor, and Wilson, among others.
Prerequisite: CSE098 or CSE099, ENC101 or ENG101

ENG240 Literature of the City
3 credits; 3 hours
This course is designed to introduce students to the literature of the city and make them more aware of the power, richness, and complexity of urban life. Attention will be given to important urban social issues and cultural developments as seen in novels, short stories, poems and plays. Popular art forms like journalism, songs, and films may also be examined from an urban perspective. Such major city writers as Carl Sandburg, Charles Dickens, Daniel Defoe, Nathaniel West, Hart Crane, Lorraine Hansberry, Richard Wright and Ralph Ellison will be considered.
Prerequisite: CSE098 or CSE099, ENC101 or ENG101

ENG245 Images of Women in Literature
3 credits; 3 hours
This course is designed to familiarize the student with the ways in which the role of women has been portrayed in literature. By identifying various stereotypes and certain 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, Ernest Hemingway, Tennessee Williams, Edward Albee, Sylvia Plath, Mary Gordon, Toni Morrison, Alice Walker, and Audre Lorde.
Prerequisite: CSE098 or CSE099, ENC101 or ENG101

ENG247 The Woman Writer: Her Vision and Her Art
3 credits; 3 hours
This course will explore the unique experience of the woman writer. Studying works written by women from a variety of cultures, races and classes will reveal how being a woman has influenced the woman writer's creative interpretation of the human condition. Maya Angelou, Charlotte Bronte, Maxine Hong Kingston, Emily Dickinson, Tillie Olsen, and Leslie Marmon Silko will be read.
Prerequisite: CSE098 or CSE099, ENC101 or ENG101

ENG250 The Short Story
3 credits; 3 hours
This course will examine the development and conventions of the short story providing analysis of representative short stories in the context of their biographical, social, intellectual, and artistic backgrounds. Stories will be chosen to reflect a diversity of cultural, racial and ethnic experiences. Such authors as Eudora Welty, Anton Chekhov, Richard Wright, F. Scott Fitzgerald, Willa Cather, Gloria Anzaldua, Charlotte Perkins Gilman, Yukio Mishima, Nadine Gordimer, Gloria Naylor and Bharati Mukherjee will be studied.
Prerequisite: CSE098 or CSE099, ENC101 or ENG101

ENG252 Sexuality in Literature
3 credits; 3 hours
This course will introduce students to literature in which sexuality provides the dominant themes, motifs, or images. Issues such as sex as a metaphor for violence, pornography vs. eroticism, and the Idealized Lover may be discussed. Authors examined might include Chaucer, Bernard Malamud, Virginia Woolf, Walt Whitman, Donald Goines, Baldwin, and Victor Hernandez Cruz. Works such as For Colored Girls..., Lolita, Lady Chatterley's Lover, The Color Purple, and The Picture of Dorian Gray may be included.
Prerequisite: CSE098 or CSE099, ENC101 or ENG101

ENG256 Humor in Literature
3 credits; 3 hours
This course introduces students to humor in literature from the Classic period to the present in the genres of drama, poetry, and fiction and provides them with interpretive skills required for an appreciation and understanding of the texts. In reading the works of such authors as Aristophanes, Shakespeare, Ismael Reed, and Fran Lebowitz, the class will define and examine examples of humorous literature such as satire, romantic comedy, parody and farce.
Prerequisite: CSE098 or CSE099, ENC101 or ENG101

ENG260 The Novel
3 credits; 3 hours
This course introduces students to ways of reading, discussing and writing about novels through a close reading and analysis of their elements, and a consideration of their social, cultural and artistic contexts. Novels from a diverse range of sexual, racial, class and ethnic perspectives, from the 18th Century to the present, will be selected, including such writers as Jane Austen, James Baldwin, Charles Dickens, F. Scott Fitzgerald, Zora Neale Hurston, Yasunari Kawabata, Gabriel Garcia Marquez, Toni Morrison, Mark Twain and Richard Wright.
Prerequisite: CSE098 or CSE099, ENC101 or ENG101

ENG261 Literature of Difference: Lesbian/Gay Writers
3 credits; 3 hours
This course will explore the literature and experiences of lesbian and gay writers. Examining these works will reveal how sexual orientation influences the authors' creative interpretations of themselves, their culture, and the world at large. Themes of growing up gay, coming out, families, relationships, communities, homophobia, AIDS, aging, loss and renewal are explored. Such writers as Brown, White, Lorde, Leavitt, Gomez, Beam, Baldwin, Kramer, Anzaldua and Sarton will be studied.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, ENC101 or ENG101

ENG265 The Drama
3 credits; 3 hours
In this course students are introduced to the drama. The characteristics of the form will be examined. Examples of the genre from major periods of its development will be studied, including plays by a range of culturally diverse authors such as Sophocles, William Shakespeare, Oscar Wilde, Henrik Ibsen, Eugene O'Neill, Lillian Hellman, Lorraine Hansberry, Arthur Miller, Tennessee Williams, Samuel Beckett, John Guare and August Wilson.
Prerequisite: CSE098, CSE099, ENC101 or ENG101
ENG266 Shakespeare
3 credits; 3 hours
This survey course examines a selection of Shakespeare's writings. It also looks at renaissance social, intellectual, and cultural contexts in order to help students understand Shakespeare's world. The course concentrates on various sonnets or poems and a representative selection of plays from the history plays, comedies, "problem plays," tragedies, and romances. Whenever possible, through visits to the theatres or film viewing, students are introduced to the "living Shakespeare". Prerequisite: CSE098 or CSE099, ENC101 or ENG101

ENG268 The Immigrant Experience in American Literature
3 credits; 3 hours
This course will offer an introduction to literature written by and about immigrants in America. Attention will be given to the immigrant's experiences and struggles as seen in novels as well as poems, stories, and plays. The works of such major writers as Willa Cather, Arthur Miller, James T. Farrell, Mario Puzo, Philip Roth, Alex Haley, William Saroyan, Rene Marques, Paule Marshall, Claude McKay, and Maxine Hong Kingston will be considered. Prerequisite: CSE098 or CSE099, ENC101 or ENG101

ENG269 Contemporary Black American Fiction
3 credits; 3 hours
This is a consideration and analysis of a selected number of major Afro-American fiction writers from 1952 to the present. Emphasis will be placed on both the survival of older fictional concerns (e.g., racism, violence, the search for identity and the appearance of new trends (e.g., the employment of folklore materials, the revitalized use of Black dialects, the emergence of a group of women writers). Works by such authors as Ralph Ellison, James Baldwin, John Williams, Toni Morrison, Albert Murray, Alice Walker, Ernest Gaines and Ishmael Reed will be read. Prerequisite: CSE098 or CSE099, ENC101 or ENG101

ENG270 Introduction to Poetry
3 credits; 3 hours
This course introduces students to the formal conventions of poetry as well as the basic elements that work to create a poem. Poems from different countries and different historical periods will be explored, at times from different critical perspectives. Works by such poets as William Shakespeare, John Donne, Walt Whitman, Emily Dickinson, W.B. Yeats, Langston Hughes, e.e. Cummings, Frederico Garcia Lorca, Adrienne Rich, Audre Lorde, Leslie Marmon Silko, and Gary Soto will be discussed. Prerequisite: CSE098 or CSE099, ENC101 or ENG101

ENG/HUC272 Literature and Film
3 credits; 4 hours
This course studies the similarities and differences between literature and film. By comparing and contrasting literary works (complete and excerpts) with films, the course illuminates the methods, structures and contents of the two media, as well as their relationship. Writers to be considered may include Shakespeare, Keats, Dickens, Dickinson, Wright, and West; films to be viewed may include those made by Griffith, Chaplin, Eisenstein, Riefenstahl, Fiherty and Resnais. Prerequisite: CSE098 or CSE099, ENG102, HUC150 or HUC270

ENG275 The Great Writer
3 credits; 3 hours
This course studies the work of a single major author. Students will examine the author in depth, exploring the writer's career, major works, literary influence, and cultural context in order to understand his or her contribution to literary history. The author selected might be Chaucer, Milton, Austen, Dickens, Whitman, Dickinson, Wright, Faulkner, Hughes, Soyinka or Morrison. Prerequisite: CSE098 or CSE099, ENC101 or ENG101

ENG280 Children's Literature
3 credits; 3 hours
This course is designed to familiarize student with various types of children's literature, including folklore, modern fantasy, picture books and realistic fiction. Students also learn how to evaluate the literary standards and pluralistic character of the literature and how to choose books to share with children from pre-school through elementary school. Through a study of works from such authors as Hans Christian Andersen, E.B. White, Virginia Hamilton, Pura Belpre, Laura Ingalls Wilder, Julius Lester, C.S. Lewis, Jameake Highwater, A.A. Milne and Maurice Sendak among others, the basic themes of children's literature will be explored. Prerequisite: CSE098 or CSE099, ENC101 or ENG101

ENN191 Art, Politics, and Protest
3 credits; 3 hours
This course examines political and/or protest art as expressed in literature, song, drama, and other arts. Issues in New York that stirred or are stirring artistic responses will be given special emphasis. Activities will include visits to museums such as the Metropolitan Museum of Art or the Museum of Modern Art, to galleries in Greenwich Village or Soho, to Ellis Island, to Broadway and off-Broadway productions and to individual communities. Prerequisite: CSE098 or CSE099, EMA/ENG/ENG099

ENN/SSN193 Ideal Societies
3 credits; 3 hours
This course is designed to help students understand utopian movements in urban society from historical, psychological and sociological perspectives. This course will focus on both the causes for creating utopian experiments and the ways in which utopias approach family structure, religion, education, power, and economic organization. Literary versions of utopian communities will be studied. Field trips may be taken to such places as Roosevelt Island and Shaker Village. Prerequisite: CSE098 or CSE099, EMA/ENG/ENG099, SSE101 or SSS100 or SSY101

ENN195 Violence in American Art and Culture
3 credits; 3 hours
This course surveys the depiction of various types of violence and the use of violence as a theme or metaphor in North American literature, art, and popular culture. Emphasis is placed on New York City as a laboratory and resource for researching considerations of violence in poetry, drama, fiction, film and other visual art forms as well as popular culture (e.g. lyrics, comic strips, advertising, horror and suspense stories). Prerequisite: EMA/ENG/ENG099
ENN198 Creative Writing Workshop
3 credits; 3 hours
This course introduces students to the elements of creative writing by using New York as a writer's laboratory. Field trips to city places such as schools, streets, parks will lead to writing that uses these places and the people in them as themes. Students will write a variety of creative pieces—sketches, brief narratives, poems, dramatic dialogues dealing with this glimpsed New York life. Reading of and visits with New York writers writing on New York themes will complement these activities.
Prerequisite: ENG101 or ENC101

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

English as a Second Language

The English as a Second Language (ESL) Program provides credit-bearing courses for students of limited English proficiency from the beginning through the advanced levels. The receptive skills, listening and reading, are emphasized at the lower levels (ESL096 & ESL097), while the advanced levels (ESL098/ESR098, & ESL099/ESR099) stress oral and written skills. A mandatory tutorial ESL lab complements the course offerings. This and the microcomputer lab are available to students registered in the ESL sequence.

Department Faculty
Coordinator; Paul Arcario, Rashida Aziz, Marian Blaber, Martha Clark Cummings, John Gantzer, Judith Gex, Nancy Gross, Richard Henry, James Lydon, Jane Selden, Carolyn Sterling.

ESL096 English as a Second Language I (Formerly: English as a Second Language Workshop)
1 credit; 8 hours (6 lecture, 2 lab)
This course is designed for students who do not know any English or have only a minimal knowledge. They receive intensive practice in the language through listening and reading activities. Pronunciation, speaking and writing are also emphasized. At the end of the course, students are expected to show significant improvement in all of the skills, but especially in listening and reading. Admission to this course is based on placement test scores.

ESL097 English as a Second Language II (Formerly: ESL096)
2 credits; 9 hours (7 lecture, 2 lab)
This course, for students with some knowledge of English, develops students' proficiency in listening, speaking, reading and writing. Listening and pronunciation receive careful attention. Similarities and differences between written and spoken language are emphasized. At the end of the course, students must demonstrate their overall proficiency by passing departmental listening, reading, and writing examinations. Admission is automatic for students who have completed ESL096. For other students, admission to this course is based on the college placement test scores.

ESL098 English as a Second Language III (Formerly: ESL097)
2 credits; 9 hours (7 lecture, 2 lab)
This course helps intermediate level ESL students improve their reading and writing skills and also provides practice in listening and speaking. All of the activities focus on expanding the students' knowledge of English and developing fluency in all of the skills. At the end of the course, students must demonstrate increased competency in writing as well as in reading, speaking, and listening. Admission is automatic for students who have completed ESL097. For other students, admission is based on the college placement test scores.

ESR098 English as a Second Language III for Selected Readers
2 credits; 8 hours (6 lecture, 2 lab)
This is an accelerated course which focuses on expository writing, speaking and critical reading skills for the non-native speaker of English and is open only to those students who achieve a predetermine level based on the reading placement test. Oral presentations and/or themes will follow the discussion of reading selections used to improve the students' ability to think critically. These selections and the students' compositions will be used for grammar and vocabulary instruction. Students will practice all the language skills and at the end of the course are expected to use English with greater fluency and facility. Admission is based on college placement test scores.

ESL099 English As A Second Language IV (Formerly: ESW099)
3 credits; 10 hours; (8 lecture, 2 lab)
This course provides extensive practice in reading, writing, listening and speaking using college-level materials and helps students increase their vocabulary and study skills. Its purpose is to enable students to express ideas in acceptable written and spoken English. Final compositions read by both ESL and English Department faculty determine placement in English Department courses. Admission is automatic for students who successfully complete ESL098. For others, admission is based on college placement test scores.

ESR099 English As A Second Language IV for Selected Readers
3 credits; 8 hours; (6 lecture, 2 lab)
This is an accelerated ESL099 course which provides extensive practice in reading, writing, listening and speaking using college-level materials and helps students increase their vocabulary and study skills. Its purpose is to enable students to express ideas in acceptable written and spoken English. Final compositions read by both ESL and English Department faculty determine placement in English Department courses. Admission is automatic for students who successfully complete ESR099. For others, admission is based on college placement test scores.

ESH098 English As A Second Language III for Science and Health
2 credits; 9 hours; (7 lecture, 2 lab)
This course is an alternative to ESL098. It is designed for intermediate level ESL students majoring in allied health or science fields. This course expands students' knowledge of English and aids in developing
their fluency while familiarizing them with the language of science and health. At the end of the course, students must demonstrate increased competency in writing as well as reading, speaking, and listening. This course is open to students who have completed ESL097. For other students, admission is based on the college placement test scores.

Prerequisite: ESL097 or waiver

Humanities Department

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

Department Faculty

HUA101 Introduction to Art
3 credits; 3 hours
This course is designed to develop the students’ ability “to see,” while it examines the fundamental nature, meaning and humanistic value of art. Attention will be given to an examination of the creative process and to the role of the spectator as an active participant in the understanding of Art. Relevant readings will be discussed in relation to specific works of Art. The function of basic compositional elements will be examined. (Museum visits required.)
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099

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

HUA104 Introduction to Design
3 credits; 3 hours
This course is an introduction to the fundamentals of design through an investigation of visual elements such as line, shape and composition. Students will develop designs in two dimensional form. The design principles will be discussed and illustrated as they relate to a number of visual arts forms.
Prerequisite: CSE098 or CSE099,
Pre- or Corequisite: ESL099/ESR099 if required

HUA106 Three-Dimensional Design
3 credits; 3 hours
This course examines the principles of three-dimensional design. Students will develop individual designs based on formal elements such as line, shape mass and volume. Techniques in construction and carving will be demonstrated and developed in plaster, wood and cardboard and metal.
Prerequisite: CSE098 or CSE099,
Pre- or Corequisite: ENA/ENE/ENG099, MAT095/MAB095

HUA110 Beginning Painting
3 credits; 3 hours
This course is an introduction to painting techniques related to landscape, still life and abstract composition. Emphasis will be on color expression and color mixing. There will be individual and group critiques.
Pre- or Corequisite: ESL099/ESR099 if required, MAT095/MAB095

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

HUA120 Beginning Sculpture
3 credits; 3 hours
Problems in three-dimensional form will be examined through projects in clay and plaster. There will be group and individual criticism.
Pre- or Corequisite: CSE098 or CSE099, ENA/ENE/ENG099

HUA125 Introduction to Computer Art
3 credits; 3 hours (1 lab)
This course provides an introduction to all phases of computer graphics applications, including draft and paint modes, fills, textures, brushes, graphic tools, and color blending through exercises in drawing, painting, graphic design, illustration and advertising techniques. Electronic publishing and software design will also be presented through field trips and video tapes. Students will have hands-on experience with microcomputers utilizing graphics, draw and paint software programs. No previous experience with computers or graphics is necessary.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095

HUA130 Beginning Photography
3 credits; 4 hours (1 lecture, 3 lab)
This course is an introduction to photography covering the 35mm camera, lighting exposure, processing and printing. The creative use of photography techniques as they relate to individual expression will be considered. Special projects and final portfolio are required. It is recommended that students provide their own 35mm cameras.
Prerequisite: MAT095/MAB095
Pre- or Corequisite: ESL099/ESR099 if required
Note: An additional hour of lab is required per week so that students may practice technique in the darkroom. Proficiency in basic photography developing and printing is the goal of this scheduling. The additional lab hour is supervised by a college technician.
HUA145 Studio Lighting I
3 credits; 4 hours (3 lecture, 1 lab)
This course introduces the students to studio photography. Professional equipment, including the 4 x 5 view camera, 35mm camera, and studio tungsten lighting, will be utilized. Basic studio lighting techniques will be addressed in "table-top" (still-life) situations. Most assignments will be in black & white; students' ability to produce commercial quality black & white negatives and prints will be emphasized. Students must have a 35mm camera, and should expect to spend about $75 for materials.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095, HUA230

HUA180 Life Drawing
3 credits; 3 hours
In this course techniques are developed in descriptive and interpretive drawing. Special emphasis will be placed on drawing from the human figure. Textbook readings, studies in human anatomy and sketchbooks will be required.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, HUA103 recommended but not required.

HUA190 Technical Drawing
3 credits; 3 hours
This drawing course is designed to meet the needs of both art and pre-engineering students. It begins with the concept that technical drawing is a communicative tool and proceeds to explore the major areas of drafting. Students taking this course will develop a proficiency in multi-view projection and pictorial drawing by learning the proper use of basic drafting equipment.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095

HUA200 Art of the Twentieth Century
3 credits; 3 hours
This course explores the history of various styles and forms of Western painting and sculpture from the Impressionist period to the present. Such diverse styles of Modern Art as Cubism, Dada and Surrealism, Expressionism and the more recent styles of Pop and Conceptual Art, will be examined and discussed. Consideration will be given to the understanding of abstract and non-objective art as well as the influences which African and Eastern art have had on the development of modern art styles. Illustrated with slides. Museum visits required.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, HUA101 recommended but not required

HUA201 Art in New York: A Museum/Gallery Workshop
3 credits; 3 hours
Museum and gallery visits will comprise the major portion of this course. Through first-hand observation and discussion, students will examine the form and content of contemporary painting, drawing and sculpture. The class will discuss selected art exhibits in an effort to explore the nature of art criticism.
Prerequisite: CSE098 or CSE099, ENG101 or ENC101, HUA200 or permission of the instructor.

HUA202 History of Photography
3 credits; 3 hours
This course will examine the development of photography as an art form. Beginning with the introduction of the camera in the 19th Century, the course will focus on early photographic experimentation and its effects on painting. Accordingly, students will then be introduced to the work of great photographers from Nadar to Stieglitz, and to the effects of their work on the development and refinement of the photographic form. An overview of photography in the modern age will conclude the course.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099

HUA210 Intermediate Painting
3 credits; 3 hours
This course is a continuation of the investigations of landscape and still life and their implicit abstract qualities. A special emphasis will be placed on the function of surface, color saturation, scale and multiple relations in contemporary painting. Projects will include finished paintings and sketchbooks. Studio projects will be analyzed and evaluated.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, HUA110 or permission of the instructor.

HUA215 Art of the Renaissance in Italy
3 credits; 3 hours
The painting, sculpture, and architecture of Renaissance Italy will be examined for humanistic content as well as for the visual qualities of composition, style and technique. Works of art will be discussed within the historical context of the Renaissance. Such renowned works as Michelangelo's Sistine Ceiling and Leonardo's Last Supper will be compared to earlier styles. Renaissance Art as a foundation of Modernism will also be discussed.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099
Pre- or Corequisite: ENG101 or ENC101, HUA101 recommended but not required.

HUA220 Intermediate Sculpture
3 credits; 3 hours
This course is a continuation of problems in three-dimensional form related to the human figure, portraiture and their abstract qualities. Emphasis will be placed on individual expression and the development of technical skills in plaster and clay.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, HUA120 or permission of instructor

HUA230 Intermediate Photography
3 credits; 4 hours (1 lecture, 3 lab)
An intermediate course in photographic instruction, darkroom technique and aesthetics. Students will be exposed to classic examples of photo-journalism, and instructed in appropriate techniques in each area. Students will begin to build a portfolio in a chosen area. Each person will be expected to have a camera.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095, HUA130

HUA234 Color Photography
3 credits; 4 hours (2 lecture, 2 lab)
This course covers the theory and use of negative film (for prints) and positive film (for slides). The psychological and esthetic effects of color will be investigated, and the student will learn to manipulate color through an understanding of various light sources and the use of filters. This course is offered in conjunction with Color Darkroom Techniques. Students must have a 35mm camera and should expect to spend approximately $125 in material expenses.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095, HUA230
Corequisite: HUA235
HUA235 Color Darkroom Techniques
3 credits; 4 hours (1 lecture, 3 lab)
This course covers the processing of positive photographic film (slides) and color photographic papers (prints). Chemical processes and photographic emulsions will be described and utilized. The student will learn how to operate the dichroic color enlarger and the universal film and print processor. This course is offered in conjunction with Color Photography. Students should expect to spend about $125 for material expenses.
Prerequisite: CSE098 or CSE099, ENAI/EE/ENG099, MAT095/MAB095, HUA230
Corequisite: HUA234

HUA245 Studio Lighting II
3 credits; 4 hours (3 lecture, 1 lab)
This course introduces the students to techniques in portraiture and fashion photography using electronic flash. Students will continue 'table-top' photography using the 4x5 view camera. Assignments will be in black-and-white as well as color; emphasis will be placed on exposure of color transparency, film with tungsten and flash illumination. A unit in architectural photography is included. Students must have 35mm equipment and should expect to spend about $100 for materials.
Prerequisite: CSE098 or CSE099, ENAI/EE/ENG099, MAT095/MAB095, HUA145

HUA275 Commercial Photography Workshop
3 credits; 4 hours (2 lecture, 2 lab)
This is the most advanced course in the Commercial Photography curriculum. The student will explore and analyze the creative and logistic problems encountered during all stages of a commercial photography assignment. Using standard pre-and post-production procedures, as well as photographic techniques learned in previous classes, the student will produce three photographic projects consisting of 5 to 10 images for each. Students should expect to spend about $100 for materials.
Prerequisite: CSE098 or CSE099, MAT095/MAB095, ENG101 or ENC101, HUA245

HUA280 Commercial Photography Seminar
3 credits; 3 hours
This course introduces the students to the day-to-day operations and business practices of the photographic industry. The professional responsibilities of photographers and photographers' assistants will be explored in detail. Commercial self-promotion, including the creation of an appropriate portfolio, business card, and resume will be covered. The business, legal, and ethical dimensions of everyday activities within the industry will be discussed.
Prerequisite: CSE098 or CSE099, MAT095/MAB095, ENG101 or ENC101, HUA145 or waiver, HUA230

HUB102 Educational Psychology: The Bilingual Child in an Urban Environment
3 credits; 5 hours
This course deals with an examination of the psychological theories of learning and motivation as they apply to bilingual children. Students will be introduced to the general concepts of educational psychology specifically as they apply to bilingual education. Theories of learning and motivation, cognition, learning disabilities and cultural pluralism will be examined in the context of preadolescent development in an urban setting. In addition to class sessions, a two-hour per week field lab and a case study log are required.
Prerequisite: CSE098 or CSE099, ENAI/EE/ENG099, HUN101
Note: This is a TAR course that follows HUN101 in the Bilingual Education Associate sequence and must be completed before the first internship.

HUB103 Principles and Practices of Bilingual Education and ESL
3 credits; 6 hours
This course deals with a) learning theories and their implications for the bilingual child in his/her total school environment, b) a review of instructional approaches and teaching strategies which could be effectively used to educate bilingual children, c) the nature of first and second language acquisition as well as the materials for the teaching of language to transitional bilingual children.
Prerequisite: CSE098 or CSE099, ENAI/EE/ENG099, HUB102

HUB200 Teaching Reading and Language Arts in the Bilingual Classroom
3 credits; 6 hours
This course surveys theories, practices, and materials in the teaching of language arts in bilingual programs. It includes examination of the interrelations of listening, speaking, reading, and writing, as well as the influence of culture on language development. Course work involves developing and presenting mini-lessons and designing a four-week language arts unit. In addition, students will evaluate materials and present written and oral reports. A three-hour weekly field experience is required.
Prerequisite: CSE098 or CSE099, ENAI/EE/ENG099, HUB102

HUC099 Basic Speech Communication (Formerly: Basic Communication Strategies I and II)
1 credit; 4 hours
This course will introduce students to a core of fundamental communication concepts and skills needed to express ideas and feelings with confidence and clarity. Students will explore such topics as: listening, language, and speech. They will apply these topics to preparing speeches, interviewing techniques, and in general, to using Standard American English effectively. This course may be taught together with basic reading and writing courses in order to reinforce reading and writing skills. Admission to this course is based on college placement test scores.

HUC101 Oral Communication
3 credits; 3 hours
This course is designed to introduce the student to communication concepts, theories and skills which people use in personal and in professional settings. Topics include: What is communication? How does culture affect communication patterns? What does self-disclosure mean? What are effective response styles? How do language choices and non-verbal cues affect the message a person projects? How can a verbal confrontation produce its intended result? What are effective ways to organize a message? How does a person prepare for and present a successful interview?
Prerequisite: CSE095 or CSE098, HUC099 if required

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

**Prerequisite:** CSE098 or CSE099, ENA/ENE/ENG099

**HUC105 Voice And Diction Workshop**
1 credit; 3 hours (1 lecture, 2 lab)
This course is designed for students who wish to continue to improve their English speaking skills. It will extend the content of HUC104 to include the study of speech sound variations and help students modify their articulation, voice, and intonation patterns. The students will improve the clarity of their speech through the use of drills, exercises and feedback.

**Prerequisite:** CSE098 or CSE099, ENA/ENE/ENG099, HUC104

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

**Prerequisite:** CSE098 or CSE099, ENA/ENE/ENG099, HUC101 or HUL100

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

**Prerequisite:** CSE098 or CSE099
**Pre-or Corequisite:** ENA/ENE/ENG099

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

**Prerequisite:** CSE098 or CSE099, HUC101 or HUL100
**Pre-or Corequisite:** ENG101 or ENC101

**HUC120 Mass Media and Their Evolution**
3 credits; 3 hours
This course historically traces the development of such mass media as radio, television, newspapers, recordings, and 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.

**Prerequisite:** CSE098 or CSE099, ENA/ENE/ENG099

**HUC130 Mass Communication and Society**
3 credits; 3 hours
This course critically analyzes selected issues in mass communication. Possible topics include: media violence and pornography; media stereotyping; comics and political cartoons; hidden persuaders; editorial policies; media bias; censorship; press freedom and responsibility. Student projects may vary each term.

**Prerequisite:** CSE098 or CSE099, ENA/ENE/ENG099, HUC120 recommended but not required.

**HUC150 The Art of Film**
3 credits; 4 hours
This course provides an overview of film history and theory. The student learns about aesthetic and technological innovations in the medium, while developing critical skills through screening films selected as representative of a type or concept. The Student should expect to spend approximately $15 for film screenings.

**Prerequisite:** CSE098 or CSE099, ENA/ENE/ENG099

**HUC165 Film and the Supernatural**
3 credits; 4 hours
This course will explore major films which have reflected and helped to define the concept of "supernatural horror" in Western culture. The films will be related to the themes in folklore and fiction that inspired their scripts. Students will learn to identify the basic themes in supernatural film and fiction and will acquire the basic methodology required to analyze these films as unconscious reflections and/or semi-unconscious projections of archetypal fears. The Student should expect to spend approximately $15 for film screenings.

**Prerequisite:** CSE098 or CSE099, ENA/ENE/ENG099

**HUC170 Art of Theatre**
3 credits; 3 hours
This course introduces the student to the theories, techniques, and literature of the theatre. Subject matter includes the fundamental tools of playwriting, basic techniques of acting, function of the designer, and evaluation and criticism of performance. Readings, seminars, field trips to New York theatres, and class projects provide the student with an understanding of theatre as a social force and as an art form.

**Prerequisite:** CSE098 or CSE099, ENA/ENE/ENG099

**HUC180 Creative Drama**
3 credits; 3 hours
This course examines the theories, procedures, and means of assessing improvisational drama in such non-traditional settings as day-care centers, rehabilitation centers, and a variety of social-work areas. Also explored is the relation of creative drama to such fields as occupational therapy, geriatrics, media and education. In addition, the student will have an opportunity to develop a resource file of dramatic materials applicable to his or her chosen field.

**Prerequisite:** CSE098 or CSE099, ENA/ENE/ENG099

**HUC190 Acting I**
3 credits; 3 hours
This course examines the theoretical perspectives and the practical demands of acting as an art form. Readings in theory are supplemented by student presentations of short scenes and possible seminar visits to New York theatres.

**Prerequisite:** CSE098 or CSE099, ENA/ENE/ENG099, HUC170 recommended but not required.
IIUC191 Acting II
3 credits; 3 hours
This course offers an advanced exploration of the theory and practice of acting as an art form. The study of scene preparation, characterization, and improvisation will be emphasized. Study scenes will be taken from comedy, farce, and serious drama, offering practice in a variety of acting styles. The spatial characteristics of the stage, rehearsal procedures, and the use of props, costumes, and make-up will be examined. Attendance at two theatre performances will be arranged and required at a total cost of approximately $25.00. Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, HUC190 or by audition.

IIUC195 Theatre Production Workshop
3 credits; 4 hours
This course will involve the study and practical application of basic aesthetic and technical aspects of theatrical production. Through participation in a public production, the student will have a major responsibility in one of the following areas: acting, directing, stage management, rehearsal techniques, set design and lighting, make-up and costumes, and publicity or promotion. Additional time for rehearsals and technical production will be required as a part of this course. Prerequisite: HUC170 or HUC190 recommended but not required. Pre- or Corequisite: CSE098 or CSE099, ENA/ENE/ENG099

IIUC240 Video Production Workshop (Formerly: HUC240 Media Production Workshop)
3 credits; 4 hours
This course introduces the student to the theory, vocabulary, and production techniques of the video medium. Students, functioning as a production team, create and produce short video projects during the quarter which culminate in a final production created, organized, and produced by the class. Students are assigned, on a rotating basis, specific production roles such as director, switcher, camera operator, floor manager, audio technician, production assistant or VCR operator. Projects vary from term to term as deemed appropriate by the instructor. Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/ MAB095

IIUC270 American Film
3 credits; 4 hours
This course is a survey of artistic, technological, and industrial developments of cinema in America. The films screened are representative of major developments in American film history: technological, aesthetic, industrial and sociocultural. Through readings and screenings, the student considers such topics as: major genres that reflect and project American attitudes and values, the work of the great American film artists, and the role of films by Black Americans. The student should expect to spend approximately $15 for film screenings. Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, HUC150 recommended but not required.

HUC/ENG272 Literature and Film
3 credits; 4 hours
This course studies the similarities and differences between literature and film. By comparing and contrasting literary work (complete and excerpts) with films, the course illuminates the methods, structures, and content of the two media, as well as their interrelationship. Writers to be considered may include Shakespeare, Keats, Dickens, Dickinson, Wright, and West; films to be viewed may include those made by Griffith, Chaplin, Riefenstahl, Flaherty and Resnais. Prerequisite: CSE098 or CSE099, ENG101 or ENC101; HUC150 or HUC270 recommended but not required.

HUC275 American Film Comedy
3 credits; 4 hours
This course surveys American film comedy through the study of comic performers and comic styles of film-making. It explores such areas as the difference between physical and verbal comedy and why we laugh at slapstick. The course includes in-class screenings and discussions. Contributions by comedians from a variety of ethnic backgrounds are highlighted. Suggested comic artists include Charlie Chaplin, Bill Cosby, W.C. Fields, the Marx Brothers and Mae West. The student should expect to spend approximately $15 for film screenings. Prerequisite: CSE098 or CSE099, ENG101 or ENC101, HUC150 or HUC270 recommended but not required.

HUD101 Theatrical Dance I
2 credits; 2 hours / practice hour
This course will introduce students to ballet, modern jazz and selected ethnic dance through dance history and class performance. Students will utilize the basic techniques of each of these dance forms, including barre exercises, center practice and combinations across the floor. The basic theory of the positions and movements of the body will be explored. Leotards and tights or loose-fitting athletic wear is recommended. Students will be required to attend one live dance performance (estimated cost: $5.00 to $10.00). Studio time (one hour) will be recommended for use by students for practice. This will be un supervised practice time and students will not be required to pay tuition for this hour. Pre- or Corequisite: CSE098 or CSE099, ENA/ENE/ENG099

HUE101 Modern Chinese I
3 credits; 4 hours (3 lecture, 1 lab)
The basic course in Modern Chinese (Mandarin) is designed to develop primary listening and speaking skills through work in the classroom and language laboratory. Students will learn the pronunciation, grammar and vocabulary of Chinese in the context of important aspects of the culture affecting the communication process. Students will be introduced to the romanized writing system (pinyin). Prerequisite: CSE098, ENA/ENE/ENG099
Note: Student must successfully complete HUE101 before credit toward graduation is granted for HUE101 Modern Chinese I.

HUE102 Modern Chinese II
3 credits; 4 hours (3 lecture, 1 lab)
This is a continuation of HUE101. Listening and speaking skills will be further developed through work in the classroom and the language lab. Students will learn more about Chinese pronunciation, grammar and vocabulary in selected cultural contexts. The basic Chinese writing system will be introduced. Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, HUE101 or exemption exam

HUF101 Elementary French I
3 credits; 4 hours (3 lecture, 1 lab)
This course for beginners is designed to develop listening, speaking, reading and writing skills through work in the classroom and the language laboratory. Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099
Note: A student must successfully complete HUF102 before credit is granted for HUF101 Elementary French I.
HUF102 Elementary French II
3 credits; 4 hours (3 lecture, 1 lab)
This is a continuation of HUF101.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, HUF101 or permission of chairperson

HUF103 Intermediate French
3 credits; 4 hours (3 lecture, 1 lab)
This course is designed to further develop language skills. The relationship between speaking, reading and writing is emphasized.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, HUF102 or placement test

HUF150 Skills Maintenance in Modern Language
1 credit; 2 lab hours
This laboratory course is designed to maintain foreign language skills during an interruption in the study sequence. Individual instruction is directly related to students' particular field of interest. Hours individually arranged.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099

HUF201 French Literature from a Global Perspective
3 credits; 3 hours
This course is an introduction to the literature and culture of French-speaking countries through various forms of literary expression. Readings and discussions will emphasize the rich contributions of African, Caribbean, and North American writers and artists, as well as responses to them from France and the United States.
Prerequisite: ESL099, HUF103 or placement exam
Pre-or Corequisite: CSE098 or CSE099, ENA/ENE/ENG099

HUI100 Exploring the Humanities
3 credits; 3 hours
Students will identify and examine the concepts and connections among the various disciplines within the humanities such as: philosophy, art, music, theatre, language, and literature. They will do so through a series of readings, observations, and museum/theatre visits and apply basic principles of aesthetics and interpretation.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099

HUI101 Elementary Italian I
3 credits; 4 hours (3 lecture, 1 lab)
This course for beginners is designed to develop listening, speaking, reading, and writing skills through work in the classroom and the language laboratory.
Prerequisite: CSE098 OR CSE099, ENA/ENE/ENG099 or waiver
Note: A student must successfully complete HUI102 before credit is granted for HUI1101 Italian I.

HUI102 Elementary Italian II
3 credits; 4 hours (3 lecture, 1 lab)
This is a continuation of HUI101.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, HUI1101 or permission of chairperson

HUI150 Skills Maintenance in Modern Language
1 credit; 2 lab hours
This laboratory course is designed to maintain foreign language skills during an interruption in the study sequence. Individual instruction is

HUI103 Intermediate Italian
3 credits; 3 hours
This course is designed to further develop language skills. The relationship between speaking, reading, and writing is emphasized.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, exemption test or permission of chairperson

HUK103 Intermediate Greek
3 credits; 3 hours
This course is designed to further develop language skills. The relationship between speaking, reading, and writing is emphasized.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, exemption test or permission of chairperson

HUK150 Skills Maintenance in Modern Language
1 credit; 2 lab hours
This laboratory course is designed to maintain foreign language skills during an interruption in the study sequence. Individual instruction is directly related to students' particular field of interest. Hours individually arranged.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099

HUK204 Perspectives on Modern Greek Culture and Literature
3 credits; 3 hours
This course will survey major ideological currents and cultural practices which created the modern Greek nation after Byzantium. Emphasis will be placed on understanding the formation of modern Greek identity and its relationship to the modern nation state and hellenic diaspora. Readings will include selections from the Akritic cycle, Erotokritos, Solomos, and others. Fluency in Modern Greek is required.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, Greek exemption exam

HUL099 Oral Practice for the Non-Native Speaker
1 credit; 4 hours
This is a listening/speaking course for students who are not native speakers of English. The course emphasizes use of Standard American English pronunciation and grammar in conversational tasks or functions such as introducing oneself, giving directions, describing a process and reporting information. Students learn to express these and other functions appropriately in formal and informal situations. They will also become familiar with some important values which shape social interaction in this society. During the lab period, students will work on particular problems in pronunciation.
Pre-or Corequisite: ESL098 or ESR098

HUL100 Communication and the Non-Native Speaker (Formerly: HUC110)
3 credits; 4 hours
This course is designed to help the student develop facility with English when it is not his or her native language. It is especially designed to provide students with insight into interpersonal relations in various cultural settings. Course content will include communication theory, interpersonal skills in both verbal and non-verbal communication, and reinforcement of oral language skills. Students will survey the sound system for Standard English, learn listening skills and self corrections for pronunciation and grammar.
Prerequisite: ESL099 or permission
HUM101 Introduction to Music  
3 credits; 3 hours

This course is designed to develop an understanding and appreciation of various forms of music. Emphasis will be placed on the elements of musical organization, expression and style. Students will gain understanding by listening to selections and by discussing significant features of musical compositions from the Middle Ages to the present time. 

Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099

HUM110 Introduction to Jazz  
3 credits; 3 hours

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

Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099

HUM150 Contemporary Vocal Ensemble  
1 credit; 3 hours

Emphasis is on the preparation for public performance of contemporary choral music for small vocal ensemble with two to four voices on each part. The repertory will include arrangements in a variety of contemporary vocal idioms: gospel, musical theatre, jazz. Performances of original works will also be encouraged. Enrollment will be limited to 20 students. A student may take Contemporary Vocal Ensemble five quarters for credit, or audit without credit. (A student may earn a total of 10 credits in Choir, Band and/or Contemporary Vocal Ensemble).

Prerequisite: CSE098 or CSE099

HUM155 Voice Class I  
3 credits; 3 hours

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

Prerequisite: ENA/ENE/ENG099, MAT095/MAB095

HUM156 Voice Class II  
3 credits; 3 hours

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

Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095, HUM101 or HUM150 or equivalent, HUM155 or equivalent

HUM170 Guitar I  
3 credits; 3 hours

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

Prerequisite: CSE098 or CSE099, MAT095/MAB095

HUM171 Guitar II  
3 credits; 3 hours

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

Prerequisite: CSE098 or CSE099, MAT095/MAB095, HUM170 with a grade of "C" or better or by audition.

HUM180 Piano I  
3 credits; 3 hours

This course is open to all students interested in playing the piano but who have had no previous experience. Students in this class will develop the ability to play simple melodies and learn simple accompanying techniques for folk songs, sight read at the keyboard, and to play easy piano literature from a variety of stylistic eras.

Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095

HUM181 Piano II  
3 credits; 3 hours

A continuation of HUM180, this course will train students to play more complex compositions. Students also will learn to sight read more difficult musical selections, and will learn to improvise simple accompaniments for folk songs.

Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095, HUM180 with grade of "C" or better or by audition.

HUM182 Piano III  
3 credits; 3 hours

A continuation of HUM181, this course is designed to give the student an increased technical and reading capability. The student will learn about scales and finger exercises which will aid in the study of pieces representative of the various periods of musical composition. Upon completion of the course, the student should be able to play pieces appropriate for the advanced beginner from both the classical and popular repertoire.

Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095, HUM180 and HUM181 or by audition.
HUM201 The American Musical Theater: A Production Workshop
3 credits; 4 hours
The student will participate in the preparation and public performance of a Broadway musical. Emphasis will be placed on individual and group learning experiences, and specific techniques required for performing in musicals, including such techniques as characterization, coordination of acting and body movement with singing, transition from speech to song, group movement for singing chorus, techniques of memorization, and overall production and publicity responsibilities. Additional rehearsal hours are part of the course requirement. Prerequisite: CSE098 or CSE099, ENAI/ENAIENG099, MAT095/MAB095, HUM180, HUM155, HUM156

HUN101 Urban Study: Introduction to Bilingualism
3 credits; 3 hours
This course will cover the basic rationale, principles and applications of a bilingual philosophy of learning. It will consider psychological, social and political factors of bilingualism, including past and present legislation. It will also examine language acquisition theories, representative models of bilingualism and bilingual instruction, and issues related to the maintenance of language and culture. Field trips to various schools in the city will constitute a significant part of the course. Prerequisite: CSE098 or CSE099, ENAI/ENAIENG099

HUN192 Art and Society
3 credits; 3 hours
This course examines the relationships among various art forms and the societies out of which they arise. The focus is to establish the connection between the human drive to create and the social attitudes which influence that creation and provide it with a context. Using the rich cultural resources of New York City, students will have the opportunity to explore characteristics and functions of art in other historical and cultural settings. Field trips to various art institutes in the city will constitute a significant part of this course. Prerequisite: CSE098 or CSE099, ENAI/ENAIENG099

HUN194 The Puerto Rican Community: Minority Group Experience
3 credits; 3 hours
This course examines the Puerto Rican community in order to provide an enhanced awareness of and sensitivity to the value systems of New York City’s minorities. Students will experience first hand the cultural heritage of one of the city’s largest minorities and will learn about their contributions, conditions, and problems. Field trips will include El Barrio, Office of the Commonwealth of Puerto Rico, the Puerto Rican Traveling Theatre, and other organizations. Prerequisite: CSE098 or CSE099, ENAI/ENAIENG099

HUN245 The New York Theatre Experience
3 credits; 4 hours
This course involves the study of current professional and semi-professional theatre in New York City. Students will be required to attend a total of six Broadway, Off-Broadway, and Off-Off Broadway plays in order to compare their content, underlying aesthetic concepts, and production techniques. (Plays may be seen on Sunday afternoons. Students will pay a total of approximately $30-$40 for theatre tickets.) Prerequisite: CSE098 or CSE099, ENAI/ENAIENG099

HUP100 Critical Thinking Skills
3 credits; 3 hours
This course explores the process of thinking critically and guides students in thinking more clearly, insightfully and effectively. Concrete examples from students’ experience and contemporary issues help students develop the abilities to solve problems, analyze issues, and make informed decisions in their academic, career and personal lives. Substantive readings, structured writing assignments and ongoing discussions help students develop language skills while fostering sophisticated thinking abilities. Corequisite: CSE094 or CSE095 or CSE098 or CSE099, ENAI/ENAIENG099, MAT095/MAB095; this course is limited to students enrolled in any one or more of these courses.

HUP101 Introduction to Philosophy
3 credits; 3 hours
This course introduces students to the process of philosophical reflection. Utilizing the concept of freedom extensively, it seeks to develop the student’s ability to analyze concepts and to explore life experience in a structured and coherent fashion. Students are encouraged to develop their perceptions by critically examining their own beliefs, attitudes and assumptions in light of the philosophical analysis they encounter. Prerequisite: CSE098 or CSE099, ENAI/ENAIENG099

HUP110 Philosophy, Value and Business Ethics
3 credits; 3 hours
This course is specially designed for students entering the world of commerce and business, and will display and explore philosophical connections among value, morality and business. Using an analysis of key concepts such as value, valuing, morality relativism and utility, students will explore selected topics in business ethics, such as the ethics of marketing and advertising and the rights and obligations of employers and employees. Prerequisite: CSE098 or CSE099, ENAI/ENAIENG099, MAT096/MAB096, ENG101 or ENC101

HUP210 Ethics
3 credits; 3 hours
This course investigates the nature of morality and its place in human experience. Among the questions posed and discussed are: Is morality simply relative to specific cultures? What are criteria for right and wrong? What is moral agency? Does love have a place in the moral life? Students are encouraged to explore moral questions in their own lives. Prerequisite: CSE098 or CSE099, ENAI/ENAIENG099, HUP101

HUP215 Philosophy of Love and Sexuality
3 credits; 3 hours
This course involves a philosophical analysis of the basic structures of love and sexuality, their relationship to each other and their place in human existence. Among the questions posed and discussed are: What is the nature of love? What is the relationship between love and sexuality? What is the significance of the language of sexuality? Is there a specific sexual morality? Students will be encouraged to explore and develop the philosophical implications of their perceptions in these areas. Philosophers to be studied include Nagel, Moulton and Solomon. Prerequisite: ENG101 or ENC101, HUP101, and any additional 3 credit philosophy course with the exception of HUP100
HUP220 Political and Social Philosophy

3 credits; 3 hours

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

Prerequisite: CSE098 or CSE099, ENAI/ENE/ENG099, HUP101

HUP230 Philosophy of Religion

3 credits; 3 hours

An examination of humanity’s basic perceptions of itself as they are reflected in religion. Both Western Theism and Eastern Non-Theism will be explored and evaluated. Special attention will be given to the phenomenon of religious experience as it occurs in the different traditions.

Prerequisite: CSE098 or CSE099, ENAI/ENE/ENG099, HUP101 or permission of instructor

HUR101 Creative Thinking Theory and Practice

3 credits; 3 hours

This course explores the process of thinking creatively and guides students in developing the creative thinking process, opportunities to work on a variety of projects and activities requiring creative thinking, and personal appearances by creative people discussing their work.

Prerequisite: CSE098 or CSE099, ENAI/ENE/ENG099, MAT0951/ MAB095

HUS101 Elementary Spanish I

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

This course for beginners is designed to develop listening, speaking, reading and writing skills through work in the classroom and the language laboratory.

Prerequisite: CSE098 or CSE099, ENAI/ENE/ENG099

Note: A student must successfully complete HUS102 before credit is granted for HUS101 Elementary Spanish I.

HUS102 Elementary Spanish II

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

This is a continuation of HUS101.

Prerequisite: CSE098 or CSE099, ENAI/ENE/ENG099, HUS101

HUS103 Intermediate Spanish

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

This course is designed to further develop language skills. The relationship among speaking, reading and writing is emphasized.

Prerequisite: CSE098 or CSE099, ENAI/ENE/ENG099, HUS102 or permission of chairperson

HUS105 Spanish for Fluent Speakers I

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

This course is designed to enable the native speaker of Spanish to master the intricacies of Spanish accentuation and spelling, to expand his/her vocabulary and to allow him/her to conduct a basic grammatical analysis of the sentence.

Prerequisite: Placement Exam

HUS106 Spanish for Fluent Speakers II

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

This course is designed to develop mastery of Spanish orthography, to expand vocabulary and knowledge of perfect tenses and regular verbs, and to develop the ability to construct complex syntactical structures. Students will be expected to write grammatically correct short paragraphs.

Prerequisite: HUS105 or placement test

HUS150 Skills Maintenance in Modern Language

1 credit; 2 lab hours

This laboratory course is designed to maintain foreign language skills during an interruption in the study sequence. Individual instruction is directly related to students’ particular field of interest. Hours individually arranged.

Prerequisite: CSE098 or CSE099, ENAI/ENE/ENG099

HUS200 Latin American Literature I

3 credits; 3 hours

This course deals with an introduction to Latin American literature and its relationship to the dynamics of social change. The course also traces the influence of European, North American, African, and pre-Columbian elements on Latin American literary movements. Topics include pre-Columbian literatures, colonization and exploration, the wars of independence, and abolition.

Prerequisite: HUS105 or placement test

HUS201 Latin American Literature II

3 credits; 3 hours

This course is a continuation of HUS200. The second term deals with urbanization, social consciousness, alienation, black awareness, and the new revolutions.

Prerequisite: HUS105 or placement test.

HUS204 Latin American Civilizations

3 credits; 3 hours

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

Prerequisite: HUS105 or permission of instructor

HUS210 Advanced Spanish Composition

3 credits; 3 hours

This course is designed as an introduction to the study of fiction and stylistics in the Spanish language. Students learn to identify and utilize effective communicative strategies in written Spanish. They also build an adequate vocabulary for career or academic purposes. Weekly assignments will stress critical and composition skills.

Prerequisite: HUS105 or exemption exam

HUS220 Commercial Spanish

3 credits; 3 hours

This course is designed to reinforce advanced composition and research techniques in the field of business. Emphasis is placed on types of business communications and the preparation and analysis of research reports. Students will become familiar with the main similari-
ties and differences between commercial terminology in Spanish and English.
Prerequisite: CSE098 or CSE099, ENG101 or ENC101, HUS210 or placement exam

HUZ270 Literature of the Caribbean
3 credits; 3 hours
This course deals with a comparative study of the novel, drama, poetry, and essay of the countries in the Caribbean basin. Course content will change according to instructor and student preferences. Representative authors may include Marti, Hostos, Llorens Torres, Guíllen, Lezama Lima, Mir, Bosch, Cesaire, Carpentier, and Ferre.
Prerequisite: HUS105 or placement test

HUZ101 Elementary Portuguese I
3 credits; 4 hours (3 lecture, 1 lab)
This course for beginners is designed to develop listening, speaking, reading and writing skills through work in the classroom and the language laboratory.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099 or waiver
Note: A student must successfully complete HUZ102 before credit is granted for HUZ101 Portuguese I.

HUZ102 Elementary Portuguese II
3 credits; 4 hours (3 lecture, 1 lab)
This is a continuation of HUZ101.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, HUZ101 or permission of chairperson

Liberal Arts Seminar Departments: English, Humanities, Mathematics, Natural and Applied Sciences, and Social Science

LIB200 Humanism, Science and Technology: Liberal Arts Seminar
3 credits; 3 hours
The Liberal Arts Seminar explores aspects of the relationship between humanism, science and technology. The course deals with such questions as: What does it mean to be a man or woman in a world of machines? Are the values we cherish in conflict with those imposed on us by mechanization? The course probes these and other issues in class discussions based on selected readings; student seminar reports and papers; attention to current developments as covered, for example, in The New York Times; and trips to various museums.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT096/ MAB096, and 39 credits

Library Media Resources Center

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.

Department Faculty

Ngozi P. Agbim, Chief Librarian; Michael Considine, Francine Egger, William Grauer, Juan Hurtado, Clementine Lewis, Frederick E. Low, Terry Parker, Kenneth E. Peeples, Jr., Mark Rosenzweig, Kathleen Scanlon, Louise Spain, Colette A. Wagner.

LRC102 Information Strategies
3 credits; 3 hours (course replaces LRC101 Library Research Methods)
This course is an introduction to the nature and uses of information sources (i.e., print, non-print and computerized) for study and problem-solving. Students will identify topics, pose research questions, plan research strategies, assess materials, use the LaGuardia Library, and identify other libraries for collecting data and producing critical bibliographies. Through the use of the latest research technology, students will gain greater understanding of the information age in which we live.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT096/ MAB096

Mathematics Department

The Mathematics Department offers a great variety of courses to students at all levels: from basic arithmetic and algebra to linear algebra, calculus and differential equations. From these courses, students gain skills and confidence for advanced work while learning to apply their course work to other disciplines.

Department Faculty:


MAT095/MAB095 Essential Mathematics I
(Formerly: MAB/MAT098 Basic Mathematics I)
1 credit; 6 hours (5 lecture, 1 lab)
This course focuses on basic mathematical concepts and skills, including whole numbers, fractions, decimals, percents, operations with signed numbers, exponents, algebraic expressions and the solution of simple first degree equations. Admission to this course is based on college placement test scores.
MAT096/MAB096 Essential Mathematics II (Formerly: MAB/MAT099 Basic Mathematics II. MAB/MAT110 Algebra, and MAT 109 Algebra and Problem Solving)
1 credit; 7 hours (6 lecture, 1 lab)
This course will introduce students first to basic algebraic concepts including numerical and algebraic expressions, signed numbers, linear quadratic equations, laws of exponents and graphing. Additional problem solving skills will also be reinforced. Admission to this course is based on college placement test scores.

MAT103 Early Concepts of Math for Children (Formerly: Structure of the Number System I)
3 credits; 3 hours
This course combines theory with practical aspects of how children learn mathematics. Students learn how to help young children to develop numerical relationships and geometric patterns. This course is of particular value to Child Development majors, prospective elementary school teachers and parents.
Prerequisite: CSE098, MAT096/MAB096

MAT104 Mathematics in Elementary Education (Formerly: Structure of the Number System II)
3 credits; 3 hours
This is the second course of a two-quarter sequence devoted to the study of how children learn mathematics. The course examines the mathematics curriculum of the elementary school with an emphasis on how to teach it. Among the topics included are operations on rationals, geometry, measurement and basic notions of statistics of particular value to prospective school teachers and paraprofessionals.
Prerequisite: CSE098, MAT103

MAT106 Mathematics of Medical Dosages
2 credits; 2 hours
This course is designed for Nursing majors and will aid them in applying basic mathematical concepts to on-the-job situations. Students will learn the various techniques of calculations. These include conversions using metric, household, and apothecary systems of measurement as well as the computational methods used in the preparation of oral medication, solutions, parenteral therapy, and pediatric dosages.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT096/MAB096
Corequisite: SCR110

MAT107 Mathematics and the Modern World
3 credits; 3 hours
This course introduces selected topics in mathematics which have significant application in other fields. For each topic studied, emphasis will be placed first on the mathematics itself, and then on one or more significant applications of the mathematics. Topics to be included will be chosen from the areas of number theory, algebra, probability and statistics, topology, computers, and geometry.
Prerequisite: CSE098, ENA/ENE/ENG099, MAT096/MAB096

MAT120 Elementary Statistics I
3 credits; 3 hours
This course serves as 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, binomial distribution, normal distribution, probability and hypothesis testing.
Prerequisite: MAT096/MAB096

MAT121 Elementary Statistics II
3 credits; 3 hours
As a sequel to MAT120 this course develops the methods of statistical inference including experimental design, sampling, estimation, hypothesis testing and decision making.
Prerequisite: MAT120

MAT132 History of Mathematics
3 credits; 3 hours
This course serves as an examination of the theoretical developments of mathematics from antiquity to the end of the last century. Mathematical 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, geometry from Euclid through Riemann, and the development of the modern computer beginning with primitive instruments.
Prerequisite: ENA/ENE/ENG099, MAT096/MAB096

MAT200 Pre calculus
4 credits; 4 hours
This course is intended as a preparation for the study of calculus. Topics to be covered include a study of coordinate geometry and the analysis of the following functions: polynomial, exponential, logarithmic, and trigonometric.
Prerequisite: MAT096/MAB096

MAT201 Calculus I
4 credits; 4 hours
This course is the first of a three-course sequence designed to provide students with an appreciation of the usefulness and power of calculus. The course covers the fundamentals of the differential calculus of elementary functions and includes an introduction to integral calculus. Among the topics studied are limits, derivatives, applications of the derivative, and integrals.
Prerequisite: MAT200

MAT202 Calculus II
4 credits; 4 hours
This is a course designed to provide students with an appreciation of the usefulness and power of calculus. Emphasis will be placed on the application of calculus to various disciplines. Among the topics studied are the definite integral, area, formal integration and applications of integration.
Prerequisite: MAT201

MAT203 Calculus III
4 credits; 4 hours
This is the third course in the calculus sequence and is designed to build upon the concepts and techniques of MAT201-202 and to provide a more rigorous conceptual grounding for the entire calculus sequence. Topics to be covered include limits and continuity, indeterminate forms, infinite series, the Taylor expansion and applications, solid geometry, the calculus of several variables, and an introduction to partial derivatives.
Prerequisite: MAT202
MAT204 Elementary Differential Equations
4 credits; 4 hours
This course will consider selected problems and mathematical models which generate first and second order differential equations. Both numerical and analytical methods will be used to obtain solutions for first and second order differential equations. Power series solutions will be emphasized, and where feasible, solutions utilizing computer methods will be explored.
Prerequisite: MAT202 or equivalent
Pre- or Corequisite: MAT203

MAT210 Linear Algebra
3 credits; 3 hours
This course is designed to introduce the students to the theory and applications of algebraic structures. This is done by studying the structure and properties of the matrix. The matrix is viewed both as an object possessing algebraic structure and an aid to computation. Systems of equations and their solutions are studied, and the concepts of basis and dimension are developed. Applications are discussed, including linear programming and computer programs in BASIC.
Prerequisite: MAT201

MAT230 Introduction to Discrete Mathematical Structures
4 credits; 4 hours
This course covers mathematical concepts essential for continued study in computer science and related fields. The topics of study include: the mathematical concept of algorithm with emphasis on the process of recursion; Boolean algebra with applications to logic; switching circuits; an introduction to combinatorics with application to probability; linear algebra with applications to programming; and graph theory.
Prerequisite: CSE098 or CSE099, EMA/ENE/ENG099, CIS101 or any programming language course, MAT201,
Pre- or Corequisite: MAT202

HSC101 Orientation to Human Services
3 credits; 3 hours
This course is designed to provide students with a broad view of human services through a combination of field visits to community agencies and classroom presentations. Topics include an overview of human services as a profession; examination of similarities and differences in program functions and service delivery styles; identification of issues and concerns of workers and consumers.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099

HSC102 Principles of Human Relations
3 credits; 3 hours
Students will be given the opportunity to learn fundamental concepts and skills needed for relating to, and working with, people from different cultural and ethnic backgrounds. The course work will focus on the principles of human relationships through discussions, exercises, and role-playing activities. Topics to be covered within a multicultural framework will include self-understanding, the helping relationship, using communication tools, and the professional self.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099
Note: This is the first TAR course and must be completed before your first internship.

HSC130 Activities for Human Services Settings
3 credits; 3 hours
This course will enable the student to understand the reasons for and uses of activity in human services settings. Topics covered will include theoretical frameworks underlying different approaches, an introduction to the range of activities, a consideration of the processes involved in using activities with clients, and the use of activities in relation to clients with different cultural heritages. Students will participate in selected activities and will develop a resource portfolio.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/ MAB095, HSC102, SSS100
Corequisite: A Cooperative Education internship in a related setting.

HSC135 Human Services Roles and Systems
3 credits; 3 hours
The students in this course will explore the concepts related to worker, supervisor and client roles in human services settings. Guidelines for specific roles will be identified. The dynamics of bureaucratic organizations will be discussed in relation to students' experiences as interns. Understanding of elementary systems theory will be reinforced, and alternative types of service delivery systems will be compared with the agencies known by the students.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, HSC101, HSC102, SSS100
Corequisite: A Cooperative Education internship in a related setting.

HSC200 Cooperative Education, Child Development
1 1/2 credits; 7 hours
This is the part-time internship of the Cooperative Education program for Human Services students, along with its companion seminar. Students are placed in multicultural settings where they learn to interrelate practice with theory through the internship and seminar, taken along with co-requisite Human Services courses.
Prerequisite: ESL098, CSE098 or CSE099, ENA/ENE/ENG099, HSC101, HSC102, SSS104 (Co-op Prep)
Corequisite: (one of the following) HSD170, HSD171, HSD172

Natural and Applied Sciences Department

The Department offers courses in: natural sciences (biology, chemistry, general science, health science, and physics), applied sciences, animal health technician, dietetic technician, nutrition care services and foodservice management, school foodservice management, EMT/Paramedic, human services, American Sign Language, child development, gerontology, mental health, nursing, occupational therapy and physical therapy), and urban study.

Department Faculty
HSC201 Cooperative Education Child Development  
3 credits; 30 hours  
This is a full-time internship of the Cooperative Education program for Human Services students, along with its companion seminar. Students are placed in multicultural settings where they learn to interrelate practice with theory through the internship and seminar taken along with co-requisite Human Services courses.  
Prerequisite: ESL098, ESE099, ENE/ENE/ENG099, HSC101, HSC102, HSS014 (Co-op Prep)  
Corequisite: (one of the following) HSD170 or HSE109, HSD171, HSD172

HSD170 Integrated Curriculum A: Framework for the Developing Child  
3 credits; 3 hours  
This first course in the Child Development sequence introduces the concept of the integrated curriculum as the preferred approach in early childhood education. Theories on the acquisition of language and its sequential development will provide a framework for understanding the significance of language in interpersonal relationships within one’s culture and across other cultural groups. Curriculum experiences for children will be planned and tested in a required co-requisite internship setting.  
Prerequisite: CSE098 or ESE099, ENE/ENE/ENG099, HSC100  
Pre- or Corequisite: SSY101  
Corequisite: approved Co-op internship

HSD171 Integrated Curriculum B: Developing Problem-Solving Skills  
3 credits; 3 hours  
This course will introduce students to the problem solving and logical thinking processes that are common to both science and mathematics learning for young children. The continuing emphasis on language development will focus on building a specialized vocabulary and the communication of thinking processes. The course will also foster knowledge and understanding of the mathematical and scientific legacies ancient cultures and civilizations have passed on to the modern world. There is a required co-requisite internship.  
Prerequisite: HSD170 or HSE109  
Pre- or Corequisite: MAT103 or SBC101 or SCP101  
Corequisite: approved Co-op internship

HSD172 Integrated Curriculum C: Developing Creativity  
3 credits; 3 hours  
This course will consider the media through which children’s creativity is expressed. The content will focus on the use of imaginative play, music and movement, art and materials. The course will also challenge students to study and present art, music, and literature in their many forms from various cultural, ethnic, religious, and racial perspectives.  
Prerequisite: HSD170 or HSE109  
Pre- or Corequisite: HUA101 or HUM101, SSY240  
Corequisite: approved Co-op internship

HSE105 Understanding and Working With Children With Disabilities  
3 credits; 3 hours  
This course is designed to link an understanding of the normal growth and development of children with an understanding of the special developmental problems of children with disabilities. Students will learn to identify the cognitive, affective, physical and social ways in which disabled children vary from other children. They will develop competence in evaluating and selecting culturally diverse activities and materials that are appropriate for use with children with a range of disabilities.  
Prerequisite: CSE098 or ESE099, ENE/ENE/ENG099, SSY240

HSE106 Working with Communication-Impaired Populations  
3 credits; 3 hours  
This course is designed to acquaint students with the natural development of language and to give them an understanding of communicative disorders. It will introduce students to specific characteristics of communication-impaired persons and the ways they relate to their environment. Students will develop competency in evaluating materials appropriate use with culturally diverse populations. They will be able to recognize the characteristics of the typical educational environment which must be adapted to meet the needs of people with communicative disorders.  
Prerequisite: CSE098 or ESE099, ENE/ENE/ENG099, SSY240 or equivalent  
Pre- or Corequisite: HSE105 or equivalent

HSE111 Introduction to Developmental Disabilities  
3 credits; 3 hours  
This course will provide an overview of developmental disabilities and the nature and needs of disabled people throughout the life cycle. Issues to be explored include definition of developmental disabilities, etiology, normalization, mainstreaming, and the role of the interdisciplinary team. Legal, ethical, and cultural considerations will be emphasized, as well as the impact of disabilities on the person affected, the family and community. One field visit will be required.  
Prerequisite: CSE098 or ESE099, ENE/ENE/ENG099, ENE101 or ENC101, HSC102, SSS100/SSB100, SSY101

HSG150 Introduction to Gerontological Services  
3 credits; 3 hours  
This course introduces students to the theories underlying practice in the area of gerontological services in New York City’s culturally diverse environment. Substantive areas covered include an overview of the social forces, policy issues and institutions impacting on older adults, major legislation affecting older adults, service delivery programs for a culturally diverse aging population, employment opportunities and career advancement in aging services. Field visits to a variety of service programs required.  
Prerequisite: CSE098 or ESE099, ENE/ENE/ENG099

HSI180 American Sign Language I  
3 credits; 3 hours  
This is a beginning course designed to develop skills in a form of manual communication used primarily by American-born deaf persons in interpersonal (face-to-face) relations. Emphasis will be on the use of the body for visually-based communication, and the structure, vocabulary and development of American Sign Language.  
Prerequisite: CSE098 or ESE099, ENE/ENE/ENG099

HSI181 American Sign Language II  
3 credits; 3 hours  
This course is a continuation of American Sign Language I with emphasis on vocabulary building in conjunction with appropriate use of the body and grammatical patterns.  
Prerequisite: CSE098 or ESE099, ENE/ENE/ENG099, HSI180
HS182 American Sign Language III
3 credits; 3 hours
In this course, students who have learned some of the vocabulary and grammatical principles of American Sign Language in ASLI and ASLL will begin to apply what they have learned in a conversational context. Students will become acquainted with a variety of ASL communication styles and dialects used by deaf people.

Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, HS1181

HSM120 Survey of Psychological Treatment Approaches
3 credits; 3 hours
In this course students will be introduced to those treatment approaches most frequently used in mental health treatment settings in the United States. These will include psychoanalytic, Rogerian, behavioral and other common treatment systems. Western concepts will be compared with approaches from other cultures. The development, theoretical framework, guidelines and uses of each approach will be considered. The class will review case studies demonstrating each approach.

Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, HSC102, SSY101, internship in a human services setting or permission of the instructor

HSM200 Cooperative Education: Mental Health/ Gerontology
1 1/2 credits; 18 hours
The cooperative education program for Human Service students consists of part-time and full-time internships with coordinated internship seminars. Students learn to interrelate practice with theory through this part-time internship and seminar, taken along with co-requisite Human Service courses.

Prerequisite: ESL098, CSE098 or CSE099, ENA/ENE/ENG099, HSC101, HSC102, HSS014 (Co-op Prep); or current employment in an approved mental health or gerontological setting Corequisite: (one of the following) HSM120, HSC130, HSC135

HSM201 Cooperative Education: Mental Health/ Gerontology
3 credits; 30 hours
The cooperative education program for Human Services students consists of part-and full-time internships with coordinated internship seminars. Students learn to interrelate practice with theory through this full-time internship and seminar taken along with co-requisite Human Services courses.

Prerequisite: ESL098, CSE098 or CSE099, ENA/ENE/ENG099, HSC101, HSC102, HSS014 (Co-op Prep) Corequisite: HSM120 or HSG150, HSC130, HSC135

HSN103 Community Dynamics: Impact on Human Services
3 credits; 3 hours
Students will examine New York City's multicultural urban community as an action system in the delivery of human services. Topics to be included are: the community decision-making process, community planning and the development of human services, and community change techniques. Field visits will be made to community decision-making groups.

Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, HSC101, SSI100 or SSS100

HSN110 Perspectives on Homelessness
3 credits; 3 hours
Students in this course will study homelessness as a social problem. Topics will include factors contributing to the rise and persistence of homelessness, the meaning of homelessness to homeless people and to the general public, and the emerging role of the human services system. Responses of people from different cultures to the scarcity of affordable housing will be explored. The course will explore the national scope of homelessness, but will focus primarily on the problem in New York City. Field trips will be made to program sites.

Prerequisite: CSE098 or CSE099, MAT095/MAB095, SSI100 or SSE101 or SSY101
Pre- or Corequisite: ENG101 or ENC101

HSS014 Co-op Prep Human Services
0 credits; 1 hour
This course enables students to prepare for the internships that are required of all Human Services students, regardless of status. The course introduces students to the requirements and processes of the internship program. Students are assisted in recognizing their skills, writing learning objectives for their internships, preparing a resume, preparing for employment interviews and learning about Human Services careers.

Prerequisite: ESL098, CSE098 or CSE099, ENA/ENE/ENG099

SCB101 Topics in Biological Sciences
3 credits; 4 hours (2 lecture, 2 lab)
This course gives an introduction to the scientific method, the origin and organization of life, and reproduction and ecology. The relevance of modern biological theory to human life in particular areas will be emphasized using selected topics such as urban pollution and population control.

Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095

SCB160 Food Microbiology
4 credits; 6 hours (3 lecture, 3 lab)
This course is an introduction to the science of food, with emphasis on microorganisms which affect it. Digestive processes and fundamental chemistry of food are studied, as well as the complex interactions which exist between food and microorganisms, including handling, preparation and storage. The laboratory will focus on morphological and physiological characteristics of microorganisms associated with contamination, spoilage, preservation, and food borne disease. This course does not fulfill the Dietetic Technology General Microbiology requirement.

Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095, SCD100

This course satisfies the New York City Department of Personnel requirement for the foods course for eligibility for School Lunch Manager.

SCB201, 202 Fundamentals of Biology I and II
4 credits; 6 hours (3 lecture, 1 recitation, 2 lab each term)
This course is an integrated two-semester laboratory-based sequence, stressing major concepts of biology designed to assist the student in relating these concepts to the environment. The scientific method of thinking and the experimental approach will be stressed. Among the topics studied are: SCB201: Cellular and molecular basis of life, heredity, evolution of various organ systems. SCB202: Diversity of animal, plant, and protist life, evolution, and relationship to man. The
principles of ecology and problems of urban development.

Prerequisite for SCB201: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095

For SCB202: SCB201

SCB203 Fundamentals of Human Biology I
3 credits; 6 hours (3 lecture, 1 recitation, 2 lab)

This course is an introduction to the anatomy and physiology of the human body. The architecture and function of cells, tissues and organ systems will be studied. The laboratory includes physiology experiments and gross and microscopic anatomy experiments using the cat as a dissection subject. Topics will include the chemistry of life, the cell, skeletal, muscular, cardiovascular and excretory systems.

Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095

SCB204 Fundamentals of Human Biology II
3 credits; 6 hours (3 lecture, 1 recitation, 2 lab)

This course is an introduction to the anatomy and physiology of the human body. The architecture and function of cells, tissue and organ systems will be studied. The laboratory includes physiology experiments and gross and microscopic anatomy experiments, using the cat as a dissection subject. Topics will include the digestive, nervous, endocrine, respiratory, and reproductive systems.

Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095, SCB203

SCB208 Vertebrate Anatomy and Physiology 1
2 credits; 3 hours (1 lecture, 2 lab)

This course introduces the student to the evolution, anatomy and physiology of the major vertebrate classes. Emphasis is placed on the taxonomy and characteristics of vertebrates. Muscle and bone organization and the physiology of contraction are also covered in depth. In the laboratory, students have the opportunity to dissect representative non-mammalian vertebrates.

Prerequisite: ESL099, CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095, SCN101 for students in Veterinary Technology Program, SCB202 for all Associate of Science students, SCC140

SCB209 Vertebrate Anatomy and Physiology 2
3 credits; 4 hours (2 lecture, 2 lab)

This course is a continuation of Vertebrate Anatomy and Physiology 1. Major organ systems are discussed while emphasis is placed on mammalian anatomy and physiology. In the laboratory, students have the opportunity to view these systems through the dissection of a cat.

Prerequisite: ESL099, CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095, SCB208

SCB260 General Microbiology
4 credits; 6 hours (3 lecture, 3 lab)

This course offers an introduction to microorganisms found in nature, industry and disease. The student is introduced to virology, bacteriology, immunology, epidemiology, pathology and other related areas of microbial physiology. The laboratory will deal with the isolation and identification of common pathogenic and nonpathogenic organisms utilizing techniques of staining, culturing, fermentation reactions and microscopic inspection.

Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095, SCB202 or SCB204 or SCB209 or equivalent

SCC101 Topics in Chemistry
3 credits; 4 hours (2 lecture, 2 lab)

This course is a one-semester survey of the principles and applications of chemistry. Emphasis will be placed upon descriptive chemistry in areas such as food and drugs, synthetics and biological chemistry. Lecture and discussion will be complemented by laboratory experiments in which chemical principles and techniques are applied to the analysis and synthesis of familiar items. Note: This course is not open to students with credit in SCC140 or SCC201.

Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095

SCC140 Biological Chemistry
3 credits; 4 hours (2 lecture, 2 lab)

This course is an introduction to the chemical basis of life. Topics will include an introduction to basic chemical principles, atomic structure, bond formation, and structure and mechanisms in organic and biochemical systems. These will be related to the basic life processes of reproduction development, growth, nutrition and health.

Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095

SCC201, 202 Fundamentals of Chemistry I and II
4 credits; 6 hours (3 lecture, 1 recitation, 2 lab each term)

This is a two-semester sequence covering the basic concepts of chemistry and their historical development. The experimental nature of chemistry as well as the role of chemistry in many aspects of daily life are stressed. Among the topics studied are:

SCC201: atomic structure, chemical bonding, chemical reactivity, quantitative relationships in chemical reactions.

SCC202: solutions, acid-base theory, chemical equilibrium, electrochemistry.

Prerequisite for SCC201: CSE098 or CSE099, ENA/ENE/ENG099, MAT096/MAB096

For SCC202: SCC201

SCC251, 252 Organic Chemistry I and II
5 credits; 7 hours (3 lecture, 4 lab)

This course is a two-semester sequence emphasizing the synthesis, structure, reactivity and mechanisms of reaction of organic compounds. Laboratory stresses synthesis, purification, separation and identification of compounds.

SCC251: Aliphatic and aromatic hydrocarbons; stereochemistry.
SCC252: Alcohols, carboxylic acids, amines, heterocycles, biomolecules.

Prerequisite for SCC251: MAT096/MAB096, SCC202 or equivalent

For SCC252: SCC251

SCD007 Co-op Prep - Dietetic Technician
0 credit; 1 hour

This course reviews the policies and procedures for dietetic fieldwork eligibility, introduces students to the skills necessary to successfully complete fieldwork, and aids the student in developing personal and career goals. Students must successfully complete this course the semester immediately preceding their fieldwork experience.

Prerequisite: ESL098 or ESR098, CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095, SCD200
SCD100 Foods
3 credits; 5 hours (2 lecture, 1 recitation, 2 lab)

This course will investigate the didactic and experiential components of the scientific study of foods. Upon completion of the course the student will have acquired a basic understanding of the scientific principles governing foods and the use of commercial food service equipment. Emphasis will be placed on the identification of qualitative aspects of foods and elementary food preparation techniques.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095

SCD200 Introductory Nutrition (Formerly: Introduction to Nutrition)
3 credits; 3 hours

This course is an introduction to the scientific principles of human nutrition. The following aspects of dietary nutrients are studied: physical and chemical properties, physiological functions, effects of deficiency or excess, dietary allowances, food sources, and availability of nutrients from various foods. Current experimental and population studies data will be discussed. Projects will be required.
Prerequisite: MAT095/MAB095, ENG101 or ENC101

SCD201 Clinical Nutrition A (Formerly: Nutrition II)
3 credits; 3 hours

This course is a study of the relationship between diet and disease. Students learn methods of nutritional assessment, obtaining nutrition histories, and calculating and planning prescribed diets. Students will explore the relationship of diet to various disease conditions such as diabetes, weight control, cardiovascular disease, hypertension and allergies.
Prerequisite: CSE098 or CSE099, MAT095/MAB095, ENG101 or ENC101, SCB203, SCD200 or SCD210
Corequisite: SCD221 for D.T. students only

SCD202 Clinical Nutrition B (Formerly: Nutrition III)
3 credits; 3 hours

This course is a continuation of the study of the relationship between diet to disease begun in Nutrition II. Emphasis will be placed on the dietary implications of gastrointestinal diseases, disease of the liver, pancreas, gallbladder and kidney, cancer, surgery and burns.
Prerequisite: CSE098 or CSE099, MAT095/MAB095, ENG101 or ENC101, SCB203, SCD200 or SCD211
Corequisite: SCD222 for D.T. students only

SCD203 Life Cycle Nutrition (Formerly: Nutrition IV)
3 credits; 3 hours

This course is a study of the nutritional requirements of individuals throughout the life-cycle. Emphasis is placed on the physiological, socioeconomic and cultural factors affecting nutritional status. Nutrition intervention by government and private agencies for population groups at nutritional risk will be addressed.
Prerequisite: CSE098 or CSE099, ENG101 or ENC101, SCD200

SCD205 Advanced Foods
3 credits; 5 hours (2 lecture; 3 lab)

This course introduces the student to advanced culinary techniques with an emphasis on food presentation and garniture. Topics include recipe development, menu planning, cost control and energy saving practices. Professional cooking techniques are utilized and students are introduced to the organization of the classical kitchen.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, SCD100, SCD250

SCD206 Applied Dietetics
2 credits; 2 hours

This course will introduce students to the concepts, techniques and skills necessary for the assessment of clients' normal nutritional needs for the promotion of wellness through nutritional planning and clients' education. Topics to be addressed include gathering nutritional assessment, developing and implementing a nutrition instruction plan, and documenting interventions. Participation in the LaGuardia Nutrition Fair is a requirement of this course.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095, SCD200

SCD221 Dietetic Field Experience II (Formerly: Nutrition Field Experience II)
2 credits; 1 seminar hour, 16 fieldwork hours

This fieldwork course is an application of the principles learned in Nutrition II. With supervision, students review medical records, interview patients to obtain nutrition histories, and develop and document nutrition care plans. Students calculate and plan diets for weight control, diabetes and cardiovascular diseases. Attendance at a weekly seminar is required. Students must provide proper uniform, liability insurance, and evidence of physical examination.
Prerequisite: MAT096/MAB096, ENG101 or ENC101, SCD260, and permission of D.T. coordinator.
Corequisite: SCD201

SCD222 Dietetic Field Experience III (Formerly: Nutrition Field Experience III)
2 credits; 1 seminar hour, 16 fieldwork hours

This fieldwork course is an application of the principles learned in Nutrition III. With supervision, students refine skills in interviewing and nutrition care plan development and documentation. Students calculate and plan diets for gastrointestinal, liver, and kidney diseases, as well as cancer, surgery, trauma, and burns. Attendance at a weekly seminar is required. Students must provide proper uniform, liability insurance, and evidence of a physical examination.
Prerequisite: CSE098 or CSE099, MAT096/MAB096, ENG101 or ENC101, SCD204, SCD221, and permission of D.T. coordinator.
Corequisite: SCD202

SCD250 Quantity Food Production (Formerly: Foodservice Management I)
3 credits; 3 hours

This course covers the basic principles involved in the planning, preparation, and service of large quantities of food in foodservice facilities. Topics include food selection variables, menu planning techniques, forecasting procedures, "front and back of the house" management, and recipe standardization, conversion, and costing. Term projects are required.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095, ENG101 or ENC101, SCD100
Corequisite: SCD260 for D.T. students only

SCD251 Foodservice Sanitation & Safety (Formerly: Foodservice Management II)
3 credits; 3 hours

The emphasis of this course is on the sanitation and safety needs of quantity foodservice operations. Topics include food handling and storage, cleaning and sanitizing procedures, foodborne diseases, principles for prevention of food poisoning, and pertinent regulations. The course integrates basic principles of equipment selection, layout and
SCD252 Quantity Food Purchasing (Formerly: Foodservice Management III)
3 credits; 3 hours
This course covers the technical aspects and procedures involved in forecasting and institutional procurements for foodservice systems. Topics include market analysis, buying ethics, legal aspects, and effective control of food costs. The development and implementation of accurate and precise food commodity specifications, purchasing strategies, portion control methods, inventory controls, and receiving procedures are introduced. Food cost accounting topics and relevant calculations are presented. Term projects are required.
Prerequisite: CSE098 or CSE099, ENAI/EENE/ENG099, MAT095/ MAB095, SCD100

SCD253 Foodservice Administration (Formerly: Foodservice Management IV)
3 credits; 3 hours
This course deals with the organization and administration of foodservice systems in institutions. Topics include the functions of management, personnel procedures and management, marketing and promotional activities, and human relations techniques for employees and clients. Also administrative leadership topics are presented such as legal, organizational, and cost control aspects of management. Term projects and case studies are required.
Prerequisite: CSE098 or CSE099, ENAI/EENE/ENG099, MAT095/ MAB096, SCD250
Corequisite: SCD253 for D.T. students only.

SCD260 Dietetic Field Experience I
1 credit; 8 fieldwork hours per week
This course is an application of theories learned in Foodservice Management I. The practical implementation of the principles involved in the preparation and service of large quantities of food in health care facilities will be studied. The student will actually be involved in the supervised preparation of large quantities of food in the various units of a foodservice system in a health care institution. Proper uniform, liability insurance, physical examination, seminars, and reports are required.
Prerequisite: CSE098 or CSE099, ENIA/EENE/ENG099, MAT095/ MAB096, SCD100
Corequisite: SCD250

SCE202 Cardiovascular Physiology and Pathophysiology
5 credits; 5 hours
A review of the anatomy and physiology of the cardiovascular system will be the basis for a study of its pathology. Specific disorders will include artery disease, angina, myocardial infarction, heart failure, syncope, cardiogenic shock, dysrhythmias, cardiac arrest and surgical emergencies. Patient assessment techniques and treatment modalities will be presented. Students will practice the following skills: CPR, ECG interpretation, defibrillation, cardioversion, and heart/lung sound evaluation. Interpretation of ECG’s will be stressed.
Prerequisite: CSE098 or CSE099, ENAI/EENE/ENG099, MAT095/ MAB095, EMT-A Certification, SEC200, SCE210, SCE265
Corequisite: SCE224, SCE251

SCE210 Fluid Dynamics, Shock and Clinical
4 credits; 4 hours
A review of the anatomy and physiology of the cardiovascular system and body fluid dynamics will be the basis for a study of disease processes in fluid and electrolyte imbalance, dehydration, overhydration and shock. Patient treatment modalities will be presented. Students will practice skills such as phlebotomy, IV cannulation, fluid administration and the application of the anti-shock garment. Clinical work involves the administration of these skills in a patient care environment.
Prerequisite: CSE098 or CSE099, ENAI/EENE/ENG099, MAT095/ MAB095, EMT-A Certification and permission of program coordinator
Corequisite: SCE200, SCE265

SCE224 Clinical Rotation
3 credits; 19 hours
This course consists of clinical rotations in the emergency department and on the paramedic ambulance. The student will participate with increasing levels of responsibility in the care of the emergency patient. The role of the student will vary from observation to the direct application of the interactive, assessment, management and treatment skills and techniques learned throughout the program. The student will be supervised by paramedics, emergency nurses and physicians.
Prerequisite: CSE098 or CSE099, ENAI/EENE/ENG099, MAT095/ MAB095, SCE200, SCE210, SCE265
Corequisite: SCE202, SCE251

SCE251 Pharmacology for the EMT-Paramedic
3 credits; 3 hours
This course provides an introduction to the major mediators of body systems and clinical prehospital pharmacology. Emphasis is placed on the action of drugs on the major body systems, as well as the indications, contraindications, complications, methods of administration and routes of administration of prehospital drugs. Lab work involves computing dosages and preparing medications for administration and practice with various administration techniques, sublingual, intravenous, intramuscular, subcutaneous and endotracheal installation. Skills taught in this course are necessary for later application in the sequence of paramedic courses during clinical rotations in the emergency department and paramedic ambulance.
Prerequisite: CSE098 or CSE099, ENAI/EENE/ENG099, MAT095/ MAB095, SCE200, SCE210, SCE265
Corequisite: SCE202, SCE224
SCE252 Musculoskeletal/Soft Tissue and Medical Emergencies
3 credits; 3 hours
The etiology and management of a variety of medical emergencies such as: alcohol and drug abuse, poisoning, diabetic emergencies, anaphylaxis, and abdominal emergencies will be presented. An overview of the skin, soft tissues and musculoskeletal system will provide the basis for the recognition and treatment of fractures, wounds, and environmental emergencies. Practice will include immobilization techniques for extremity fractures, bandaging, and the sterile techniques of wound and burn management.
Prerequisite: CSE098 or SCE099, ENS200, ENG099, MAT095/ MAB095, SCE202, SCE224, SCE251
Corequisite: SCE266, SCE271

SCE265 Etiology of Respiratory Diseases and Clinical
4 credits; 4 hours
A review of respiratory anatomy and physiology will be the basis for a study of disease processes in respiratory emergencies. Patient assessment and treatment modalities will be presented. Students will practice related oxygen, ventilation and airway skills. Clinical rotations in the operating room will require performance of advanced airway management techniques.
Prerequisite: CSE098 or CSE099, ENS200, ENG099, MAT095/ MAB095, EMT-A Certification, SCC140, minimum grade point average of 2.00
Corequisite: SCE200, SCE210

SCE266 Obstetric and Pediatric Pathophysiology and Clinical
4 credits; 4 hours
This course explores gynecological emergencies, emergency childbirth, and pediatric emergencies. A review of the anatomy and physiology of the reproductive system and of the developing child is included. Assessment and management will be emphasized. Clinical rotations in the delivery room and pediatric emergency department are required.
Prerequisite: CSE098 or CSE099, ENS200, ENG099, MAT095/ MAB095, SCE202, SCE224, SCE251
Corequisite: SCE252, SCE271

SCE271 Physiology and Pathophysiology of the Nervous System
2 credits; 2 hours
The anatomy and physiology of the nervous system will be the basis for a study of the pathophysiology of neurological emergencies. Patient assessment, the neurological examination and treatment modalities will be presented. Emphasis will be on life-threatening problems and the management of head and spinal injuries. Students will practice spinal immobilization techniques.
Prerequisite: CSE098 or CSE099, ENS200, ENG099, MAT095/ MAB095, SCE202, SCE224, SCE251
Corequisite: SCE252, SCE266

SCE275 Operations, Crisis, Behavioral Emergencies and Clinical
2 credits; 2 hours
An overview of behavioral emergencies, related medical/legal issues, methods of evaluation and management will be presented. Techniques specific to the geriatric patient will be stressed. EMS and paramedic field operations will be presented, emphasizing triage, radio/telemetry and unusual incidents. Discussion of stress on the paramedic will be the basis to study its management. Clinical observation in the psychiatric unit is required.
Prerequisite: CSE098 or CSE099, ENS200, ENG099, MAT095/ MAB095, SCE252, SCE266, SCE271
Corequisite: SCE285

SCE285 Seminar in Paramedic Technology and Clinical
1 credit; 25 hours (1 lecture, 24 clinical)
Medical and trauma scenarios will enable students to practice paramedic techniques, develop diagnostic abilities, and decision-making skills and to apply treatment modalities. Case studies from clinical rotations will be discussed and their management will be evaluated. Clinical rotations with medical examiner and in the intensive care units will be required.
Prerequisite: CSE098 or CSE099, ENS200, ENG099, MAT095/ MAB095, SCE252, SCE266, SCE271
Corequisite: SCE275

SCH111 Aging and Health
3 credits; 3 hours
This course will discuss the aging process and the effect of biological changes on the mental processes and functioning of the individual. The relationship between aging and chronic disease will be reviewed with special consideration given to prevention of the effects of physical and mental deterioration. Role playing, exercises and group discussions will be used to increase the knowledge of the aging process and consider the relationship between the emotional, social and physical forces of aging.
Prerequisite: CSE098 or CSE099, MAT095/MAB095, ENG101 or ENC101

SCH150 Drugs and Behavior
3 credits; 3 hours
This course is an overview of drug abuse and addiction. It encompasses issues related to alcohol and drug dependency. A variety of methods is used to explore such issues as the psychosocial aspects of drug taking; the dynamics of dependence; pharmacology; medical and non-medical use of drugs; preventive measures and alternatives. Students will have the opportunity to develop a fundamental philosophy and understanding which can be used in more advanced study.
Prerequisite: CSE098 or CSE099, ENS200, ENG099

SCH210 Human Sexuality
3 credits; 3 hours
This is a survey course designed to provide students with knowledge of sexuality as related to their physical, mental, and emotional maturation. Topics to be addressed include: anatomy and physiology of the reproductive system, sexual health concerns, alternative life styles (i.e., bisexuality, homosexuality, and erotic minorities). Emphasis is placed on the positive functional aspects of sexuality rather than the dysfunction.
Prerequisite: CSE098 or CSE099, ENS200, ENG099, MAT095/ MAB095

SCN101 Introduction to Veterinary Technology
(Formerly: Introduction to Animal Health Technology)
3 credits; 3 hours
This is a comprehensive introduction to the fundamental principles of animal science. Subjects covered include genetics and breeding, growth and senescence, environmental physiology, nutrition and feeding, and animal behavior. In addition students will begin the study of
SCN194 AIDS in New York City
3 credits; 3 hours
This course is a comprehensive examination of what is currently known about Acquired Immune Deficiency Syndrome (AIDS) and its impact on the New York health care system. Topics to be addressed will include the history of AIDS; definition and transmission; symptoms, diagnosis and treatment; prevention and risk reduction techniques. Students will learn about the political, economic, epidemiological, psychosocial, and sociocultural aspects of HIV infection. Visits to AIDS health care facilities are included.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/ MAB095

SCN195 Community Health
2 credits; 2 hours
This course is a basic orientation to the organization of health care systems in New York City and the position of the health care worker within these systems. Topics will include health careers, the nature of health and disease, prevention of disease, public health measures, types of facilities, payment sources, medical care available, and future trends. Visits to local health facilities (i.e., hospitals, nursing homes) are included.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/ MAB095, major in Allied Health or permission of instructor

SC0054 Occupational Therapy Fieldwork Preparation
0 credits; 1 hour
This course serves as an introduction to occupational therapy as a career area. Students learn the history, requirements for graduation and certification, the settings in which occupational therapy assistants train and work, the categories of personnel in the field and the professional organizations and opportunities. Experiences include writing a resume and preparing for an interview. Supervision and responsibilities are discussed as well as procedures for placement and evaluation.
Prerequisite: Open only to students in the Occupational Therapy Assistant Program.

SC0101 Introduction to Occupational Therapy
(Formerly: Occupational Therapy Theory and Practice in Psychosocial Dysfunction)
4 credits; 7 hours (6 lectures, 6 labs)
This course provides an overview of occupational therapy, its scope of practice and basic principles, and the roles of occupational therapy assistant. Course activities include practice in basic craft skills, analysis and instruction of games and small crafts, development of communication skills, and field visits. The effects of environmental and cultural differences in shaping activity behaviors and preference are emphasized.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, SCO054, ENG101 or ENC101

SC0200 Physical Aspects of Human Growth and Development
2 credits; 2 hours
This course presents an overview of human biological development as it affects functional performance from birth to pubescence. Specific topics include development of the sensory and motor systems, sensory integration, reflex integration, differentiation of joint motion, and the role of the endocrine system. The importance of the human and non-human environment in facilitating and supporting optimal development is emphasized.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT096/ MAB096, ENG101 or ENG101, SCB204, SCO101

SC0204 OT Process: Psychosocial and Geriatric Conditions
4 credits; 4 hours
This course presents occupational therapy theory base and process skills for evaluation and treatment of patients with psychosocial dysfunction and/or disorders associated with aging. Topics include: data collection, problem solving, treatment planning and implementation, reassessment, family involvement, legal, ethical and regulatory issues. The importance of the individual in planning treatment is emphasized, with special attention to personal history and preferences, culture and environment.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, ENG101 or ENC101, MAT095/MAB095, SCE203, SCB204, SCO054, SCO101, SSY230
Pre-or Corequisite: SSY260
Corequisite: SCO284

SC0205 OT Process: Physical and Developmental Disabilities
4 credits; 4 hours
This course presents occupational therapy theory base and process skills for evaluation and treatment of patients with physical and/or developmental disabilities. Topics include: data collection, problem solving, treatment planning and implementation, reassessment, family involvement, legal and ethical and regulatory issues, supervision of ancillary personnel and volunteers. Identification and management of functional performance deficits is the primary emphasis.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/ MAB095, SCO101, SCO200, SCO204, SCO214, SSY240
Pre- or Corequisite: SCO215, SCO285

SC0214 OT Skills and Functional Activities I
4 credits; 6 hours (2 lecture, 4 lab)
This course provides a foundation for performing, analyzing and instructing activities used in the treatment of patients with psychosocial dysfunction and/or disorders associated with aging. The roles of student, worker, homemaker, parent, recreator and self-maintainer are emphasized. Activity programming, reality orientation and remotivation, program administration and management are included.
Prerequisite: ESL099, CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095, SCE203, SCB204, SCO054, SCO101, SSY230
Pre- or Corequisite: SSY260
Corequisite: SCO204, SCO284

SC0215 OT Skills and Functional Activities II
4 credits; 6 hours (2 lecture, 4 lab)
This course provides the student with experience in performing, analyzing and instructing activities used in the treatment of patients with physical and/or developmental disabilities. Activities are organized around the childhood roles of player and learner, and the adult roles of student, worker, homemaker, parent, recreator and self-maintainer. Topics include: splinting, toys and play activities, adaptation of equipment and environment, positioning, transfers and treat-
SC0230 Functional Pathology
3 credits; 3 hours
This course is an introductory fieldwork experience in a supervised setting. Emphasis will be on the normal and abnormal response to disease and injury, and effects on bodily systems. Consideration will be given to selected disorders, including a survey of pathology, symptomatology, management and prognosis. Knowledge of proper terminology and techniques of literature review will also be emphasized.
Prerequisite: SC0285

SCP101 Topics In Physical Sciences
3 credits; 4 hours (2 lecture, 2 lab)
This course consists of a survey of the major concepts in physics, astronomy, chemistry and geology. The physics section includes the theory of motion (Kinematics); the law of conservation of energy; different forms of energy, especially electrical and atomic; and the laws of wave motion and optics. The astronomy section deals with both planetary and stellar astronomy. The unit on chemistry, emphasizes the structure of atoms and their combination into molecules. Finally, the segment on geology centers around the theory of plate tectonics and how it is used to explain phenomena such as earthquakes and volcanos.
Prerequisite: CSE098 or CSE099, ENAIENEIENG099, MAT095/MAB095

SCP240, 241, 242 General Physics I, II and III
4 credits; 6 hours (3 lecture, 1 recitation, 2 lab each term)
General Physics I, II and III are together a three-semester sequence covering the basic laws of physics with an emphasis on laboratory experience and mathematical solutions of problems. This is a basic course for students intending to continue their studies in the physical and biological sciences, since more advanced courses in the natural sciences assume knowledge of this material. Among the topics studied are:

SCP241: 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.)

SCP242: The basic concepts of electromagnetics (currents and magnetism, electromagnetism); optics (wave theory, lenses); and modern physics (relativity, atomic theory, quantum mechanics.)

Prerequisite for SCP240: CSE098 or CSE099, ENAIENEIENG099, MAT095/MAB095
Pre- or Corequisite: MAT200

Prerequisite for SCP241: CSE098 or CSE099, ENAIENEIENG099, MAT095/MAB095
Pre- or Corequisite: MAT200

Sc0294 OT Fieldwork in Psychosocial / Geriatric Conditions (Formerly: SCO290)
2 credits; 38 hours (2 lecture, 37 fieldwork)
This is a full-time placement in a supervised setting for six weeks. The setting may be one which serves persons with psychosocial conditions or one which provides activity/recreation/leisure programming to the aged. Attendance at a weekly seminar is required. A minimum of 220 hours (excluding absences) of fieldwork must be completed to satisfy requirements of the American Occupational Therapy Association. Students are responsible for their travel costs for fieldwork.
Prerequisite: ESL099, CSE098 or CSE099, ENAIENEIENG099, MAT095/MAB095, SCO101, SCO204, SCO214, SCO284, permission of Occupational Therapy Program Director is required to register.

SCP245 OT Clerkship for Psychosocial/Geriatric Conditions (Formerly: CE0201)
1 1/2 credits; 5 hours (1 lecture, 4 fieldwork)
This is an introductory fieldwork experience in a supervised setting. The setting may be one which serves persons with psychosocial conditions or one which provides activity/recreation/leisure programming to the aged. The student spends a minimum of one half day per week or the equivalent at the fieldwork site. Attendance at a weekly seminar is required and provides opportunities for students to integrate classroom theory with fieldwork experiences.
Prerequisite: SC0284 OT Clerkship for Physical/Geriatric Disabilities
Pre- or Corequisite: SSY260
Corequisite: SCO204

SCP246 OT Fieldwork: Physical/Development Disabilities
2 credits; 38 hours (2 lecture, 37 fieldwork)
The student is assigned to a full-time clinical facility under professional supervision. The internship provides exposure to clients with physical and/or developmental disabilities. The student is provided with opportunities to practice a variety of treatment approaches under supervision. Participation at a weekly seminar facilitates integration of theory with practice.
Prerequisite: ESL099, CSE098 or CSE099, ENAIENEIENG099, MAT095/MAB095, SCO205, SCO225, SCO235, SCO245
SCP250 Engineering Mechanics: Statics
2 credits; 2 hours
This course is an intermediate study of mechanics covering the fundamental principles of force, moments, centroids, shear, friction, virtual work; (offered in the Fall.)
Prerequisite: ENA/ENE/ENG099, MAT201, SCP240

SCP251 Engineering Mechanics: Dynamics
2 credits; 2 hours
This course is an intermediate study of mechanics covering the fundamental principles of dynamics and their application to problems involving particles and systems of particles. Topics include: vectors, kinematics, energy and conservative forces, central forces and celestial mechanics, mechanics of systems of particles and of rigid bodies, non-inertial reference frames; (offered in the Spring.)
Prerequisite: ENA/ENE/ENG099, MAT202

SCR100 Nurse, Client, Environment: Problems & Approaches
2 credits; 2 hours
This course introduces basic nursing concepts and strategies to students considering a career in nursing. An overview of the existing health care delivery system and the roles of various health care providers will be discussed. The main focus of the course will be on understanding the components of a therapeutic relationship and on developing problem-solving strategies appropriate to common nurse-client situations.
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099

SCR110 Fundamentals of Nursing (Formerly: Introduction to the Nursing Process)
6 credits; 12 hours (3 lecture, 3 lab, 6 clinical)
This course is an introduction to the five interrelated roles of the associate degree nurse, with emphasis on the role of provider of care. Students focus on the assessment phases of the nursing process to formulate nursing diagnoses. Campus laboratory experiences stress the development of fundamental nursing skills. Clinical practice in health facilities involves care of clients with health problems. A uniform, liability insurance and physical examinations are required.
Prerequisite: CSE098 or CSE099, ENC/ENG101, SCB203, SCC140, SSY101, Pre-nursing index of 2.5 or above and permission of Nursing Program Director.
Pre-or Corequisite: SCB204
Corequisite: MAT106, SCR150

SCR150 Perspectives of Nursing (Formerly: SCR295)
1 credit; 1 hour
This course focuses on historical influences on nursing. The evolution of the nursing profession within the health care delivery system will be explored. Emphasis will be placed on past nursing leaders and various types of nursing education.
Prerequisite: ESN09, CSE098 or CSE099, ENA/ENE/ENG099, MAT096/MAB096, ENC101 or ENC101, SCB203, SCC140, SSY101
Corequisite: SCR110

SCR200 Psychiatric Mental Health Nursing (Formerly: SCR205)
4 credits; 14 hours (5 lectures, 3 lab, 6 clinical)
This course focuses on the psychosocial needs of clients throughout the life cycle. The assessment of clients' physical and behavioral responses to stress will be explored as well as the determination of goals for intervention. Focusing on the use of self as a therapeutic agent, students will learn techniques of intervention to promote and maintain clients' mental health, as well as assist clients who are mentally ill. Experiences will be provided in psychiatric/mental health settings.
Prerequisite: ESN09, CSE098 or CSE099, ENA/ENE/ENG099, MAT096/MAB096, MAT106, SCB204, SCR110, SCR150, SSY240

SCR210 Medical Surgical Nursing I
4 credits; 14 hours (5 lecture, 3 lab, 6 clinical)
This course will focus on nursing care of adults with major health problems. Utilizing the nursing process, students will develop appropriate plans of care for clients. Emphasis will be placed on formulating goals for intervention.
Prerequisite: ESN09, CSE098 or CSE099, ENA/ENE/ENG099, MAT096/MAB096, MAT106, SCB204, SCR110, SCR150, SSY240
Pre-or Corequisite: SCB260

SCR260 Trends in Nursing
1 credit; 1 hour
This course provides students with the opportunity to discuss contemporary issues and trends and their impact on the nursing profession. Emphasis will be placed on legal and ethical concerns of nursing. The role of the associate degree nurse and the transition from student status to member of the profession will be explored.
Prerequisite: ESN09, CSE098 or CSE099, ENA/ENE/ENG099, MAT096/MAB096, SCR200, SCR210, SCB260
Pre-or Corequisite: ENG102, CPR Certification

SCR270 Parent-Child Health Nursing (Formerly: SCR201)
8 credits; 14 hours (5 lecture, 2 lab, 7 clinical)
This course focuses on the promotion of health and caring for traditional and non-traditional families, childbearing women, newborns, and children with major health problems from infancy to adolescence. Emphasis is placed on the implementation of nursing care plans. Experiential learning offers opportunities to provide care during the antepartal, intrapartal, and postpartal periods of the maternity cycle, as well as in the newborn and pediatric settings.
Prerequisite: ESN09, CSE098 or CSE099, ENA/ENE/ENG099, MAT096/MAB096, SCR200, SCR210, SCB260
Pre-or Corequisite: ENG102, CPR Certification

SCR290 Medical Surgical Nursing II (Formerly: SCR255)
9 credits, 19 hours (4 lecture, 3 lab, 12 clinical)
This course focuses on the care of adult clients whose ability to meet one or more health needs is severely compromised. Emphasis will be placed on the evaluation phase of the nursing process. Selected experiences will be provided in specialized acute care settings.
Prerequisite: ESN09, CSE098 or CSE099, ENA/ENE/ENG099, MAT096/MAB096, SCR270
Pre-or Corequisite: SCR260

SCS150 Mentoring: The Helping Relationship
3 credits; 3 hours
This course offers a study of, and experience in, the helping relationship. Theoretical approaches to the helping process will be covered as well as specific skills. Topics and guest presentations include peer tutoring, problem solving, adolescence, peer counseling, and use of a mentor in career development. Students will be involved in seminar discussions, training, and field visits. Each participant will serve as
SCT101 Introduction to Physical Therapy
2 credits; 2 hours
This course introduces the concepts and scope of physical therapy, its professional organization and its relationship with other health professions. Subjects include: the role and function of health personnel, professional ethics and conduct, medico-legal aspects of physical therapy services, vital signs, medical terminology, communication skills, and record keeping.
Prerequisite: ESL099, CSE098 or CSE099, ENE/ENG099, MAT095/MAB095, SCB203

SCT202 Structural Kinesiology
2 credits; 3 hours (1 lecture, 2 lab)
This course introduces students to the study of muscles as the basis for movement and exercise. Topics include: review of the human skeletal and muscular systems, biomechanics, types of joints and movements, normal range of motion, types of muscle contractions, muscle actions and innervations, manual muscle testing and principles of body mechanics.
Prerequisite: ESL099, CSE098 or CSE099, ENE/ENG099, MAT095/MAB095, SCB203, SCT101
Pre-corequisite: SCB204

SCT211 Therapeutic Procedures I
4 credits; 6 hours (2 lecture, 4 lab)
This course will focus on the principles and use of heat, cold, water, light and traditional massage as they relate to physical therapy. Topics include: proper preparation of patients, treatment areas and equipment, application of hot and cold packs, paraffin, whirlpool, infrared, ultraviolet, basic massage, intermittent compression, sterile technique and wound debridement. Physical therapy techniques for the treatment of respiratory disorders are included.
Prerequisite: ESL099, CSE098 or CSE099, ENE/ENG099, MAT095/MAB095, SCB203, SCT101
Pre-corequisite: SCB204, SCT202

SCT212 Therapeutic Procedures II
4 credits; 6 hours (2 lecture, 4 lab)
This course covers advanced physical therapy procedures and techniques and focuses on the treatment of pain. Topics include: use and application of short-wave and microwave diathermy, ultrasound, electrical stimulation, and pelvic and cervical traction. Pain control techniques and principles of soft tissue mobilization are introduced. Goniometry, posture, reflex and manual muscle testing will be included.
Prerequisite: ESL099, CSE098 or CSE099, ENE/ENG099, MAT095/MAB095, ENG101 or ENC101, SCB204, SCT101, SCT202, SCT225

SCT225 Mobility Activities for P.T. Assistants
2 credits; 3 hours (1 lecture, 2 lab)
This course covers the principles of mobility activities and their application to various physical disabilities. Topics include: bed and mat activities, wheelchair specifications, architectural barriers, transfers, normal gait, gait deviations, use of assistive and supportive devices, orthotics and prosthetics.
Prerequisite: ESL099, CSE098 or CSE099, ENE/ENG099, MAT095/MAB095, SCB204, SCT202

SCT250 Therapeutic Exercise
4 credits; 6 hours (2 lecture, 4 lab)
This course covers the principles and techniques of therapeutic exercise including all basic approaches to exercise (passive, active-assistive, active and resistive exercises.) In addition, neuromuscular facilitation techniques and principles of soft tissue mobilization are introduced. Goniometry, posture, reflex and manual muscle testing will be included.
Prerequisite: ESL099, CSE098 or CSE099, ENE/ENG099, MAT095/MAB095, ENG101 or ENC101, SCB204, SCT101, SCT202, SCT225

SCT291 Physical Therapist Assistant Affiliation & Seminar I
3 credits; 19 hours (1 lecture, 18 affiliation)
This course provides students with an opportunity to apply and integrate the theory and practice of physical therapist assistant skills in clinical settings under the supervision of a physical therapist. The biweekly seminar integrates the students’ experiences with their classroom training. Students are required to provide their own uniform, liability insurance and proof of a physical examination.
Prerequisite: ESL099, CSE098 or CSE099, ENE/ENG099, MAT095/MAB095, ENG101 or ENC101, SCT101, SCT202, SCT211, SCT212, SCT225, SCT250, SCT291, and permission of P.T. Coordinator.

SCT292 Physical Therapist Assistant Affiliation & Seminar II
3 credits; 19 hours (1 lecture, 18 affiliation)
This course provides students with the continued opportunity to apply and integrate the theory and practice of physical therapist assistant skills in clinical settings under the supervision of a physical therapist. The student is expected to assume increased responsibility for treatments and administrative tasks and to improve his/her ability to manage time effectively. Students are required to attend scheduled seminars and provide their own uniform, liability insurance and proof of a physical examination.
Prerequisite: ESL099, CSE098 or CSE099, ENE/ENG099, MAT095/MAB095, ENG101 or ENC101, SCT101, SCT202, SCT211, SCT212, SCT225, SCT250, SCT291, and permission of P.T. Coordinator.

SCV201: Research Animal Technology
4 credits; 6 hours (3 lecture, 3 lab)
This course prepares students to work with rodents, rabbits and other animals used in research. Laboratory sessions provide hands-on training in restraint, drug administration, sample collection, anesthesia and research techniques. Classroom periods will cover husbandry, diseases, and sanitation, as well as the principles and ethics of animal research. Students will participate in the operation of the college’s animal facility.
Prerequisite: ESL099, CSE098 or CSE099, ENE/ENG099, MAT095/MAB095, SCN101

SCV210 Veterinary Nursing I
4 credits; 6 hours (3 lecture, 3 lab)
This course introduces students to the technical procedures of veterinary practice. The major disciplines to be covered in lecture sessions are anesthesiology, parasitology and small animal diseases. In the laboratory students will anesthetize dogs and cats and perform basic diagnostic and therapeutic techniques. They will also prepare patients...
for aseptic surgery, employ techniques of surgical assisting, and learn the principles of cardiopulmonary resuscitation.

**Prerequisite:** ESL099, CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095, SCB209, SCV201

### SCV211 Veterinary Nursing II

*4 credits; 6 hours (3 lecture, 3 lab)*

This course deals with advanced technical procedures in veterinary practice and laboratory animal science. Lecture sessions will cover animal diseases, emergency care, pharmacology and gnotobiology. In the laboratory, students will receive training in the care of sick and injured animals, including dentistry, catheterization, fluid and drug administration, and the use of monitoring devices. In addition, students will maintain a germfree isolator and perform minor surgical procedures on rodents.

**Prerequisite:** ESL099, CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095, SCV210

**Pre- or Corequisite:** SCB260

### SCV212 Veterinary Radiography

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

This course will provide lectures which explore the theory and principles of radiography. The laboratory will provide students with training in the operation and maintenance of the x-ray machine, automatic and manual film processing, animal restraining and positioning, health and safety precautions and radiograph evaluation and storage.

**Prerequisite:** ESL099, CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095, SCV211

**Pre- or Corequisite:** SCV210

### SCV213 Veterinary Laboratory Techniques

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

This course deals with the examination of blood, urine, and other body substances for diagnostic and prognostic purposes in veterinary practice. Students will learn to perform complete blood counts, blood chemistries, serological tests, and urinalysis. Lecture periods will cover the theories on which the tests are based and the relevance of laboratory results in the evaluation of the health of animals.

**Prerequisite:** ESL099, CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095, SCV211

**Pre- or Corequisite:** SCV210

### SCV214 Farm Animal Nursing

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

In this course, students will study the application of animal health technology to farm animals. Class sessions will cover diseases, government health regulations and programs, emergency care, orphan animal care, and relevant farm management procedures. Using various species of animals and types of equipment, students will learn techniques for restraint, administration of medication, sample collection, bandaging, surgical preparation and assistance, and positioning for radiology.

**Prerequisite:** ESL099, CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095, SCV201

This course will be taught at an off-campus location. Students must pay their own travel and room and board expenses.

---

### Office Technology Department

#### Department Faculty:

Deborah P. Harrell, Chairperson; Avis O. Anderson, John Appiah, Adalgisa A. Cardoso, Josephine Corso, Eve Fischthal, Gail Green-Fraser, Audrey W. Harrigan, Asilnett V. Jones, Joann Lanaro, Catherine Lisanti, Margarita Lopez, Paula Murphy, Linda Ramos, Marian Rutledge, Marie Sacino-Erlich, Rosemary Sclafani.

### OFT100 Stenography I (Gregg)

*3 credits; 4 hours*

Students will master the basic theory of the Gregg Shorthand System. Students are expected to master the basic principles of the Gregg shorthand system and to acquire a minimum writing speed of 40 words a minute. The ability to read shorthand from textbook plates, homework notes, and classroom dictation will be developed. Written and oral communication skills including grammar, punctuation, vocabulary, and listening skills will be emphasized. Special attention will be given to selecting dictation material that deals with multicultural issues in our society.

**Prerequisite:** CSE098 or CSE099, ENA/ENE/ENG099

### OFT102 Stenography I (Machine)

*3 credits; 6 hours (4 lecture, 2 lab)*

Students will receive an intensive presentation of the basic theory of Machine Shorthand. At the conclusion of the course, students are expected to have mastered the basic principles of Machine Shorthand and to have acquired a minimum writing speed of 40 words a minute and the ability to read shorthand from textbook plates, homework notes, and classroom dictation.

**Prerequisite:** CSE098 or CSE099, ENA/ENE/ENG099

### OFT110 Stenography II (Gregg)

*3 credits; 4 hours*

This course completes the presentation of the basic principles of Gregg Shorthand System and provides for speedbuilding in both reading and writing of shorthand. The final writing speed goal is a minimum of 50 words per minute for two minutes. Vocabulary development and language arts are stressed. Pre-transcription drills are begun in preparation for typewritten transcription. Special attention will be given to selecting dictation material that deals with multicultural issues in our society.

**Prerequisite:** CSE098 or CSE099, ENA/ENE/ENG099, OFT100, OFT131 or OFC131

### OFT112 Stenography II (Machine)

*3 credits; 6 hours (4 lecture, 2 lab)*

This course completes the presentation of the basic principles of Machine Shorthand and enables students to build speed in both reading and writing of shorthand. Final writing speed goal is a minimum of 60 words per minute. Pre-transcription drills are commenced in preparation for keyboarding transcription.

**Prerequisite:** CSE098 or CSE099, ENA/ENE/ENG099, OFT102, OFT131 or OFC131
OFT120, 121, 123 Stenography III (Gregg, Pitman, ABC)  
3 credits; 6 hours  
Speedbuilding to a minimum speed of 70 words a minute is the primary focus of this course. Emphasis on spelling, grammar, and punctuation continues. Transcription skill is developed from textbook plates, homework notes, and new-matter dictation. Mailability on average-length letters from unfamiliar material is required.  
Prerequisite: CSE098 or CSE099, OFTI110 or waiver  
Pre- or Corequisite: ENG101 or ENC101, OFT133  

OFT122 Stenography III (Machine)  
3 credits; 6 hours  
Speedbuilding to a minimum speed of 70 words a minute is the primary focus of this course. Emphasis on spelling, grammar, and punctuation continues. Transcription skill is developed from textbook plates, homework notes, and new-matter dictation. Mailability on average-length letters from unfamiliar material is required.  
Prerequisite: CSE098 or CSE099, OFTI112  
Pre- or Corequisite: ENG101 or ENC101, OFT133  

OFT131 Keyboarding I  
2 credits; 3 hours  
This course is designed to instruct beginners in the fundamentals of touch keyboarding. Keyboard mastery will be developed through intensive speed and accuracy exercises. Proofreading techniques and the formatting of mailable block-style business letters, large envelopes, and unbound manuscripts will be stressed. The final minimum speed goal is 25-35 gross words a minute for three minutes with a maximum of three errors.  
Prerequisite: ESH098 or ELS098 or ESR098  

OFT131 Keyboarding I  
2 credits; 4 hours  
This course is designed to provide instruction in touch keyboarding. Developmental instruction and practice will be provided in formatting of business letters and envelopes, unbound manuscripts, and proofreading techniques. Instruction in the basic skills of reading and writing are provided to address language deficiencies through reinforcement of spelling and techniques in proofreading and following instructions. Through intensive speed and accuracy exercises, students will acquire a keyboarding speed of 25-35 words a minute for three minutes with a maximum of three errors.  
Corequisite: Placement into ESH098 or ELS098 or ESR098 or CSE094 or CSE095  

OFT132 Keyboarding II: Production Formatting  
2 credits; 4 hours  
This course is designed to increase the skills of students who possess a minimum speed of 30 gross words a minute using touch keyboarding. Intensive speed, accuracy, and reinforcement drills will be stressed. Basic formats and coding for correspondence, tabulations, manuscripts, and footnotes will be introduced. The final speed goal is a minimum of 40 gross words per minute for five minutes with a maximum of five errors.  
Prerequisite: ESH098, ELS098 or ESR098, OFT131 or OFC131,  

OFT133 Keyboarding III: Advanced Production Formatting (Formerly SEC142 Typewriting III)  
2 credits; 4 hours  
This course is designed to increase the keyboarding and production skills of students who possess a minimum speed of 40 gross words a minute. Intensive speed, accuracy, and reinforcement drills will be stressed. Complex formats and coding for letters, manuscripts, tabulations, memos, and business forms will be introduced. The final keyboarding speed goal is a minimum of 50 gross words a minute for five minutes with a maximum of five errors.  
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, OFT132  

OFT151 Introduction to Office Information Systems  
3 credits; 4 hours (3 lecture, 1 lab)  
This is a comprehensive introduction to office systems and technology for microcomputer users in an organizational context. Applying office tools and technologies for increased productivity will be emphasized. Topics include history of microcomputers; basic organizational and general systems theory; hardware, software, and systems management; DOS commands; management of hard disk files; software installation procedures and program maintenance.  
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099  

OFT155 Word Processing I (Formerly: SEC150)  
3 credits; 4 hours (3 lecture, 1 lab)  
This course introduces students to word processing on the microcomputer. Through hands-on practice, students will become proficient in the basic uses of a major word processing software package. Topics covered include creating, editing, storing, page formatting, printing, performing block functions, merging, and using single files.  
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, or OFT131 or OFC 131  

OFT156 Word Processing II  
3 credits; 4 hours (3 lecture, 1 lab)  
This course is a continuation of Word Processing I. Emphasis will be placed on advanced word processing applications on the microcomputer. Topics will include advanced techniques of creating and merging files, advanced editing, specialized printing, and creating and using on-line resources such as thesaurus, math, a sort, and macro commands.  
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, OFT155  

OFT171 Court Reporting I  
4 credits; 8 hours (4 lecture, 4 lab)  
Court Reporting I is designed to increase the skills of students who possess a minimum shorthand speed of 80 wpm utilizing touch shorthand. Intensive speed and accuracy development, as well as individualized diagnostics, will be stressed. Students will develop a minimum speed of 90 wpm with 95% accuracy using literary, Jury Charge, and testimony dictation materials.  
Prerequisite: CSE098 or CSE099  
Pre- or Corequisite: ENG101 or ENC101, OFTI122 or ability to pass placement exam of 50 wpm typing; 80 wpm machine steno.  

OFT172 Court Reporting II  
4 credits; 8 hours (4 lecture, 4 lab)  
Court Reporting II is designed to increase skills of students who possess a minimum shorthand speed of 90 wpm utilizing touch shorthand. Intensive speed and accuracy development will be stressed.
through individualized testing. Students will develop a minimum speed of 120 wpm with 95% accuracy using literary, technical, commercial materials, openings and summations of counsel, Jury Charge, and courtroom testimony. Students will be introduced to computer-aided transcription.

Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, OFT171
Corequisite: ENC101 or ENC101, OFT175

OFT175 Courtroom Communications and Procedures
3 credits; 3 hours
This course will introduce students to the functions of the court reporter during trials, depositions, and hearings. Professional ethics will be discussed. Maintenance of financial records such as billing and record-keeping, and stenographic notes will be explained. The course will also introduce students to grammar usage and punctuation in the courtroom through the study of word usage, language structure, writing mechanics, and spelling.

Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095, OFT171
Corequisite: OFT172

OFT185 Legal/Medical Terminology
3 credits; 3 hours
The language utilized in court reporting and other areas of verbatim reporting will be introduced. Emphasis will be placed on the teaching of prefixes and suffixes of the medical language so that those in the field of court and convention reporting will have the skills necessary to record medical testimony. Students will also be introduced to terminology and concepts in various areas of the law including legislative, executive and judicial functions as they relate to the courts and to conventions.

Prerequisite: CSE098 or CSE099, MAT095/MAB095, ENG101 or ENC101, OFT172, OFT175
Corequisite: OFT271

OFT235, 236, 237 Legal Office Technology I (Gregg, Pitman, Machine)
3 credits; 3 hours
This course is designed to provide the student with the vocabulary and background information required to prepare legal documents and correspondence. High-level keyboarding speed, accuracy and production techniques will be developed. Machine transcription of legal documents and correspondence will be introduced as well as appropriate legal style and formats. English grammar, spelling, and punctuation will also be reviewed and reinforced in this course.

Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, AMM110, OFT120 or OFT121 or OFT122, OFT133 or OFT155
Corequisite: OFT265 or OFT266 or OFT267

OFT245, 246, 247 Legal Office Technology II (Gregg, Pitman, Machine)
3 credits; 3 hours
This course is a continuation of Legal Office Technology I. It includes more advanced terminology and legal documents, and correspondence. It further develops keyboarding speed, accuracy and machine transcription skills through the use of word processing software on microcomputers. Written communication skills will be reinforced and refined.

Prerequisite: CSE098 or CSE099, ENG101 or ENC101, AMM110, OFT235 or OFT236 or OFT237
Corequisite: OFT275 or OFT276 or OFT277

OFT250 Educational Problems of the School Secretary: Part I
2 credits; 2 hours
This course deals with the interrelationship of the school secretary with respect to the school personnel, pupils, and community. All the above is discussed in depth in relationship to by-laws of the Board of Education, Guidance, Practical Psychology for the school secretary, ethics of the school secretary, and special education.

Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099

OFT251 Educational Problems of the School Secretary: Part II
2 credits; 2 hours
This course deals with the organization of the New York City public school system. Topics such as circulars and directives as they apply to the school secretary, philosophy of education, and interpretation of educational statistics will also be discussed.

Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, OFT250

OFT255 School Records and Accounts
2 credits; 2 hours
This course is designed to develop an understanding of New York City public school records, accounts and administrative procedures as related to pupil and staff. Classwork will consist of actual implementation of selected school records and accounts. Day-to-day procedures will be reviewed, discussed and analyzed.

Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095

OFT260 Business Communications
3 credits; 3 hours
This course provides instruction and practice for the secretary in how to exercise various communication tasks in business. Written activities will focus on business letters, memoranda, application letters, cover letters, and resumes. Oral activities will include simulation of office situations, telephone inquiries, etc. Special consideration will be given to the mechanics of written English.

Prerequisite: CSE098 or CSE099, ENG101 or ENC101, HUC101
Pre- or Corequisite: OFT131 or OFC131 or equivalent

OFT265, 266, 267 Legal Dictation and Transcription I (Gregg, Pitman, Machine)
3 credits; 6 hours
This course is designed to provide introductory training and instruction in the preparation of legal documents and legal correspondence. Emphasis will be placed upon the stenographic, transcription and format aspects of such documents and correspondence. An understanding of the nature, purpose and terminology of legal documents will be provided. Proofreading, editing and writing skills will also be reinforced.

Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, AMM110, OFT120 or OFT121 or OFT122, OFT133
Corequisite: OFT235 or OFT236 or OFT237

OFT270 Electronic Office Procedures
3 credits; 6 hours
Business skills such as word processing and machine transcription will be developed, integrated, and refined. Human relations skills, interoffice relationships, and organizational structure will be covered through job-related projects. Basic filing rules, mail procedures techniques will
be discussed. Hands-on and telephone training will be conducted in payroll processing, electronic record keeping, electronic calendaring and filing.

Prerequisite: OFT132 or equivalent
Pre- or Corequisite: ENG101 or ENC101
Note: This is the first TAR course and must be completed before your first internship.

OFT271 Advanced Court Reporting I
6 credits; 10 hours (6 lecture, 4 lab)
This course increases the skills of students who possess a minimum shorthand speed of 120 wpm utilizing touch shorthand. Speed and accuracy, as well as individualized diagnostics, will be stressed. Students will develop a minimum speed of 150 words per minute with 95% accuracy using literary, medical, technical and commercial materials, openings and summations of counsel and Jury Charge. Students will be introduced to two-voice courtroom testimony and will utilize computer-aided transcription.
Prerequisite: CSE098 or CSE099, MAT095/MAB095, ENG101 or ENC101, OFT172, OFT175
Corequisite: OFT185

OFT272 Advanced Court Reporting II
6 credits; 10 hours (6 lecture, 4 lab)
This course increases the skills of students who possess a minimum shorthand speed of 150 wpm utilizing touch shorthand. Speed and accuracy, as well as individualized diagnostics, will be stressed. Students will develop a minimum speed of 200 wpm with 95% accuracy using literary, medical, technical, commercial materials, openings and summations of counsel, and Jury Charge. Students will also be introduced to four-voice courtroom testimony and will utilize computer-aided transcription.
Prerequisite: CSE098 or CSE099, ENG101 or ENC101, OFT271

OFT275, 276, 277 Legal Dictation and Transcription II (Gregg, Pitman, Machine)
3 credits; 6 hours
This course is designed to provide advanced training and instruction in the preparation of legal documents and legal correspondence, building upon the work completed in Legal Dictation and Transcription I. Emphasis will be placed upon the stenographic, transcription and format aspects of such documents and correspondence. An understanding of the nature, purpose and terminology of legal documents will be provided. Proofreading, editing and writing skills will also be refined.
Prerequisite: OFT265 or OFT266 or OFT267 and OFT235 or OFT236 or OFT237
Corequisite: OFT245 or OFT246 or OFT247

OFT280 Microcomputer Applications—Spreadsheets
2 credits; 4 hours (2 lecture, 2 lab)
This course will familiarize students with the menu commands and uses of spreadsheet software packages. Through hands-on practice students will develop the ability to create spreadsheets for multiple purposes. Emphasis will be placed on recordkeeping for general business applications.
Prerequisite: CSE098 or CSE099, ENE/ENE/ENG099, MAT095/MAB095, OFT131 or OFC131

OFT281 Microcomputer Applications—Data Base
3 credits; 4 hours (3 lecture, 1 lab)
This course introduces the software application of a data base. Students will explore the uses of a data base through extensive hands-on experience. The course will emphasize the use of alternative methods for searching the data base, selective retrieval of information, and report preparation. Students will explore the use of advanced functions in order to combine files, modify original design, update records and become familiar with the use of temporary storage.
Prerequisite: CSE098 or CSE099, ENE/ENE/ENG099, MAT095/MAB095, OFT100, OFT131 or OFC131

OFT282 Desktop Publishing Applications
3 credits; 4 hours (3 lecture, 1 lab)
This course introduces the student to the basics of desktop publishing—the art of producing typeset documents and electronic printing will be emphasized. Students will receive hands-on training relating to the art of typesetting on the microcomputer. Topics include input, composition, and output in electronic publishing.
Prerequisite: CSE098 or CSE099, ENE/ENE/ENG099 or ESL098 or ESR098, MAT095/MAB095, OFC131 or OFT131

OFT286 Integrated Software Systems
3 credits; 4 hours (3 lecture, 1 lab)
This course will emphasize the systems and procedures used to process information in an integrated software environment. Students will be familiarized with advanced data base and spreadsheet concepts and receive instruction in the operation of graphics software. Integrated software applications will be completed in a simulated office environment. Topics also will include use of ASCII codes, electronic clipboards, windows, and utility programs.
Prerequisite: CSE098 or CSE099, MAT096/MAB096, ENG101 or ENC101, OFT156, OFT280, OFT281

OFT290 Decision Support Systems
3 credits; 4 hours (1 lecture, 1 lab)
This course is the capstone to the Microcomputer Systems, and Applications curriculum. Instruction will focus on the uses of word processing, data base, spreadsheet, and graphics software applications to support typical business decisions. An understanding of general concepts of decision support systems (DSS), including problem solving, data management, and data-flow diagramming, will be developed using various computer software available for decision support applications.
Prerequisite: CSE098 or CSE099, MAT096/MAB096, ENG101 or ENC101, OFT260, OFT286

Social Science Department

Social Science courses examine why people behave the way they do; why society is the way it is; who has power, wealth, and prestige and how they got them. Many of the courses emphasize the themes of ethnicity, class, gender, and power through which students can better understand themselves, society, and the world in which they live.

The department offers interdisciplinary courses as well as courses in anthropology, economics, history, political science, psychology, sociology, and urban study.
This course examines the relationship between human values, society, and the larger society. The impact of the global economy on Latin American cultures will also be examined.

Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, SSS100

SSA106 Anthropology of Latin America
3 credits; 3 hours
This course will focus on the different peoples and cultures of Latin America, including Indian groups, rural communities of peasants, blacks and other plantation workers, urbanized peasants, urban workers, new middle classes and elites. The social and cultural organization of each of these groups will be examined, particularly in their relationship to the larger society. The impact of the global economy on Latin American cultures will also be examined.

Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, SSS100

SSD/CIS105 Computers and Society
3 credits; 4 hours
This course examines the relationship between human values, society and technology. It begins with an explanation of how computers work and then investigates how technology affects such issues as jobs, privacy, and education. Lab work is included.

Prerequisite: CSE098, ENA/ENE/ENG099, MAT095/MAB095

SSE101 Introductory Economics I
3 credits; 3 hours
This course serves as an introduction to some of the major economic principles, institutions and policies in the United States. Among the topics included are: the nature and methods of economics; the historical development of the market and other systems; supply and demand; the roles of industry and government in the market place; money and banking; income levels; and the problems of inflation and unemployment.

Prerequisite for Accounting, Business Administration or Management majors: CSE094 or CSE095, ENA/ENE/ENG099
For all others: CSE094 or CSE095, ENA/ENE/ENG099, SSS100
Pre- or Corequisite: MAT095/MAB095

SSE102 Introductory Economics II
3 credits; 3 hours
As a continuation of SSE101, Economics II introduces students to the allocation of resources in the world economy. Specifically, students will examine how capitalist and socialist countries manage their resources. In addition, students will learn about major issues in international trade and finance, economic development in third world countries, pollution and the environment, defense spending, and the economics of energy.

Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT096/MAB096, SSE101

SSE125 World Geography
3 credits; 3 hours
The course studies the influence of physical features and climates of the world on human activities, production, distribution and other economic activities. Emphasis is placed on the location and distribution patterns of the world’s resources and their uses. Topics studied include urban geography, geopolitics of oil and gas and preparation and interpretations of maps by physical features and cultural aspects.

Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095, SSS100

SSII101 Themes in American History to 1865
3 credits; 3 hours
This course will focus on the major themes in American History from the colonial period to the Civil War. Topics such as slavery, women’s roles, expansion, urbanization, reform movements and the development of the American character will be examined in this course.

Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, SSS100

SSII102 Themes in American History Since 1865
3 credits; 3 hours
This course will examine American history since 1865. Such topics as industrialization, labor unions, immigration, organization, political parties, reform movements, foreign policy and the rise of the U.S. as the major force in the world will be covered in this course.

Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, SSS100

SSII103 Western Civilization from Ancient Times to the Renaissance
3 credits; 3 hours
This course investigates the main features of human civilization from ancient times to the Renaissance. The importance of geography, religion, custom and ideology are explored for the purpose of capturing the spirit of the past as well as understanding its relationship to the present.

Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, SSS100

SSII104 Western Civilization from the Renaissance to Modern Times
3 credits; 3 hours
This course discusses the major ways in which Western Society has changed over the past 250 years. It covers the scientific revolution, the industrial revolution, and the major political revolutions. It also explores the impact of ideas such as liberalism, Marxism, Darwinism, Nazism, and Freudianism. The two World Wars and prospects for world peace are examined.

Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, SSS100
SSH231 Afro-American History  
3 credits; 3 hours  
This is an introduction to some of the basic issues in the black American’s struggle against slavery and racist oppression in the United States. Special attention is given to the following: the methods that blacks have used in their attempts to bring about social change; important persons and institutions from the African beginning to the present; and the contributions blacks have made to American society.  
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, SSS100

SSH232 Survey of Latin America and Caribbean History  
3 credits; 3 hours  
This course begins with a study of the interaction between the Indian, European, and African peoples who shaped the history of Latin America and the Caribbean. It then considers the colonial period, the Independence movements, and the challenge of modernization in selected Latin American and Caribbean nations. The relationship between Latin America and the United States will also be discussed.  
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, SSS100

SSI210 Women in Society  
3 credits; 3 hours  
The course will examine the role of women in society from historical and cross-cultural perspectives. It will examine women’s psychological issues, economic functions and their relationships to social institutions. The debates surrounding women at work, women in politics and women’s movements will be discussed.  
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, SSS100

SSN182 Urban Anthropology  
3 credits; 3 hours  
This course examines urban culture and society in different parts of the world. It includes an examination of the role cities play in different societies, urbanization in developing societies and a comparison of urban society and culture in developing societies with urban life in the United States. Field trips to sites in New York City such as new immigrant communities will be included to familiarize the students with recent changes in urban culture.  
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095, SSS100 or SSE101 or SSY101 or SSB102

SSN183 History of Minorities/Urban Studies  
3 credits; 3 hours  
This course focuses on the experiences of and challenges to minorities in the United States. It examines changing patterns of the immigration, settlement and employment of various minority groups including Afro-Americans, Irish-Americans, Hispanic-Americans and Asian-Americans. In addition, the situation of the Native Americans, women, gays and the aged will be discussed in an historical context.  
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, SSS100

SSN184 Urban Studies: Environmental Psychology  
3 credits; 3 hours  
This course explores the relationship between the urban physical environment and human behavior. Topics to be considered include the effects of personal space, noise, crime, crowding, architectural design, and urban blight on the actions and feelings of urban dwellers. Two field trips in this course will be based on research projects aimed at understanding behavior in such urban settings as subways, parks, and neighborhoods.  
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095, SSS100 or SSE101 or SSY101 or SSB102

SSN186 Sociology of the Black Community (Formerly: SSS230 Sociology of the Black Community)  
3 credits; 3 hours  
This course is about the social dynamics of Black communities in urban America. With special reference to New York City, it examines the socialization process, the family, education, and organizational life within urban Black communities. Current problems and future prospects for the urban Black community will be discussed. Field trips to communities such as Harlem and Bedford Stuyvesant are included.  
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095, SSS100 or SSE101 or SSY101 or SSB102

SSN187 Urban Sociology (Formerly: SSS101 Urban Sociology)  
3 credits; 3 hours  
This course examines changing ideas about the city and the changing impact of the city on American lifestyles. With special reference to New York City, the course explores the origins and the social structure of the city. It focuses on the relationship of class to family, gender, education, ethnicity, religion, politics and economics. Visits to housing projects, community organizations, or service delivery agencies will familiarize the students with the issues of planning and change in the city.  
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/MAB095, SSS100 or SSE101 or SSY101 OR SSB102

SSN189 The Urban Economy  
3 credits; 3 hours  
This course examines key economic problems facing cities and urban neighborhoods, particularly those of New York City. The students will study how supply and demand, land use, taxation, national product, unions, and state and federal policies affect the local economy. Through visits in their neighborhoods, and such places as the Office of Economic Development and the Stock Exchange, students will apply the above concepts to local issues of employment, housing, transportation, and business activity.  
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, SSS100 or SSE101 or SSY101 OR SSB102

SSN190 Leadership  
3 credits; 3 hours  
This course explores alternative leadership theories and styles. It focuses on leadership within the urban context and on the importance of New York City figures such as Boss Tweed, Fiorello H. LaGuardia and Shirley Chisholm. Special reference will be made to the particular leadership problems presented by cities. The course will include speakers and field trips to centers of leadership in New York City, either on the citywide or community level, in the public or private sector.  
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, SSS100 or SSE101 or SSY101 OR SSB102

SSN192 Practical Politics in New York City  
3 credits; 3 hours  
This course examines New York City as a unique political entity within the context of urban politics in America. It explores the roles of elected officials, community boards, unions, minority groups and business interests in political decision making. The course includes guest speakers and field trips.  
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, SSE101 or SSY101 OR SSB102
SSN/ENN193 Ideal Societies
3 credits; 3 hours
This course is designed to help students understand utopian movements in urban society from historical, psychological, and sociological perspectives. This course will focus on both the causes for creating utopian experiments and the ways in which utopias approach family structure, religion, education, power, and economic organization. Literary versions of utopian communities will be studied. Field trips may be taken to such places as Roosevelt Island and Shaker Village. 
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, SSS100 or SSE101 or SSY101 or SSB102

SSN194 Religion and Social Change
3 credits; 3 hours
This course will trace the evolution of traditional and nontraditional religions among various groups within the New York City religious community. The course will focus on Latin groups and Eastern religions as well as social action projects sponsored by mainline major denominational groups. Field interviews by students will be made. 
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, SSS100 or SSE101 or SSY101 or SSB102

SSN199 Neighborhood History
3 credits; 3 hours
This course will study the social, economic and political changes of New York City neighborhoods. The focus will be on the people who migrated into, lived, and then moved out of these neighborhoods. Through field research, students will look closely at such things as immigration, housing, businesses, government legislation, and mass transit lines that have significantly affected neighborhood changes. The course will include field trips such as walking tours and a visit to Ellis Island. 
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, SSS100 or SSE101 or SSY101 or SSB102

SSN240 History of New York City (Formerly: SSH240 History of New York City)
3 credits; 3 hours
This course is about the development of New York City from colonial times to the present. It deals with changes in housing, transportation, immigration, politics, and social classes. The rise of New York City as a financial and cultural center will be discussed. New York City's current problems and future prospects will be assessed. The course includes a walking tour of old New York and a museum trip. 
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, SSS100 or SSE101 or SSY101 or SSB102

SSN280 Urban Black Psychology (Formerly: SSY280 Black Psychology)
3 credits; 3 hours
This course introduces students to psychological theories and issues relating to blacks in America. Emphasizing the shift from rural to urban environments, it examines the impact of slavery and racism on blacks. With special reference to New York City, the course investigates the relationship between black personality and family, education, work, culture, and mental health. There will be field trips to Harlem and to a community mental health center. 
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, SSS100 or SSE101 or SSY101 or SSB102

SSP101 U.S. Power and Politics (Formerly: Power and Politics in America)
3 credits; 3 hours
This course analyzes the relationship between the theory, form, and practice of American government. The course studies the strengths and weaknesses of the American political system. A major concern of the course is the nature of power in America and the options for reforming the American political system. 
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, SSS100

SSP200 World Politics
3 credits; 3 hours
This course will investigate the dynamics of international power politics. After an introduction to alternative forms of political organization, the class will study the problems of achieving a balance of power between nations and the ultimate breakdown of that balance in war. It will examine the role of the superpowers, the impact of emerging nations and the Third World as well as the function of alliances in world relations. The class will also evaluate the feasibility of various plans for international order and peace. 
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, SSS100

SSP220 Polities of Latin America and the Caribbean
3 credits; 3 hours
This course will examine the major groups which seek power in Latin America and the Caribbean, and analyze the various strategies they use including revolution, populism, democratic reform, socialism and military authority. The prospects for modernization will be drawn from a variety of Latin American and Caribbean countries. The course includes discussion of the role of foreign nations in the politics of this area. 
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, MAT095/ MAB095, SSS100

SSP240 Crime and Punishment
3 credits; 3 hours
This course deals with the purposes and problems of penal systems, old and new, national and international. The course will investigate the relationship between the criminal, punishment, society, and politics. Selected famous cases will be studied in detail as will the American criminal justice system and the issue of the death penalty. 
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, SSS100

SSP245 Law and Human Rights in America (Formerly: The Law, Politics and the Individual)
3 credits; 3 hours
This course will focus on the legal aspects of human rights issues in America. Starting with the origins of democracy and the Bill of Rights, students will explore major Supreme Court cases and Constitutional amendments dealing with such topics as freedom of speech, freedom of the press, freedom of religion, the right to vote, equality before the law, and the rights of the accused. Controversial contemporary issues such as abortion, privacy, and gun control will also be discussed in a legal context. 
Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, SSS100
### SSS100/SSB110 Introduction to Sociology (Formerly: SSI100 Introduction to Social Science)
3 credits; 3 hours
This course offers students information and ideas with which to understand the social factors of human life. It places the study of social interaction, social processes, and social institutions in an historical context. It examines the human condition with particular reference to work, to culture, to personality, to ethnic, class and gender relations, as well as economic and political institutions. (SSB110 is the bilingual version of SSS100.)
*Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099

### SSS175 Sociology of Organizations (Formerly: Sociology of Complex Organizations)
3 credits; 3 hours
This course will analyze the social structure and dynamics of large scale organizations such as the corporation, the government agency, and the labor union. It will examine the significance of these organizations in the larger world as well as investigate the social worlds which exist within these organizations. Through this course, the student will come to understand the interaction between individual personality and bureaucratic structure.
*Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, SSSI00

### SSS185 Sociology of Education
3 credits; 3 hours
This course examines the social relations which exist in educational institutions and processes. It also analyzes the reciprocal influences of family, school, economic, political, and other social institutions. The relationships between changes in society and in education are explored in depth. Focus is on the educational system of the U.S.A.
*Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, SSSI00

### SSS280 Sociology of the Family
3 credits; 3 hours
This course examines the contemporary American family from historical and cross-cultural perspectives. It considers sub-cultural variations within American society; the influence of industrial and technological changes on family life; relationship of socialization to personality development; programs to meet family needs, dating, courtship and marriage.
*Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, SSSI00

### SSY200 Personality
3 credits; 3 hours
Theories, methods, and selected issues in the field of personality will be discussed in the context of achieving greater self-awareness and insight into the behavior of others. Among the topics discussed are: psychoanalytic, behavioristic and phenomenological theories of personality types and traits, the achievement of self-knowledge, psychological testing and personality research methods.
*Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, SSY101 or SSB102

### SSY230 Abnormal Psychology
3 credits; 3 hours
This course introduces the major categories of mental illness, their symptoms, causes and treatment. Among the mental disorders covered are personality disorders, anxiety disorders, schizophrenic, and affective disorders. Theoretical models for understanding mental disorders are discussed.
*Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, SSY101 or SSB102

### SSY240 Developmental Psychology I
3 credits; 3 hours
This course examines the physiological and psychological factors in individual development from birth through adolescence. It includes a study of emotional and behavioral disorders of children as well as principles of child guidance. Issues such as battering, drug usage and discipline will be discussed. The course emphasizes cognitive, moral and personality development.
*Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, SSY101 or SSB102

### SSY241 Developmental Psychology II
3 credits; 3 hours
This course examines the biological, psychological, and social changes of adults and the principles underlying these changes. The course explores such topics as social sex roles, self-identity, self-esteem, worker productivity, ideas and values. Students will learn about adult life crisis issues such as marriage, divorce, mid-life crisis, menopause, unemployment and aging.
*Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, SSSI00 or SSY101 or SSB102

### SSY250 Social Psychology
3 credits; 3 hours
This course examines how the individual’s personality is affected by the influences of other people and the physical environment. Among the topics discussed are: forming attitudes, conformity in groups, helping others, prejudice, and environmental stress. Research methods will also be introduced.
*Prerequisite: CSE098 or CSE099, ENA/ENE/ENG099, SSY101 or SSB102 or permission of instructor
SSY260 Group Dynamics
3 credits; 3 hours
This is an introduction to the theory, research and practice of group dynamics and small group interaction in a variety of settings. Methods and techniques utilized in the investigation of small group processes will be demonstrated and critically examined. Through participation in role playing and small group interaction, students will be introduced to basic principles of interpersonal and group dynamics in families, groups, and at work.
Prerequisite: CSE098 or CSE099, ENAI/ENE/ENG099, SSY101 or SSB102

SSY290 Psychology of Aging
3 credits; 3 hours
This course will examine the principles underlying the biological, psychological and social changes that occur during the latter part of the life span. Students will explore such determinants of aging as: cognition, personality, role changes, and cross cultural factors. This course will also examine individual, family and societal attitudes and adjustments towards dying and death.
Prerequisite: CSE098 or CSE099, ENG101 or ENC101, SSY101 OR SSB102, SSY241 recommended but not required
HEGIS Codes

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. 1100.

<table>
<thead>
<tr>
<th>N.Y.S. Program Name</th>
<th>H.E.G.I.S. Degree Approved</th>
<th>Code No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>AAS</td>
<td>5002</td>
</tr>
<tr>
<td>Business Administration</td>
<td>AS</td>
<td>5004</td>
</tr>
<tr>
<td>Business Management</td>
<td>AAS</td>
<td>5004</td>
</tr>
<tr>
<td>Secretarial Science-Administrative</td>
<td>AAS</td>
<td>5005</td>
</tr>
<tr>
<td>Sub-Option</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secretarial Science-Bilingual Option</td>
<td>AAS</td>
<td>5005</td>
</tr>
<tr>
<td>Secretarial Science-Executive Sub-Option</td>
<td>AAS</td>
<td>5005</td>
</tr>
<tr>
<td>Secretarial Science-Legal Sub-Option</td>
<td>CERT</td>
<td>5005</td>
</tr>
<tr>
<td>Sub-Option</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microcomputer Systems &amp; Applications</td>
<td>AAS</td>
<td>5005</td>
</tr>
<tr>
<td>Court Reporting</td>
<td>CERT</td>
<td>5005</td>
</tr>
<tr>
<td>Commercial Photography</td>
<td>CERT</td>
<td>5007</td>
</tr>
<tr>
<td>Commercial Photography</td>
<td>AAS</td>
<td>5007</td>
</tr>
<tr>
<td>Travel and Tourism</td>
<td>AAS</td>
<td>5011</td>
</tr>
<tr>
<td>Programming and Systems</td>
<td>AAS</td>
<td>5103</td>
</tr>
<tr>
<td>Computer Science</td>
<td>AS</td>
<td>5103</td>
</tr>
<tr>
<td>Computer Operations</td>
<td>AAS</td>
<td>5105</td>
</tr>
<tr>
<td>Computer Technician</td>
<td>AAS</td>
<td>5105</td>
</tr>
<tr>
<td>Veterinary Technology</td>
<td>AAS</td>
<td>5206</td>
</tr>
<tr>
<td>Nursing</td>
<td>AS</td>
<td>5208</td>
</tr>
<tr>
<td>Occupational Therapy Assistant</td>
<td>AS</td>
<td>5210</td>
</tr>
<tr>
<td>Physical Therapist Assistant</td>
<td>AAS</td>
<td>5219</td>
</tr>
<tr>
<td>EMT/Paramedic</td>
<td>AAS/AS</td>
<td>5299</td>
</tr>
<tr>
<td>Dietetic Technician</td>
<td>AS</td>
<td>5404</td>
</tr>
<tr>
<td>School Foodservice</td>
<td>AS</td>
<td>5404</td>
</tr>
<tr>
<td>Commercial Foodservice Mgt.</td>
<td>AAS</td>
<td>5404</td>
</tr>
<tr>
<td>Education Associate: The Bilingual Child</td>
<td>AA</td>
<td>5503</td>
</tr>
<tr>
<td>Gerontology</td>
<td>AA</td>
<td>5506.20</td>
</tr>
<tr>
<td>Humanities, Social Science, Human Services</td>
<td>AA</td>
<td>5622</td>
</tr>
<tr>
<td>Mathematics and Science</td>
<td>AS</td>
<td>5649</td>
</tr>
<tr>
<td>AA/BA Program in Liberal Arts/Education (with Queens College)</td>
<td>AAS/BA</td>
<td>5649</td>
</tr>
<tr>
<td>Paralegal Studies</td>
<td>AAS</td>
<td>5099</td>
</tr>
</tbody>
</table>

Note: In compliance with Federal regulation, 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 Acts 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.
Common Goals

LaGuardia Community College strives to help each student acquire the academic, social and professional knowledge and values needed to live effectively and creatively in an urban environment. A LaGuardia education aims to produce a well-rounded individual aware of his/her own potential. Each graduate should understand the interconnectedness of knowledge and be able to use life experience and analytical thinking as tools for lifelong growth and learning. The college seeks to provide each student with the intellectual, technical and interpersonal skills needed for continued education and for productive participation in the world of work. A LaGuardia education will prepare a student to:

Goal 1: Interpret and communicate ideas effectively
The student will demonstrate increased ability to:
- identify the thesis and major supporting details of written, oral and visual materials;
- organize and express ideas in a clear, precise and logical manner; and
- use appropriate verbal and nonverbal techniques and skills when interacting with others.

Goal 2: Reason logically, solve problems and think abstractly
The student will demonstrate increased ability to:
- formulate hypotheses, gather information and test hypotheses;
- define the problem, identify and evaluate alternative solutions, and reach a provisional conclusion;
- use such processes as analogy, cause and effect, and comparison and contrast;
- formulate and solve problems in mathematical terms; and
- reason inductively and deductively, and generalize from specific information.

Goal 3: Gather, analyze, synthesize and report information
The student will demonstrate increased ability to:
- conduct research using the library and other available resources;
- organize and interpret research information accurately and logically;
- use information based on research to support a thesis, topic or issue; and
- communicate research information clearly in written, spoken and/or graphic form.

Goal 4: Develop self-awareness by examining value systems and ethics
The student will demonstrate increased ability to:
- recognize and understand value systems of one’s own culture and of different cultures;
- examine and articulate one’s personal value systems and goals; and
- act independently and responsibly in one’s personal and public life.

Goal 5: Understand the complexity of the natural world
The student will demonstrate increased ability to:
- describe basic laws of nature;
- use the scientific method in the solution of problems;
- appreciate the impact of science on humankind; and
- understand our interdependent relationship with nature.

Goal 6: Understand the diversity and richness of the human experience and the creative process
The student will demonstrate increased ability to:
- recognize the intellectual and spiritual importance of the arts in the development of non-Western and Western cultures;
- understand the importance of the creative process for individuals and societies;
- engage in the creative process from the beginning of an idea through its development;
- understand the interdependence of form and content;
- critically evaluate creative works; and
- understand our need to seek meaningful and creative ways to express and communicate thoughts and emotions.

Goal 7: Place contemporary society in a historical perspective
The student will demonstrate increased ability to:
- identify issues related to United States history, government and geography;
- understand the importance of gender, ethnicity and class in United States society;
- use past events in Western and non-Western history as an aid to understanding present conditions and predicting future trends;
- identify major historical forces that influence contemporary society; and
- identify major social, economic and/or political theories.

Goal 8: Understand the dynamics of contemporary urban issues
The student will demonstrate increased ability to:
- describe how institutions shape community life;
- appreciate historical, cultural and ethnic influences on urban development;
- identify the problems of the city and their causes; and
- understand issues of career choice and mobility in an urban setting.

Goal 9: Understand the impact of technology on society
The student will demonstrate increased ability to:
- describe the evolving relationship between technology and humanism;
- acquire knowledge of the technology in one’s field;
- describe the impact of social values on technological developments; and
- understand what computers are and how they are used.

Goal 10: Integrate formal education, career and life experience
The student will demonstrate increased ability to:
- communicate effectively to enhance career progress and personal fulfillment;
- apply critical thinking and problem-solving skills to career and personal situations;
- apply ethical principles to professional relationships and situations;
- recognize connections between formal education and career choice; and
- recognize the need for continued professional development and lifelong learning.
Academic Requirements

Students must successfully complete a specified number of required courses prior to graduation. The number of courses required differs with each major and also depends on the amount of basic skills work needed as explained below. It is important that students consult each semester with a counselor or faculty advisor to arrange an appropriate sequence of courses. The basic skills, ESL, and college-wide requirements are below.

Basic skills program

To be successful at LaGuardia, all students must be able to use reading, writing, oral communication and mathematical skills. The college offers a comprehensive basic skills program to help students achieve success in their college careers.

The Basic Skills Program includes:

1. careful evaluation of each student’s basic skills needs;
2. a variety of courses in reading, writing, mathematics and oral communication geared to specific skill levels; and
3. extensive counseling help in making academic, vocational, and personal decisions.

Since basic skills courses are designed to teach skills needed in other subjects, students are required to attend these courses regularly and to complete these courses during their first 36 credits attempted at the college. Students who need to take several basic skills courses should expect to take extra time to complete all of their LaGuardia degree requirements.

Evaluation and placement

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

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

Basic skills courses

For detailed descriptions of these courses, including credits and semester hours, please refer to the Course Description section of the catalog. In general, students are required to complete each course in the sequence to which they are assigned from the point of their initial placement. Basic skills courses count as unrestricted elective credit.

Writing: There are two Basic Writing courses: Basic Writing (ENA099) for those students who are placed into CSE094 or CSE095, Basic Writing (ENG099) for those students who are placed into CSE098 or CSE099. Basic Writing (ENE099) is for extended day students who require CSE098 or CSE099.

Reading: There are two different Basic Reading sequences:

Sequence I: Fundamentals of Reading I (CSE094) followed by Fundamentals of Reading II (CSE098)
Sequence II: Essentials of Reading I (CSE095) followed by Essentials of Reading II (CSE099)

Mathematics: There is one Basic Math sequence: Essentials of Mathematics I (MAT095/MAB095) followed by Essentials of Mathematics II (MAT/MAB096).

Oral Communication: There is one Oral Communication course:
Basic Speech Communication (HUC099)

Tutorial laboratories and services

Each of the basic skills departments provides, in addition to classroom instruction, individual or small-group tutoring services.

The Writing Center offers help in all areas of writing, from grammar through complex essays and reports. Peer tutors, students who have successfully completed ENG104, provide a portion of the tutoring services.

The mathematics lab, the reading lab, and the communication lab all provide personal tutoring, as well as audio-visual aids to help
students master basic skills and concepts necessary for success in college and for a career.

**Pairs and clusters**

The college may link, at times, sections of two or more courses in "pairs" or "clusters." The purpose of this linking is to enable students to see connections between subjects by offering an integrated, multidisciplinary, educational experience.

Some students, depending on their initial placement and/or career goals, may be required to register for a pair or cluster of courses. Other students may elect to take sections which are paired or clustered.

**Express courses**

During intersession periods, the college may offer express courses. Express courses offer students the opportunity to advance in basic skills areas by taking concentrated periods of computer-based instruction. The college currently offers Express Courses in the following areas: writing and math.

Students eligible to participate in express courses will be invited to apply by the college or the instructional staff.

**Cooperative Education**

As part of the requirements for the LaGuardia degree, all day students as well as extended day students in the following specialized curricular areas are required to successfully complete three Cooperative Education courses or their equivalent:

- Human Services, Occupational Therapy Assistant, Veterinary Technology, Dietetic Technology, Education Associate: The Bilingual Child, EMT/Paramedic, Mortuary Science, Physical Therapist Assistant, Nursing, and School Food Service Management.

Students in these specialized curricular areas should consult with their departments for specific guidelines regarding their Cooperative Education requirements.

A Cooperative Education course is defined as an internship and a seminar. Three credits are awarded for each course. For further discussion of Cooperative Education program and requirements please refer to the Cooperative Education section of this catalog and the Cooperative Education Student Handbook.

**English as a Second Language (ESL)**

LaGuardia Community College offers through its English as a Second Language Program a four-level, integrated language skills program for students whose native language is not English. Students are placed in the program on the basis of results of the writing assessment test of City University's Freshman Skills Assessment Program (FSAP). The courses in English as a Second Language offer intensive practice in reading, writing, speaking and listening. The sequence ranges from a workshop which is designed for students with little or no English to an advanced course focusing on expository writing and critical reading skills. In addition, the ESL lab provides individual and small group tutoring.

The ESL sequence consists of the following courses:

- ESL I (ESL096), ESL II (ESL097), ESL III (ESL098/ESH098), and ESL IV (ESL099). ESL for Selected Readers (FSR098) and (ESR099) are offered to some new students by special placement procedures. Students are generally required to complete the sequence from the point of initial placement. For detailed descriptions of the courses, please refer to the Course Description section of the catalog. ESL courses count as unrestricted elective credit.

**Independent study and individualized courses**

**Independent study**

The college offers students the opportunity to pursue independent study credit(s). This format is designed for the student who is self-motivated, self-disciplined, and capable of doing advanced work. Before registering for independent study credit(s), students must secure permission from the instructor and chairperson of the appropriate academic department. This permission form is available in the Registrar's Office, M-101, and must be submitted at registration. The completed permission form must also indicate the number of credits to be earned. The formal learning contract must be developed with the instructor and submitted to the Registrar's Office. In addition:

1. the student must have successfully completed 36 credits;
2. the student must meet the requirements for individual study set by the individual department;
3. the contract may involve in-depth exploration of a special topic not within an existing course or it may involve an in-depth exploration of a specific topic within (but not duplicating) an existing course; and
4. the student may take a maximum of six credits of independent study and may not engage in more than three credits of independent study per session. (A request for waiver may be made to the Office of Academic Affairs, M-400.)

**Individualized courses**

At the discretion of the department, for certain courses and under certain conditions, the college offers students the chance to accomplish the goals of pre-existing courses in a non-traditional mode. The project must be based on and fulfill the instructional and performance objectives of the existing courses. Students interested in pursuing such a project must meet departmental prerequisites for the existing courses and must provide a transcript of work already completed to the instructor. Students must also secure permission from the instructor and the chairperson of the appropriate academic department. The permission form is available in the Registrar's Office, M-101, and must be returned at the time of registration. The formal learning contract must be developed and submitted to the Registrar's Office by
the deadline date. The course may be offered if any of the following conditions are met:
1. the student needs the course to graduate in the next semester;
2. the course is required for the student’s progress in a sequence;
3. the course has been cancelled by the college; or
4. the course won’t be offered in the current session or the next session.

In addition:
1. the student may take a maximum of six credits of individualized courses and may not engage in more than three credits of individualized course study per session (A request for waiver may be made to the Office for Academic Affairs, M-400);
2. the student must meet departmental requirements of prerequisites for individualized course study;
3. the student and faculty member must have met and formalized a learning contract within stated time requirements;
4. the course must be among those listed as being offered for individualized course study by the department; and
5. all of the above depend upon faculty consent.

In order to pursue Independent Study or an Individualized Course, students must complete the following steps.

Faculty approval
The student must consult a faculty member who is willing to serve as an instructor. A Request to Register form must be signed by the instructor, student, and chairperson.

Registration
The student must submit the signed request form at registration so the course can be put on a roster.

Planning the contract
The student must meet with the instructor at the beginning of the session. The purpose of this planning session is to complete the contract form. For independent study, a detailed description of course requirements must be listed on the contract. For an individualized course, the course outline must be attached and the material to be covered during the session noted. The student and instructor should determine dates for future meetings. A minimum of 7 hours and a maximum of 10 hours must be spent in discussing course work during pre-determined sessions with the instructor.

Recording the contract
The signed contract must be submitted to the Registrar’s Office by either the instructor or the chairperson of the department by the end of the third week of classes.

Consequences for failing to make or carry out the plan
Once registered, students are responsible for completing all requirements as stated in the contract. Failure to meet with the instructor as agreed or to fulfill course requirements will result in a punitive grade.

Liberal Arts Elective Requirements
Liberal arts electives provide you with a valuable opportunity to round out your academic program. They can also help you prepare for transfer to the four-year colleges and help you meet the liberal arts distribution requirements at those schools. Most courses offered by the above-mentioned departments can be used to fulfill the liberal arts elective requirement.

Courses that DO NOT count as Liberal Arts:
Courses that are listed below AND ALL BASIC SKILLS AND ESL COURSES cannot be used to fulfill the liberal arts requirement but may be used as unrestricted elective credit.
Natural and Applied Sciences
SCH111 Aging as a Health Process
SCN195 Community Health

Dietetic Technician:
All courses except SCD200 Introductory Nutrition (formerly SCD200)

EMT/Paramedic:
All courses

Occupational Therapy:
All courses

Physical Therapy:
All courses

Nursing:
All courses

Veterinary Technology:
All courses

Office Technology:
All courses

Social Science:
SSD105 Computers and Society (cross-listed as CIS105)

New Student Seminar
New Student Seminar is an orientation course required of all entering freshmen and transfer students. The course provides students with the knowledge and skills they need to be successful in college.

Urban Study Requirement
The purpose of the urban study requirement as stated in the original charge of the college is to encourage multidisciplinary approaches to the environment. Classroom learning will be applied and reinforced through direct experience in the surrounding city.

At least one urban study course must be completed by each degree candidate for graduation. A course taken at an accredited college in New York City that fulfills the criteria for the urban study course and is the equivalent of an existing Urban Study course may fulfill the LaGuardia urban study requirement. Additional urban study courses would count as electives. Some urban study courses will be offered every academic semester. Liberal arts urban study courses fulfill either the liberal arts or unrestricted elective requirement. All others fulfill only the unrestricted elective requirement. Urban study courses:

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

The following is a list, by department, of urban study courses:

Accounting/Managerial Studies:
AMN195 Profile and Prospects of Business in New York City

English:
ENN191 Art, Politics and Protest
ENN/SSN193 Ideal Societies
ENN195 Violence in American Art and Culture
ENN198 Creative Writing

Human Services:
HSN103 Community Dynamics: Impact on Human Services
HSN110 Perspectives on Homelessness

Humanities:
HUN101 Introduction to Bilingualism
Office. The Registrar's Office, located near the lobby of the Main Office. The Registrar's Office, located near the lobby of the Main graduation, exemption credits and permit students.

grading system and policies, academic standards, attendance policies, credits and credit loads, as well as specific information about the change of data (name, address, etc.), maintenance of student records, of ways. In addition to coordinating and implementing the registration checks, student enrollment data, and readmission and reinstatement processes, the Registrar's Office also provides the following services:

Applications. Transcript requests, tuition refund requests, verification of attendance, SSN 184 Environmental Psychology

SSN186 Sociology of the Black Community

SSN188 Archeology

SSN189 The Urban Economy

SSN190 Leadership

SSN192 Practical Politics in New York City

SSN/ENN193 Ideal Societies

SSN194 Religion and Social Change

SSN199 Neighborhood History

SSN240 History of New York City

SSN280 Urban Black Psychology

◆ Academic Policies and Regulations

Academic policies are generally monitored through the Registrar's Office. The Registrar's Office, located near the lobby of the Main Building, serves the students of LaGuardia in a variety of ways. In addition to coordinating and implementing the registration process, the Registrar's Office also provides the following services: transcript requests, tuition refund requests, verification of attendance, change of data (name, address, etc.), maintenance of student records, transfer credit evaluations, CUNY assessment test scores, graduation checks, student enrollment data, and readmission and reinstatement applications.

In this section you will find general information regarding semester credits and credit loads as well as specific information about the grading system and policies, academic standards, attendance policies, graduation, exemption credits and permit students.

◆ General Information

Academic calendar/semester hours


IN ORDER TO BE FULL-TIME, STUDENTS WILL HAVE TO REGISTER FOR AT LEAST 12 CREDITS EACH SEMESTER. THAT MEANS THAT STUDENTS MAY TAKE 12 CREDITS DURING THE 12-WEEK SESSION OR TAKE A COMBINATION ADDING UP TO 12 CREDITS IN BOTH THE 12- AND 6-WEEK SESSIONS. AS A RULE, FULL-TIME STUDENTS SHOULD TAKE 12 CREDITS IN THE 12-WEEK SESSION. DURING THE 6-WEEK SESSION, IT IS RECOMMENDED THAT STUDENTS ONLY TAKE TWO COURSES. (FOR SOME STUDENTS THESE PROCEDURES APPLY TO TUITION UNITS AS WELL AS CREDITS.)

FOR ADDITIONAL INFORMATION ABOUT THE ENHANCED SEMESTER, STUDENTS SHOULD REFER TO THE SUPER SEMESTER; FAST FACTS GUIDE, AVAILABLE IN THE OFFICE OF ACADEMIC ADVISEMENT, ROOM MB-40, OR THE COUNSELING DEPARTMENT, ROOM C-246. EXTENDED DAY STUDENTS CONTACT THE EXTENDED DAY OFFICE, ROOM MB-11.

Day and extended day status

After a student's first registration at the college, the student's admissions status cannot be changed.

Credit load

The college does not require that students enroll for a minimum number of credits. A full-time program, however, is considered to be 12.0 credits or credit equivalents per semester. Many financial aid programs depend on full-time status. For further information consult with the Financial Aid Office, room MB-10.

Maximum tuition units per semester

Students may not register for more than 18 tuition units per 12-week session or 2 courses or 9 tuition units per 6-week session without special permission. (Not including Cooperative Education.)

To receive special permission:

1. during advisement, students must consult with their faculty advisor or counselor to receive his or her recommendation, or

2. it is recommended that students planning to go out on internship should not register for more than two courses during their internship. Students should consult with their Cooperative Education Coordinator in planning their academic schedule for that session; and

3. students must obtain written permission from the Dean for Academic Affairs or designee.

Maximum credits attempted prior to graduation

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

Attendance policy

Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of student attendance. The maximum number of unexcused absences is limited to 15% of the number of class sessions.

Note: Absences are counted from the first day of class even if they are a result of late registration or change of program.

Academic integrity

The college has established an Academic Integrity Policy that describes procedures and penalties for students who are suspected of academic dishonesty. This includes cheating, plagiarism, academic fraud, misconduct on internship or clinical affiliations, and bribery. Copies of the Academic Integrity Policy are available in the Dean of Students Office, the Student Government Office, the Student Activi­ ties Office, Counseling offices and the Library.
Grading Policy

Grading system

The following grading symbols are included in the calculation of Grade Point Average (GPA):

- **A** = 90-100
- **B** = 80-89
- **C** = 70-79
- **D** = Lowest passing grade (see D grade policy below)
- **F** = Failure (see F grade policy below)
- **FIN** = Failure from incomplete (see note below)
- **WU** = Unofficial Withdrawal (see note below)

The following symbols are also used on the official transcript:

- **CR** Exemption credit (credit earned). Students with demonstrated competence in specific areas may be granted credit for courses related to these areas.
- **E** Excellent. (used prior to Fall 1975 with GPA value of 4.00)
- **F** The Failure grade is used when an instructor evaluates a student’s work as not having met the standards for the course. Ordinarily the student is expected to retake the course. A student who has received an F twice for the same course must consult with and receive permission from the department chairperson or designee before attempting the course again.

**FIN** An INC (Incomplete) grade which has been converted to a passing grade will appear as a FIN grade.

**G** Good. (used prior to Fall 1975, with GPA value of 3.00)

**INC** The Incomplete grade may be awarded to students who have not completed all of the required course work. An INC grade can be changed to a passing or failing grade by the instructor during the semester after which the INC was incurred. The one-semester allowance may be extended for a specified time under extraordinary circumstances at the discretion of the instructor and department chairperson or designee. If a change of grade form is not submitted by the end of two semesters, the INC grade automatically converts to a FIN. Instructors giving INC grades must inform students in writing of the conditions under which they may receive passing grades. **THE STUDENT SHOULD NOT RE-REGISTER FOR THE SAME COURSE.**

**NC** No credit. Currently used only for high school students enrolled in college-level courses. (used for all students prior to March, 1977; calculated as an F in the GPA if earned between September, 1976 and March, 1977; not calculated for any other period)

**P** Passing. (used prior to Fall 1975; not calculated in GPA)

**R** The Repeat grade is awarded only in Basic Skills courses. In general, the student has satisfactorily completed all assignments and has demonstrated satisfactory progress toward the goal of the course but has not reached the level required to pass the course. To earn a grade of “R” students who do not pass the course must:

1. comply with the college’s attendance policy. Students who have stopped attending on or before the official withdrawal date must receive a grade of “WU”;
2. complete all assigned work;
3. make substantial progress in appropriate skills improvement; and

Note: After Spring 1990, students who register for a course in which they have previously received two or more “R’s” are not eligible to receive an additional “R”. Students who do not pass the course in their third or subsequent attempt must be given a grade of “F”.

**S** Satisfactory. This grade is used only in courses that carry no credit, such as New Student Seminar and Co-op Prep.

**TCR** The Transfer Credit Grade grade is given to students who have transferred into LaGuardia with credits earned at other accredited colleges. Based on guidelines established by the academic department, these transfer credits are evaluated by the Registrar’s Office, room M-101, prior to or during the first semester of attendance at LaGuardia. Students may receive a maximum of 10 transfer credits towards a certificate and 30 transfer credits towards a degree.

**U** Unsatisfactory. This grade is used only in courses that carry no credit, such as New Student Seminar and Co-op Prep.

**W** Official Withdrawal. This grade is given when a student officially withdraws from a course after the change of program period, but prior to the official withdrawal deadline.

**WU** The Unofficial Withdrawal grade is assigned to a student who never officially withdrew and never attended class, or stopped attending prior to the official withdrawal date. If the student stopped attending after the official withdrawal date, a grade of “F” is given.

**Y** Indicated completion of the first quarter of a two quarter course. (used prior to Fall 1980)

**Z** This “temporary” grade indicates that a student’s official grade was not received by the Registrar in time to be recorded on the official transcript. The actual grade usually appears on the next issued transcript.

@ Waiver of requirement (without credit). A student may obtain a waiver for a course when the appropriate department chairperson or designee determines that such a waiver is warranted.

Students may not register for courses that they have successfully completed with a grade of A, B, C, INC, S, CR, TCR, P, E, G or @.

**D** grade policy

Starting with Fall 1983, students who receive a “D” grade may wish to repeat a course in an attempt to upgrade the skill level achieved. Repeated courses, however, cannot be used to determine students’ eligibility for TAP. Each department has its own guidelines and procedures for students who wish to repeat a “D” grade, and not every department allows repetition of course work. Special permission must be obtained from the appropriate academic department prior to repeating the course. In addition to securing departmental approval, the following general conditions must be met:

1. students may repeat the same course only once;
2. the repeat must occur in the students’ next semester of atten-
dance or the next time the course is offered by the department (whichever comes first);
3. both grades will appear on the students' transcripts and will be included in the calculation of the GPA (even if students failed the course the second time);
4. when a course is repeated, the credit for that course is not counted toward the degree a second time; and
5. generally students may repeat only three different courses in which a "D" grade was earned. Requests to repeat more than three "D" grade courses may be directed to the chairperson of the Academic Standing Committee.

F grade policy
At LaGuardia and other CUNY schools, any student who earns an academic grade of "F," or an administrative failing grade ("WU" or "FIN"), and subsequently retakes the course and receives a grade of "C" or better, will no longer have that "F," "WU," or "FIN" grade computed into the grade point average subject to the following provisions:
1. this policy was effective as of Fall 1990;
2. the failing grade must have been earned after September 1, 1984;
3. the maximum number of failing credits that can be deleted from the GPA shall be limited to a total of 16 throughout The City University of New York;
4. the "F," "WU," or "FIN" grade will remain on the transcript, but will not be calculated in the GPA;
5. for the student who earns a grade of "C" or better in a course taken at LaGuardia, the original failing grade must have also been earned at LaGuardia; and
6. partial deletions in the calculation of the cumulative GPA are prohibited.

Grade Point Average (GPA):
The GPA is a numerical computation of a student's academic record and is used to determine graduation eligibility, graduation honors, inclusion on the Dean's List, probation and suspension. The GPA is also used to determine continued eligibility for some financial aid programs. The GPA is calculated per semester as follows.
1. Multiply the credit value of each course with a grade of A, B, C, D, F, FIN or WU by the numerical value of the grade for that course.
2. Total the number of credits for all of the courses involved.
3. Divide the result of Step 1 by the result of Step 2 to obtain the GPA (calculated to two decimal places).

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

Therefore, 30 divided by 15 yields a grade point average of 2.00, which is a C average.
Note: Courses with grades of INC, CR, Z, R, TCR, W, S and U are not included in calculating the GPA.

Policy on early advisement to improve student performance
College policy requires that faculty will:
1. provide students with clear-cut course objectives and requirements and evaluation criteria (criteria for grading);
2. administer some form of evaluation (e.g., quiz, exam, written assignment) by the end of the fourth week of a 12-week session or by the end of the second week of a 6-week session; the evaluation is to be returned and discussed with students; and
3. initiate early contact with students performing poorly; assist students by offering advice and by referring students to labs or to the Counseling Department.

*Credits*

Exemption credit
Exemption credit from any course offered at LaGuardia may be granted on the basis of an examination or a project equivalent to the final requirement of the course. Equivalencies are determined by the faculty of the appropriate division or department and must be approved by the chairperson. To receive credit by exemption, the student should apply to the appropriate chairperson or designee.

The maximum number of exemption credits that can be counted towards a LaGuardia degree is ten. These ten exemption credits may be applied toward LaGuardia's 36 credit residency requirement for a degree; a maximum of six exemption credits may be applied toward a certificate. Any transfer credits are applied in addition to exemption credits.

Note: Exemption credits are awarded to degree students only.

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

Dean's List
The Dean's List is established every semester to honor those students who have achieved academic excellence. To be eligible for inclusion on the Dean's List in a given semester, a student must have:
1. be a degree student;
2. have completed 12 credits at LaGuardia;
3. have completed introductory courses in student's major as specified by the Division of Cooperative Education; and
4. have had six months or more of continuous full-time work experience.
Students must apply for exemption credit during the Co-op Prep course. The final decision regarding an exemption credit application is made by the Dean of Cooperative Education or designee.

Transfer credit
For information on transferring credits previously earned at other accredited colleges or universities, please refer to page 106.

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

◆ Academic Policies

Academic review
The academic records of all students are reviewed each semester. Letters are sent to students who do not meet the scholastic requirements at LaGuardia. All students, however, are responsible for maintaining the requirements EVEN IF THEY HAVE NOT RECEIVED A LETTER.

Retention policy
All students must achieve a minimum cumulative grade point average (GPA).

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Minimum Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0-12.0</td>
<td>1.50</td>
</tr>
<tr>
<td>12.5-24.0</td>
<td>1.75</td>
</tr>
<tr>
<td>24.5-or more</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Academic probation
Students who do not meet the minimum grade point average (GPA) will be placed on academic probation. They will be given one semester to achieve the minimum grade point average that was required before they were placed on probation. If the minimum GPA is not achieved, students may be suspended from the college. However, in order to allow students to file appeals (due to constraints associated with the calendar), there is a one semester delay concerning suspensions.

Suspension
Students who have been suspended are not eligible to register for courses at the college for one semester. They may appeal the suspension in writing to the chairperson of the Academic Standing Committee. Appeal forms are available in the Counseling Offices. If the appeal is approved, students will be expected to show substantial improvement in academic performance. Normally this will require maintaining a session GPA of 3.00. Exceptions may be granted, only under unusual circumstances, by the Academic Standing Committee or its chairperson.

Reinstatement
Students on academic suspension may apply in writing for reinstatement during their period of suspension. Applications must be obtained and returned to the Registrar's Office. Applications must be returned approximately five weeks prior to the beginning of a semester for which a student is eligible to return. Students should check the academic calendar for the reinstatement deadline. There is a $10 non-refundable reinstatement processing fee (even if the application is rejected) payable to the Bursar. If reinstated, students will be expected to show substantial improvement in academic performance. Normally this will require maintaining a session GPA of 3.00. Exceptions may be granted, only under unusual circumstances, by the Academic Standing Committee or its chairperson. NOTE: REINSTATEMENTS WILL NOT BE CONSIDERED FOR A SIX-WEEK SESSION.

Academic appeals/change of grade
A student who wants to appeal a grade should contact his or her instructor to discuss the grade. If no equitable solution is reached, the student may then go to the instructor's department chairperson for consultation. If no agreement is reached, the student has the option of appealing the case in writing to the chairperson of the Academic
Standing Committee. The decision of the Academic Standing Committee is final. Students who wish to appeal final grades must file a written appeal within six months following the session in which the course was taken (including requests for medical leaves of absence). Appeal forms are available from the Counseling Offices: Day Counseling, room M-149; Extended Day Counseling, room M-149; and College Discovery, room MB-46.

Note: Grades of “W” and “WU” cannot be altered by instructors or chairpersons. They can only be changed by appealing to the Academic Standing Committee. Grades of A, B, C, D, F, INC, FIN or F may be changed by instructors with permission from the department chairperson. The Director of the Registrar’s Office will review all changes where more than one grade level is involved, e.g. “C” to “A”, “B” to “D”, “F” to “C.”

◆ Registration, Withdrawal and Leave

Late registration
Students will not be permitted to register for a course after the announced deadline. Exceptions may be granted by chairpersons or departmental designees when reassignment based on skill level is deemed appropriate or when exceptional circumstances exist. Refer to the Schedule of Classes for specific dates.

Withdrawal from courses
There are two mechanisms for students to drop courses. During the Change of Program period students may come to the Registrar’s Office to drop a course or courses from their record. Dropping basic skills courses requires a counselor’s signature. No grade will appear on the students’ transcripts for courses dropped during this time. Students will have a financial liability for these courses and/or will be entitled to a refund according to the tuition refund policy.

Dropping courses after Change of Program is discouraged but is possible through the college’s Official Withdrawal procedure. A student who wishes to withdraw from a course must have an Official Withdrawal form signed by the instructor indicating good academic standing at the time of withdrawal. For basic skills courses, the Official Withdrawal form must be signed first by a counselor and then by the course instructor, indicating good academic standing at the time of withdrawal. All withdrawals must occur by the deadline. When a student officially withdraws by the deadline date, a grade of W is given. Any student who stops attending a class after the official date to withdraw will receive an F grade. Official Withdrawal does not entitle a student to a refund and may affect the student’s financial aid.

Withdrawal from cooperative education
Termination or withdrawal from a cooperative education internship is subject to the approval of the student’s Co-op advisor. It is recognized that termination of employment may be due to a variety of justifiable reasons. Therefore, each case will be handled individually by the Co-op advisor, subject to normal grading procedures of review and appeal of Cooperative Education grades.

Leave of absence
Students who wish to leave the college for one or more semesters do not need to apply for a “leave of absence.” Normally, students attend the college for as many consecutive semesters as they need to complete their requirements and earn their degrees. Those students who wish to discontinue enrollment temporarily must go to the Registrar’s Office to withdraw from any courses in progress prior to the deadline. When they wish to return, they must apply to the Registrar’s Office for readmission, observing the deadline listed in the academic calendar.
Medical leave of absence
Students may be permitted to take a medical leave of absence if they can provide a physician's statement and verification by faculty of students' attendance and grades prior to the onset of illness. The documents are then reviewed by Health Services for approval.

Readmission to the college
All students who have not registered for classes for one or more semesters must apply for readmission. This includes those students who have been on a medical leave of absence.

Readmission forms are available in the Registrar's Office and must be completed and returned by the deadline (approximately 5 weeks prior to the semester in which they would like to return.) There is a non-refundable $10 readmission processing fee payable to the Bursar.

Students returning to the college within one year (two semesters) will be readmitted to the college under the same curriculum (major) requirements which were in effect at the time the student was admitted to the college. However, students returning after one year will be readmitted under the curriculum requirements in effect at the time of their readmission. In exceptional cases, where the new requirements create an unnecessary hardship (such as graduating with an excess of 72 credits), students will be eligible to petition the requirements and seek possible exception to this policy to the Academic Standing Committee. The decision of the committee is final.

NOTE: READMISSION WILL NOT BE CONSIDERED FOR A SIX-WEEK SESSION.

Permit policy
LaGuardia students currently registered in good academic standing who wish to take one or two courses at another CUNY college may do so only by using the Permit procedure, and only degree-seeking students are eligible to apply to go out on permit. At LaGuardia, courses allowed to be taken on permit are restricted to those which can legitimately be transferred back toward the LaGuardia degree. Under normal circumstances, only courses not being offered by LaGuardia in a particular semester will be considered. All courses successfully completed on permit are recorded on the LaGuardia transcript as transfer credit, which is noted with the standard "TCR" grade and which is not calculated in the GPA. Students who are interested in taking courses on permit must secure approvals from the appropriate academic departments and the Registrar's Office, and pay the tuition and fees to LaGuardia's Bursar before beginning their studies at another institution. Credit will be given only for those courses granted prior approval and indicated on the permit form on file in the Registrar's Office. Students who wish to apply for a permit must contact the Registrar's Office by the deadline indicated on the academic calendar.

Students from other CUNY colleges who wish to attend LaGuardia on permit must obtain the required permissions and make payment at their home college. They are eligible to register on a space available basis.

Graduation
At LaGuardia, a 2.00 GPA (C average) is required for graduation. A graduate whose cumulative GPA is between 3.50 and 3.89 shall be graduated with honors. The term "with honors" will be inscribed on the student's diploma and noted on the commencement program. A graduate whose cumulative GPA is 3.90 or better shall be graduated with high honors. The term "with high honors" will be inscribed on the student's diploma and noted on the commencement program. All students must register for "Intent to Graduate" in order to have their records reviewed. This should be done when they register for their final semester. Students wishing to appeal graduation requirements may submit a written appeal to the Academic Standing Committee. The decision of the committee is final.

Note: If the Registrar's Office determines that you have met the requirements for graduation, you may not continue studying at LaGuardia unless you have filed a second degree/credential or a non-degree application.

Residency requirement
Students must successfully complete a minimum of 36 credits at the college before being awarded a degree.

Note: Up to ten exemption credits, as well as courses taken "on permit", may be used to fulfill this requirement.

Pursuit of additional study after graduation
Students who have earned a certificate and then wish to pursue a degree, and students who graduate with a degree and wish to pursue a certificate, must file a "Second Credential Application." This is available in the Registrar's Office and must be filed by the deadline. Courses completed for the first credential may also be used to meet the requirements of the second credential. Students must re-register for "Intent to Graduate" in the semesters in which they anticipate completing the second credential. Students with a previous degree (from LaGuardia or another college) who wish to pursue a second degree at LaGuardia should obtain the application in the Career and Transfer Center, room MB-65.

Articulation Agreements
LaGuardia has articulation agreements with over twenty public and private four-year colleges and universities. The Office for Academic Affairs has developed specific agreements that guarantee acceptance of LaGuardia credits when students transfer to these colleges after earning the Associate degree. At the time of printing, the following
institutions have joined LaGuardia in articulation partnerships: Baruch College, City College, Hunter College, John Jay College, Lehman College, Queens College, York College, SUNY College at Old Westbury, SUNY College at Plattsburgh, SUNY College of Technology Utica/Rome, Adelphi University, Bethune-Cookman College, Clarkson University, College of the Atlantic, Dominican College of Blauvelt, Laboratory Institute of Merchandising, Long Island University, Middlebury College, New York University, Pace University, St. John's University, The College of Insurance, and Vassar College.

CUNY articulation policies for community college graduates

LaGuardia graduates who earn an associate in Arts or the Associate in Science degree and meet all other CUNY requirements, including the Skills Assessment Tests in basic reading, writing, and mathematics, are guaranteed admission to a CUNY senior college.

Under ordinary conditions, it will not be necessary to earn more than the 128 credits usually required for a bachelor's degree. However, students are advised to plan their programs in consultation with counselors and faculty advisors to ensure that all prerequisites are fulfilled. Additional credits may be required if the major field is changed or if students have not followed the prescribed program for transfer.

An Associate in Applied Science degree graduate who changes at the senior college into a program not directly related to the former major cannot be assured a specific number of transfer credits. Additional credits may be needed to meet the new major requirements.

Admission is not guaranteed to the first-choice senior college for the community college graduate. Further, admission into a high demand program is not guaranteed either. In such cases, criteria for admission are established by the senior colleges according to seat availability.

Students who wish to transfer after graduating from LaGuardia are advised to contact the Career and Transfer Center, room MB-65, for assistance with planning and executing the application.

CUNY policies for non-graduates of community colleges

Students who wish to transfer to another CUNY college before earning the Associate degree from LaGuardia must meet that college's entrance requirements, have completed a certain number of credits, and earned a minimum grade point average. Specific guidelines vary from college to college. Students are advised to contact LaGuardia's Career and Transfer Center or the Admissions Office of the college of their choice for details.

SUNY articulation policies

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

Students are advised to contact LaGuardia's Career and Transfer Center or the Admissions Office of the college they wish to attend for specific requirements.

Private college articulation policies

Students who wish to continue their studies after graduating from LaGuardia by transferring to a private institution should select their courses in consultation with a counselor and/or faculty advisor. In addition, they should contact the Career and Transfer Center and the Admissions Office of the college of their choice for specific requirements and deadlines since the criteria vary from college to college.
Admission, Tuition and Financial Aid

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

♦ Applying for Admission
Complete only one of the following applications. Be certain to read the instructions carefully and submit all necessary documentation.

Applications
There are three types of applications.

Undergraduate freshman application for admission
Use this application when applying as a freshman degree (matriculated) student. Current high school seniors in New York City public schools (and in some parochial schools) should contact their high school college advisor to receive a personalized City University of New York (CUNY) application. All others can acquire applications at the locations listed below.
The application fee is $35.00.

Undergraduate transfer application for admission
Use this application when applying as a transfer (advanced standing) degree (matriculated) student. This application is for students who have graduated from high school or its equivalent and have previously attended college or university either in the U.S. or abroad.
The application fee is $40.00.

Application for non-degree admission
For both freshman and transfer students, this application is used when applying to LaGuardia as a non-degree student. A non-degree student is defined as a student who enrolls for individual courses but is not enrolled in a specific curriculum or major. The student is not working towards a degree.
The application fee is $35.00.

Where to request an application
Undergraduate freshman and transfer applications
Admissions Office
LaGuardia Community College
31-10 Thomson Avenue
Long Island City, N.Y. 11101
(718) 482-7206

CUNY Office of Admissions Services
101 West 31st Street, 6th floor
New York, N.Y. 10001
(212) 947-4800

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

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

The State of New York requires all students born on or after January 1, 1957 to present proof of immunity against measles, mumps, and rubella. Acceptable proof of immunization must include two doses of measles vaccine and one dose of mumps and rubella vaccine. All matriculated students who register for more than six tuition units must comply with this law. Further information is available from the
New freshmen students
Applicants who have not previously attended a college are required to have a high school diploma or its equivalent (GED and scores). A high school certificate is not acceptable. Applicants who earned a United States Armed Forces Institute Diploma must submit proof of having earned a minimum score of 225 on the GED examinations.

Transfer (advanced standing) students
Applicants who have attended another accredited college or university either in the U.S. or abroad must submit a high school transcript and diploma or its equivalent (GED and scores) and an official college transcript from each college attended.

To be eligible for advanced standing, students should have been matriculated with good academic standing at their home college. In addition, they are required to meet City University standards of retention as a condition for admission.

See below for information on transferring previously earned college credits to LaGuardia.

Second degree students
Students who have graduated from LaGuardia Community College and who are interested in pursuing a second degree at LaGuardia should contact the Career and Transfer Center, room MB-65. Second degree students must complete LaGuardia’s residency requirements of 36 credits toward the new degree and may transfer up to 30 credits toward a degree. All second degree students will be held accountable for the cooperative education requirement.

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

1. high school diploma or its equivalent (GED);
2. high economic need;
3. academic underachievement in high school;
4. no previous attendance at an institution of post-secondary education (except veterans who may have earned up to 18 credits of college-level work prior to entering the service); and
5. residency in New York City for at least one year prior to the first day of classes.

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

CUNY BA/BS Program
The only Universitywide alternate degree program, the CUNY BA/BS Program allows students, working with faculty mentors, to design a program of study tailored to their unique individual academic interests and goals. They then complete that program by taking courses at any combination of the 17 undergraduate colleges in CUNY.

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

EMT/Paramedic Program
Prospective students should present proof of New York State EMT-A Certification. Interested applicants should contact the EMT/Paramedic Office at LaGuardia Community College at (718) 482-5396 for further information and for information as to how to acquire EMT-A certification.

Enterprise Program
This special program offers college courses in innovative ways. Enterprise courses are open to anyone who meets the prerequisites and who registers for them. This program offers groups of two or three courses linked together by common themes, assignments or techniques. The instructors of these course pairs or clusters work together to create lessons and assignments which help students see connections between different subjects and to master difficult skills and concepts.

Some Enterprise courses feature study groups led by advanced students. Study groups work together on challenging course assignments or problems, helping each other to learn how to handle difficult concepts or skills. In addition, Enterprise students receive special academic advisement and career development.

Enterprise course pairs or clusters and courses with study groups are listed in the Schedule of Classes with special course codes starting with ENT. Most frequently Enterprise courses are found in business areas such as accounting, business and computers or in the math section of the Schedule of Classes.

For more information, call (718) 482-5408 to visit Room M-418.

Nursing Program
All students are admitted into the Pre-nursing sequence. Being admitted into this sequence does not guarantee admission into the Nursing Program. Special rules and procedures apply for admission to the Nursing Program. Students admitted into the Pre-nursing sequence will receive a copy of the “Nursing Admissions Guide” which explains the process.
Admission Requirements for Non-Degree Applicants
Prospective students who wish to register for classes but who are not interested in earning a degree should complete the application for non-degree admission. This application must be delivered in person to the college’s Admission Office, room M-147. Do not send the application to the University Application Processing Center. Non-degree application forms are available only from the college’s Admissions Office and must be completed by the deadline; see the academic calendar for details. Non-degree registration is on a space available basis each term. Non-degree students must have a minimum of a high school diploma or equivalent (GED and scores) and are not eligible for financial aid.

Transfer Credit to LaGuardia

Transfer credits
Students may transfer to LaGuardia credits earned at other accredited colleges either in the U.S. or abroad provided these credits are comparable to those meeting degree requirements of their curricula. Transfer credits are evaluated by the Registrar’s Office, room M-101, prior to or during the first semester of attendance at LaGuardia. In general for courses to be transferred, a grade of C or better must have been earned or, if taken at another unit of City University, a grade of D or better must have been earned. The maximum number of credits to be granted toward the degree is 30 and 10 toward a certificate.

Transfer and the freshman skills assessment program (FSAP)
In general, transfer students are required to take FSAP tests in reading, writing and mathematics. The only exceptions are those students who have already passed all three test or students who were enrolled in a City University college prior to 1978.

Placement at LaGuardia is based on FSAP test results. These scores determine the initial placement, which may be in basic skills courses or in college-level courses. If the initial placement at LaGuardia is at the basic skills level, no transfer credit will be awarded for higher level courses in those areas that were taken elsewhere, and students may be required to repeat such higher level courses.

Students, who have taken remedial courses at other CUNY colleges but who have not passed FSAP pretests in those skill areas, will be tested before enrolling at LaGuardia and will be placed according to their LaGuardia test results. Based on those test results, LaGuardia may require retaking of basic skills courses passed elsewhere.

Note: Transfer students from other CUNY units are urged to make every effort to pass all parts of the FSAP test before applying for transfer to LaGuardia.

Transfer credits in cooperative education
Transfer credit may be granted for cooperative education courses for which credits have been granted at another college. The number of credits transferred may not exceed three. The determination of comparability is made by the Dean of Cooperative Education. Transfer students without cooperative education credit must satisfy the cooperative education requirement. Transfer students may apply to the Division of Cooperative Education for a waiver of a portion of their Co-op requirement based on the following guidelines: 0-10 transfer credits-3 Co-ops required; 11-20 transfer credits-2 Co-ops required; 21-30 transfer credits-1 Co-op required.

Transfer credits in health education
Transfer credit may be granted for coursework in health education taken at other institutions of higher education. The Natural and Applied Sciences Department will be responsible for approving transfer credits in health education. Transfer credits for nursing courses will not be awarded.

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 Dept.

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

Credit in foreign languages

Basic language courses
Students who start a new language must complete both elementary and intermediate levels (a minimum of six credits) before they are granted any credit toward the degree.

Intermediate and advanced courses
Students who successfully complete a course at the intermediate and/ or advanced level are granted all due credits immediately.

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

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

College level examination program
Students presenting scores in the 50th percentile or above in the subject areas listed below will receive appropriate credits.

Advanced placement
Students presenting scores of B or above will receive appropriate credit as indicated below.

College placement exam program (administered by the Board of Regents/State Education Department)
Students presenting scores the equivalent of grade C or better in the subject examinations for those subjects which parallel the CLEP examination titles listed below will receive credit as indicated under CLEP.

CLEP Examination Title
General Psychology: 3 credits; for those students taking CLEP exams in General Psychology and Human Development, they must score in the 60th percentile or above for credit.
Economics: 3 credits in the Economics courses, which are Macroeconomics. The student must score in the 50th percentile or above for credit.

Accounting/Managerial Studies
Introduction to Accounting: 6 credits
Introduction to Business Management: 3 credits
Introduction to Marketing: 3 credits
Introduction to Business Law: 3 credits
Data Processing
Computer and Data Processing: 3 credits
Mathematics
Calculus with Analytic Geometry: A total of 8 credits (4 credits for Calculus I and II).

Natural and Applied Sciences
- General Biology: 4 credits (SCB 201 and 202)
- General Chemistry: 4 credits (SCC 201 and 202)
- Humanities
  - Spanish Level I: 3 credits
  - Spanish Level II: 3 credits (The student must score in the 75th percentile or above in either for credit.)

Tuition and Fees

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

The following information will help students calculate the cost of attending the City University of New York. By performing some basic calculations, students can develop their own “student budget.”

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

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

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

Typical expenses
Following is an itemized estimation of the educationally-related expenses students are likely to incur for a twelve-month period. It is expected that during students’ internship semester, their salary will cover the expenses. Most students receive some form of financial assistance to help meet these expenses.

Dependent and Certain Independent Students
Dependent students, those who receive assistance from family or other sources, can expect to pay, in addition to $2,204 annual tuition and fees, the following costs during the 1992-93 academic year: books and supplies $667, transportation $900, personal and lunch items $1,887, and room and board $2,000.

Independent Students
Independent students and dependent students living away from home for 12 months during the 1992-93 academic year can expect the following expenses in addition to $2,204 tuition and fees: books and supplies $667, transportation $900, personal and lunch items $2,408 and room and board $7,905.

Tuition
All fees and tuition charges listed in the college catalog and in any registration material issued by the college are subject to change by action of the university’s Board of Trustees without prior notice. In the event of any increase in the fees or tuition charges, payments already made to the college will be treated as partial payments and notification will be given of the additional amount due and the time and method of payment. Any student who has not paid the total fees and tuition by the time indicated will not be considered as registered and will not receive any assistance to help meet the expenses.

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

- Full-time matriculated students (12 tuition units or more) $1,050.00
- Cooperative education internship $1,050.00
- Part-time matriculated students (Fewer than 12 tuition units) $85/unit
- Nondegree students $100/unit

Non-state residents and foreign students
- Full-time matriculated students (12 tuition units or more) $1,338.00
- Cooperative education internship $1,338.00
- Part-time matriculated students (Fewer than 12 tuition units) $104/unit
- Nondegree students $150/unit

Senior Citizens
(Enrollment on space available basis)
- Tuition free
- Student fee $52.00

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

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

Admitted to classes. In the event of an overpayment, the appropriate amount will be refunded.
Tuition waivers
Staff members of City University, including professional staff, instructional staff, and Gittleson employees (with six months of employment prior to the first day of classes), are permitted to enroll in undergraduate courses on a space available basis, tuition free.

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

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

<table>
<thead>
<tr>
<th>Fall and Spring (12-week Sessions)</th>
<th>Fall and Spring (6-week Sessions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>On or before the 1st day of classes</td>
<td>100%</td>
</tr>
<tr>
<td>Within 5 calendar days after</td>
<td>75%</td>
</tr>
<tr>
<td>scheduled opening date</td>
<td></td>
</tr>
<tr>
<td>Between the 17th and 12th calendar</td>
<td>50%</td>
</tr>
<tr>
<td>days after scheduled opening date</td>
<td>25%</td>
</tr>
<tr>
<td>Between the 13th and 17th calendar</td>
<td>none</td>
</tr>
<tr>
<td>days after scheduled opening date</td>
<td></td>
</tr>
<tr>
<td>Beyond the 17th calendar day after</td>
<td>none</td>
</tr>
<tr>
<td>the scheduled opening date</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

Qualifications for Grades
No refund will be made for any course in which a student has been assigned a grade regardless of whether the grade is passing or failing.

Refund
If a student has enlisted in the armed services, the Peace Corps or Vista, does not attend classes for a sufficient time to qualify for a grade, but continues in attendance within two weeks of induction, refund of tuition and fees, except for the application fee, will be made as follows:

Withdrawals before the fifth calendar week after scheduled opening of session: 100% refund, withdrawals thereafter: 50% refund.

Tap Refunds
Students who have paid their full tuition prior to receiving award notification in the mail from the Tuition Assistance Program (TAP) are entitled, if in full attendance at the college, to a refund in the amount of the TAP award notification.

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

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

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

Full-time students (12 tuition units or more*)
Student activity fee/$50
Consolidated Services Fee/$2

Part-time Students (Less than 12 tuition units*)
Student activities fee/$15
Consolidated services fee/$2

Cooperative education internship
Consolidated services fee/$2

Senior Citizens (65 or older)
Student activities fee/$50
Consolidated services fee/$2

Non-instructional fees (not refundable)
Application/$35
Late Registration/$15
Program Change/$10
Transcript/$4 (Transcript sent free to CUNY. Cash or money order for all others.)
Readmission/$10
Reinstatement/$10
Penalty Fee for issuance of bad check/$10
Duplicate Diploma/$15
Duplicate ID/$5
Duplicate Bursar's Receipt Fee Form/$5
Locker per year/$1
Special Examination:
First examination/$15
Each additional examination/$5
Maximum each quarter/$25

Reserve Materials
First hour overdue/50¢
For the rest of the day/50¢
For each succeeding day/50¢ (to maximum of $10)
Lost or Damaged Materials:
Overtue fines, accumulated to the date reported, and replacement costs of the materials-plus a $5 processing charge.

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

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

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

Federal Programs:
Pell Grants, Supplemental Educational Opportunity Grants, Perkins Loans, College Work-Study Program and Veterans Administration Education Benefits.

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

New York State Programs:
Tuition Assistance Program, Aid to Part-Time Students, Empire State Scholarships, Child of Veteran Award, Child of Deceased Police Officer/Firefighter, Vietnam Veterans Tuition Award, Challenger Scholarship, Supplemental Tuition Assistance Program, Guaranteed Student Loans.

Additional Programs:
College Discovery Program.

Federal Programs

Academic requirements for federal aid (Title IV)
Students at LaGuardia Community College may remain eligible to receive TITLE IV assistance for a maximum of four (4) “Full-Time Equivalency Years” providing that they are enrolled on a full-time basis. They must also complete a minimum of 18 degree credits, per full-time equivalency year. If they do not complete a minimum of 18 degree credits, they will be placed on provisional status.

The following table will be used to convert each semester’s enrollment into units of full-time equivalency degree enrollment.

<table>
<thead>
<tr>
<th>Degree Credit Enrolled</th>
<th>Status</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0-3.5</td>
<td>1/4 Time</td>
<td>.1250</td>
</tr>
<tr>
<td>6.0-8.5</td>
<td>1/2 time</td>
<td>.2500</td>
</tr>
<tr>
<td>9.0-11.5</td>
<td>3/4 time</td>
<td>.3750</td>
</tr>
<tr>
<td>12.0 and above</td>
<td>Full time</td>
<td>.5000</td>
</tr>
</tbody>
</table>

The following table represents the minimum annual credit accumulation to meet TITLE IV satisfactory progress and provisional status.

<table>
<thead>
<tr>
<th>Eligibility Year (after)</th>
<th>Status</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td>Provisional</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>42</td>
<td>63</td>
</tr>
</tbody>
</table>

Students who fail to meet the provisional status will lose TITLE IV eligibility. They may file an appeal through the Academic Standing Committee. If they do not wish to file an appeal, or if their appeal has been denied, they may regain eligibility by leaving LaGuardia for a period of at least one year. Upon readmittance, they will be placed on the standard by dividing their credit accumulation by 24. Thus a student who returns after one year with 48 credits, will be placed at the “2” full-time equivalency year point.

Academic requirements: federal aid: (CWS, Pell, Perkins Loan, SEOG, Stafford Loan [formerly GSL])
In order to be eligible to receive PELL, a student must be making significant progress towards a degree. The Federal Government will not pay for courses that are considered “Special Value” if the student has registered (and received TITLE IV money) for thirty or more “Special Value” tuition units. All students are entitled to only thirty “Special Value” tuition units. For example, if students are registered for Accounting I and Algebra, they are taking eight (8) “Special Value” tuition units (see “Special Value” Courses in the Schedule of Classes). If those tuition units are used in calculating the TITLE IV award, students will have 22 tuition units remaining in their accounts. If on the other hand they are not used in the calculation of the award (e.g. students also registered for Introduction to Social Science, Composition, and Business Law) because students were full-time without them, they would still have thirty “Special Value” tuition units in their accounts.

Once students have used up their thirty “Special Value” tuition units, they can only receive TITLE IV money for courses not considered “Special Value.” Students should keep this in mind when planning a schedule. It is to students’ advantage (if they are academically eligible) to take “Special Value” courses along with regular courses.

PELL Grants
Application Procedures: Applications and other materials are available in the Financial Aid Office, room MB-10.

The complete application should be submitted for processing according to the directions included on it. A calculated Student Aid Report will be sent to the applicant. Based on this, the amount of the
applicant's award is determined by the Financial Aid Office. Upon enrollment, funds are paid directly to the applicant or credited to the students' college account.

Selection of Recipients and Allocation of Awards: The Pell Grant is an entitlement program. Eligibility and award amounts are based on need rather than academic achievement. The applicants must be enrolled at an approved post-secondary institution and must need financial assistance to continue their education, and must attend their classes.

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

Pell Grant awards are paid as long as a student is enrolled in an approved program.

Award Schedule: 1991-92 awards ranged quarterly from $56.00 to $600. The amount of the award will be affected by costs of attendance and full- or part-time enrollment status. The PELL index does not duplicate State awards. Under the enhanced semester system awards will range from $12 to $600 annually.

Rights and Responsibilities of Recipients: Students must continue to make satisfactory academic progress in the program in which they are enrolled. Students must not owe any refunds on Pell Grants or other awards paid, or be in default on repayment of any student loan. Award payments made by check must be picked up by the student within a reasonable time. The Financial Aid Office will notify the student of the availability of the award check, and where it is being held.

Students are eligible to receive PELL awards for summer attendance. This procedure is required by Federal regulations and will have the following effects:

Students will receive the maximum allowable award for the year; students must enroll for all four quarters.

Students must attempt 28 credits during the academic year in order to earn the full PELL award. Therefore, enrollment status for PELL will be as follows: full-time: 7 credits (or equivalent); 3/4 time: 5.25 thru 6.75 credits; and 1/2 time: 3.5 through 5 credits (or equivalent). Please see Schedule of Classes for more information.

Supplemental Education Opportunity Grants (SEOG)
Application Procedures: Application is made through the Financial Aid Office by completing the City University's application for Federal and State Student Aid, the Financial Aid Form, FAF.

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

Award Schedule: The awards ranged from $100 to $1000 in 1991-92. Normally an award may be paid for up to four years, or for five years for certain courses of study. However, the total amount that may be awarded is $4,500 for a four-year course of study; $5,000 for a five-year course of study.

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

Perkins Loan
Application Procedure: Application is made through the Financial Aid Office by completing the City University's application for Federal and State Aid (FAF). Loan cancellation information for borrowers who go into certain fields of teaching or specified military duty is also available.

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

Award Schedule: Amounts which may be borrowed are: up to $1,500 by students who have completed fewer than two years of a program leading to a bachelor's degree or who are enrolled in a vocational program; up to $5,600 by students who have completed two years toward a bachelor's degree, to include any amount borrowed through Perkins for the first two years of study; up to $10,000 for graduate study, to include any amount borrowed through Perkins for undergraduate study.

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

College Work-Study Program (CWS)
Application Procedures: Application is made through the Financial Aid Office by completing the City University's application for Federal and State Aid (FAF). Eligibility is determined and work arrangements are made for those who qualify.

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

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

Award Schedule: The postsecondary institution arranges job on-campus or off-campus, with the public or private nonprofit agencies, such as hospitals, for up to 35 hours a week, based on availabilities of funds.

Factors considered by the Financial Aid Office in determining whether, and for how many hours, the recipient may work under this program are: financial need, class schedule, academic progress, and health status.
Level of salary in 1991-92 was $6.00 an hour.

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

Veterans Administration Educational Benefits

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

Application Procedure: Application forms are available at all V.A. offices, the office of Veteran Affairs on campus, room MB10, active duty stations and American embassies.

Eligibility Requirements:
Individuals entering military service on or after July 1, 1985, have their basic military pay reduced by $100 a month for the first 12 months of their service, in order to be eligible for this educational assistance program. Individuals eligible for the Old G.I. Bill (Chapter 54) as of December 31, 1989, who meet certain eligibility criteria may also be eligible but do not have their basic pay reduced. Persons who, after December 31, 1976, received commissions as officers from service academies (e.g., West Point, the Naval Academy, etc.) or ROTC scholarship programs are not eligible for this program.

Entitlement/Monthly Rates:
Active duty for 3 years or 2 years active duty plus 4 years in the Selected Reserve or National Guard entitles an individual to $350.00 a month basic benefits for 36 months of the equivalent in part-time training. If an individual's initial obligated period of active duty is less than 3 years which is not followed by service in the Selected Reserve, the basic educational assistance benefit is $275 monthly for 36 months (or the equivalent in part-time training). There is also a targeted, discretionary kicker of up to an additional $400 available to persons whose skills are critical to the military (e.g., Army College Fund, Navy Sea College Fund programs).

Montgomery G.I. Bill - Selected Reserve
(Chapter 106, Title 10, U.S. Code)

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

Monthly Rates:
The rates of educational assistance allowance payable under Chapter 106 for pursuit of a program of education are:
- $170 per month for full-time pursuit,
- $127-50 per month for three-quarter time pursuit,
- $85 per month for half-time pursuit.

Post-Vietnam Era Veterans' Educational Assistance Program (VEAP)
(Chapter 32, Title 38, U.S. Code)

This is a voluntary contributory matching program in which each person has the right while on active duty to enroll in and make contributions to the program. Service members may contribute between $25 and $100 each month while on active duty up to a maximum of $2700 with 2-for-1 matching funds from the government. Participants, while on active duty, may make a lump sum contribution to the training fund at any time prior to discharge or release from active duty. The government may also make additional contributions, called “kickers,” into the fund on behalf of certain service persons in critical military fields, as determined by the Department of Defense, or as deemed necessary to encourage persons to enter or remain in the Armed Forces.

Veterans enrolled in full-time study may agree to part-time employment under V.A. supervision and receive extra benefits. For 250 hours of work, the student will receive 250 x the minimum wage, but not less than $775. Lesser numbers of hours are paid proportionately.

Tutorial Benefits for Veterans: To be eligible for tutorial benefits, veterans must be receiving benefits on at least a half-time basis.

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

Office of Veterans Affairs

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

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

Veterans Work Study: Veterans must be receiving full-time benefits to be eligible to work up to 750 hours per year. The hourly rate is $4.50. Placements are in areas which directly affect the student veteran population.

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

Benefits for Dependents of Veterans: There are numerous programs available to dependents of disabled veterans. For more information about these programs, please visit the office of Veterans Affairs.

Additional Regulations

Under Federal regulations, students may accumulate a maximum of thirty remedial, compensatory and/or developmental credits, excluding ESL courses, and still receive financial aid. If students exceed the maximum of thirty remedial credits, they may no longer be eligible for
TITLE IV funds.

When submitting the Pell Student Aid Report (SAR) for processing to the Financial Aid Office, students will be required to verify the number of other family members in college. Each member of the family attending college will have their respective educational institution complete a form known as the "Verification of Post-Secondary Institution Attendance."

For Pell awards, students not yet 24 years old by January 1st must prove their independence if they claim to be independent of their parents. Proof will consist of the parent's tax return which will show whether or not the student was claimed.

In order to submit Pell award certificates to the Financial Aid Office for processing, green card holders must also submit a copy of the green card. Students who have an I-94, with the following endorsements, are no longer eligible for Pell, Work-Study, SEOG or Perkins: a) Adjusted Applicant, b) 245, c) 245 Applicant, d) Applicant for Permanent Residence, e) Voluntary Departure, and f) Deferred Action.

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

State Programs

Academic requirements for state aid (TAP)

In order to be eligible for TAP, there are three major requirements that students must meet. They are outlined below.

1. Students must be registered as full-time students. In the Schedule of Classes, there is a chart called, "Am I a Full Time Student?" Students should check each semester at registration to be sure they are registering for a full-time program.

2. Students must make progress toward their degree. In each semester that they wish to receive an award, they must meet the following standards: a) Successfully pass a specified number of credits (see chart below), and b) Achieve a grade point average at a specified minimum level (see chart below).

<table>
<thead>
<tr>
<th>To be eligible</th>
<th>Your total earned credits must equal</th>
<th>Your average (GPA) must be at least</th>
</tr>
</thead>
<tbody>
<tr>
<td>for payment #</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-2</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>1.00</td>
</tr>
<tr>
<td>4</td>
<td>18</td>
<td>1.20</td>
</tr>
<tr>
<td>5</td>
<td>31</td>
<td>1.40</td>
</tr>
<tr>
<td>6</td>
<td>45</td>
<td>1.65</td>
</tr>
<tr>
<td>7</td>
<td>60</td>
<td>1.70</td>
</tr>
<tr>
<td>8</td>
<td>75</td>
<td>1.75</td>
</tr>
</tbody>
</table>

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

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

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

Every semester, all students' records will be reviewed in the Office of Academic Standing to see if they are meeting all of the academic TAP regulations. If they have met all of the conditions outlined above, they will be eligible to receive a payment. Students may, however, file an appeal through the Academic Standing Committee.

Tuition Assistance Program (TAP)

Application Procedures: Applicants must apply annually to the New York State Higher Education Services Corporation (HESC), Tower Building, Empire State Plaza, Albany, NY 12255 or must complete SUNY's application for federal and state aid (FAF).

The Higher Education Services Corporation determines the applicant's eligibility and mails an award certificate directly to the applicant indicating the amount of the grant.

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

The applicant must:

1) be a New York State resident and a U.S. citizen or permanent resident alien;
2) be enrolled full-time and matriculated at an approved New York State postsecondary institution;
3) have, if dependent, a family net income below $42,000; and
4) be charged a tuition of at least $200 per year.

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

1) thirty-five years or older on June 30, 1991 or
2) twenty-two years or older on June 30, 1991 and not a) resident in any house, apartment, or building owned or leased by parents for more than 2 consecutive weeks in calendar years 1988, 1989, 1990 or b) claimed as a dependent by parents on their Federal or State income tax returns for 1988, 1989, 1990; 3) under 22 years of age on June 30, 1991 and meeting all other requirements of (2) above, and able to meet at least one of the following requirements:

- both parents deceased, disabled or incompetent;
- receiving public assistance other than Aid as a Dependent Child (ADC) or food stamps;
- ward of a court;
- unable to ascertain parents' whereabouts; or
Aid to Part-Time Students (APTS)

Applicants must apply annually to the New York State Services Corporation. This program is open to eligible students who meet income requirements and who are taking 6.0 to 11.5 credits. Since funds are restricted, applicants are advised to apply early.

Nursing Scholarships

These scholarships are awarded by the Senate Education Department (SED) based on national test (ACT, SAT) scores. Scholarships may be granted for 4 years of full-time undergraduate study (or for 5 years in an approved bachelor's degree program.)

Child of Veteran Award

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

A Child of Veteran awardee can receive up to $450 each year without consideration of income or tuition costs. The award may be granted for 4 years of full-time undergraduate study (or for 5 years in an approved 5-year bachelor's degree program).

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

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

Child of Deceased Police Officer/Firefighter Award

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

A recipient of a Child of Deceased Police Officer-Firefighter Award can receive up to $450 each year without consideration of income or tuition costs. The award may be granted for 4 years of full-time undergraduate study (or for four years in an approved 5-year bachelor's degree program).

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

For further information contact HESC and request a Child of Veteran Award Supplement.

Vietnam Veterans Tuition Award

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

Full-time awards are $500 per semester or full tuition, whichever is less, and are available for four years of full-time study (or for five years in an approved five-year bachelor's degree program.) The applicant is required to apply for a TAP award and a Pell Grant. If a TAP award is approved, the combination of TAP and VVT A cannot exceed tuition.

Part-time awards are $250 per semester or tuition, whichever is less, and are for students taking 3-11 credit-hours (or the equivalent) per semester. The awards are available for up to 16 semesters (8 years), or 20 semesters (10 years) in an approved program which would normally require 5 years if the study were full-time. The applicant is required to apply for a Pell Grant.

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

Supplemental Tuition Assistance Program (STAP)

Full-time undergraduate students first receiving TAP or other State awards on or after July 1, 1981, who are educationally disadvantaged and require remedial courses, may be eligible for up to one year of aid under the Supplemental Tuition Assistance Program. The procedures for applying for STAP are the same as TAP. After you receive your award certificate from HESC, your school will determine if you are eligible for payment under STAP. If you are eligible, the dollar amount of your award will be based on the TAP award schedules. Remember, you cannot receive payment of both TAP and STAP for the same term.

Guaranteed Student Loans Program

Stafford Loan:

Application Procedures: Students should obtain a loan application from a participating New York State lending institution (bank, credit union, etc.) in their area of permanent residence. The complete application is presented to the Financial Aid Office. The application is then routed to the lending institution and the Higher Education Services Corporation.

A counseling session and an interview are required. When the loan is approved, a promissory note is signed by the student.

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

Loans Schedule: An undergraduate may borrow up to $2,625 per year; for example, $2625 during the student's freshman year, $2,625 during the sophomore year, etc. All students are eligible to receive interest benefits on their loans unless they choose to waive them. The student is eligible for a full interest subsidy, during the time he/she is in school, and for a following six month grace period before repayment must begin. An "Origination Fee" of 5 percent of the loan amount is subtracted in full at the time the check is issued.

Rights and Responsibilities of Recipients: Students may borrow at a relatively low interest rate (currently 8%) with no repayment as long as they remain enrolled at least half-time, and for six months after they cease to be at least a half-time student. Payment of principal may further be deferred during study under a graduate fellowship program approved by the U.S. Commissioner of Education, during up to three years as a full-time Peace Corps or VISTA or similar national program volunteer.

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

Four months after ceasing to be at least a half-time student, the borrower must make formal arrangements with the lending institution to begin repayment. The following regulations apply:

1. Depending on the amount of the loan, the minimum monthly payment will be $50 plus interest. Under unusual and extenuating circumstances the lender, on request, may permit reduced payments.
2. The maximum repayment period is 10 years.
3. The maximum period of a loan from date of the original note may not exceed 15 years, excluding authorized deferments of payments.
4. Repayment in whole or part may be made at any time without penalty.

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

Parent Loan for Undergraduate Students (PLUS)
PLUS enables either natural or adoptive parents of dependent undergraduate students to borrow up to $4,000 per child for each academic year in order to help meet the costs of postsecondary education at federally-approved schools. The amount borrowed in any year cannot be greater than the cost of going to school during that year, minus all other financial aid received for the period of the loan. Costs that may be covered include: tuition and fees, room and board, books, travel, and an allowance for personal expenses. The total amount borrowed for any one student may not exceed $20,000.

The annual interest rate is currently 9.34 percent. Repayment of the loan must begin within 60 days after the funds are distributed. Borrowers have ten years to repay. The lender may charge an Insurance Premium of up to 3 percent on the loan principal. This premium is deducted from each loan disbursement. Applications may be obtained from participating New York State lending institutions. Parents will be eligible for the same authorized deferments described in the Guaranteed Student Loan Program.

Supplemental Loan to Students (SLS)
SLS enables independent undergraduate and graduate or professional students at federally approved schools to borrow money in the following amounts:

<table>
<thead>
<tr>
<th>Category of Student</th>
<th>Annual Limit</th>
<th>Aggregate Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>$5,000</td>
<td>$20,000</td>
</tr>
</tbody>
</table>

The limits for independent undergraduates include any amounts borrowed under the Stafford Loan Program. The total amount borrowed in any year cannot be greater than the cost of going to school in that year, minus all other financial aid received for the period for the loan. Costs that may be covered include: Tuition and fees, room and board, books, travel, and an allowance for personal expenses.

The annual interest rate is currently 12 percent. Students will be billed quarterly for interest payments while in school. Repayment of the loan principal is deferred only while students remain in full-time attendance in school.

Additional Programs

College Discovery (CD)
Application Procedures: Application is made by completing the appropriate section of the admission form available from the Admissions Office, room M-147, and returned to the University Application Processing Center of the City University of New York. Financial aid forms must also be completed.

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

Award Schedule: The amount of financial assistance and other support provided to CD participants is dependent on need as determined by the CUNY Office of Student Financial Assistance and/or the individual college CD programs, within State guidelines.
The Division of Student Services offers programs designed to help students achieve goals that are essential to their academic, career, and personal development. These goals include:

1. understanding the requirements for academic success;
2. assessing personal interests and abilities in relation to career and educational plans;
3. selecting an appropriate career goal and formulating an educational plan for attaining that goal;
4. understanding educational options and preparing for transfer to a four year college, if appropriate;
5. creating an adequate plan for financing one’s education;
6. building group participation skills and leadership; and
7. growing personally and socially.

Counseling Services
Counseling Department
Counselors provide personalized counseling and advisement so that students can develop personal, academic and career maturity. The range of services provided by counselors includes: services to new students, personal counseling, career counseling, services related to academic progress, outreach and student advocacy, and services to special student populations. Students who wish to see a counselor should go to the Counseling Office, room C-229.

Orientation for New Students
Orientation is the first contact students have with a counselor. Counselors provide a one hour group process activity in which students are familiarized with college resources available to help them achieve their personal goals.

New Student Seminar
The New Student Seminar is a required course, taught by the counseling faculty, which provides an orientation for students to LaGuardia and provides them with the information and skills needed to be successful in college. (See course description under Counseling Program.)

Career Development Seminar
The Career Development Seminar, also taught by the counseling faculty, is an elective credit bearing course, which introduces the theory and process of career development. (See course description under Counseling Program.)

Individual Counseling
Students may choose to see a counselor for individual counseling about educational and career concerns as well as family and personal matters. They may make an appointment with a counselor in the Counseling Office.

College Discovery Program
All students in the program during the first semester are assigned to a counselor who provides services dealing with academic, personal, career, and transfer issues. To schedule an appointment to see their CD counselor, students must go to the College Discovery Office, room C-246.

Counselor-on-duty
Counselors are available to see students on a walk-in basis Monday through Thursday from 10:00 a.m. to 8:00 p.m. to discuss academic, career, and personal concerns. This service is designed to facilitate the handling of immediate student concerns that require brief information or referral to another college office. More in-depth concerns should be handled through individual appointments with a counselor.

Academic Advisement
The academic advisement process is initiated with a counselor in the New Student Seminar. Additionally, counselors provide academic advisement during college-wide advisement as well as during registration periods. Counselors also provide academic advisement at late registration and change of program. On-going academic advisement also occurs in individual sessions that students schedule with counselors throughout the enhanced semester.

Probation workshops
The Counseling Department has designed a program of workshops and specialized counseling sessions that help students develop strategies
for academic success. Counselors help students learn strategies for getting off probation and remaining in good academic standing.

Career and Transfer Center
Students desiring assistance in making career decisions, setting occupational goals, and learning about training and educational requirements for various careers are encouraged to use the resources available in the Career and Transfer Center, room MB65. In addition to occupational and educational information, the Center houses transfer resources, including four-year college catalogs, videos and transfer applications for CUNY and SUNY institutions. The Center also assists students in locating scholarships to finance their education at LaGuardia and at colleges to which students transfer. The Center houses several computerized guidance programs designed to assist students explore their interests and learn about career and transfer opportunities.

Office of Academic Advisement
The Office of Academic Advisement oversees academic advisement services to insure that all students receive advisement before registration.

Students receive academic advisement each enhanced semester from counselors and/or faculty advisors. The goal of advisement is to help students choose courses for the next enhanced semester, make long-range educational and career plans and evaluate their progress toward graduation.

The Office manages the current advisement program for the college, including the PASS Peer Advisement Program (LaGuardia students trained to serve as peer advisors to other students) and the Advisement Express (the opportunity for selected students to advise themselves, rather than to work with a counselor or advisor).

The Office also helps students through the process of academic advisement by providing them with advisement materials they need. For example, each enhanced semester, students receive a computerized Degree Requirements Checklist (DRC) that matches their completed courses against their degree requirements. The DRC provides students with an accurate statement of what they need in order to graduate. The DRC helps students to plan their courses each enhanced semester and to monitor their progress toward graduation. The office is located in MB-40. Further information can be obtained by calling (718) 482-5288.

Foreign Student Advisement
The Foreign Student Office, room M-144, has general responsibility for the adjustment to college life of students from overseas. Services include news of special social and educational opportunities, orientation to the U.S.A., visa arrangements for students abroad, immigration procedures, foreign exchange clearance, foreign military draft deferments, counseling on immigration regulations, and maintenance of the college foreign student census.

Early Childhood Learning Center Programs
The licensed child care facilities incorporate early childhood, school age and weekend programs for the children of LaGuardia students. The programs are housed at the college and provide learning through play, experiences, as well as homework assistance. A team of professional educators staff the programs. For more specific information, contact the Early Childhood Learning Center Programs, room MB-34, or call (718) 482-5295.

Extended Day Session
The Extended Day Session is a continuation into the evening and weekend of scheduled credit classes.

To meet the special needs of adults who have work and family commitments, extended day courses are scheduled in a variety of patterns; these permit a student to take several courses while attending just two or three evenings a week. Some courses can be completed by attending classes only one evening a week or on Saturday.

Extended day students may also take daytime courses as their personal needs dictate; similarly, Day students may enroll in evening and weekend classes.

All students benefit from the basic college services: counseling and advisement, health services, instructional laboratory facilities, bookstore, cafeteria, recreation facilities, and administrative services, and are governed by the same general college policies and regulations.

Any questions concerning the Extended Day Program can be directed to the Extended Day Office in MB-11 or at (718) 482-5395.

Health Services
The Health Center, room MB-40, offers a variety of services free of charge to the entire college community.

Besides coordinating the college immunization program, the Health Center provides blood pressure monitoring as well as counseling and community referrals for all types of services.

The Emergency Medical Technicians who staff the Health Center provide emergency medical care from 8:00 a.m. until 10:00 p.m. Monday through Friday, and from 10:00 a.m. until 3:00 p.m. on Saturday.

Members of the Health staff are available to conduct demonstrations in first aid as well as to provide lectures on related AIDS, and Safe Sex Practices.

The Health Center also provides booklets and pamphlets on health and nutrition for students and staff free of charge. Pamphlets and brochures on prevention of alcoholism and drug abuse are available. Students with these concerns are referred to the substance abuse counselors in the Counseling Department. Also, contained in the Health Center is a limited resource library on AIDS, HIV infection and the history of the disease.
Laboratory Facilities
The Accounting and Managerial Studies Resource Center serves as an accounting tutorial lab, and also a center for the completion of the computerized components of accounting and managerial courses.

Adult Learning Center Lab helps students to improve their basic literacy skills, or to prepare for GED exams.

Human Services Laboratory is used for supplemental work in the Human Services Department.

The Community Services Lab schedules use for developmental studies and assists hearing impaired students to develop study skills for basic education, GED and college preparation.

The Computer Information Systems Department has two labs: the Microcomputer Lab, providing the laboratory component for several introductory courses, and the Computer Lab, focusing on computer use and programming beyond the introductory courses.

The English as a Second Language Lab provides group and individual tutoring for matriculated students taking ESL classes in the credit program. Group tutoring is conducted on the assigned schedule. Individual tutoring is conducted based on teachers' referral or by special appointment.

The Humanities Department contains the following labs: Modern Language, Music, Piano, Music Center, Speech Center, Photography, Art, Painting and Drawing, Sculpture and Design.

The Math Lab supports all the courses offered by the Math Department. It is required for the basic skill courses. It administers make-up exams and the retent of the CUNY Mathematics Assessment Test.

The Office of Academic Affairs administers twelve microcomputer laboratories which serve the entire college community. Support is available for the courses offered in these laboratories. In addition, open-lab hours are available for independent work.

The Office Technology Department administers three microcomputer labs and two typing labs.

The Natural & Applied Sciences Department administers fourteen laboratory facilities located throughout the college.

The Reading Lab of the Communication Skills Department is used for all developmental reading courses; in addition, the lab is a resource center to help students in reading and study skills on their request.

The Typing Lab is required for several non-credit continuing education courses and for an elective course to improve spelling skills for ESL students. It is also available to students for typing terms papers, etc.

The Veteran's Center Lab is required for the program's non-credit courses in reading, writing and mathematics. This Lab assists veterans to prepare for the GED Exams and exemption from basic skills courses upon entry into college.

The Writing Center provides individual and group tutoring for all students in the college to work on grammar, paper revision, paper development and research papers for any course they are taking.

Library Media Resources Center
In the complex world of ever-increasing information and new technology, every student at LaGuardia needs access to a dynamic, up-to-date collection of information resources and materials.

The LaGuardia Library offers a book collection of over 60,000 volumes, 10 per cent of which constitute a rich core collection of reference works on a variety of subjects. The Library also maintains a large collection of magazines and newspapers with information on current events, new social issues, or people in the news. (Currently, the Library subscribes to about 550 periodicals, including approximately 26 newspapers in both paper and microfilm formats.) Computerized indexes provide quick, efficient access to articles on any subject.

The non-print media collection of 4,000 items includes audiovisual programs in a variety of formats: film, video, videotapes, computer software, slides, filmstrips, cassette tapes, records and compact discs, which provide an audiovisual key to learning about and interacting with the larger world. Viewing and listening stations in the Media Lab are available for group or individualized access to audiovisual programs in the collection.

The Library's holdings also include textbooks, course readings, career information, study aids, research material, pamphlets, files and government documents. A team of eleven Library faculty and three college laboratory technicians links the user with the Library's vast resources for research and educational development.

Library faculty provide one-on-one instruction at the Reference Desk, and teach information-gathering skills through the Library's various user-education programs. These include tours, small group orientation, course related/course integrated Library instruction, and a three-credit liberal arts course on methods of library research. Library instruction classes are conducted in conjunction with the English 101 courses, in order to introduce students to what is in the collection and how to find it. The Library's credit course (LRC102) is an in-depth exploration of research methods and information sources.

The Library is open six days and four evenings a week (Monday-Thursda 9 AM-10 PM, Friday 9 -5, Saturday 10-2). A validated college ID is the library card. The Library provides study seating, photocopying machines, and microfilm reader/printers. Novels, popular non-fiction, and magazines are available for leisure reading.

Department of Recreation
The Department of Recreation provides a wide variety of leisure time experiences for the entire college population. The programs are designed to include many kinds of activities throughout the day, evening, and on Saturdays. A validated student ID card, or a Recreation Pass, is the "membership" card to the facility. Recreation Passes are available to LaGuardia faculty and staff, continuing education students and community guests, and may be obtained at the gym control desk.

The facility, located on the basement level of the Main Building, includes a multi-purpose gymnasium that is equipped to accommodate at different times: two regulation basketball courts, two indoor soccer
fields, two volleyball courts, three paddle/handball courts, and two enclosed tennis/golf/baseball alleys complete with ball machines. A 25-yard, six-lane swimming pool and fitness center is located in the East Building.

The gymnastics area is complemented by a dance/exercise room featuring the Universal Gym exercise and weight training machine, barbell and weight training areas and hardwood floors. A game area for backgammon, chess, checkers and table tennis is located in the lobby outside the gymnasium entrance.

Equipment for these games may be obtained at the gym control desk. The locker complex consists of large daily lockers to be used with your personal lock, separate men’s and women’s showers and bathrooms. The equipment check-out is located immediately inside the entrance to the recreation facility.

The recreation program is divided into multiple categories.

**Announcement and publicity**

Information governing hours of operation, scheduling, programs and activities is available at the gym control desk, or Recreation Office, room MB-34, and on bulletin boards posted outside student and faculty/staff dining areas. The sports/recreation column in The Bridge; the student newspaper, announces and reviews program highlights. Recreation Office: (718) 482-5044; Gymnasium (718) 482-5043.

**Instructional workshops**

The workshop series provides professional instruction in such activities as martial arts, aerobics and fitness, introduction to weight training, and personal fitness training.

Sections are offered for all levels of skill, beginner to expert. Workshops are scheduled twice weekly and continue throughout the enhanced semester. Registration for all workshops takes place at the gym control desk.

**Intramural sports activities and special events**

The Intramural program provides competitive recreational experiences in such team sports as basketball, co-ed volleyball, and indoor soccer. Tournaments, and special events such as handball, table tennis, frisbee, and youthmodified soccer, are held several times each semester. Students may compete in the activities or participate as coach, official, statistician, or referee. Awards are presented to intramural champions at the conclusion of an event.

**Open recreation**

A portion of the gymnasium and exercise room is always available for walk-in recreation for students, faculty and staff. Some of the activities available are basketball, volleyball, soccer, paddleball, dance, weight training, and table tennis. A validated student ID card or Recreation Pass allows the equipment to be checked out for use in the gymnasium or weight/exercise room.

---

**Student Activities**

**Clubs and organizations**

Clubs are dependent upon the interests of students involved. Club members plan and implement social, cultural, educational and creative ventures outside of the classroom. Assistance in the formation of new clubs is offered by the Student Activities Committee, room M-115.

**Communications media**

Media provides a variety of programs and activities for students interested in communication. A campus radio station, a printing office, video programs and a student newspaper have been established to inform students about programs and activities of the college. Students who want to be involved in these programs should contact Student Activities, room M-114.

**Graduation**

The annual Commencement Exercises and Honors Night Program are supported and funded by student fees. The rental of an auditorium, purchase of diplomas, invitations and awards are some of the specific items covered by this area. Additional information is available in the Student Activities Office, room M-115, or the Office of College and Community Relations, room E-511.

**Performing arts**

Reduced-price tickets to Broadway, Off-Broadway and other performing arts events taking place in New York City are provided for students. This program also sponsors its own theatrical events, talent shows, concerts and film series. For details on the offerings of this area, contact the Student Activities Department, room M-115.

**Phi Theta Kappa—National Honor Society of Community Colleges**

Phi Theta Kappa was established in 1918 as the National Honor Society of Community Colleges. The Greek letters of Phi Theta Kappa symbolize wisdom, aspiration, and purity. The purpose of Phi Theta Kappa is to nurture academic excellence, provide the opportunity for leadership training, to promote an intellectual climate for interchange of ideas and ideals, and to instill the desire for the continuing education of student scholars. Membership is a privilege earned by qualifications, honor, and service. Invitations to become a Phi Theta Kappan are extended to LaGuardia students who have completed a minimum of 20 credits at LaGuardia, attained a cumulative grade point average of 3.75 or higher, and plan to receive a degree from LaGuardia Community College.

**Other programs**

Off-campus activities, such as skiing, camping and ranching trips, are offered each year at relatively low prices. For more information contact Student Activities, room M-115.

**Student government**

Student Government is an organization elected by students to represent the student body to the administration of the college faculty, student organizations and the general college community. Elections are held annually. Students who wish to become actively involved in student government may contact the Student Government Office, room M-160, for further information.
Campus & Community Programs

Adult and Continuing Education

The Division of Adult and 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 the education needed for a new career or to compete for better jobs, older adults seeking productive use of retirement years, veterans, recent immigrants and others with broader life experiences than those of the traditional student who enters college directly upon graduation from high school.

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

Through continuing education, adults may enroll in any of the following types of courses:

- non-credit courses for personal and professional development;
- non-credit courses for educational preparation, skills training and leisure pursuits; and
- programs for special populations including children, deaf adults, visually impaired adults, veterans, unemployed and under-employed men and women, homeless heads of households and non-English speaking adults.

For further information on any of these programs, visit the non-credit programs office in the college’s Main Building, room M-141, or call (718) 482-7244.

Non-credit programs

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

Because many non-credit courses are initiated and modified to meet new needs as they emerge, any printed listing of courses is incomplete. Information on all non-credit programs is available by calling (718) 482-7244. Below are some areas and courses which remain popular.

Educational

High School Equivalency (in English and Spanish)

English as a Second Language

Adult Basic Education

Skills development

Bookkeeping

Computer courses

Real Estate

Typing

Personal development and leisure pursuits

Auto Repair

Aerobics

Career development

A Certificate Program in Telecommunications Technology

Business Courses

Career Workshop Seminars

Campus-based programs

Adult Career Counseling and Resource Center

The Adult Career Counseling and Resource Center provides a wide range of career counseling programs and services for adults. The Center’s services are available to all adult students enrolled in non-credit continuing education classes and community residents who want to explore career changes and enter or re-enter the job market.

Counselors are available at the Center to answer questions and to provide advisement and referral services relating to educational and career goals. For further information or to speak with a counselor, call (718) 482-5355.

Adult Learning Center

The Adult Learning Center at LaGuardia is one of New York City’s largest providers of adult basic education, high school equivalency, and college prep instruction. The Center offers day and evening classes to over 3,000 adults and young adults yearly who are pursuing educational development and career advancement. Instruction is given in basic reading and writing skills, Amity classes (for adults seeking permanent residency), English as a Second Language (ESL), high school equivalency (GED) exam preparation in English and Spanish, and college prep. Classes are held on campus and in flushing, Corona, Long Island City and Chinatown.

The Center’s traditional attention to new readers and new speakers of the language is matched by a commitment to high school equivalency and college prep instruction for GED students who want to enter college. In addition, the Center provides career and vocational counseling through LaGuardia’s Adult Career Counseling and Resource Center.

For additional information, call (718) 482-5380.

LaGuardia Urban Center for Economic Development (LUced)/The Center for Business Training (CBT)

LUced was developed to support and expand the College’s commitment to economic development. LUced offers educational and training services to businesses and promotes education and career opportunities for minorities. The Center for Business Training, the training arm of LUced, has been providing customized, industry-specific education and training to hotels, hospitals, manufacturers, labor unions and non-profit agencies for over 12 years. CBT has served all staff levels: executives and technical employees, foremen and factory workers, sales force and clerical staff, both on campus and on-site at company locations. For more information, call (718) 482-5330.

Certificate Program in Telecommunications

The Division of Adult and Continuing Education offers a 180-hour Certificate Program in Telecommunications which includes courses designed to meet the needs of both entry-level students and professionals already practicing in the field. A total of thirteen 20-hour courses are offered: six required and seven elective. Certificates are granted upon completion of 180 hours of course work.

For additional program information and a complete listing of current offerings, call (718) 482-7244.

College for Children

LaGuardia’s College for Children offers a combination of leisure and academic enrichment activities and courses on Saturdays. Courses are low-cost and range from SAT skills, math and reading for ages 4 to high school age, to martial arts, computer courses, and art classes. For further information, call (718) 482-5323.

Emergency Medical Technician

LaGuardia’s Emergency Medical Technician (EMT) certificate program is designed to train individuals in Basic Pre-Hospital Emergency Care. New York State Certification will depend upon satisfactory attendance, successful completion of course exams, and passing of a final exam to be administered by the New York State Department of Health Emergency Medical Services Program. A pre-test will be given to determine the selection of 40 students for this course. For additional information, call (718) 482-5768.

English Language Center

This center provides instruction in English as a second language in non-credit courses, which are open to recent immigrants, foreign students, foreign visitors and non-English speaking community resi-
dents on either a part-time or full-time basis. The Center issues I-20 forms to qualified students applying from abroad.

For further information, please call (718) 482-5360.

Job Training Program for Homeless and Recently Relocated Heads of Households and Income Support Recipients
The goal of the program is to strengthen and preserve families through the provision of training and education for successful and meaningful employment. The program provides aptitude and skills assessment, training and career guidance, placement, supportive services, personal development, job placement assistance, remedial and further education options. For more information, call (718) 482-5128.

Jobward Bound Program
Jobward Bound addresses the needs of unemployed, out of school, economically disadvantaged youths aged 17-21 by offering a comprehensive program of vocational training, academic remediation, work internship, and job placement services. The program is made possible through assistance provided by the State Legislature. For further information, call (718) 482-5346.

New York City Taxi Driver Institute
Part of the application process to become a New York City Taxi Driver includes a 40 hour course of study. The college is approved by the Taxi and Limousine Commission to offer this training. The program offered by the Division of Adult and Continuing Education holds classes seven days a week, from 8:45 A.M. to 5:15 P.M. For further information, call (718) 482-5335.

Program for Deaf Adults
Since 1975, LaGuardia’s Programs for Deaf Adults has provided the largest, most comprehensive model post-secondary program in the New York City area. Students pursuing Associate degrees are supported by academic and personal counseling, registration assistance, classroom interpreters, and tutors. Courses offered under the Division of Adult and Continuing Education include GED, RCT, ABE and computer courses. Another of PDA’s goals—to provide optimum interpreting services—has led to the creation of the first and only interpreter education program in the metropolitan area. For information, call (718) 482-5324 (voice and TTY).

Veterans Education Center
This center provides academic preparatory courses and vocational counseling to veterans. Full-time and part-time evening students attend college preparatory courses emphasizing reading, writing, mathematics, and study skills. Also, high school equivalency preparation and vocational counseling are available. For additional information, visit the Veterans Education Center, or call (718) 482-5386.

Office Information Systems Training Program
This program provides career exploration/assessment, training in keyboarding and microcomputer applications and business communications. The program offers office information training to individuals seeking new careers or wanting to increase their current job skills and opportunities. Applicants must type 35 w.p.m. and have a High School Diploma or GED to qualify. For more information, call (718) 482-5397/98.

Outreach Programs
Special programs administered by the Division of Adult and Continuing Education are designed for specific populations and generally focus on educational preparation, occupationally-related skills and training, vocational counseling, or professional development. The division’s major efforts in this area currently consist of the following programs:

Adult Learning Centers on Rikers Island
These centers assist inmates in academic skills development through courses in Adult Basic Education, English as a Second Language, High School Equivalency Preparation (in English and Spanish) and College Preparation. The program also provides vocational instruction in Keyboarding Skills/Data Entry, and Baking. For more information, call (718) 482-5333.

Astoria Adult Education Center
A wide variety of non-credit classes are offered at the Astoria Center, (Ditmars Boulevard and 31st Street). Each quarter over 300 adults enroll in English as a Second Language, Business, Bookkeeping, Travel, Computer, Real Estate and foreign language and enrichment classes. Children and teens attend after school classes in math, reading and writing. For further information, call (718) 482-5353.

Chinatown Center
The Division of Adult and Continuing Education offers a variety of courses in Chinatown to residents and employees of the Chinatown community. Credit offerings include English as a Second Language and introductory mathematics, sociology, and business courses. The non-credit programs available include Adult Basic Education and English for Special Purposes. Admissions, financial aid and career counseling services are available. For further information, please call (212) 431-3720.

Eastside Connection
The Division offers non-credit classes to staff of the University’s Central Office as well as community residents each quarter. Offered weekdays after work and Saturdays at 535 E. 80th Street. Current program selections include: aerobics, yoga, CPR, low stress exercise and varying special events. For further information, call (718) 482-5334.

LaGuardia/CAMBA English Language and Vocational Assistance Program
In collaboration with the Church Avenue Merchants Block Association in Brooklyn, the Division of Adult and Continuing Education offers English language and vocational skills instruction to immigrants and refugees. For additional information, please call (718) 482-5124 or (718) 287-2600.

LaGuardia/Woodside at The Bulova School
Initiated in Winter 1985, this program offers Woodside residents and neighboring areas vocational and leisure courses in jewelry craft, clock repair, exercise and swimming at an accessible community facility. The Joseph Bulova School is located at 40-24 62nd Street. For more information, call (718) 482-5334.

New Directions for Mature Adults
LaGuardia welcomes mature adults to all college programs, and also provides opportunities especially designed to meet their interests. In addition, the program assists adults 65 and over in entering the college credit program where they may register at a special rate of $25.45 per quarter. For information, call (718) 482-5321.

LaGuardia and Wagner Archives
The LaGuardia and Wagner Archives was established in 1982 to collect, preserve and make available documents and photographs on the social history of twentieth-century New York City. The new and growing repository houses the personal papers of Fiorello H. LaGuardia, the original files of the New York City Housing Authority, records of Steinway & Sons Piano Company, the papers of Robert F. Wagner, and oral histories on life in the neighborhoods of New York City in the early twentieth century.

The mission of the Archives is to serve as a research center for LaGuardia students and faculty and for outside scholars. To these ends, the Archives is actively involved in producing publications, seminars, and curriculum materials and in collecting, preserving, and making available historical documents. In these ways, the Archives reflects Fiorello H. LaGuardia’s own commitment to serve the people of New York and their vision of a government responsive to the needs of all the people.
High Schools

International High School

International High School at LaGuardia Community College serves students with varying degrees of limited English proficiency. As a collaborative venture between the Board of Education of the City of New York and the City University of New York, this school offers a high school/college curriculum combining substantive study of all subject matter with intensive study and reinforcement of English. The goal of the instructional program is to enable each student to develop the linguistic, cognitive and cultural skills necessary for success in high school, college and beyond.

The faculty members of The International High School utilize English as a Second Language techniques as a means of reinforcing English language development and facilitating the acquisition of content across the curriculum. As students move from concrete to abstract levels of language acquisition, teachers present the content in greater complexity, while maintaining a level of comprehensible input commensurate with the level of English skills development. Collaborative learning strategies encourage students at different levels of English language acquisition and academic preparation to work in small groups as they explore their subject area studies. With the teacher functioning as a facilitator, students are taught to rely upon themselves and each other for revision of written assignments, study and development of vocabulary, and mastery of content. They are encouraged to utilize their native language skills to support their learning of English, and to regard their own cultural background and those of other students as a classroom resource to enhance and enrich their learning experiences.

All graduates of The International High School are guaranteed admission to LaGuardia Community College. Courses specifically designed for high school students, and taught by college professors, are available. While enrolled in the high school, students may take courses in a variety of areas for both high school and advanced placement college credit. The International High School students are members of the college community, enjoying full use of the facilities, including the library, gymnasium, cafeteria and recreation programs.

Career Education

A career/occupational education program serves as a central curricular focus of The International High School. All students participate in a mandatory out-of-school internship program for one-third of each school year. This graduation requirement allows limited English proficient (LEP) students to investigate careers in business, technology, human services, and liberal arts and sciences. In some cases qualified high school seniors obtain first level college cooperative education internships, a number of which are paid.

Middle College High School

Middle College High School at LaGuardia Community College each year accepts 125 tenth graders from junior high schools in Districts 24 and 30 in the western section of Queens. The six-year program, which combines the ninth, tenth, eleventh, and twelfth grades with the first two years of college, provides intensive guidance, small classes, career exploration, and an interdisciplinary curriculum for students who might not reach their potential in a traditional school setting. The resources and positive role models provided by the college supplement the skills of the teachers, all of whom have New York City high school licenses.

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

Middle College High School is a cooperative venture between the Board of Education and the CUNY Board of Trustees. There is no tuition fee or charge for textbooks. Students who meet the criteria set by the City of New York are entitled to free lunch and transportation passes.

Students interested in enrolling should speak with their junior high school guidance counselors for complete information. Students may call the Middle College High School Admissions Office at (718) 349-4000 for information about admissions procedures.

Career Education

All Middle College students participate in an out-of-school internship program which gives them unpaid full- or part-time work experience for one third of each school year as part of the graduation requirements. Students can investigate careers in depth in business technology, human services, and liberal arts and sciences. In some cases qualified high school seniors obtain first level college cooperative education internships, a number of which are paid.

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

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

Admissions

The International High School is open to all newly-arrived immigrants who reside in New York City and for whom high school placement is appropriate in the next school year. For admissions consideration, students must be limited English proficient, have resided in the United States for less than four years, and be referred for admission by their guidance counselor as requiring an alternative educational environment to reach their full potential. Additional information may be obtained by contacting the International High School Admissions Office at (718) 482-5454.
LaGuardia Community College Administration

Office of the President
Raymond C. Bowen, President
Roy H. McLeod, Executive Associate to the President
Shirley J. Saulsbury, Executive Assistant to the President

Office of the Dean for Academic Affairs
George S. Hamada, Dean for Academic Affairs
Robert S. Matthews, Associate Dean for Academic Affairs
Vincent Bruno, Director of Extended Day
Barbara Astone, Director of Developmental and Special Programs

FACULTY CHAIRPERSONS

Ngozi P. Aghim, Chief Librarian
Lily Shohat, Social Science Dept.
John P. Bihn, Natural and Applied Sciences Dept.
Sandra Dickinson, Humanities Dept.
Jorge Perez, Mathematics Dept.

Sandiaa S. Hanson, English Dept.
Deborah P. Harrell, Office Technology Dept.
Gerald H. Meyer, Computer Information Systems Dept.
Annette Siegel, Acct./Managerial Studies Dept.
Hamalyn Wilkens, Communication Skills Dept.

Cecilia Cullen, Principal of Middle College High School
Eric Nadelstern, Principal of International High School

Office of the Dean of Administration
Richard Elliott, Acting Dean of Administration
James L. Buckley, Associate Dean of Administration

Barbara Ellis, OSHA Officer
Eileen Murray, Director of Support Services
William C. Pan, Director of Planning, Design and Construction
Adele Rainey, Director of Records Management

Joan E. Roude, Business Manager
Edward R. Sisco, Acting Director of Security
Yvette C. Urquhart, Director of Labor Rel. and Personnel
Marvin Weinbaum, Director of Computer Services

(Vacant), Director of Building Operations

Office of the Dean of Adult and Continuing Education
Judith L. McGaughey, Dean of Adult and Continuing Education
Kenneth Cottrell, Associate Dean of Adult and Continuing Education

John Garcia, Director of Program Operations
Despene Gazianis-Stough, Sr. Admin./Director, LUCED
Shirley Miller, Admin., Community Services Programs

Robert F. Rosa, Sr. Admin., Health, Career & Prof. Programs
Sandra Watson, Sr. Admin., Family Institute for Education, Training & Employment

Office of the Dean of Cooperative Education
Dennis L. Berry, Dean of Cooperative Education
Dorrie E. Williams, Associate Dean of Cooperative Education
Janet Cyril, Administrative Director
Michele Stewart, Director of Placement
Jeffrey I. Weintraub, Director of Research Evaluation and Systems

Office of the Dean of Institutional Advancement
Carolyn Cabell, Dean of Institutional Advancement
(Vacant), Associate Dean of Institutional Advancement

Judith Chiti, Director of Grants Development
Pamela Dinkins, Director of Recreation
Thomas Divan, Director of LaGuardia Theatre
William D. Freeland, Director of Communications

(Vacant), Director of Institutional Research

Office of the Dean of Student Services
William Hamilton, Dean of Student Services
(Vacant), Associate Dean of Students

Vincent Banrey, Director of Student Activities
Renee Butler, Director of Early Childhood Learning Center
Robert Durfey, Director of Counseling
Sulema A. Ebrahim, Director of Financial Aid

Judith Gazzola, Director of Career and Transfer Center
Manuel Perez, Director of College Discovery
Olga Vega-Malloy, Director of Academic Advisement
(Vacant), Director of Health Services
All staff directory information is based on official college records as of June 1, 1992.

Maria Teresa Ahmed
Computer Programmer Analyst, Level II, Department of Computer Services, Division of Administration; BS, Far Eastern University.

Michael Accordino
Coordinator of Print Shop and Copy Center, Support Services, Division of Administration.

Alix Achille
Educational Assistant, The International High School.

Mercedes Acosta
Senior College Laboratory Technician, Computer Information Systems Department; Division for Academic Affairs; AAS, LaGuardia Community College.

Ngozi P. Agbim
Professor and Chief Librarian, Library Department, Division for Academic Affairs; BA, Saint Mary’s College, Notre Dame; MLS, Indiana University; MA, Long Island University.

Fran Ahlers
College Assistant, Registrar's Office, Division of Institutional Advancement.

Julian Alssid
Director of Economic Development, Policy and Programs, LaGuardia Urban Center for Economic Development, Higher Education Associate, Division of Adult and Continuing Education; BA, Boston University.

Lynne Alston-Jackson
Counselor and Instructor, Division of Student Services; BA, Baruch College; MA, Columbia University, Teachers College.

Christine Alvarez
Coordinator of EMT, Fire Department, CPR Programs, Division of Adult and Continuing Education; BA, Springfield College; EMT Paramedic.

Samuel Amoako
Assistant Professor, Communication Skills Department, Division for Academic Affairs; BA, University of Ghana; MEd, Howard University; EdD, Columbia University, Teachers College.

Avis O. Anderson
Professor, Office Technology Department, Division for Academic Affairs; AAS, Bronx Community College; BS, Lehman College; MS, Hunter College; PhD, New York University.

Blondell Anderson
Instructor, Division of Cooperative Education; BBA, Baruch College; MBA, New York University.
JoAnne R. Anderson
Professor, Humanities Department,
Division for Academic Affairs; BA,
Rosary College; MA, Columbia University.

Pierrina Andritsi
Associate Director of Counseling and
Professor, Division of Student Services;
BA, Manhattanville College; MA, MEd,
Columbia University, Teachers College;
PhD, Columbia University.

Anjanette Antonio
College Assistant, Payroll Department,
Division of Administration.

Fran Apfel
Instructor, Division of Cooperative
Education; BA, Adelphi University;
MA, Long Island University.

John Appiah
Lecturer, Office Technology Depart-
ment, Division for Academic Affairs;
BBA, Baruch College; MA, New York
University.

Lia Arbelaez
College Assistant, Office of the Bursar,
Division of Administration.

Paul Arcario
Instructor, English as a Second Lan-
guage Program, Division for Academic
Affairs; BA, MA, New York University;
MEd, Columbia University, Teachers
College.

Ivan Arghaldjian
University Engineering Technician II,
Planning, Design & Construction,
Division of Administration; BSME,
Polytechnic University.

Elsy Arieta-Padro
Assistant Foreign Student Advisor,
Assistant to Higher Education Officer,
Admissions Office, Division of Institu-
tional Advancement; BA, Hunter
College.

Marian C. Arkin
Professor and Director of Writing
Center, English Department, Division
for Academic Affairs; BA, Syracuse
University; MA, PhD, New York
University.

Tequh Arkono
Program Assistant, English Language
Center, Division of Adult and Continu-
ing Education.

Myra Armon
Teacher, The International High School;
BA, SUNY Albany; MA, Columbia
University Teacher’s College

Alberta Arnold
Lecturer, Humanities Department;
Division for Academic Affairs; BA,
Hunter College; MA, University of
Pittsburgh.

Gilberto Arroyo
Associate Professor, Social Science
Department, Division for Academic
Affairs; BA, City College; MA, New
York University; PhD, New School for
Social Research.

Barbara Astone
Director of Developmental and Special
Programs, Higher Education Officer,
Office for Academic Affairs; BA,
Rampco College of New Jersey; MA,
Fairleigh Dickinson University.

Audrey Atkinson
Administrative Assistant, Family
Institute, Division of Adult and Continu-
ing Education; AA, LaGuardia Commu-
nity College.

Daniel J. Aulicino
Professor, Mathematics Department,
Division for Academic Affairs; BA,
Columbia University; MA, City Col-
lege; PhD, Graduate School and
University Center, CUNY.

Manuel D. Ayala
Placement Counselor, Assistant to
Higher Education Officer, Division of
Cooperative Education; AA, LaGuardia
Community College; BS, John Jay
College of Criminal Justice.

Rashida M. Aziz
Lecturer, English as a Second Language
Program; BA, MA, Punjab University;
MA, MEd, Columbia University,
Teachers College.

Victoria Badalamenti
Program Coordinator, DIP, Higher
Education Assistant, The English
Language Center, Division of Adult and
Continuing Education; BA, Brooklyn
College; MA, School of International
Training.

C. Dion Badger
Labor Relations Associate, Higher
Education Associate, Office of Person-
nel & Labor Relations; Division of
Administration; BA, MS, Hunter
College; Professional Diploma,
Fordham University; JD, CUNY Law
School at Queens College.

Rafaela Baglino
Teacher, Middle College High School;
BS, MS, Fordham University.

Gail Baker
Associate Professor, Natural and
Applied Sciences Department, Division
for Academic Affairs; RN, New
England Deaconess Hospital; BS,
Boston University; MPhil, Hunter
College; MA, EdD, Columbia University,
Teachers College.

Gail Baksh-Jarrett
Financial Aid Counselor, Higher
Education Assistant, Division of Student
Services; BA, MA, New York
University.

Claudia Baldonato
Coordinator, Family Institute for
Training & Employment, Division of
Adult and Continuing Education; BS,
Fisk University; MS, Brooklyn College.

Vincent Banrey
Director, Student Activities, Higher
Education Associate, Division of
Student Services; AS, LaGuardia
Community College; BS, Graduate
Center, CUNY Baccalaureate Program.

Beth Barnett
Intake Counselor, Adult Career Coun-
seling and Resource Center, Division of
Adult and Continuing Education; BS, St.
John’s University.

Donna Barone
Secretary, Office of the Dean, Division
of Adult and Continuing Education.

Kenneth Barry
Acting Program Coordinator, Division
of Adult and Continuing Education; BA,
York College; MS, Long Island Univer-
sity.

Carol Basquez
College Assistant, Registrar's Office,
Division of Institutional Advancement.
Lenore A. Beaky
Professor, English Department, Division for Academic Affairs; BA, Brooklyn College; MA, PhD, Columbia University.

Theresa Becerril
Assistant to the Director for Academic Programs, Program for Deaf Adults, Division of Adult and Continuing Education.

Bobette Beinhacker
A.P., Teacher, Middle College High School; BS, MA, City College.

Grace Benjamin
Counseling Services Assistant, Assistant to Higher Education Officer, Division of Student Services; BS, North Carolina Central University.

Ciana Bennett
Teacher, Middle College High School; BA, Houghton College; MST, Pace University.

Doug Berman
A.P. Supervision, Middle College High School; BA, Brooklyn College; MA, New York University.

Yvette Bermudez
Assistant for Fiscal Administration, Grants Development Office, Division of Institutional Advancement; AAS, LaGuardia Community College.

Andrew Berry
Instructor, Mathematics Department, Division for Academic Affairs; BS, MS, University of Illinois.

Dennis L. Berry
Dean, Division of Cooperative Education; BA, American University; MA, Antioch College.

Karen Berry
College Assistant, Admissions Office, Division of Institutional Advancement.

Edna Best
Secretary, Jobward Bound, Division of Adult and Continuing Education.

Vijay Bhatia
CUNY College Accountant Assistant, Division of Administration; AAS, LaGuardia Community College.

Judy Bieber
Lecturer, Division of Cooperative Education; BA, Barnard College.

Felisa Bienstock
Purchasing Agent, Purchasing Office, Division of Administration; BA, Lycee Francais-College International.

Sandy Bigitchenske
CUNY/Administrative Assistant, Title 2, Level 1C, Office of the Bursar, Division of Administration; BA, Queens College; MS, St. John’s University.

John P. Bihn
Chairperson and Professor, Director of Mortuary Science, Natural and Applied Sciences Department, Division for Academic Affairs; BS, MS, PhD, Saint John’s University.

Marian Blaber
Lecturer, English as a Second Language Program, Division for Academic Affairs; BA, MA, St. Michael’s College.

Michael Blaine
Lecturer, English Department, Division for Academic Affairs; BA, Brooklyn College; MA, San Francisco State College.

Gerald Blake
Administrative Assistant to the Associate Dean, Higher Education Assistant, Division of Administration; BS, Penn State; MS, Long Island University.

Susan Blandi
Director of Marketing and Coordinator of Corporate Training, LaGuardia Urban Center for Economic Development, Division of Adult and Continuing Education; BA, Wheaton College.

Mark Blasio
Assistant Professor, Social Science Department, Division for Academic Affairs; BA, MA, New York University; MA, PhD, Princeton University.

Netta Blatt
Assistant Coordinator, Adult Learning Center, Division of Adult and Continuing Education; BA, Hunter College.

Michael Bonventure
Teacher, Middle College High School; BA, Iona College.

Edna Boris
Assistant Professor, English Department, Division for Academic Affairs; BA, Hunter College; MA, PhD, Indiana University.

Teresa Born
Teacher, English Department, Middle College High School; BA, Hunter College; MA, New York University.

Mildred Borras
Counselor and Assistant Professor, Division of Student Services; BA, MA, University of Puerto Rico; PhD, Fordham University.

Alice Boso
ESL Teacher, The International High School; BA, Portland State University; MA, University of Oregon; MA, Columbia University, Teacher’s College.

Leslie Boulware
Assistant to the Administrative Director, Division of Cooperative Education; AAS, LaGuardia Community College.

Raymond C. Bowen
President, Professor; BA, University of Connecticut; MS, University of New Mexico; PhD, University of Connecticut.

Elaine Brandt
Teacher, Middle College High School; BS, City College; MS, University of Maryland.

Steven Brauch
Director, Taxi Driver Institute and Computer Resources, Higher Education Associate, Division of Adult and Continuing Education; BA, University of California at Berkeley; MA, New York University.

Francine R. Brewer
Assistant Professor, Communication Skills Department, Division for Academic Affairs; BA, Brooklyn College; MA, New York University.

Lorraine Bria
Secretary, English Language Center, Division of Adult and Continuing Education.

Bruce W. Brooks
Assistant Professor, Humanities Department, Division for Academic Affairs; BFA, MFA, Pratt Institute.
Peter C. Brown
Professor, Humanities Department, Division for Academic Affairs; BFA, Wesleyan University; MFA, Cranbrook Academy.

Patricia E. Brown-Height
Lecturer, English Department, Division for Academic Affairs; BS, New York University; MS, Lehman College.

Vincent Bruno
Director, Extended Day Office, Higher Education Assistant, Division for Academic Affairs; BS, St. Francis College.

James L. Buckley
Associate Dean, Division of Administration; BBA, Adelphi University.

Jean A. Buckley-Lockhart
Counselor and Instructor, Division of Student Services; BA, William Smith College; MA, MEd, Columbia University, Teachers College.

John M. Buckley
Assistant to the Director, Associate Registrar, Registrar’s Office, Division of Institutional Advancement; BA, Fordham University.

Kamlesh Bulsara
University Engineering Technician II, Planning, Design, and Construction, Division of Administration; BS, New York Institute of Technology.

Evelyn Burg
Instructor, Communication Skills Department, Office for Academic Affairs; BA, Queens College; MA, University of Minnesota.

Daisy Bustio
Senior College Laboratory Technician, Humanities Department, Division for Academic Affairs; AA, LaGuardia Community College.

Louise A. Butironi
Counselor and Lecturer, Division of Student Services; BA, SUNY at New Paltz; MA, Hunter College.

Renee Butler
Director, Early Childhood Learning Center, Higher Education Associate, Division of Student Services; MS, MEd, Professional Diploma, School Administrator Supervision Certificate, Queens College.

Vaughn Butts
Computer Aide, Level II, Department of Computer Services, Division of Administration; AAS, LaGuardia Community College.

Lynn R. Byk
Counselor and Lecturer, Division of Student Services; BA, MS, Queens College.

Carolyn J. Cabell
Dean, Division of Institutional Advancement; BA, Virginia Union University; MA, City College; PhD, City University Graduate School and University Center.

Olga Calderon
College Laboratory Technician, Natural and Applied Sciences Department, Division for Academic Affairs; AS, LaGuardia Community College.

Timothy Caldwell
Micro-Computer Lab Assistant, Division of Adult and Continuing Education.

Magda Calzadilla
College Assistant, Registrar’s Office, Division of Institutional Advancement.

Diane Mary Camilleri
Associate Professor, Natural and Applied Sciences Department, Division for Academic Affairs; BA, MA, New York University; VMD, University of Pennsylvania.

Frederick Camp
College Assistant, Security Department, Division of Administration.

Robert Candis
College Assistant, Security Department, Division of Administration.

Beatrice Caraballo
Coordinator of Marketing, CUNY Office Assistant, Admissions Office, Division of Institutional Advancement; AAS, LaGuardia Community College.

Rafael Caraballo
Data Entry Technician, Adult Learning Center, Division of Adult and Continuing Education.

Adalgisa A. Cardoso
Associate Professor, Office Technology Department, Division for Academic Affairs; AAS, Manhattan Community College; BA, Hunter College; MA, Sixth Year Certificate, New York University.

Emily Carrasquillo
Counselor and Lecturer, Division of Student Services; BA, MA, Lehman College.

Barbara A. Carson
Assistant Director of College Theater, Higher Education Assistant, Division of Institutional Advancement; AA, LaGuardia Community College; BA, Queens College.

Denise A. Carter
Associate Professor, Mathematics Department, Division for Academic Affairs; BS, Howard University; MA, EdD, Columbia University, Teachers College.

Olivia Q. Carter
Office Manager, Assistant to Higher Education Officer, Admissions Office, Division of Institutional Advancement; BS, College of Old Westbury.

Olga Castro
College Assistant, Non-Credit Program Operations, Division of Adult and Continuing Education; AAS, LaGuardia Community College; BA, Queens College.

John D. Cato
Professor, Social Science Department, Division for Academic Affairs; BA, Haverford College; BD, Union Theological Seminary; PhD, New York University.

Marcia Caton
Assistant Professor, Natural and Applied Sciences Department, Division for Academic Affairs; BSN, MSN, Hunter College; Registered Nurse.

James D. Cernigliaro
Professor, Accounting and Managerial Studies Department, Division for Academic Affairs; BBA, Baruch College; MS, Long Island University, C.W. Post Center; Certified Public Accountant, New York.
John Chaffee
Professor, Coordinator of Creative and Critical Thinking Studies, Humanities Department, Division for Academic Affairs; BA, Johns Hopkins University; PhD, New York University.

Dorothy Chalek
CUNY Administrative Assistant, Social Science Department, Division for Academic Affairs; AA, LaGuardia Community College.

George Chambliss
Career Education Coordinator, Middle College High School; BA, City College; MA, Hunter College.

Olga Chavez
Career Education Coordinator, Middle College High School; BA, City College; MA, Hunter College.

John Chaffee
Professor, Coordinator of Creative and Critical Thinking Studies, Humanities Department, Division for Academic Affairs; BA, Johns Hopkins University; PhD, New York University.

Dorothy Chalek
CUNY Administrative Assistant, Social Science Department, Division for Academic Affairs; AA, LaGuardia Community College.

George Chambliss
Career Education Coordinator, Middle College High School; BA, City College; MA, Hunter College.

Olga Chavez
Career Education Coordinator, Middle College High School; BA, City College; MA, Hunter College.

Judith Chiti
Director of Grants Development, Higher Education Associate, Division of Institutional Advancement; BSed, City College.

Irma Chodakiewicz
Secretary, Community Service Programs, Division of Adult and Continuing Education.

Ellynor Chretien
College Assistant, President’s Office.

Connie Chui
Grants, Fiscal & Personnel Assistant, Division of Adult and Continuing Education; BA, Queens College.

Alfredo Cifuentes
College Laboratory Technician, Natural and Applied Sciences Department, Division for Academic Affairs; AS, LaGuardia Community College; BA, Queens College.

Barbara Cipriani
Secretary, English Language Center, Division of Adult and Continuing Education.

Rachel Clark
Mail Room Office Aide, Support Services, Division of Administration.

Clifton Clarke
Associate Professor, Assistant to the Dean for Academic Affairs, Division for Academic Affairs; BS, MA, Brooklyn College; NYS Certified Public Accountant.

LaNina Manaigo Clayton
Instructor & Institutional Archivist, Library Department, Division for Academic Affairs; BS, Le Mayne College; MLS, MA, SUNY at Albany.

Allen Cohen
Director of Career and Professional Programs, Higher Education Assistant, Division of Adult and Continuing Education; BA, SUNY at Buffalo; MA, City College.

Bette Cohen
Associate Professor, Natural and Applied Sciences Department, Division for Academic Affairs; BS, Lehman College; MS, Columbia University; Registered Dietician.

Simon R. Cohen
Mathematics Teacher, The International High School; BA, MA, Queens College.

Robert E. Coiro
Lecturer, Accounting and Managerial Studies Department, Division for Academic Affairs; BS, MBA, Long Island University.

Terry J. Cole
Lecturer, English Department, Division for Academic Affairs; BA, Lehman College; MA, City College.

Alicia Colon
Manager of Programming, Higher Education Assistant, Department of Computer Services, Division of Administration; AAS, LaGuardia Community College.

Diane Colon
Property Manager, Administrative Services; Assistant to Higher Education Officer, Division of Administration; BBA, University of Puerto Rico; MBA, Baruch College.

Rosita Colon-Hernandez
College Assistant, English Department, Division for Academic Affairs.

Noreen Connolly
CUNY Office Assistant, Level II, Office of Labor Relations and Personnel, Division of Administration.

Michael Considine
Lecturer, Computer Services Librarian, Library Department, Division for Academic Affairs; BA, Dowling College; MLS, Queens College.

Stephanie Cooper
Assistant to the Deans, Assistant to Higher Education Officer, Office for Academic Affairs; BA, MS, Hofstra University.

Edward Coppola
College Laboratory Technician, Humanities Department, Division for Academic Affairs; BA, Brooklyn College.

Josephine Corso
College Laboratory Technician, Office Technology Department, Division for Academic Affairs; AAS, LaGuardia Community College; BS, Graduate Center, CUNY Baccalaureate Program.

Maria Cossio
Associate Professor, Mathematics Department, Division for Academic Affairs; Licenciatura in Physical Science, Universidad Complutense de Madrid, Spain; MA, Boston College; MEd, EdD, Columbia University, Teachers College.

Catherine D. Costa
Lecturer, English Department, Division for Academic Affairs; BA, Marymount Manhattan College; MA, University of Maryland, College Park.

Kenneth Cottrell
Associate Dean and Associate Professor, Division of Adult and Continuing Education; BA, Catholic University; MA, Manhattan College; MS, EdD, Fordham University.

Raquel Cuevas
College Assistant, Office For Academic Affairs; Division for Academic Affairs.

Jenny Cuervo
Technical Support Aide, Level I, Payroll Management System Office, Division of Administration.
Cecilia Cullen  
Principal, Middle College High School; 
BS, St. Peter’s College; MS, Long Island University; MEd, Columbia University, Teachers College.

Grace Cumberbatch  
Assistant Professor, Natural and Applied Sciences Department, Division for Academic Affairs; BSN, MA, New York University; Registered Nurse.

Janet Cyril  
Administrative Director and Assistant Professor, Division of Cooperative Education; BS, SUNY at Empire State College; BA, Shimer College; MSW, Hunter College.

Mary Anne Clark Cummings  
Assistant Professor, English as a Second Language Program, Division for Academic Affairs; BA, New York University; EdM, EdD, Columbia University, Teachers College.

Janet Cyril  
Administrative Director and Assistant Professor, Division of Cooperative Education; BS, SUNY at Empire State College; BA, Shimer College; MSW, Hunter College.

Russell Dale  
Assistant Professor, Computer Information Systems Department, Division for Academic Affairs; AS, Technical Careers Institute; BE, Pratt Institute; MA, New York University.

Elizabeth Daly  
College Assistant, Department of Building Operations, Division of Administration.

Diane Darcy  

Steve Dauz  
Counselor and Lecturer, Division of Student Services; BA, MS, Hunter College.

Donald A. Davidson  
Professor, Computer Information Systems Department, Division for Academic Affairs; BS, Columbia University; LLB, JD, Blackstone Law School; Certified Data Processor.

Cleophas F. Davis Jr.
Motor Vehicle Operator, President’s Office.

Jeffrey W. Davis  
Professor, Accounting and Managerial Studies Department, Division for Academic Affairs; BS, Hunter College; MBA, Baruch College; New York State Certified Public Accountant.

John Henry Davis  
Assistant Professor, Humanities Department, Division for Academic Affairs; BA, Stanford University; MFA, University of Southern California.

Mary A. Dawkins  
College Assistant, Office of College and Community Relations, Division of Institutional Advancement.

Anthony DeFazio  
ESL Teacher, The International High School; BA Rhode Island College; MA, University of Rhode Island; MA, New York University.

Elizabeth Gieske DeFeo  
Instructor/Coordinator of Adult Basic Education, Adult Learning Center, Division of Adult and Continuing Education; BA, Bard College.

Louis DeFeo  
Instructor/Coordinator of Adult Basic Education, Adult Learning Center, Division of Adult and Continuing Education; BA, University of Kentucky; MS, Bank Street College of Education; Certificate, William Paterson College.

Ruth DeJesus  
Fiscal Monitor, Family Institute, Division of Adult and Continuing Education; AAS, LaGuardia Community College.

Guadeloupe de la Cruz  
Secretary, Project Enable, Division of Adult and Continuing Education.

Walter DeLaTorre  
College Laboratory Technician, Computer Information Systems Department, Division for Academic Affairs; AAS, LaGuardia Community College.

Mary Dentato  
College Assistant, Purchasing Office, Division of Administration.

Henry Derenoncourt  
College Laboratory Technician, Division for Academic Affairs; AS, Devry Institute.

Carol DeSantis  
Learning Specialist, Learning Project, Division of Student Services; BS, MS, Brooklyn College.

Maria A. Diaz  
CUNY Office Assistant, Social Science Department, Division for Academic Affairs; AAS, LaGuardia Community College.

Sandra Dickinson  
Chairperson and Associate Professor, Humanities Department, Division for Academic Affairs; BA, University of Maine; MA, University of Rochester; MS, Emerson College; PhD, New York University.

Patricia M. Dillon  
Assistant Professor, Natural and Applied Sciences Department, Division for Academic Affairs; BSN, Lehman College; MA, New York University; Registered Nurse.

Thomas E. Divan  
Director of College Theater, Higher Education Assistant, Division of Institutional Advancement; BA, Occidental College; MA, Tufts University.

Sharon Dorr  
Health Educator, Division of Student Services; BA, Hampton University; MA, Hofstra University.

Maureen Doyle  
Assistant Professor, Natural and Applied Sciences, Division for Academic Affairs; BA, Trinity College; MSW, Columbia University School of Social Work; CSW, New York State.

Mario Dramis  
College Laboratory Technician, Division for Academic Affairs; AAS, LaGuardia Community College.

Joseph Dreizler  
College Assistant, Registrar’s Office, Division of Institutional Advancement.

Diane E. Ducat  
Counselor and Professor, Division of Cooperative Education; BA, Rutgers University, Douglass College; MEd, University of Florida; PhD, Columbia University, Teachers College.
Desiree Duda  
Director, Program for Deaf Adults, Higher Education Assistant, Division of Adult and Continuing Education; BA, Pennsylvania State University; MA, New York University.

Cindy Dufour  
Transfer Credit Evaluator, Assistant to Higher Education Officer, Registrar’s Office, Division of Institutional Advancement; BA, MA, Hunter College.

Nancy Dunetz  
English as a Second Language Teacher, The International High School; BA, Syracuse University; MA, Columbia University, Teachers College; PhD, New York University.

Robert J. Durfey  
Director of Counseling, Professor, Division of Student Services; BA, LeMoyne College; MSEd, Hunter College; PhD, Fordham University.

Mary Beth Early  
Professor, Natural and Applied Sciences Department, Division for Academic Affairs; BA, Manhattanville College; MS, Columbia University; Registered and Licensed Occupational Therapist.

Sulema A. Ebrahim  
Director of Financial Aid, Higher Education Officer, Division of Student Services; BA, MA, City College.

Irene Edison  
CUNY Office Assistant, Division of Cooperative Education.

Joan E. Edmonds-Ashman  
Assistant Director of Counseling, Assistant Professor, Division of Student Services; BA, MS, City College.

Francine Egger  
Instructor & Cataloger, Library Department, Division for Academic Affairs; BA, Hunter College; MLS, Columbia University School of Library Service.

Ellen Eisenberg  
Records Assistant, Higher Education Aide, Registrar’s Office, Division of Institutional Advancement; AA, LaGuardia Community College.

Nora G. Eisenberg-Halper  
Professor, English Department, Division for Academic Affairs; BA, City College; MA, PhD, Columbia University.

Berton R. Eisenstadt  
Senior College Laboratory Technician, English Department, Division for Academic Affairs; BA, New York University.

Richard Elliott  
Acting Dean, Division of Administration; BBA, Baruch College; MBA, St. John’s University; NYS Certified Public Accountant.

Barbara Ellis  
OSHA/Safety Officer, Higher Education Assistant, Division of Administration; BS, Livingston College.

Dorothy Ellis  
Lecturer, Department of Humanities, Division for Academic Affairs; BA, Hunter College; MA, Purdue University.

Rosa Emanuelli  
College Assistant, Registrar’s Office, Division of Institutional Advancement.

Dorothy Endewelt  
College Assistant, Registrar’s Office, Division of Institutional Advancement.

Ira D. Epstein  
Professor, Communication Skills Department, Division for Academic Affairs; BA, MA, Brooklyn College; PhD, Fordham University.

Nancy Erber  
Assistant Professor and Coordinator, English as a Second Language Program, Division for Academic Affairs; BA, Queens College; MA, Cornell University; MA, Hunter College; MA, PhD, Cornell University.

Maria Escalante  
ESL Teacher, The International High School; BA, Pace University; MA, New York University; MA Hunter College.

Arnold Escalera  
Print Shop Copy Center, Print Shop Associate, Support Services, Division of Administration; AA LaGuardia Community College.

Elvin Escano  
College Laboratory Technician, Department of Mathematics, Division for Academic Affairs; AAS, LaGuardia Community College.

Martha Esterez  
Print Shop Assistant, Print Shop Copy Center; Support Services, Division of Administration.

Eduvina Estrella  
Assistant Director for Teachers Sabbatical Program, Assistant to Higher Education Officer, Division for Academic Affairs; BA, Graduate Center, CUNY Baccalaureate Program.

Randy Fader-Smith  
Public Relations Associate, Higher Education Assistant, Division of Institutional Advancement; BS, C.W. Post College; MA, Syracuse University.

Edward J. Fagan  
Associate Professor, Division of Cooperative Education; BA Queens College.

Mohammad R. Fakhari  
Instructor, Division of Cooperative Education; BA, Winona State University; MA, New School for Social Research.

Ruth Falconer  
Records Assistant, Higher Education Aide, Registrar’s Office, Division of Institutional Advancement; AAS, LaGuardia Community College.

Catherine Farrell  
Professor, Division of Cooperative Education; BA, Vassar College; MA, M.Ed, Columbia University, Teachers College.

Samuel E. Farrell, II  
Director, Veterans Center, Lecturer, Division of Adult and Continuing Education; BA, Long Island University; MA, City College.

Irwin Feifer  
Professor, Division of Cooperative Education; BA, MA, Brooklyn College; PhD, New York University.

Christina Felix  
College Assistant, Admissions Office, Division of Institutional Advancement.

Sheryl Qiuxia Feng  
Computer Programmer Analyst, Level II, Department of Computer Services, Division of Administration; BS, Shanghai Jiao Tong University, China; MS, College of Staten Island.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mario Fernandez</td>
<td>College Laboratory Technician, Department of Computer Information Systems, Division for Academic Affairs; AS, LaGuardia Community College.</td>
</tr>
<tr>
<td>Robin Ferris</td>
<td>Coordinator of Regional Support Services for Deaf and Hard of Hearing Students, Program for Deaf Adults, Division of Adult and Continuing Education; BA, University of Pennsylvania; MA, New York University.</td>
</tr>
<tr>
<td>Kathy S. Fine</td>
<td>Teacher, The International High School; BA, Barnard College; MA, Teacher's College.</td>
</tr>
<tr>
<td>Alvin Fingerhut</td>
<td>Bursar, Higher Education Associate, Division of Administration; BBA, MBA, Baruch College.</td>
</tr>
<tr>
<td>Thomas A. Fink</td>
<td>Associate Professor, English Department, Division for Academic Affairs; BA, Princeton University; MA, MPhil, PhD, Columbia University.</td>
</tr>
<tr>
<td>Liza Fiol-Matta</td>
<td>Instructor, English Department, Division for Academic Affairs; BA, Sacred Heart University; MA, University of Puerto Rico.</td>
</tr>
<tr>
<td>Eve Fischthal</td>
<td>Lecturer, Office Technology Department, Division for Academic Affairs; BA, Long Island University; MA, SUNY at Stony Brook.</td>
</tr>
<tr>
<td>June Fisher</td>
<td>Counselor, Adult Career Counseling and Resource Center, Division of Adult and Continuing Education; BA, Long Island University; MS, Syracuse University.</td>
</tr>
<tr>
<td>Mary Fjeldstad</td>
<td>Lecturer, Communication Skills Department, Division for Academic Affairs; BA, University of Minnesota; MA, Columbia University, Teachers College.</td>
</tr>
<tr>
<td>Judi Flamenbaum</td>
<td>Senior Administrative Assistant, Adult Career Counseling and Resource Center, Division of Adult and Continuing Education.</td>
</tr>
<tr>
<td>Jose Flores</td>
<td>University Engineering Technician II, Planning, Design, and Construction, Division of Administration; BFA, New York Institute of Technology.</td>
</tr>
<tr>
<td>Yvonne Flores</td>
<td>Secretary, Grants Development Office, Division of Institutional Advancement.</td>
</tr>
<tr>
<td>Cesar A. Florez</td>
<td>Lecturer, Communication Skills Department, Office for Academic Affairs; AA, LaGuardia Community College; BA, Hunter College.</td>
</tr>
<tr>
<td>Eileen Flynn</td>
<td>Office Manager and Administrative Secretary, Middle College High School.</td>
</tr>
<tr>
<td>Catherine Foley</td>
<td>Secretary, Research and Planning, Division of Adult and Continuing Education; AA, LaGuardia Community College.</td>
</tr>
<tr>
<td>Migdalia Fontan</td>
<td>College Assistant, Office of Labor Relations and Personnel, Division of Administration.</td>
</tr>
<tr>
<td>Kathleen Forestieri</td>
<td>Assistant Professor, Accounting and Managerial Studies Department, Division for Academic Affairs; AAS, Borough of Manhattan Community College; BA, Queens College; NYS Certified Public Accountant.</td>
</tr>
<tr>
<td>Gladys Forman</td>
<td>CUNY Administrative Assistant, Library Department, Division for Academic Affairs.</td>
</tr>
<tr>
<td>Robert Fouche</td>
<td>Educational Associate, The International High School; AAS, LaGuardia Community College.</td>
</tr>
<tr>
<td>Kim Franco</td>
<td>Campus Security Officer Level 1, Division of Administration.</td>
</tr>
<tr>
<td>Evelyn Franco</td>
<td>College Assistant, Department of Administrative Services, Division of Administration.</td>
</tr>
<tr>
<td>Michael Frank</td>
<td>Instructor, Division of Cooperative Education; BA, Washington Square College; MA, New School for Social Research.</td>
</tr>
<tr>
<td>Louise Frankel</td>
<td>Budget Coordinator, Assistant to Higher Education Officer, Division for Academic Affairs; AA, LaGuardia Community College.</td>
</tr>
<tr>
<td>Mathilde Fraunhofer</td>
<td>Technical Support Aide, Level I, Payroll Management System Office, Division of Administration.</td>
</tr>
<tr>
<td>Alexis D. Frazier</td>
<td>Director of Adult Learning Center, Assistant Professor, Division of Adult and Continuing Education; BA, New York University; MA, EdD, Columbia University, Teachers College.</td>
</tr>
<tr>
<td>William D. Freeland</td>
<td>Director of Communications, Higher Education Officer, Division of Institutional Advancement; BS, Philadelphia College of Bible; MS, Columbia University.</td>
</tr>
<tr>
<td>Donald Freeman</td>
<td>Guidance Counselor, Middle College High School; BA, MAT, Fordham University; MA, New York University; PD, Queens College.</td>
</tr>
<tr>
<td>James Frost</td>
<td>Associate Professor, Computer Information Systems Department, Division for Academic Affairs; BS, City College; MS, PhD, New York University.</td>
</tr>
<tr>
<td>Jesus Fuentes</td>
<td>Assistant Professor, Humanities Department, Division for Academic Affairs; BA, Saint Peter's College; MS, Fordham University; PhD, Yeshiva University.</td>
</tr>
<tr>
<td>Jane Galehouse</td>
<td>Senior Financial Aid Counselor, Higher Education Assistant, Division of Student Services; BA, North Dakota State.</td>
</tr>
<tr>
<td>Barbara Galla</td>
<td>CUNY Office Assistant, Division of Cooperative Education; AA, LaGuardia Community College; BA, Queens College.</td>
</tr>
<tr>
<td>Brian T. Gallagher</td>
<td>Professor, English Department, Division for Academic Affairs; BA, Fordham University; MA, PhD, University of Pennsylvania.</td>
</tr>
</tbody>
</table>
Doreen Gambichler
Financial Aid Payroll Coordinator, CUNY Office Assistant, Division of Student Services.

Diana Gamez
CUNY Office Assistant, Office of the Bursar, Division of Administration; AAS, LaGuardia Community College.

Edward Gandler
Teacher, The International High School; Student Services.

John Gantzer
Lecturer, English as a Second Language Program, Division for Academic Affairs; BA, University of Cincinnati; MA, University of Hawaii; MLS, Queens College.

Camilo Garcia
College Assistant, Registrar’s Office, Division of Institutional Advancement.

Enrique Garcia
Assistant Director, Adult Counseling and Resource Center, Division of Adult and Continuing Education; BA, Hunter College; EdM Columbia University, Teachers College.

John Garcia
Director of Non-Credit Program Operations, Higher Education Associate, Division of Adult and Continuing Education; BA, University of Texas at Austin; MA, Columbia University, Teachers College.

Zora Garcia
Data Analyst, Higher Education Aide, Office of the Bursar, Division of Administration; AAS, LaGuardia Community College.

Patricia D. Garrett
Assistant Director of Personnel, Higher Education Assistant, Division of Administration; BA, West Virginia State; MS, Hunter College.

Despene Gazianis-Stough
Senior Administrator, Higher Education Officer, LaGuardia Urban Center for Economic Development, Division of Adult and Continuing Education; BA, Cornell University; MA, New York University.

Judith Gazzola
Director, Career and Transfer Center, Lecturer, Division of Student Services; AA, LaGuardia Community College; BA, Queens College; MA, Hunter College.

David Gechlik
Counselor, Health Careers Opportunity Program, Division of Student Services; BA, MA, New York University.

Gilberto Gerena
Coordinator of Adult Basic Education, Adult Learning Center, Division of Adult and Continuing Education; BA, Empire State College.

Edwin German
Counselor, Veterans Educational Program, Division of Adult and Continuing Education; AA, American Academy of Dramatic Arts.

Judith Gex
Lecturer, English as a Second Language Program, Division for Academic Affairs; BA, University of Cincinnati; MA, Columbia University, Teachers College; MA, Boston University.

Anthony P. Giangrasso
Professor, Mathematics Department, Division for Academic Affairs; BA, University of Cincinnati; MA, Columbia University, Teachers College; MS, PhD, New York University.

Patricia Girard
CUNY Office Assistant, Level III, Office of Labor Relations and Personnel, Division of Administration.

Susan J. Gizzi
College Laboratory Technician, Humanities Department, Division for Academic Affairs; AA, LaGuardia Community College; BA, Brooklyn College.

Laurene Gigante
MIS Coordinator, Assistant to Higher Education Officer, Division of Cooperative Education; AAS, LaGuardia Community College.

Charles Glassman
Teacher, The International High School; BA, Brooklyn College; MA, Richmond College.

Libby Gluck
College Accounting Assistant, Accounts Payable Office, Division of Administration.

Elaine Golembieski
CUNY Office Assistant Level III, Mathematics Department, Division for Academic Affairs.

Barry Goldman
Teacher, Middle College High School; BA, Queens College; MA, New York University.

Ruth Gomez
College Assistant, Office of Financial Aid, Division of Student Services; AAS, LaGuardia Community College.

Lilik Gondopriono
College Laboratory Technician, English As a Second Language Program, Division for Academic Affairs; BA, Sonata Dharma Teacher Training College, Indonesia; MA, School for International Training, Vermont.

Teresa Gonzalez
Records Assistant, Registrar’s Office, Division of Institutional Advancement; AS, LaGuardia Community College.

Elaine Gordon
CUNY Administrative Assistant, Library Department, Division for Academic Affairs.

Gabrielle Grant
Teacher, Middle College High School; BS, MA, Columbia University.

William Grauer
College Laboratory Technician, Media Services, Library Department, Division for Academic Affairs; BFA, New York Institute of Technology.

Randy Graves
Programmer Analyst, Higher Education Assistant, Department of Computer Services, Division of Administration; BS, West Virginia State College.

Marguerita J. Grecco
Coordinator of Visual Arts and Lecturer, Humanities Department, Division for Academic Affairs; BA, Brooklyn College; MA, Queens College.

Phillip Green
Assistant to The Coordinator of Interpreter Services and Education, Program for Deaf Adults, Division of Adult and Continuing Education.
Ronnie Green
Teacher, The International High School; BA Boston University; MA, City College.

Gail Green
Lecturer, English Department, Division for Academic Affairs; BA, George Washington University; BS, Baruch College; MA, SUNY at Oneonta.

Gail Green-Fraser
Senior College Laboratory Technician, Office Technology Department, Division for Academic Affairs; AAS, LaGuardia Community College.

Joan M. Greenbaum
Professor, Computer Information Systems Department, Division for Academic Affairs; BS, Pennsylvania State University; PhD, Union Graduate School.

Naomi S. Greenberg
Director, Occupational Therapy, Professor, Natural and Applied Sciences Department, Division for Academic Affairs; BS, MPH, Columbia University; PhD, Columbia Pacific University; Registered and Licensed Occupational Therapist.

Stephen Greene
Computer Operations Associate, Assistant to Higher Education Officer, Department of Computer Services, Division of Administration; AAS, LaGuardia Community College.

Carolgene Grenade
Secretary, Adult and Career Counseling and Resource Center, Division of Adult and Continuing Education; AAS, LaGuardia Community College.

Juan Grijava
Fiscal Monitor, Division of Adult and Continuing Education; BA, Queens College.

Amanda Grisales
CUNY Office Assistant, Office of Financial Aid, Division of Student Services; AAS, LaGuardia Community College.

Nancy Gross
Lecturer, English as a Second Language Program, Division for Academic Affairs; BA, SUNY at Binghamton; MA, Hunter College.

Walter E. Gross
Assistant Professor, Natural and Applied Sciences Department, Division for Academic Affairs; BA, Columbia University; MS, University of Wisconsin; PhD, University of Pennsylvania.

John Gugliamoni
Motor Vehicle Operator, Division of Administration.

Migdalia Guzman
CUNY College Accounting Assistant, Accounting Office, Division of Administration; AAS, LaGuardia.

Deborah Hairston
Admissions Office, Assistant to Higher Education Officer, Division of Institutional Advancement; BS, York College.

Judith Halden-Sullivan
Associate Professor, English Department, Division for Academic Affairs; BA, Millersville University; MA, PhD, Pennsylvania State University.

George S. Hamada
Dean and Professor, Division for Academic Affairs; BS, Brooklyn College; PhD, University of Connecticut.

William Hamilton
Dean and Professor, Division of Student Services; BA, Ohio State University; MSW, Hunter College.

Chin Han
Family Worker, The International High School; MD, West Union University, China.

Abdou Hannauoi
Coordinator, Non-Intensive Programs, The English Language Center, Division of Adult and Continuing Education; BA, University of Fes; MA, PhD, SUNY Stonybrook.

Sandra S. Hanson
Chairperson and Professor, English Department, Division for Academic Affairs; BA, Luther College; MS, University of Wisconsin; PhD, New York University.

Deborah P. Harrell
Chairperson and Associate Professor, Office Technology Department, Division for Academic Affairs; AAS, Manhattan Community College; BA, Hunter College; MA, New York University; MS, MSEd., Baruch College.

Audrey Harrigan
Assistant Professor, Office Technology Department, Division for Academic Affairs; BS, MA, New York University; Ed.D, Columbia University, Teacher’s College.

Bernice Harris
Director of Payroll, Higher Education Assistant, Business Office, Division of Administration; BBA, Baruch College.

Linda Harris
Records Assistant, Higher Education Aide, Registrar’s Office, Division of Institutional Advancement; AA, Borough of Manhattan Community College.

Shirley Hartwell
PCD Teacher, The International High School; BA, York College; MA, Columbia University.

Carol Haspel
Associate Professor, Natural and Applied Sciences Department, Division for Academic Affairs; BA, Brooklyn College; MS, City College; PhD, Graduate School and University Center, CUNY.

Harry N. Heinemann
Special Assistant to President and Professor, President’s Office; BME, MBA, City College; PhD, University of Pittsburgh.

Dina Heisler
Teacher, The International High School; BA, City College; MA, Hunter College.

Joan Heitner
Lecturer, Division of Cooperative Education; BA, New York University; MS, Hunter College.

T. Gene Henrikson
Teacher, Middle College High School; M Div, Garrett Theological Seminary; BA, Macmurray College.
David R. Henry
Assistant to the Affirmative Action Officer, Assistant to Higher Education Officer, President’s Office; BA, Howard University.

Fred Michael Henry
College Assistant, Foreign Student Advisor’s Office, Division of Institutional Advancement; AA, Queensborough Community College.

Richard Henry
Lecturer, English as a Second Language Program, Division for Academic Affairs; BA, University of Albany; MS, SUNY at Albany.

Ana Maria Hernandez
Professor, Humanities Department, Division for Academic Affairs; BA, Queens College; MA, Graduate School and University Center, CUNY; PhD, Teachers College.

Ramona Hernandez
Instructor, Social Science Department, Division for Academic Affairs; BA, Lehman College; MA, New York University.

Margaret Hilgenberg
Coordinator for Divisional Personnel, Higher Education Assistant, Division for Academic Affairs; BA, Queens College; MA, Adelphi University.

Philip David Hirschy
Physics Teacher, The International High School; BS, Occidental College, Los Angeles; MA, Columbia University Teacher’s College.

Thomas Hladek
Director of Budget and MIS, Higher Education Assistant, Business Office, Division of Administration; BA, Queens College.

Anthony Hoffman
Teacher, Middle College High School; BBA, MA, University of Wisconsin; MS, City University.

John F. Holland
Associate Professor, Communication Skills Department, Division for Academic Affairs; BA, Lehman College; MA, City College.

Eula Kate Hollis
Computer Programmer Analyst, Level II, Department of Computer Services, Division of Administration; BBA, Baruch College.

J. Richard Holmes
Assistant to the Dean of Students, Associate Professor, Division of Student Services; BA, University of Connecticut; MA, Newark State College; MEd, Teachers College, Columbia University.

Roslyn Horowitz
Assistant to Business Manager, Higher Education Assistant, Office of the Bursar, Division of Administration; AAS, LaGuardia Community College; BA, Queens College.

Toby Horowitz
Mathematics Teacher, The International High School; BA, CCNY; MA, Yeshiva University.

Michael Horowitz
Counselor and Instructor, Division of Student Services; BA, University of Richmond; MA, Virginia Commonwealth University.

Kevin Burleigh Hosten
Assistant Professor, Humanities, Department of Music, Division for Academic Affairs; B Mus Ed., Northwestern University; M.M., The Juilliard School.

Lori Hughes
Payroll Assistant, Office of Financial Aid, Division of Student Services.

Juan Hurtado
College Laboratory Technician, Media Services, Library Department, Division for Academic Affairs; AAS, LaGuardia Community College.

Benjamin Hunt
Coordinator of Special Projects, LaGuardia Urban Center for Economic Development, Division of Adult and Continuing Education; MBA, Pace University; BS, New York University.

Jenny Hwang
Coordinator for Disabled Student Services, Division of Student Services; BA, Hunter College; MSEd, Hunter College.

John L. Hyland
Professor, Coordinator of Sociology, Social Science Department, Division for Academic Affairs; BA, Cathedral College; STB, MA, University of Louvain; PhD, New School for Social Research.

Brita Immergut
Associate Professor, Mathematics Department, Division for Academic Affairs; BS, Lehman College; MS, Pennsylvania State University; Registered Dietician.

Rosann Ippolito
Associate Professor, Natural and Applied Sciences Department, Division for Academic Affairs; BS, Lehman College; MS, Pennsylvania State University; Registered Dietician.

Rosa Irizzary
Administrative Assistant, EMT/Paramedic Program, Division of Adult and Continuing Education; AA, LaGuardia Community College.

Patricia Irvine
Financial Aid Counselor, Assistant to Higher Education Officer, Division of Student Services; BA, Mercy College.

Phyllis Israelton
Lecturer, Natural & Applied Sciences Department, Division for Academic Affairs; BS, New York University. Licensed Physical Therapist.

Juan M. Izarra
Senior College Laboratory Technician, Humanities Department, Division for Academic Affairs; BA, YMCA College at Montevideo, Uruguay.

Patrick James
Placement Counselor, Assistant to Higher Education Officer, Division of Cooperative Education; BA, Fordham University.

Iris Jaquez
Teacher Assistant, The International High School; BA, University Catolica Madre de Maestra.

Catherine Jara
Intake Counselor, Adult Career Counseling and Resource Center, Division of Adult and Continuing Education; BA, Herbert Lehman College.
Elise M. Johmann  
College Assistant, Grants Development Office, Division of Institutional Advancement.

Cynthia Johnson  
Technical Support Aide, Level II, Department of Computer Services, Division of Administration.

Margaret Heath Johnson  
Lecturer, English Department; BA, Oklahoma City University; MA, University of Oklahoma.

Peter F. Jonas  
Special Assistant to Dean of Students, Higher Education Associate, Division of Student Services; BA, City College.

Marie Jule  
College Assistant, Office of Labor Relations and Personnel, Division of Administration.

Terence Julien  
Instructor, Social Science Department, Division for Academic Affairs; BD, Archdiocesan Seminary, Trinidad; MA, PhD, University of Connecticut.

Arlene Kahn  
Director of College/School Collaborations, College Now Program, Higher Education Associate, Division for Academic Affairs; BA, University of California/Berkeley; MAT, Brown University; PhD, New York University.

Janice Karlen  
Assistant Professor, Accounting/Managerial Studies Department, Division for Academic Affairs; BS, Keans College; MBA, Rutgers University; EdS, EdD, Seton Hall University.

Andrea Kaye  
Lecturer, Division of Cooperative Education; BS, University of Wisconsin; MA, New York University.

Dionila Keany  
College Assistant, Non-Credit Program Operations, Division of Adult and Continuing Education.

William Kelly  
Financial Aid Procedures Analyst, Higher Education Assistant, Division of Student Services; BA, Dowling College; MA, Hunter College.

Mary Kern  
College Assistant, Admissions Office, Division of Institutional Advancement.

Jeffrey Kleinberg  
Professor, Division of Student Services; BS, Brooklyn College; MA, Columbia University, Teachers College; PhD, Columbia University.

Bob Kluberanz  
Teacher, Middle College High School; BA, SUNY; MA, CUNY.

Doreen Kolomechuk  
Instructor, Division of Cooperative Education; BA, SUNY at Oneonta; MS, Hofstra University.

William Koolsbergen  
Assistant Professor, Humanities Department, Division for Academic Affairs; BA, Millsaps College; MA, MFA, Louisiana State University; PhD, Graduate School and University Center, CUNY.

Kystyna Kopacki  
College Assistant, Non-Credit Program Operations, Division of Adult and Continuing Education; AS, LaGuardia Community College; BA, Queens College.

John Kotowski  
Director of Legislative, College and Community Relations, Higher Education Associate, Division of Institutional Advancement; BA, Queens College; MA, Adelphi University; MED., Columbia University Teacher’s College.

Amanda Kougianos  
Administrative Assistant, The Astoria Center, Division of Adult and Continuing Education.

Richard Kreuger  
Computer Systems Manager, Department of Computer Services, Division of Administration.

Alan Krull  
Health Education Teacher, Middle College High School and The International High School; BS, Brooklyn College; MS, Ithaca College.

Suma Kurien  
Associate Director, English Language Center, Higher Education Assistant, Division of Adult and Continuing Education; BA, University of Madras; MA, University of Mysore; MA, EdD, Columbia University, Teachers College.

Bruce Kurzious  
Coordinator of Managerial Systems, Office of Non-Credit Operations, Division of Adult and Continuing Education; BA, Columbia University; MA, Columbia University, Teachers College.

Umoja Kwangwu  
Coordinator, Program Operations, Office of Student Activities, Division of Student Services; BA, Miles College.

Janice Kydd  
Coordinator, Family Institute, Higher Education Assistant, Division of Adult and Continuing Education; BA, Queens College; MS, SUNY at Stony Brook.

Angelo Kyriacou  
Supervisor of Print Shop and Copy Center, Print Shop Associate, Support Services, Division of Administration.

Arlene L. Ladden  
Assistant Professor, English Department, Division for Academic Affairs; BA, SUNY at the University Center at Buffalo; MFA, University of Iowa; MA, MPhil, PhD, New York University.

Joann Lanaro  
Lecturer, Office Technology Department, Division for Academic Affairs; AAS, Bronx Community College; BA, Lehman College; MA, New York University.

Elizabeth Lara  
Coordinator, Astoria Center, Division of Adult and Continuing Education; BA, Indiana University; MA, Columbia University, Teachers College.

Carrie Lazarus  
College Office Assistant, Level I, Office of Dean, Division of Adult and Continuing Education.

Lucille Leathers  
Fiscal Assistant, Jobward Bound, Division of Adult and Continuing Education.
Ruth M. Lebovitz  
Counselor and Associate Professor, Division of Student Services; BA, University of Pittsburgh; MA, George Washington University; PhD, Columbia University.

Orrain Lee  
Records Assistant, Higher Education Aide, Registrar's Office, Division of Institutional Advancement; BS, Daniel Webster College.

Elaine K. Leff  
Associate Professor, Accounting and Managerial Studies Department, Division for Academic Affairs; BA, MA, City College; JD, Brooklyn Law School.

Arthur Leon  
Career Information Specialist, Adult Career Counseling and Resource Center, Division of Adult and Continuing Education; BA, University of Dayton.

Evelyn Leonard  
CUNY Administrative Assistant, Level 1B, Registrar's Office, Division of Institutional Advancement; AA, LaGuardia Community College.

Margit Lesser  
College Laboratory Technician, Natural and Applied Sciences Department, Division for Academic Affairs; AS, LaGuardia Community College.

Robert Levine  
Director of Tutor/Counselor Services, Office for Academic Affairs; BA, SUNY at the University Center at Brockport; MA, Queens College.

Evelyn Leonard  
CUNY Administrative Assistant, Level 1B, Registrar's Office, Division of Institutional Advancement; AA, LaGuardia Community College.

Margit Lesser  
College Laboratory Technician, Natural and Applied Sciences Department, Division for Academic Affairs; AS, LaGuardia Community College.

Robert Levine  
Director of Tutor/Counselor Services, Office for Academic Affairs; BA, SUNY at the University Center at Brockport; MA, Queens College.

Evelyn Leonard  
CUNY Administrative Assistant, Level 1B, Registrar's Office, Division of Institutional Advancement; AA, LaGuardia Community College.

Margit Lesser  
College Laboratory Technician, Natural and Applied Sciences Department, Division for Academic Affairs; AS, LaGuardia Community College.

Robert Levine  
Director of Tutor/Counselor Services, Office for Academic Affairs; BA, SUNY at the University Center at Brockport; MA, Queens College.

Margit Lesser  
College Laboratory Technician, Natural and Applied Sciences Department, Division for Academic Affairs; AS, LaGuardia Community College.

Robert Levine  
Director of Tutor/Counselor Services, Office for Academic Affairs; BA, SUNY at the University Center at Brockport; MA, Queens College.

Margit Lesser  
College Laboratory Technician, Natural and Applied Sciences Department, Division for Academic Affairs; AS, LaGuardia Community College.

Robert Levine  
Director of Tutor/Counselor Services, Office for Academic Affairs; BA, SUNY at the University Center at Brockport; MA, Queens College.

Margit Lesser  
College Laboratory Technician, Natural and Applied Sciences Department, Division for Academic Affairs; AS, LaGuardia Community College.

Robert Levine  
Director of Tutor/Counselor Services, Office for Academic Affairs; BA, SUNY at the University Center at Brockport; MA, Queens College.

Margit Lesser  
College Laboratory Technician, Natural and Applied Sciences Department, Division for Academic Affairs; AS, LaGuardia Community College.

Robert Levine  
Director of Tutor/Counselor Services, Office for Academic Affairs; BA, SUNY at the University Center at Brockport; MA, Queens College.

Margit Lesser  
College Laboratory Technician, Natural and Applied Sciences Department, Division for Academic Affairs; AS, LaGuardia Community College.

Robert Levine  
Director of Tutor/Counselor Services, Office for Academic Affairs; BA, SUNY at the University Center at Brockport; MA, Queens College.

Margit Lesser  
College Laboratory Technician, Natural and Applied Sciences Department, Division for Academic Affairs; AS, LaGuardia Community College.

Robert Levine  
Director of Tutor/Counselor Services, Office for Academic Affairs; BA, SUNY at the University Center at Brockport; MA, Queens College.

Margit Lesser  
College Laboratory Technician, Natural and Applied Sciences Department, Division for Academic Affairs; AS, LaGuardia Community College.

Robert Levine  
Director of Tutor/Counselor Services, Office for Academic Affairs; BA, SUNY at the University Center at Brockport; MA, Queens College.

Margit Lesser  
College Laboratory Technician, Natural and Applied Sciences Department, Division for Academic Affairs; AS, LaGuardia Community College.

Robert Levine  
Director of Tutor/Counselor Services, Office for Academic Affairs; BA, SUNY at the University Center at Brockport; MA, Queens College.

Margit Lesser  
College Laboratory Technician, Natural and Applied Sciences Department, Division for Academic Affairs; AS, LaGuardia Community College.

Robert Levine  
Director of Tutor/Counselor Services, Office for Academic Affairs; BA, SUNY at the University Center at Brockport; MA, Queens College.

Margit Lesser  
College Laboratory Technician, Natural and Applied Sciences Department, Division for Academic Affairs; AS, LaGuardia Community College.

Robert Levine  
Director of Tutor/Counselor Services, Office for Academic Affairs; BA, SUNY at the University Center at Brockport; MA, Queens College.

Margit Lesser  
College Laboratory Technician, Natural and Applied Sciences Department, Division for Academic Affairs; AS, LaGuardia Community College.

Robert Levine  
Director of Tutor/Counselor Services, Office for Academic Affairs; BA, SUNY at the University Center at Brockport; MA, Queens College.

Margit Lesser  
College Laboratory Technician, Natural and Applied Sciences Department, Division for Academic Affairs; AS, LaGuardia Community College.

Robert Levine  
Director of Tutor/Counselor Services, Office for Academic Affairs; BA, SUNY at the University Center at Brockport; MA, Queens College.

Margit Lesser  
College Laboratory Technician, Natural and Applied Sciences Department, Division for Academic Affairs; AS, LaGuardia Community College.

Robert Levine  
Director of Tutor/Counselor Services, Office for Academic Affairs; BA, SUNY at the University Center at Brockport; MA, Queens College.

Margit Lesser  
College Laboratory Technician, Natural and Applied Sciences Department, Division for Academic Affairs; AS, LaGuardia Community College.

Robert Levine  
Director of Tutor/Counselor Services, Office for Academic Affairs; BA, SUNY at the University Center at Brockport; MA, Queens College.
Cecilia Macheski  
Professor, English Department, Division for Academic Affairs; BA, City College; PhD, Graduate School and University Center, CUNY.

Doris Mackie  
College Assistant, Registrar’s Office, Division of Institutional Advancement; AA, LaGuardia Community College.

Mahindra Maharaj  
Master Tutor, Reading Laboratory, Communication Skills Department, Division for Academic Affairs; BA, U.W.I., Trinidad and Tobago; MA, New School for Social Research.

Evelyn Maldonado  
College Assistant, President’s Office.

Kathleen Mancill  
Administrative Assistant, Program for Deaf Adults, Division of Adult and Continuing Education.

Roy Mansfield  
College Assistant, Admissions Office, Division of Institutional Advancement.

Sarah (Fakqera) Maqsudi  
Guidance Counselor, The International High School; AA, LaGuardia Community College.

Glenn Marcus  
Assistant Professor, Mathematics Department, Division for Academic Affairs; BA, SUNY at Binghamton; MS, PhD, University of Connecticut.

Luis Marrero  
College Laboratory Technician, Natural and Applied Sciences Department, Division for Academic Affairs; AAS, LaGuardia Community College.

Judith Martin-Wambu  
Assistant Professor, Communication Skills Department, Division for Academic Affairs; BA, New York University; MA, University of California at Berkeley; PhD, Columbia University, Teachers College.

Norma Martinez  
Secretary, Programs for Deaf Adults, Division of Adult and Continuing Education.

Robert S. Matthews  
Associate Dean and Professor, Division for Academic Affairs; BA, Smith College; MA, Columbia University; PhD, SUNY at Stony Brook.

Douglas McBride  
Professor and Director, Veterinary Technology, Natural and Applied Sciences Department, Division for Academic Affairs; MA, Columbia University; DVM, Cornell University.

Allison McCluer  
Teacher, The International High School; BA, MA, Winona State University.

Lynette McDonald  
Secretary, Veterans Center, Division of Adult and Continuing Education.

Judith L. McGaughey  
Dean, Division of Adult and Continuing Education; BA, Allegheny College; MEd, Northeastern University.

George McGuire  
Lab Assistant, Veterans Center, Division of Adult and Continuing Education; AAS, LaGuardia Community College; BS, John Jay College.

Janet McIntosh  
Assistant to the Director, Early Childhood Learning Center, Assistant to Higher Education Officer, Division of Student Services; BS, Medgar Evers College.

Carmen McLean  
Counselor, Project Enable, Adult Career Counseling Resource Center, Division of Adult and Continuing Education; BA, Lenoir-Rhyne College.

Roy H. McLeod  
Executive Associate to the President, Associate Dean and Professor, President’s Office; BA, Blackburn College; MS, New Mexico Highlands University; EdD, Columbia University, Teachers College.

Freeman McMillan  
Associate Professor, Division of Cooperative Education; BA, Fordham University; MS, Hunter College.

Marcia McNair  
Program Coordinator, Adult Career Counseling and Resource Center, Division of Adult and Continuing Education; BA, Dartmouth; MA, New York University.

Joseph R. McPhee  
Professor, Natural and Applied Sciences Department, Division for Academic Affairs; BA, Columbia University; PhD, New York University.

Leigh McQueen  
Assistant to Director, Taxi Program, Division of Adult and Continuing Education.

Lenore McShane  
College Assistant, Registrar’s Office, Division of Institutional Advancement.

Rudhra Meangru  
Senior College Laboratory Technician, Mathematics Department, Division for Academic Affairs; AA, LaGuardia Community College; BS, City College.

Hilda Medel  
Assistant Professor, Mathematics Department, Division for Academic Affairs; BS, Havana College; MS, University of Puerto Rico; PhD, University of Havana.

John Melick  
Assistant Director, Planning, Design and Construction, Higher Education Associate, Division of Administration; BFA, New York Institute of Technology.

Helen Melidones  
CUNY Office Assistant, Level IV, Office of Labor Relations and Personnel, Division of Administration.

Carol Mena  
CUNY Administrative Assistant, Department of Computer Services, Division of Administration.

Barbara Mendez-Carrion  
Financial Aid Program Coordinator, Assistant to Higher Education Officer, Division of Student Services; BA, SUNY at New Paltz.

Luis Merchant  
Coordinator of Student Programs, Higher Education Aide, Office of Student Activities, Division of Student Services; AA, LaGuardia Community College.

Harriet Mesulam  
Articulation Assistant, Assistant to Higher Education Officer, Division for Academic Affairs; AA, LaGuardia Community College; BS, Graduate Center, CUNY Baccalaureate Program.

Sally Mettler  
Assistant Professor, Humanities Department, Division for Academic Affairs; BA, Syracuse University; MA, EdM, EdD, Columbia University, Teachers College.
Gerald H. Meyer
Chairperson and Professor, Computer Information Systems Department, Division for Academic Affairs; BS, Brooklyn College; MS, PhD, Adelphi University.

Mark Meyer
Teacher, Middle College High School; BBA, Baruch College; MA, C.W. Post College.

Mary Mielko
CUNY Office Assistant, Library Department, Division for Academic Affairs.

Karen Miller
Graduation Evaluator, Assistant to Higher Education Officer, Registrar’s Office, Division of Institutional Advancement; BA, Rutgers University; MA, MEd, Columbia University, Teachers College.

Shirley Miller
Director, Community Service Programs, Higher Education Associate, Division of Adult and Continuing Education; BS, University of Wisconsin; MA, Northwestern University.

Martin Millman
Assistant Professor, Mathematics Department, Division for Academic Affairs; BS, CUNY; MS, PhD, New York University.

Joel C. Millonzi
Coordinator, Economics, Professor, Social Sciences Department, Division for Academic Affairs; BS, Boston College; MA, Certificate, Institute of African Studies, Columbia University; EdD, Columbia University, Teachers College.

Astrid Montano
College Assistant, Adult Career Counseling and Resource Center, Division of Adult and Continuing Education.

Elia Monard
Financial Aid Counselor, Assistant to Higher Education Officer, Division of Student Services; BA, University de Puerto Rico.

Carol Montgomery
Lecturer, Humanities Department, Division for Academic Affairs; BA, University of Redlands; MAT, Fairleigh Dickinson University.

Betty Moore
CUNY Office Assistant, Mathematics Department, Division for Academic Affairs; AS, Queensborough Community College; BS, Baruch College.

Ana M. Mora
Lecturer, Division of Student Services; BS, Fordham University; MA, MEd, Columbia University, Teachers College.

Kathleen Moran
Teacher, Middle College High School; BA, MA, Saint John’s University.

Augusto Morando
Programmer Analyst, Computer Services, Higher Education Assistant, Division of Administration; BS, Far Eastern University of Manila.

Marie Morelli
CUNY Office Assistant, Level III, Office of Labor Relations and Personnel, Division of Administration.

Antonio Moreno
College Laboratory Technician, Computer Information Systems Department, Division for Academic Affairs; AAS, LaGuardia Community College.

Eleanor Morley
Teacher, Middle College High School; BA, Hunter College; MA, New School.

Patricia Morson
Administrative Assistant, Planning, Design and Construction, Division of Administration.

Sadreddin Motia
Assistant Purchasing Agent, Purchasing Office, Division of Administration; PhD, Near Eastern Studies, New York University.

Barbara Muir
Professor, Mathematics Department, Division for Academic Affairs; BS, MS, City College; EdD, Columbia University, Teachers College.

Christine Mullaney
Administrative Assistant, The International High School; BA, St. John’s University.

Gilbert H. Muller
Professor, English Department; BA, University of Kentucky, Division for Academic Affairs; MA, PhD, Stanford University.

Lawrence Muller
Assistant Professor, Computer Information Systems Department, Division for Academic Affairs; BEE, Pratt Institute; MS, Polytechnic University of New York.

Kathleen Mulryan
Associate Professor, Nursing Program, Natural and Applied Sciences Department, Division for Academic Affairs; BSN, MSN, Hunter College, Registered Nurse.

Anne Murphy
Assistant Professor, Mathematics Department, Division for Academic Affairs; BA, Catholic University; MA, EdD, Columbia University, Teacher’s College.

Paula Murphy
Assistant Professor, Office Technology Department, Division for Academic Affairs; AAS, Wood School; BBA, MS, Pace University; MA, New York University.

Eileen M. Murray
Director of Support Services, Higher Education Associate, Division of Administration; BA, Mercy College; MS, Baruch College.

Eric Nadelstern
Principal, The International High School; BA, City College; MA, Columbia University.

Mohammad Nader
Educational Assistant, The International High School; AA, LaGuardia Community College.

Diane Nahas
Teacher, Middle College High School; BA, Brooklyn College; MS, Pace University.

Kathirgama Nathan
Associate Professor, Mathematics Department, Division for Academic Affairs; MS, Columbia University; MS, Polytechnic Institute; PhD, Union College, London, England.

Jhony Nelson
Counselor, Division of Student Services; BA, MA, Andrews University.

Paula Nesoff
Assistant Professor, Division of Cooperative Education; BA, Queens College; MSW, Hunter College.
Leo A. Newball
Associate Professor, Division of Student Services; AA, Epiphany Apostolic College; BA, Saint Joseph's Seminary; MA, New York University.

Jaime Nieman
Associate Professor, Natural and Applied Sciences, Division for Academic Affairs; BS, Brooklyn College; MS, Ph.D, City University of New York.

Ernest B. Nieratka
Professor, Communication Skills Department, Division for Academic Affairs; BA, Monteith College; MA, PhD, Wayne State University.

Saidbibi Noor
Office Assistant, The International High School; AAS, LaGuardia Community College; BA, Kabul University (Afghanistan).

Mary Ellen Novak
College Assistant, Payroll Management System Office, Division of Administration.

William O'Connell
Foreign Student Advisor, Division of Institutional Advancement.

Roslyn Orgel
Coordinator, Evening Intensive Program, Higher Education Assistant, English Language Center, Division of Adult and Continuing Education; BA, University of Oregon; MA, Hunter College.

Alice Osman
Senior Faculty Associate, Research and Planning, Associate Professor, Division of Adult and Continuing Education; BS, MA, Professional Diploma, Columbia University, Teachers College.

Roslina Owens
Assistant Stock Handler, Stock Room, Support Services, Division of Administration.

Arturo Pagan
College Accountant, Accounting Office, Division of Administration; BA, Liberal Arts, Hunter College.

Loretta Pagona
College Assistant, Taxi Driver Institute, Division of Adult and Continuing Education.; AA, LaGuardia College.

Dorothy Pakula
Coordinator of Student Support Services, Program for Deaf Adults, Division of Adult and Continuing Education; AA, LaGuardia Community College; BS, Empire State College.

Janet M. Palazzolo
CUNY Office Assistant, Level IV, Humanities Department, Division for Academic Affairs.

Louis B. Palefsky
Associate Director of Financial Aid, Higher Education Associate, Division of Student Services; AA, Queensborough Community College; BA, Lehman College; MA, New York University.

Lee Pan
Guidance Counselor, The International High School; BA, College of Notre Dame.

William C. Pan
Director, Planning, Design, and Construction, Higher Education Officer, Division of Administration; BSME, University of Washington; B. Arch, M. Arch, Massachusetts Institute of Technology; Registered Architect; Registered Engineer.

Eve Panagopoulos
CUNY Office Assistant, Payroll Office, Division of Administration.

Terry Parker
Senior College Laboratory Technician, Media Services, Library Department, Division for Academic Affairs; AAS, LaGuardia Community College; BA, Queens College.

Richard Paulcheck
Director of Building Operations, Administrative Superintendent of Buildings and Grounds, Level III, Division of Administration; BS, University of Stuttgart, Germany.

Ronald Paynter
Director of Acquisitions and Contracts, Assistant to Higher Education Officer, Division of Administration; BBA, Iona College.

Mercedes Pecunia
College Assistant, Admissions, Division of Institutional Advancement.

Kenneth E. Peeples Jr.
Professor & Coordinator of Public Services, Library Department, Division for Academic Affairs; AAS, New York City Community College; BA, Cornell University; MLS, Rutgers University; MA, Seton Hall University.

David Peled
Instructor, Computer Information Systems Department, Division for Academic Affairs; AAS, Tel Aviv University; BSEE, MSEE, Polytechnic Institute.

Anita H. Penino
Administrative Assistant, Office of Dean for Academic Affairs, Division for Academic Affairs; AA, LaGuardia Community College.

Nina Penino
Assistant Director for Records and Office Services, Higher Education Assistant, Registrar’s Office, Division of Institutional Advancement; AA, LaGuardia Community College; BA, Queens College.

Elizabeth Pentheny
Office Aide, Mail Room, Support Services, Division of Administration.

Jorge Perez
Chairperson and Professor, Mathematics Department, Division for Academic Affairs; BS, MS, State Technical University; MEd, EdD, Columbia University, Teachers College.

Manuel A. Perez
Associate Director of Counseling, Director of College Discovery Program, Lecturer, Division of Student Services; BA, Inter-American University of Puerto Rico; MA, MEd, Columbia University, Teachers College.

Deborah Periche-Strachan
Coordinator of Recruitment, Assistant to Higher Education Officer, Division of Institutional Advancement; BS, MA, College of Human Services.

Noreen Perlmutter
Teacher, The International High School; BA, Hunter College; MA, CCNY.

Helen Perry
Lecturer, Division of Cooperative Education; BA, Marymount College.
Ganga Persaud  
College Assistant, Office of the Bursar, Division of Administration; BS, York College.

Kathleen Peterson  
CUNY Office Assistant, Level III, Registrar’s Office, Division of Institutional Advancement.

Eugene A. Petrik  
Assistant to the Director, Career and Professional Programs, Division of Adult and Continuing Education.

Mary Ann Phelan  
Assistant to the Director, Health Services, Career and Professional Programs, Division of Adult and Continuing Education.

Melissa Phillips  
Mathematics Teacher, The International High School; BS, SUNY Albany; MS, SUNY New Paltz.

Janet Pinto  
Administrative Assistant, Non-Credit Program Operations, Division of Adult and Continuing Education; AAS, LaGuardia Community College; BA, Baruch College.

Robert Platz  
Computer Aide, Level I, Department of Computer Services, Division of Administration; AAS, LaGuardia Community College.

Frances Polizzi  
CUNY Office Assistant, Level IV, Office of the Dean of Administration, Division of Administration; AA, LaGuardia Community College.

Dehly Porras  
Associate Professor, Mathematics Department, Division for Academic Affairs; BS, Universidad Nacional de Columbia; MA, Trenton State College; EdD, Columbia University, Teachers College.

Cheryl Powell  
Assistant to the Dean/Coordinator of Seminar Programs, Assistant to Higher Education Officer, Division of Cooperative Education; BFA, Fashion Institute of Technology.

Sherrell Powell  
Associate Professor, Natural and Applied Sciences Department, Division for Academic Affairs; AA, Manhattan Community College; BS, Columbia University; MA, Western Michigan University; Registered and Licensed Occupational Therapist.

Yvonne Powell  
Associate Professor, Mathematics Department, Division for Academic Affairs; BS, Southern Ct. State University; MS, MEd, Wichita State University; Ed.D, Columbia University, Teachers College.

Gladys D. Preston  
CUNY Office Assistant, Level III, Accounting/Managerial Studies Department, Division for Academic Affairs; AAS, LaGuardia Community College.

Rosemary Prinz  
CUNY Office Assistant, English Department, Division for Academic Affairs.

Edith V. Pye  
Resource Room Teacher, Middle College High School; BA, Jacksonville University; MEd, EdS, Georgia State University.

Naida Quintella  
College Assistant, Registrar’s Office, Division of Institutional Advancement.

Nasrin Rahman  
CUNY Office Assistant, Library Department, Division for Academic Affairs; BSc, Frontier College for Women, Peshawar, Pakistan.

Adele Rainey  
Executive Associate to the Dean of Administration, Higher Education Associate, Division of Administration; BA, Hunter College; MS, Long Island University.

Ravi Ramhass  
Assistant Computer Information Systems Manager; Middle College High School.

Oskar Sarasky Ramirez  
Teacher, Middle College High School; BA, College of New Rochelle.

Toni Ramondino  
CUNY Office Assistant, Title I, Level III, Humanities Department, Division for Academic Affairs.

Linda Ramos  
Assistant Professor, Office Technology Department, Division for Academic Affairs; BA, Lehman College; MA, New York University; MSED, Baruch College.

Migdalia Ramos  
Secretary, Adult Learning Center, Division of Adult and Continuing Education.

Ilie Recalo  
Computer Assistant, The International High School.

Robert Reed  
Social Studies Teacher, The International High School; M/ESL, Hunter College; M/Criminal Justice, University of Minnesota.

Cindy Reigada  
Secretary, English Language Center, Division of Adult and Continuing Education.

Joanne R. Reitano  
Coordinator, Introduction to Social Science, History and Political Science, and Professor, Social Science Department, Division for Academic Affairs; BA, Vassar College; MA, PhD, New York University.

Frederick Rewkowski  
College Assistant, Registrar’s Office, Division of Institutional Advancement.

Migdalia Reyes  
Placement Counselor, Assistant to Higher Education Officer, Division of Cooperative Education; AA, LaGuardia Community College.

Joyce Rheuban  
Associate Professor, Humanities Department, Division for Academic Affairs; BA, MA, PhD, New York University.

Joan Rice  
Administrative Secretary, Middle College High School.

Yves Richards  
Instructor, Accounting/Managerial Studies Department, Division for Academic Affairs; BBA, Baruch College; MBA, Columbia University.
Julia Ritchie
Professor, English Department, Division for Academic Affairs; BA, Queens College; PhD, Graduate School and University Center, CUNY.

Rogina Richburg
Campus Security Officer Level II, Division of Administration; BA, MA, John Jay College of Criminal Justice.

Kathleen Rider
Senior College Laboratory Technician, Natural and Applied Sciences Department, Division for Academic Affairs; AAS, SUNY at Delhi; BA, CUNY Baccalaureate Program; Licensed Veterinary Technician, AALAS Certified Laboratory Animal Technologist and Technician.

Celeste Ridgeway
Instructor, Social Science Department, Division for Academic Affairs; BA, St. Francis College; MA, City College; Ph.D, Graduate School and University Center, CUNY.

Maria Riggs
CUNY Office Assistant, Level III, Office of the Dean of Administration, Division of Administration; AAS, Borough of Manhattan Community College.

Julia Ritchie
Guidance Counselor, The International High School; BA, Fairleigh Dickinson University; MA, New York University; BA, California State Hayward; MA, Lone Mountain College.

Elyse Riva
Senior Laboratory Technician, Natural and Applied Sciences Department, Division for Academic Affairs; AAS, Queensborough Community College, Registered Nurse.

Max Rodriguez
Professor, Humanities Department, Division for Academic Affairs; BA, Montclair State College; MA, PhD, New York University.

Maria Rojas
College Laboratory Technician, Natural and Applied Sciences Department, Division for Academic Affairs; BA, Graduate Center, CUNY Baccalaureate Program.

Gladys Romero
College Assistant, Department of Support Services, Division of Administration; AAS, LaGuardia Community College.

Peter Rondinone
Lecturer, English Department, Division for Academic Affairs; BA, MA, City College.

Robert F. Rosa
Senior Administrator, Higher Education Officer, Division of Adult and Continuing Education; BS, Saint Peter’s College; MS, Hunter College.

Burt Rosenberg
Assistant Principal, The International High School; BA, MA, Queens College; MS New York University.

Harold Rosenberg
Teacher, Middle College High School; BS, City College; MS, University of Oregon.

Rose Rosenberg
CUNY Administrative Assistant, Title 2, Level IC, Office of the Bursar, Division of Administration.

Beverly Rosendorf
Lecturer, Computer Information Systems Department, Division for Academic Affairs; BA, Hofstra University.

Mark Rosenzweig
Assistant Professor & Acting Coordinator of Collection Department, Library Department, Division for Academic Affairs; BA, SUNY Empire State; MS, University of Utah; MLS, Columbia University.

Neil I. Rossman
Professor, Coordinator of Philosophy, Humanities Department, Division for Academic Affairs; BA, MA, PhD, New York University.

Yuri Rotmanov
College Assistant, Foreign Student Advisor’s Office, Division of Institutional Advancement.

Joan E. Roude
Business Manager, Higher Education Officer, Division of Administration; BBA, MPA, Baruch College.

Victor Rouse
College Assistant, Department of Records Management, Division of Administration; AA, LaGuardia Community College.

Ronald Royalty
Assistant to Director of Support Services, Higher Education Aide, Division of Administration.

Irene Ruesta
College Assistant, Admissions Office, Division of Institutional Advancement.

Kathie Rugger
Guidance Counselor, The International High School; BA, University of Iowa; MA, Brooklyn College.

Stanley Rumph
College Assistant, Coordinator of Veterans Affairs, Financial Aid Office, Division of Student Services.
Lawrence Rushing  
Associate Professor, Social Science Department, Division for Academic Affairs; BS, Juilliard School of Music; MA, PhD, New School for Social Research.

Marian Rutledge  
Instructor, Office Technology Department, Division for Academic Affairs; BS, South Carolina State College; MEd, University of South Carolina; MSEd, Baruch College.

Marie Sacino-Erlich  
Lecturer, Office Technology Department, Division for Academic Affairs; AAS, LaGuardia Community College; BBA, Lehman College; MA, New York University.

Paul Saladino  
Lecturer, Division of Cooperative Education; BA, Iona College; MS, Long Island University.

Leroy Salley  
Computer Operations Manager, Department of Computer Services, Division of Administration.

Andrew J. Saluga  
Program Coordinator for Recreation, Higher Education Assistant, Division of Institutional Advancement; AA, LaGuardia Community College; BS, York College.

Herb Samuels  
Lecturer, Natural and Applied Sciences Department, Division for Academic Affairs; BA, MSSW, University of Louisville; PhD, New York University.

Thomas Samuels  
Assistant to the Director, Program for Deaf Adults, Division of Adult and Continuing Education; AA, LaGuardia Community College.

Carmen Sanchez  
Guidance Assistant, The International High School; AA, LaGuardia Community College; BA, Lehman College.

Marlin Sanchez  
College Assistant, Registrar's Office, Division of Institutional Advancement.

Miguel Sanchez  
Campus Security Officer, Level III, Division of Administration.

Fernando Santamaria  
Professor, Accounting and Managerial Studies Department, Division for Academic Affairs; BA, Fordham University; MBA, Advanced Professional Certificate, New York University; Certified Public Accountant, Maryland.

Nancy Santangelo  
STAP/TAP Evaluator, Assistant to Higher Education Officer, Registrar's Office, Division of Institutional Advancement; AA, LaGuardia Community College; BSEd, SUNY at Cortland.

Lucy B. Sardell  
Lecturer, Division of Cooperative Education; BA, SUNY at Albany; MS, Hunter College.

Leonard Saremsky  
Professor, Mathematics Department, Division for Academic Affairs; BA, MA, Brooklyn College.

Wilford Saunders  
Director of Grants and Contracts, Higher Education Associate, LaGuardia Urban Center for Economic Development, Division of Adult and Continuing Education; BA, University of Maine.

April Savage  
Foreign Student Adviser, The English Language Center, Division of Adult and Continuing Education; AS, St. John's University.

Maurice Scalisi  
Data Research Assistant, Division of Cooperative Education; BS, Hofstra University; MBA, Baruch College.

Kathleen Scanlon  
Assistant Professor & Serials Librarian, Library Department, Division for Academic Affairs; BA, Hunter College; MA, St. John's University; MLS, Queens College.

Virginia Schimmenti  
Teacher, Middle College High School; BA, Marymount College; MA, Columbia University, Teachers College.

Emily Schnee  
Coordinator, Adult Learning Center, Division of Adult and Continuing Education; BA, Tufts University; MA, Teacher's College, Columbia University.

Estelle Schneider  
Professor, Communication Skills Department, Division for Academic Affairs; BA, Queens College; MA, MEd, EdD, Columbia University, Teacher's College.

David A. Schoenberg  
Director of Travel and Tourism Program, Associate Professor, Accounting and Managerial Studies Department, Division for Academic Affairs; BS, City College; MPhil, PhD, Yale University.

Raymond Schoenberg  
Acting Registrar, Registrar's Office, Higher Education Associate, Division of Institutional Advancement; BA, Hunter College.

Nancy Schoppner  
CUNY Office Assistant, Library Department, Division for Academic Affairs.

Jane E. Schulman  
Director of Adult Career Counseling Center, Higher Education Associate, Division of Adult and Continuing Education; BS, SUNY at New Paltz; MS, Brooklyn College.

Harry Schutz  
Teacher, Middle College High School; BBA, Adelphi University; MA, Columbia University, Teachers College.

Barbara Schwarz  
Personnel Coordinator for Fringe Benefits and Support Staff, Higher Education Associate, Office of Personnel & Labor Relations, Division of Administration; BA, Hunter College.

Sylvia Scialfani  
Teacher, Middle College High School; BA, Hunter College.

Rosemary Scialfani  
Senior College Laboratory Technician, Office Technology Department, Division for Academic Affairs; AAS, LaGuardia Community College; BS, Baruch College.
Laurel Scott  
Director, Project Enable, Division of Adult and Continuing Education; BA, Brooklyn College/CUNY.

Jane Selden  
Lecturer, English as a Second Language Program; BA, SUNY at Purchase; MA, Columbia University, Teachers College.

Gary Sellers  
Campus Security Officer, Level I, Division of Administration.

Renan Sezginer  
Instructor, Mathematics Department, Division for Academic Affairs; BS, M.I.T.; MA, Brandeis University; MS, New York University.

Toby Shatzoff  
Assistant Professor, Computer Information Systems Department, Division for Academic Affairs; BA, Rutgers University, Douglass College; MA, Columbia University, Teachers College.

Stacy Shau  
Program Assistant, Chinatown Center, Division of Adult and Continuing Education; BA, Hunter College.

Denise Shaw  
Public Affairs Officer, Higher Education Officer, Division of Institutional Advancement; BA, Bard College; JD, University of Pennsylvania.

Ellen Sherman  
Teacher, Lyfe Program, Middle College High School; BA, MS, Queens College.

Delores Shim  
Office Aide, MailRoom, Support Services, Division of Administration.

Lily Shohat  
Chairperson and Associate Professor, Coordinator of Psychology, Social Science Department, Division for Academic Affairs; BA, MA, MPhil, PhD, Columbia University.

Annette Siegel  
Chairperson and Professor, Accounting and Managerial Studies Department, Division for Academic Affairs; BBA, Baruch College; MBA, Saint John’s University; Certified Public Accountant, New York.

Linda Siegmund  
Guidance Counselor, Middle College High School; BS, Fairleigh Dickenson; MSEd, Queens College.

John O. Silva  
Professor, English Department, Division for Academic Affairs; AB, Seton Hall University; MA, Brooklyn College; PhD, Graduate School and University Center, CUNY.

Barry L. Silverman  
Associate Professor, Accounting and Managerial Studies Department, Division for Academic Affairs; BS, MBA, MA, Long Island University.

Bonnie Singer  
Coordinator of Interpreter Services and Education, Program for Deaf Adults, Division of Adult and Continuing Education; BM, William Paterson College.

Rani Sirisena  
College Assistant, Foreign Student Advisor’s Office, Division of Institutional Advancement.

Edward R. Sisco  
Acting Director of Security, Higher Education Assistant, Division of Administration; BS, MA, John Jay College of Criminal Justice.

Kwan-Yuk C. Sit  
Assistant Professor, Mathematics Department, Division for Academic Affairs; BSc, University of Hong Kong; MA, University of Massachusetts; PhD, Graduate School and University Center, CUNY.

Phyllis Sivin  
Counselor, Adult Career Counseling and Resource Center, Division of Adult and Continuing Education; BA, University of Michigan; MS, Hunter College.

Marsha Slater  
English Teacher, The International High School; BS, Brooklyn College; MS, Long Island University.

Alice Smith  
Liberty Partnership Program Director, Division for Academic Affairs; BA, Hunter College; MA, MA, New York University.

Barry Smith  
Teacher, Middle College High School; BA, City College; MA, Harvard University.

Eddy Smith  
Administrative Assistant, Office of Dean, Division of Adult and Continuing Education.

Willette Smith  
College Assistant, Registrar’s Office, Division of Institutional Advancement.

Myra Sonnenfeld  
Hearing Impaired Teacher, Middle College High School; BA, Temple University; MS, Adelphi University.

Irene Sosa  
Financial Aid Counselor, Assistant to Higher Education Officer, Division of Student Services; BA, Hunter College.

Halima Soufrant  
College Assistant, Admissions Office, Division of Institutional Advancement.

Louise Spain  
Assistant Professor and Coordinator of Media Services, Library Department, Division for Academic Affairs; BA, Brooklyn College; MLS, Columbia University; MA, New York University.

Elizabeth R. Spicer  
Professor, Mathematics Department, Division for Academic Affairs; BS, City College; MS, PhD, New York University.

Belinda Stephenson-Miles  
Instructor, Division of Cooperative Education; BA, York College.

Carolyn Sterling  
Lecturer, English as a Second Language Program, Division for Academic Affairs; BA, Queens College; MA, Columbia University, Teachers College.

Ann Marie Speruta  
College Assistant, Career and Transfer Center, Division of Student Services.

John Stevenson  
Associate Professor, Mathematics Department, Division for Academic Affairs; BA, Fordham University; MS, PhD, Polytechnic Institute of New York.

Michele Stewart  
Director of Placement, Higher Education Associate, Division of Cooperative Education; BA, SUNY at Stony Brook; MS, Polytechnic University.
Howard Stitzer
Associate Professor, Accounting and Managerial Studies Department, Division for Academic Affairs; BBA, City College; BSE, University of Hartford; MBA, Baruch College; Certified Public Accountant, New York.

Byron A. Storck
Senior College Laboratory Technician, Natural and Applied Sciences Department, Division for Academic Affairs; BS, City College; Teachers Certificate, Glassboro State College; AM, New York University; MBA, Pace University.

Doreen Storic
CUNY Office Assistant, Admissions Office, Division of Institutional Advancement.

Paul Suchow
Teacher, Middle College High School; BA, Queens College; MA, New England Conservatory of Music.

Alida Suero
College Assistant, Office of Financial Aid, Division of Student Services; AAS; LaGuardia Community College.

Mukhtar Surita
Counselor and Lecturer, Division of Student Services; AA, Bronx Community College; BA, Hunter College; MSED, City College.

Meryl L. Sussman
Associate Professor, Computer Information Systems Department, Division for Academic Affairs; BA, Queens College; MA, University of Rochester.

Iris Sutherland
Associate Professor, Natural and Applied Sciences Department, Division for Academic Affairs; BS, New York University; MEd, EdD, University of Illinois.

Barbara Svitlik
Associate Professor, Natural and Applied Sciences Department, Division for Academic Affairs; BSN, Adelphi University; MSN, Hunter College; Registered Nurse.

Claire E. Sylvan
Teacher, The International High School; BA, Brooklyn College; MA, MEd, EdD, Columbia University.

Donald Sztabnik
Administrative Superintendent II, Department of Building Operations, Division of Administration; BA, SUNY at Binghamton.

Mattie Tanksley
CUNY Office Assistant, Department of Computer Services, Division of Administration.

Pat Taras
College Assistant, Office of Labor Relations and Personnel, Division of Administration.

David Taylor
Assistant Business Manager, Higher Education Associate, Division of Administration; BS, Brooklyn College.

June Taylor
CUNY Office Assistant, Level II, Business Office, Division of Administration.

Lynne Teplin
Counselor and Instructor, Division of Student Services; BA, Goddard College; MS, Lehman College.

Ted Theodorou
Associate Professor, Division of Cooperative Education; BA, Queens College; MA, New York University.

Assad J. Thompson
Assistant Professor, Mathematics Department, Division for Academic Affairs; MA, Central State College; EdM, EdD, Columbia University.

Donovan Thompson
College Accountant, Accounting Office, Division of Administration; BS, Business Administration/Accounting, York College.

Eleanor Q. Tignor
Professor, English Department, Division for Academic Affairs; BA, Morgan State College; MA, PhD, Howard University.

Linda Tobash
Director of Admissions, Higher Education Office, Division of Institutional Advancement; BS, Indiana University of Pennsylvania; MA, Columbia University, Teachers College.

Mary Tobin
Associate Professor, Nursing Program, Natural and Applied Sciences Department, Division for Academic Affairs; BSN, University of Pennsylvania; MA, New York University, Registered Nurse.

Yeely Tom
College Assistant, Office Technology Department, Division for Academic Affairs.

Francis Torres-Alonso
Assistant Coordinator of Adult Basic Education, Adult Learning Center, Division of Adult and Continuing Education; BA, Hunter College.

Kyoko Mary Toyama
Counselor and Lecturer, Division of Student Services; AA, St. Margaret's Junior College, Japan; BS, Lock Haven University; MA, Med, Columbia University, Teachers College.

LaVergne Trawick
Associate Professor, Assistant to the Dean of Students, Division of Student Services; BA, Barnard College; MA, Columbia University, Teachers College; PhD, Columbia University.

Ann Trczinski
Teacher, Middle College High School; BS, Marymount College.

George Tsiropinas
Guidance Counselor, The International High School; BA, Hunter College; MA, Columbia Teachers College.

Robert Tyler
Counselor and Instructor, Family Institute, Division of Adult and Continuing Education; BA, Johnson State College; EdM, Hunter College.

Yvette C. Urquhart
Director of Labor Relations and Personnel and Labor Designee, Higher Education Officer/University Administrator "B", Division of Administration; AA, Bronx Community College; BBA, MBA, Baruch College.

Catherine Vaglio
Teacher, Computer Information Systems Manager, Middle College High School; BA, Pace University.

Lissette Vallejos
College Assistant, Admissions Office, Division of Institutional Advancement; BA, Puerto Rico University.
Ronald Van Cooten
Science Teacher, The International High School; BS, Brooklyn College; MS, Long Island University.

Marcia Van Dyke
Counselor, Division of Student Services; BA, Syracuse University; MEd, Columbia University, Teachers College.

Phyllis Van Slyck
Assistant Professor, Department of English, Division for Academic Affairs; AB, Bishop’s University; PhD, Graduate School and University Center, CUNY.

Sarah Vasquez
College Assistant, Office of the Bursar, Division of Administration.

Monica Vecchio
Teacher, Middle College High School; BA, MA, Hunter College; PhD, Fordham University.

Olga Vega-Malloy
Lecturer and Counselor, Division of Student Services; BA, Godard College; MS, Richmond College.

Diana C. Vila
College Assistant, Career and Transfer Center, Division of Student Services; AA, LaGuardia Community College; BA, Hunter College.

Alexandria Villacis
College Assistant, Payroll Department, Division of Administration.

Raphael Villalona
Financial Aid Counselor, Assistant to Higher Education Officer, Division of Student Services; BS, Long Island University.

Leonard A. Vogt
Professor, English Department, Division for Academic Affairs; BA, MA, Southern Illinois University; PhD, Kent State University.

Gary Vollo
Senior College Laboratory Technician, Humanities Department, Division for Academic Affairs; AA, LaGuardia Community College.

Colette A. Wagner
Professor, Library Department, Division for Academic Affairs; BA, Marymount Manhattan College; MLS, Columbia University; MPA, John Jay College of Criminal Justice.

Eileen Walsh
College Assistant, Office for Academic Affairs; Division for Academic Affairs.

Elly Warga
Counselor and Instructor, Division of Student Services; BS, SUNY at Oneonta; MS Ed, Hunter College.

Herman A. Washington
Professor, Computer Information Systems Department, Division for Academic Affairs; BEE, Manhattan College; MBA, New York University.

Genetha Waston
Health Aide, The International High School.

Sandra Watson
Senior Administrator, Family Institute for Education, Training and Employment, Higher Education Officer, Division of Adult and Continuing Education; BA, SUNY at New Paltz; MS, Long Island University; MA, University of Americas, Mexico.

Robert F. Weide
Mathematics Teacher, The International High School; BS, Georgetown University; MIA, Columbia University.

Robert Weidemann
Professor, Computer Information Systems Department, Division for Academic Affairs; BA, Hunter College; MA, SUNY at Stony Brook.

John A. Weigel
Associate Professor, Division of Cooperative Education; BBA, City College; MBA, Long Island University; EdD, Nova University.

Marvin Weinbaum
Director of Computer Services, Higher Education Officer, Division of Administration; BA, MS, City College; MS, Pace University.

Ruthellen Weiner
Assistant Principal, The International High School; BA, MA, New York University.

Jeffrey I. Weintraub
Director of Research, Evaluation, and Systems, Associate Professor, Division of Cooperative Education; BA, MS, Long Island University.

M. David Wertheimer
Professor, Accounting and Managerial Studies Department, Division for Academic Affairs; LLB, LLM, Brooklyn Law School; Member, New York and Federal Bars.

Catherine Whalley
Counselor, Middle College High School; BS, St. John’s University.

Patrick Wharton
Senior College Laboratory Technician, Accounting and Managerial Studies Department, Division for Academic Affairs; AAS, New York City Technical College; BBA, Baruch College.

Antoinette Whitick
Secretary, Program for Deaf Adults, Division of Continuing Education; AA, LaGuardia Community College.

Hannalyn Wilkens
Chairperson and Professor, Communications Skills Department, Division for Academic Affairs; BA, University of Chicago; MA, EdD, Columbia University, Teachers College.

Annamarie Williams
College Assistant, Registrar’s Office, Division of Institutional Advancement.

Dorrie E. Williams
Associate Dean and Professor, Division of Cooperative Education; BA, Los Angeles State College; MS, Hunter College; EdD, Columbia University, Teachers College.

John W. Williams
Coordinator of Performing Arts and Associate Professor, Humanities Department, Division for Academic Affairs; BA, Virginia Union University; MA, Howard University.

Raymond Williams
Mail Room Office Aide, Support Services, Division of Administration.

Peggy Williams
Administrative Coordinator for Personnel, Higher Education Aide, Office of Personnel & Labor Relations, Division of Administration.

Lillette Wilson
Administrative Assistant, LaGuardia Urban Center For Economic Development, Division of Adult and Continuing Education.
Patricia A. Winter  
School Secretary, The International High School; AAS, Queensborough Community College.

Teddy Witryk  
Assistant Director for Registration and Freshman Programs, Higher Education Assistant, Registrar's Office, Division of Institutional Advancement; AS, LaGuardia Community College.

Eileen Wong  
Teacher, Middle College High School; BA, Queens College.

Clara Wu  
Associate Professor, Natural and Applied Sciences Department, Division for Academic Affairs; BS, National Taiwan University; MS, University of Virginia; PhD, Carnegie-Mellon University.

Bobbie Xuereb  
Assistant Professor & Acting Access Librarian, Library Department, Division for Academic Affairs; BA, University of New Hampshire; MA, University of Minnesota, MSLS, Columbia University.

Gene Yao  
Instructor, Computer Information Systems Department, Division for Academic Affairs; BA, Shanghai Mechanical Engineering Institute; MA, Brooklyn College.

Susan Young  
Instructor, English Department, Division for Academic Affairs; BA, MA, McMaster University.

Jose Yubi  
College Assistant, Admissions Office, Division of Institutional Advancement.

Joyce Ship Zaritsky  
Acting Chairperson and Associate Professor, Communication Skills Department, Division for Academic Affairs; BA, Brandeis University; MA, Harvard University; EdD, Yeshiva University.

Kathleen Zelaskowski  
Assistant Director for Grants Administration, Higher Education Assistant, Division of Institutional Advancement; AS, LaGuardia Community College.

Steve Zhang  
Computer Coordinator, The International High School; BEE, University Iron and Steel Technology of Beijing China; MEd, University of Southern Maine.

Yu Zhang  
Assistant Professor, English Department, Division for Academic Affairs; BA, Shanghai Foreign Language Institute; MA, Northeast Normal University; PhD, Southern Illinois University.

Cathy Zhong  
Career Education Teacher, The International High School; BA, East China Worwal University; M/ESL, Hoff University.

Mark Zuss  
Academic Coordinator, Veterans Educational Program, Division of Adult and Continuing Education; MA, Hunter College.
Amrmative Action Policy

LaGuardia Community College is committed to the principles and spirit of affirmative action and equal opportunity.

It is the policy of LaGuardia Community College to recruit, employ, train and promote employees on the basis of equal opportunity without regard to race, color, religion, sex, sexual orientation, religion, age, national origin, disability, Acquired Immune Deficiency Syndrome, or status as a disabled or Vietnam Era Veteran.

LaGuardia Community College recognizes its obligation to provide students with equal consideration when seeking admission, financial aid, and access to student services, academic and athletic programs.

The College believes in a policy of nondiscrimination, and as an educational institution maintains an ongoing program to assure compliance with federal legislation and University guidelines. The Affirmative Action Program encourages positive practices and ensures equitable disciplinary procedures for any member of the college community who engages in harassment on the basis of race, sex, sexual orientation or disability, or any individual who reports such an incident.

It is the policy of LaGuardia Community College to operate and comply with the requirements of the Equal Pay Act of 1963, the Civil Rights Act of 1964, Title VI, Title VII, the Educational Amendment Act of 1972 (Title IX), Executive Order 11246 as amended by Executive Order 11375, the Rehabilitation Act of 1973 (503 and 504), Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974, the Age Discrimination Act of 1974, the Immigration Reform and Control Act of 1987, the Civil Rights Restoration Act of 1987, and the American Disabilities Act of 1990.

The President, as Chief Executive Officer, has overall responsibility for ensuring compliance with Sexual Harassment rules and regulations. All inquiries, complaints and concerns will be kept confidential.

We are a diverse community at LaGuardia Community College. We strive to become a pluralistic community.

We respect diversity as reflected in such areas as race, culture, ethnicity, gender, religion, age, sexual orientation, disability and social class.

As a pluralistic community we will:

- Celebrate: individual and group diversity.
- Honor: the rights of people to speak and be heard on behalf of pluralism.
- Promote: intergroup cooperation, understanding and communication.
- Acknowledge: each others' contributions to the community.
- Share: beliefs, customs and experiences which enlighten us about members of our community.
- Affirm: each others' dignity.
- Seek: further ways to learn about and appreciate one another.
- Confront: the expression of de-humanizing stereotypes, incidents where individuals or groups are excluded because of difference, the intolerance of diversity and the forces of racism, sexism, heterosexism, homophobia, disability discrimination, ageism, classism and ethnocentric that fragment the community into antagonistic individuals and groups.

We believe by carrying out these actions we, as students, faculty and staff can achieve social change and the development of a society in which each individual can achieve her or his maximum potential.

Declarations of Pluralism

We believe by carrying out these actions we, as students, faculty and staff can achieve social change and the development of a society in which each individual can achieve her or his maximum potential.

Family Educational Rights and Privacy Act of 1974 as Amended

Annual Notice to Students

Annually, LaGuardia Community College informs students of the Family Educational Rights and Privacy Act of 1974, as amended. This Act, with which the institution intends to comply fully, was designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the corrections of inaccurate or misleading data through information and formal hearings. Students also have the right to file complaints with The Family Educational Rights and Privacy Act Office (FERPA) concerning alleged failures by the institution to comply with the act.

Local policy explains in detail the procedures to be used by the institution for compliance with the provisions of the Act. Copies of the policy can be found in the Registrar's Office, Room M-101. All education records maintained on students by this institution are housed in the Registrar's Office. Questions concerning the Family Educational Rights and Privacy Act may be referred to the Registrar's Office.
Rules and Regulations for the Maintenance of Public Order
(Pursuant to Article 129-A of the Education Law Henderson Rules)

The tradition of the University as a sanctuary of academic freedom and center of informed discourse is an honored one, to be guarded vigilantly. The basic significance of that sanctuary lies in the protection of intellectual freedom: the rights of professors to teach, of scholars to engage in the advancement of knowledge, of students 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 subvert academic 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 the respect to his education 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 of the Board of his respective College Committee and as such shall have the immediate supervision with full discretion- ary power in carrying into effect the Bylaws, resolutions, and policies of the Board, the lawful resolutions of the several faculties;

c. exercise general superintendence over the concerns, offices, 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 processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.

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

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

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

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

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

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

8. No individual shall have in his possession a rifle, shotgun, or firearm or any other dangerous instrument or material that can be used to inflict bodily harm on an 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 any individual or damage upon a building or the grounds of the University/college.

9. Any action or situation which recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization is prohibited.

10. The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or other controlled substances by University employees in the workplace is prohibited. Employees of the University must also notify the College Personnel Director of any criminal drug statute conviction for a violation occurring in the workplace not later than five (5) days after such conviction.

II. Penalties

1. Any student engaging in any manner in conduct prohibited under substantive Rules 1-9 shall be subject to the following range of sanctions as hereafter defined in the attached Appendix: admonition, warning, censure, disciplinary probation, reprimand, 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 1-10 shall be subject to the following range of penalties: warning, censure, restitution, fine not exceeding those permitted by law or by the Bylaws of the Board of Higher Education, or suspension with/without pay pending a hearing before an appropriate college authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities, and, for engaging in any manner in conduct prohibited under substantive Rule 10, may, in the alternative, be required to participate satisfactorily in an appropriately licensed drug treatment or rehabilitation program. In addition, in the case of a tenured faculty member, or tenured member of the administrative or custodial staff engaging in any manner in conduct prohibited under substantive Rules 1-10, he or she shall be entitled to be treated in accordance with applicable provisions of the Education Law or Civil Service Law.

3. Any visitor, licensee, or invitee, engaging in any manner in conduct prohibited under substantive Rules 1-9 shall be subject to rejection, and/or arrest by the civil authorities.

4. Any organization which authorized the conduct prohibited under substantive Rules 1-10 shall have its permission to operate on campus rescinded.

Penalties 1-4 shall be in addition to any other penalty provided by law or The City University Trustees.

Appendix Sanctions Defined:

A. Admonition.

An oral statement to the offender that he has violated University rules.

B. Warning.

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

C. Censure.

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

D. Disciplinary Probation.

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

E. Restitution.

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

F. Suspension.

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

G. Expulsion.

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

H. Complaint to Civil Authorities.

I. Ejection.

Middle States Accreditation

LaGuardia Community College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools.

Credit Values at LaGuardia

Starting in Fall 1992, LaGuardia begins operating on an enhanced semester system awarding semester credits. Prior to Fall 1992, the College operated on a quarterly calendar; instructional time was allocated in such a way as to be equal to that of a college on a semester system. Therefore, LaGuardia awards and has always awarded semester credits for all its courses.

Graduation Rates

Graduation rates at LaGuardia compare favorably with those for other CUNY community colleges. While most students require more than two years to complete an Associate's degree, studies have shown that approximately 20% of entering students may require up to five years. An important factor to consider in addition to the graduation rates is the number of students who attend part-time and require additional time to complete their studies.
Glossary of Terms

A
AA: Associate in Arts: the degree awarded in the following programs: AA/BA Program in Liberal Arts/Education, Education Associate: The Bilingual Child, Human Services, Liberal Arts
AAS: Associate in Applied Science: the degree awarded in the following programs: Accounting, Business Management, Commercial Photography, Computer Programming and Operations, Computer Technician, Emergency Medical Technician, Microcomputer Systems and Applications, Mortuary Science, Paralegal Studies, Paramedic, Physical Therapist Assistant, Pre-Nursing (Nursing), Secretarial Science, and Travel and Tourism.
AS: Associate in Science: the degree awarded in the following programs: Business Administration, Computer Science, Dietetic Technician, Emergency Medical Technician, Liberal Arts and Sciences, Occupational Therapy Assistant, Paramedic, School Foodservice Management.
Academic Advisement: a service provided by Student Services counselors and faculty advisors to assure that students receive accurate information on courses they must take and other degree requirements they must meet.
Academic Year: enhanced semester calendar.
Accounting/Managerial Studies: the academic department that offers courses in accounting, business administration and management, credit management, travel and tourism, veterinary technology.
Advisement Form: required form which must be signed by a counselor or faculty advisor before registration. It lists the courses for which a student has been advised to register, and also courses in progress.
Articulation: an agreement between a four-year college and LaGuardia to accept certain courses for credit towards a BA or BS degree at that senior college, or an agreement between LaGuardia and a high school for automatic advanced placement credit.
B
Basic Skills: required courses in reading, writing, math and oral skills based upon students’ performance on the Freshman Skills Placement Test.
Bursar: the college cashier, where all fees and tuition are collected, and all refunds and financial aid checks are given out. The Bursar’s Office accepts cash, checks, and money orders.
C
Campus: all buildings and surrounding areas which the college occupies.
Career and Transfer Center: offers assistance to students making career decisions, setting occupational goals, and learning about training and educational requirements of various careers. The Center also assists students in transferring to 4-year colleges and universities. The Center houses a library of occupational and educational information.
Career Preparation Elective Pattern: a group of no more than five courses designed to give students a foundation for a career in areas such as art, journalism, and legal studies with related co-op experiences (AA degree in Liberal Arts only).
Certificate: awarded in court reporting, commercial photography, and word processing specialist.
Cleared: a term used by the Bursar’s Office to indicate that a student has paid or has made acceptable arrangements to pay money owed to the college.
Club Hours: Wednesday afternoons. Classes are not usually scheduled during this time.
Cluster: three or more courses offered during the same semester and linked by common themes or assignments. (Two courses linked in the same way are often called “Pair”)
College Discovery Program: a comprehensive program of basic skills courses, counseling, tutoring and financial aid to students who meet the eligibility requirements.
Communication Skills: academic department that offers courses in reading.
Computer Information Systems: the academic department that offers courses in computer science, computer programming and operations, and computer technology.
Confirmation: a student’s official schedule of classes issued after tuition has been paid.
Continuing Education: a college division which offers various noncredit programs to adult students.
Co-op: see Cooperative Education below.
Co-op Advisor: a faculty member who teaches co-op prep courses and advises students throughout their three co-op internships.
Co-op Internship: credit-bearing work experience.
Co-op Prep: a required non-credit course which prepares students for co-op internships. Eligibility for placement on a co-op internship is dependent upon satisfactory completion of Co-op Prep. Course activities include identifying personal co-op internship objectives, interviewing for internships, resume writing and practice interviews.
Co-op Seminar: class taken during internship cycle. In the seminar, students examine their work experiences in relation to career and educational objectives, and academic concepts.
Cooperative Education: a college division which provides students with an opportunity to apply content learned in the classroom in a workplace environment.
Core: in the Liberal Arts curriculum only, a twelve-credit requirement of introductory-level courses taken in four out of five liberal arts departments.
Corequisite: course which must be taken during the same session as another course.
Counselor: college faculty trained to help students examine educational, career and personal concerns. Counselors conduct New Student Seminars, lead workshops, and are available to see students on an individual and group basis.
Course Code: each code (listed in the Schedule of Classes) identifies the department offering the course, the name of the course, and the particular section (days and times) a course is scheduled to meet (e.g., ENGL101.01).
CR: a symbol that may appear on a student’s transcript which indicates a course for which a student earned credit by examination or on the basis of an articulation agreement with the student’s high school.
Curriculum: a student’s major field of study at LaGuardia.
D
Degree Requirements Checklist (DRC): a computerized list of courses including students’ basic skills requirements (if any), required courses, and academic progress and history.
E
Elective: course not required for a major which a student may choose to take to meet overall degree requirements. Liberal arts electives include courses from the Departments of English, Humanities, Human Services, Natural and Applied Sciences, Math and Social Science, except those courses listed on page 95. Unrestricted electives may be chosen from any department of the college.
Enhanced Semester: See page 97 for a detailed description of the academic calendar.
English: the academic department that offers courses in writing, literature and journalism.
Enterprise Program: see page 106.
ESL: the academic program that offers courses in English As A Second Language.
Express Course: courses offered in an intensive mode, usually during intersession.
Extended Day: evening (after 5 p.m.) and Saturday courses.
F
F: a symbol that may appear on a student’s transcript which indicates the student failed the course. Counted in the calculation of a student’s GPA.
F Grade Policy: Detailed explanation is found in the Academic Policy section of the catalog.
Faculty Advisor: an instructor in a student’s major who can assist with academic and career planning.
FSAP (Freshman Skills Assessment Program): a three-part test for new students that determines whether they will be placed in ESL, basic reading, writing, and math classes.
Full-time student: generally, a student registered for at least 12 tuition units or credit equivalents per semester. Since each financial aid program has a different definition for full-time status, students should see a financial aid counselor for information about how to maintain eligibility for all forms of financial aid. Veterans should speak with the Veterans Affairs Office.
G
GPA: grade point average.
H
Human Services: the program area that offers courses in child development, mental health, and gerontology.
Humanities: the academic department that offers courses in the areas of speech/communication, art, music, foreign languages, bilingual education, philosophy, critical thinking and reasoning, dance, film and media.
I

Immunization: The State of New York requires all students born on or after January 1, 1957 to present proof of immunity against measles, mumps, and rubella. See page 105.

INC: a symbol on a student’s transcript indicating an incomplete course.

IOL (Internship Opportunities List): a complete listing by major of internships available through the Division of Cooperative Education.

ISR (Integrated Skills Reinforcement): a LaGuardia program that helps students master the content of college courses.

Independent Study: a course of study designed by a faculty member and a student tailored to a student’s interests.

International High School: a Board of Education high school on campus.

Internship: see Co-op Internship.

Internship Seminar: see Co-op Seminar.

J

Job Placement Office: available to all students and alumni. Offers full- and part-time job referrals, placement in temporary positions, and assistance in developing interview techniques and the preparation of a resume.

Learning Community: a group of students who enroll in a common set of courses which are thematically linked and who work together on projects and assignments.

Liberal Arts: a college major which includes courses from the Departments of English, Humanities, Human Services, Natural and Applied Sciences, Mathematics, and Social Science or electives taken from those departments.

Mathematics: the academic department that offers mathematics courses.

Middle College: a Board of Education high school on campus.

Military Credit: Up to six unrestricted elective credits for veterans in degree programs who have been honorably discharged from the United States military.

Natural and Applied Sciences: the academic department that offers courses in biology, chemistry, physics, general science and many allied health areas (Animal Health Technology, Dietetic Technology, EMT/Paramedic, Occupational Therapy Assistant, Physical Therapist Assistant, and Nursing).

NC: a symbol which may appear on a student’s transcript which indicates no credit was earned for the course.

NDSL: National Direct Student Loan—a form of financial aid.

New Student Seminar: a required, counselor-led course which helps orient students to the college.

Non-Cleared: term used by the Bursar’s Office to indicate that a student owes money to the college. The account must be settled before the student will be permitted to register for the next semester’s classes.

Non-credit Programs: college programs that offer non-credit courses, designed to meet the interest and needs of a variety of individuals and groups.

Option: a subset of a curriculum indicating the degree requirements for that particular degree (for example, Administrative Office Assistant is an option within the Secretarial Science curriculum).

Office Technology: the academic department that offers courses in microcomputer systems and applications, secretarial science, court reporting, and word processing.

Prerequisite: a course that must be completed prior to taking another course.

Probation: a trial period of one semester which permits students to improve a low grade point average.

P

a symbol on a student’s transcript which indicates the student passed the course. Used prior to Fall, 1975. Not calculated towards GPA.

Part-time Student: generally, a student registered for less than 12 tuition units is considered part-time at LaGuardia. Since each financial aid program has a different definition for part-time status, students should see a financial aid counselor for information about how to maintain eligibility for all forms of financial aid. Veterans should speak with the Veterans Affairs Office.

fell Grant: a form of financial aid (formerly BEOG).

Perkins Loan: a form of financial aid.

R

a symbol that may appear on a student’s transcript which indicates that the course must be repeated. This grade is only given in basic skills courses.

Regents Award for Children of Deceased or Disabled Veterans: a form of financial aid.

Regents College Scholarship: a form of financial aid.

Registrar’s Office: coordinates and implements the registration process. In addition, it handles the following services: transcript requests, tuition refund requests, verification of attendance, change of data (name, address, etc.), maintenance of students’ records, transfer credit evaluation, FSAP scores, graduation checks, student enrollment data, readmission applications, reinstatement applications, and changes of grades.

Registration Appointment: a specific appointment assigned by the Registrar’s Office indicating the day and time a student is invited to register.

Requirement: necessary course for completion of a degree.

Retention: policy specifying conditions for maintaining student status.

S

a symbol that may appear on a student’s transcript which indicates the student has satisfactorily passed the course. This grade is not counted in the calculation of the student’s GPA.

SIR (Student Instructional Report): the questionnaire by which students evaluate their teachers.

Social Science: the academic department that offers courses in economics, history, psychology, sociology, political science, and anthropology.

Social Security Payments to Children of Deceased or Disabled Parents: a form of financial aid.

Student Activities Department: a college department which includes the Student Activities Committee, student clubs and organizations, and Student Government.

Study Group: a group of students, often led by an advanced student, who work together to master difficult skills.

Supplemental Educational Opportunities Grant: a form of financial aid.

Suspension: the result of a student’s failure to raise a low grade point average during probation. Students on suspension cannot register for classes in the college for semester.

T

TAP: Tuition Assistance Program—a form of financial aid.

TAR: LaGuardia’s way of linking the concepts: students learn in the classroom with their experiences on co-op internships. TAR stands for the Teaching of concepts in classes, their Application on internships, and their Reinforcement in co-op seminars and later classes.

TCR: a symbol that may appear on a student’s transcript which indicates that credit was transferred to LaGuardia from a school the student previously attended. (Appears as TC on the DRC.)

Transcript: report of grades received after each semester of study.

U

a symbol that may appear on a student’s transcript which indicates the student has not satisfactorily passed the course. This grade is not counted in the calculation of the student’s GPA.

Urban Study Requirement: all students are required to take at least one of the special series of courses which utilize the facilities of New York City for focusing learning in a given discipline (formerly referred to as an Intensive).

Veterans Administration Educational Benefits: a form of financial aid.

W

W: a symbol that may appear on a student’s transcript which indicates official withdrawal from a course prior to the official withdrawal date.

WU: a symbol on a student’s transcript which indicates unofficial withdrawal from a course prior to the official withdrawal date. WU grades are counted as F grades in the calculation of students’ grade point averages.

Y

a symbol that may appear on a student’s transcript which indicates that the student completed the first semester of a two semester course. Used prior to Fall 1980 and is not calculated towards GPA.

Z

Z: a symbol on a student’s transcript which indicates that the instructor was delayed in submitting a grade. Students completing a co-op internship normally receive the temporary grade of “Z.” The “Z” grade will be changed to the student’s correct grade by the session following the internship.
<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM111/AMB111</td>
<td>45</td>
</tr>
<tr>
<td>AM112</td>
<td>45</td>
</tr>
<tr>
<td>AM130</td>
<td>45</td>
</tr>
<tr>
<td>AM150</td>
<td>45</td>
</tr>
<tr>
<td>AM155</td>
<td>45</td>
</tr>
<tr>
<td>AM201</td>
<td>46</td>
</tr>
<tr>
<td>AM202</td>
<td>46</td>
</tr>
<tr>
<td>AM210</td>
<td>46</td>
</tr>
<tr>
<td>AM211</td>
<td>46</td>
</tr>
<tr>
<td>AM220</td>
<td>46</td>
</tr>
<tr>
<td>ACM110</td>
<td>45</td>
</tr>
<tr>
<td>AM111</td>
<td>45</td>
</tr>
<tr>
<td>AM111/AMB102</td>
<td>46</td>
</tr>
<tr>
<td>AM102</td>
<td>46</td>
</tr>
<tr>
<td>AM103</td>
<td>46</td>
</tr>
<tr>
<td>AM104</td>
<td>46</td>
</tr>
<tr>
<td>AM105</td>
<td>46</td>
</tr>
<tr>
<td>AM106</td>
<td>46</td>
</tr>
<tr>
<td>AM107</td>
<td>46</td>
</tr>
<tr>
<td>AM110</td>
<td>47</td>
</tr>
<tr>
<td>AM120</td>
<td>47</td>
</tr>
<tr>
<td>AM121</td>
<td>47</td>
</tr>
<tr>
<td>AM140</td>
<td>47</td>
</tr>
<tr>
<td>AM141</td>
<td>47</td>
</tr>
<tr>
<td>AM142</td>
<td>47</td>
</tr>
<tr>
<td>AM150</td>
<td>48</td>
</tr>
<tr>
<td>AM155</td>
<td>48</td>
</tr>
<tr>
<td>AMN195</td>
<td>48</td>
</tr>
<tr>
<td>AMT101</td>
<td>48</td>
</tr>
<tr>
<td>AMT110</td>
<td>48</td>
</tr>
<tr>
<td>AMT111</td>
<td>48</td>
</tr>
<tr>
<td>AMT120</td>
<td>48</td>
</tr>
<tr>
<td>AMT121</td>
<td>48</td>
</tr>
<tr>
<td>CEP101</td>
<td>52</td>
</tr>
<tr>
<td>CEP102</td>
<td>52</td>
</tr>
<tr>
<td>CEP203</td>
<td>52</td>
</tr>
<tr>
<td>CEP204</td>
<td>53</td>
</tr>
<tr>
<td>CIC100</td>
<td>49</td>
</tr>
<tr>
<td>CIS100</td>
<td>49</td>
</tr>
<tr>
<td>CIS101</td>
<td>49</td>
</tr>
<tr>
<td>CIS/SSD105</td>
<td>50</td>
</tr>
<tr>
<td>CIS107</td>
<td>50</td>
</tr>
<tr>
<td>CIS108</td>
<td>50</td>
</tr>
<tr>
<td>CIS109</td>
<td>50</td>
</tr>
<tr>
<td>CIS110</td>
<td>50</td>
</tr>
<tr>
<td>CIS125</td>
<td>50</td>
</tr>
<tr>
<td>CIS195</td>
<td>50</td>
</tr>
<tr>
<td>CIS196</td>
<td>50</td>
</tr>
<tr>
<td>CIS203</td>
<td>50</td>
</tr>
<tr>
<td>CIS220</td>
<td>50</td>
</tr>
<tr>
<td>CIS230</td>
<td>50</td>
</tr>
<tr>
<td>CIS241</td>
<td>51</td>
</tr>
<tr>
<td>CIS242</td>
<td>51</td>
</tr>
<tr>
<td>CIS250</td>
<td>51</td>
</tr>
<tr>
<td>CIS260</td>
<td>51</td>
</tr>
<tr>
<td>CIS261</td>
<td>51</td>
</tr>
<tr>
<td>CIS262</td>
<td>51</td>
</tr>
<tr>
<td>CIS263</td>
<td>51</td>
</tr>
<tr>
<td>CIS265</td>
<td>51</td>
</tr>
<tr>
<td>CIS270</td>
<td>51</td>
</tr>
<tr>
<td>CIS275</td>
<td>52</td>
</tr>
<tr>
<td>CIS282</td>
<td>52</td>
</tr>
<tr>
<td>CIS289</td>
<td>52</td>
</tr>
<tr>
<td>CIS291</td>
<td>52</td>
</tr>
<tr>
<td>CIS292</td>
<td>52</td>
</tr>
<tr>
<td>CIS293</td>
<td>52</td>
</tr>
<tr>
<td>CIS295</td>
<td>52</td>
</tr>
<tr>
<td>CPS001</td>
<td>53</td>
</tr>
</tbody>
</table>
Index

A

Academic advisement 117
Academic appeals/change of grade 100
Academic integrity 97
Academic policies 93
    Academic appeals/change of grade 100
    Academic integrity 97
    Academic probation 100
    Academic review 100
    Articulation agreements 102
    Attendance policy 97
    Credit load 97
    Credits 99
    D grade policy 98
    Day and extended day status 97
    Dean’s List 100
    General information 97
    Grade point average (GPA) 99
    Grading policy 98
    Grading system 98
    Graduation 102
    Leave of absence 103
    Maximum credits attempted prior to graduation 97
    Maximum tuition units per quarter 97
    Medical leave of absence 101
    Permit policy 102
    Policy on early advisement to improve student performance 101
    Private college articulation policies 103
    Readmission to the college 102
    Registration 103
    Reinstatement 100
    Retention policy 100
    SUNY articulation policies 103
    Withdrawal from cooperative education 101
    Withdrawal from courses 101
    Academic probation 100
    Academic programs 9
    Academic requirements
        Basic Skills program 93
        Cooperative Education 94
        English as a Second Language Program 94
        Independent study and individualized courses 94
        Liberal arts elective requirements 95
        New Student Seminar 96
        Urban study requirement 96
    Academic review 100
    Accounting Department
        Courses 45
        Curriculum 10
    Admission counseling 105
    Admission requirements for degree candidates 105
    Admission requirements for non-degree applicants 106
    Admissions 105
    Admission counseling 105
    Advanced placement credit 107
    Application for freshman admissions 105
    Application for non-degree admission 105
    Application for transfer admissions 105
    Applying for admission 105
    College Discovery Program 106
    Credit in foreign languages 107
    CUNY BA/BS Program 106
    CUNY Office of Admissions Services 105
    EMT/Paramedic Program 106
    New freshmen students 106
    Nursing Program 106
    Requirements for degree candidates 105
    Requirements for non-degree applicants 106
    Second degree students 106
    Special admissions policies 106
    Transfer (advanced standing) students 106
    Transfer credit to LaGuardia 106
    Transfer credits in cooperative education 107
    Transfer credits in health education 107
    Transfer credits in religious studies 107
    Transfer credits in remediation 107
    Adult and Continuing Education 121
    Campus-based programs 121
    Non-credit programs 121
    Outreach programs 122
    Adult Learning Center 122
    Adult Learning Centers on Rikers Island 122
    Advanced placement credit 107
    Affirmative action policy 149
    Aid to part-time students 114
    Applying for admission 105
    Articulation agreements 103
    Associate in Applied Sciences 9
    Associate in Arts 9
    Associate in Science 9
    Astoria Adult Education Center 122

B

Basic Skills Program 93
    Courses 93
    Evaluation and placement 93
    Express courses 94
    Pairs and clusters 94
    Tutorial laboratories and services 93
    B grade policy 98
    College and University Policies 149
    College Discovery 106
    College for Children 121
    College Work-Study Program 111
    Commercial Photography Curriculum 15
    Commercial Foodservice Management Curriculum 12
    Common Goals 91
    Communication Skills Department Courses 48
    Communications Media 120
    Computer Information Systems Department Courses 49
    Curriculum 15
    Cooperative Education 5, 52
    Co-op Prep 5
    Courses 52
    Exemption credit 7
    Financial aid 7
    Foreign students and 7
    Grading 7
    Internship 5
    Internship requirements 6
    Internship Seminar 6, 7
    Placement Office 6
    Policies 6
    Taking courses during 7
    Waivers 7
    Withdrawal from cooperative education 101
    Counseling Program Courses 55
    Counseling services 117
    Counselor-on-duty 117
    Course Description Index 153
    Course Descriptions 45
    Credit load 97
    Credit values at LaGuardia 150
    Credits 99
    Exemption credit 99
    Exemption credits in cooperative education 7, 102
    Transfer credit 107
    Veteran’s credit for military service 102
    CUNY articulation policies 103

D

D grade policy 98
    Deaf Adults, Program for 122
    Dean’s List 100
    Dietetic Technician Curriculum 18

E

Early Childhood Learning Center 120
    Eastside Connection 122
    Education Associate: The Bilingual Child Curriculum 20
    Emergency Medical Technician/Paramedic Curriculum 21
    Empire State Scholarships 116
English as a Second Language Program 96
Express courses 118
English as a Second Language Program 96
Extended Day Session 120

F
Faculty and staff 125
Family Educational Rights and Privacy Act 149
Fees 109
Non-instructional fees 109
Student Activities fees 109
Financial Aid 110
Additional programs 112
Federal programs 110
New York State programs 113
Foreign student advisement 118
Freshman application for admission 105

G
Glossary of terms 151
Grade Point Average (GPA) 99
Grading policy 98
Grading system 98
Graduation 102
Pursuit of additional study after 102
Residency requirement 102
Graduation rates 146
Guaranteed Student Loans Program Stafford Loan 114

H
Health Services 120
Henderson Rules 150
High schools 124
International High School 123
Middle College High School 124
Human Services Curriculum 24
Humanities Department Courses 59

I
Independent study 94
Individualized course 94
International High School 123
Internship 5
Internship requirements 6
Internship Seminar 6

J
Job Training Program for Homeless Heads of Households 122
Jobward Bound Program 122

L
Laboratory facilities 119
LaGuardia Archives 122
LaGuardia/CMBA English Language and Vocational Association 122
LaGuardia Urban Center for Economic Development 121
LaGuardia/Woodside at The Bulova School 122
Late registration 101
Leave of absence 101
Liberal Arts and Sciences Curriculum 26
Liberal Arts elective requirements 95
Library Media Resources Center 119
Courses 68

M
Managerial Studies Department Courses 45
Curriculum 29
Map 156
Mathematics Department courses 68
Middle College High School 123
Middle States Accreditation 150
Montgomery G.I. Bill–Selected Reserve 112
Mortuary Science Curriculum 31

N
Natural and Applied Sciences Department Courses 70
New Directions for Mature Adults 122
New Student Seminar 96
New York City Taxi Driver Institute 122
Non-degree application for admission 106
Nursing curriculum 32

O
Occupational Therapy Assistant Curriculum 33
Office Technology Department Courses 81
Curriculum 34

P
Pairs and clusters 94
Parent Loan for Undergraduate Students 115
Pell Grants 110
Perkins Loan 111
Permit policy 102
Phi Theta Kappa 120
Physical Therapist Assistant Curriculum 37
Placement Office 6
Post-Vietnam Era Veterans’ Educational Assistance 112
Private college articulation policies 103

R
Readmission to the college 102
Recreation 119
Refund, tuition 108
Registration 101
Reinstatement 100
Residency requirement 102

S
Sexual Harassment Policy 149
Social Science Department Courses 84
Stafford Loan 114
Student Activities 120
Clubs and organizations 120
Communications media 120
Graduation 120
Other programs 120
Performing arts 120
Phi Theta Kappa 120
Student Activities fees 109
Student Government 120
Student Services 117
SUNY articulation policies 103
Supplemental Education Opportunity Grants 114
Supplemental loan to students 115
Supplemental Tuition Assistance Program 114

T
Tap refunds 113
Transfer application for admission 105
Transfer credit 106
Travel and Tourism Curriculum 41
Tuition 108
per semester 108
refunds 108
waivers 108
Tuition Assistance Program 113

U
Urban Study requirement 96

V
Veterans Administration educational benefits 111
Veterans Affairs Office 112
Veteran’s credit for military service 100
Veterans Education Center 122
Veterinary Technology Curriculum 42
Vietnam Veterans Tuition Award 114

W
Withdrawal from cooperative education 101
Withdrawal from courses 101
Locating LaGuardia

**BY SUBWAY**
The College can be reached easily by both the IND and IRT lines.

The Queens Plaza IND stations are serviced by the E, F, G, R, and N trains. The college is an eight-minute walk from this station.

The Rawson St. station of the Flushing IRT line is serviced by the number 7 train, which connects in Manhattan with the Lexington IRT and the B, D, and F lines. The college is a three-minute walk from the Rawson St. Station.

**BY BUS**

**From Queens:** Number 60 bus west along Queens Blvd. to Thomson Ave.

From the Bronx: The QBX-1 bus from Coop City to Main Street, Flushing, and transfer to the IRT number 7 train to Rawson St. or the Q44 bus to Main St., Flushing, and transfer to the IRT number 7 train to Rawson St.

**From Manhattan:** The M32 bus along Madison Ave. and across 57th Street and the 59th St. Bridge to the intersection of Queens Blvd. and Thomson Ave.

**BY CAR**
The college is located on Thomson Ave., three blocks west of its intersection with Queens Blvd.

**From Queens:** The Long Island Expressway, west to Van Dam St. exit. Make a right at light and go to Thomson Ave., where you make a left.

**From Brooklyn:** Brooklyn-Queens Expressway, north, to Long Island Expressway exit (toward Midtown Tunnel) to Van Dam St. exit. Make a right at light and go to Thomson, where you make a left.

**From the Bronx:** Triboro Bridge to Brooklyn-Queens Expressway south. Exit at Queens Blvd., west, and when Queens Blvd. forks, turn left onto Thomson Ave.

**From Manhattan:** Take the 59th Street Bridge to Queens Blvd. and follow signs to college.
The City University of New York

Board of Trustees

James P. Murphy  
Chairperson

Edith B. Everett  
Vice Chairperson

Hernan Badillo  
Blanche Bernstein

Sylvia Bloom  
Giadys Carrion  
Louis C. Cenci

Michael J. Del Giudice  
Stanley Fink  
William R. Howard  
Charles E. Inniss  
Harold M. Jacobs  
Susan M. Mouner  
Calvin O. Pressley  
Thomas Tam

Jean C. LaMarre, Jr. (ex-officio)  
Chairperson, University Student Senate

Robert A. Picken, (ex-officio)  
Chairperson, University Faculty Senate

Robert E. Diaz  
General Counsel

Genevieve Mullin  
Secretary

Central Administration

W. Ann Reynolds  
Chancellor

Laurence F. Mucciolo  
Deputy Chancellor

Vice Chancellors:

Donal E. Farley  
Senior Vice Chancellor for Facilities  
Planning, Construction, and Management

Judith Bronstein (Acting)  
Vice Chancellor for Faculty and Staff Relations

Joyce F. Brown  
Vice Chancellor for Urban Affairs and Development

Allan H. Clark (Acting)  
Vice Chancellor for Academic Affairs

Robert E. Diaz  
Vice Chancellor for Legal Affairs and General Counsel

Jay Hershenson  
Vice Chancellor for University Relations

Marcia V. Keizs (Acting)  
Vice Chancellor for Student Affairs

Richard F. Rothbard  
Vice Chancellor for Budget, Finance, and Computing

Dave Fields  
Special Counsel to the Chancellor

College Presidents and

Raymond C. Bowen  
Fiorello H. LaGuardia Community College

Roscoe C. Brown, Jr.  
Bronx Community College

Josephine D. Davis  
York College

Ricardo R. Fernandez  
Herbert H. Lehman College

Leon M. Goldstein  
Kingsborough Community College

Matthew Goldstein  
Bernard M. Baruch College

Bernard W. Harleston  
The City College

Frances Degen Horowitz  
Graduate School and University Center

Edison O. Jackson  
Medgar Evers College

Augusta Souza Kappner  
Borough of Manhattan Community College

Shirley Strum Kenny  
Queens College

Paul LeClerc  
Hunter College

James N. Loughran (Acting)  
Brooklyn College

Gerald W. Lynch  
John Jay College of Criminal Justice

Charles W. Merideth  
New York City Technical College

Isaura Santiago Santiago  
Eugenia Maria de Hostos Community College

Kurt R. Schmeller  
Queensborough Community College

Edmond L. Volpe  
The College of Staten Island

Presidents and Deans of Schools and Affiliated Institutions

Haywood Burns, Dean  
The City University School of Law at Queens College

Allan H. Clark (Acting) President  
Research Foundation of The City University of New York

Stanford A. Roman, Jr., Dean  
The City University Medical School

John W. Rowe, President  
Mount Sinai School of Medicine (affiliate)
Get Ready, Get Set, GO!!!