Changing the World
One Mind at a Time

LAGUARDIA
COMMUNITY
COLLEGE/CUNY
1971-1996
25TH ANNIVERSARY EDITION • THE 1996/97 CATALOG
LaGuardia's unique academic calendar consists of two "enhanced" 18-week semesters. Each of these semesters has two sessions: a 12-week session and a 6-week session. Each session is followed by an exam period.

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

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

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

### 1996 Fall Semester

<table>
<thead>
<tr>
<th>Session One</th>
<th>Begins September 5 and ends December 7</th>
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<tbody>
<tr>
<td>Exam Period</td>
<td>Begins December 9 and ends December 14</td>
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<tr>
<td>Intersession</td>
<td>Begins December 15 and ends January 1, 1997</td>
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<table>
<thead>
<tr>
<th>Session Two</th>
<th>Begins January 2 and ends February 18</th>
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<tbody>
<tr>
<td>Exam Period</td>
<td>Begins February 19 and ends February 24</td>
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<tr>
<td>Intersession</td>
<td>Begins February 25 and ends March 16</td>
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### 1997 Spring Semester

<table>
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<th>Session One</th>
<th>Begins March 17 and ends June 16</th>
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<tbody>
<tr>
<td>Exam Period</td>
<td>Begins June 17 and ends June 21</td>
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<tr>
<td>Intersession</td>
<td>Begins June 22 and ends June 30</td>
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<table>
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<tr>
<th>Session Two</th>
<th>Begins July 1 and ends August 11</th>
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<tbody>
<tr>
<td>Exam Period</td>
<td>Begins August 12 and ends August 16</td>
</tr>
<tr>
<td>Intersession</td>
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Twenty-five years ago, LaGuardia Community College, the youngest institution in The City University of New York, opened its doors. I recall, with fond memories, being invited to join a team of bright, energetic and dedicated faculty at this new college located in western Queens. Established under the "open admissions" policy, LaGuardia was to become one of the fastest growing colleges in New York State and one of the most innovative in the nation.

Today, demographers tell us that early in the next century, 85 percent of the work force will be composed of minorities and women. In 1971, less than 25 percent of our study body was minority. Today, more than 80 percent of the students and 60 percent of the faculty and staff are minority. Thus, we are what the nation will become.

Because of our dedicated faculty, the college graduates more minority students than 98 percent of the community colleges nationwide. Our Cooperative Education Program, Middle College and International High Schools are national models, replicated throughout the nation. We are one of the first higher education institutions to infuse cultural pluralism within our entire curriculum and we are now internationalizing our courses.

As we move toward the new millennium, I am confident the "LaGuardia spirit" of innovation will continue, as will our commitment to academic excellence, diversity and economic development.

Raymond C. Bowen
President
LaGuardia Community College
Fiorello H. LaGuardia Community College, one of the 17 undergraduate colleges of The City University of New York, is a vibrant community of teachers and learners.

Founded in 1970 and admitting its first class of 540 students in 1971, the college has continually supported the principles of open access and equal opportunity for all. Celebrating our twenty-fifth year, LaGuardia has grown to nearly 11,000 students.

LaGuardia serves the dynamically growing neighborhoods of Western Queens as well as the larger New York City metropolitan area and the world. A large number of our students are recent immigrants or foreign students. In fact our students come from over 100 countries. The college, through its array of academic programs, serves matriculated students working toward both associate degrees and certificate programs. We also serve a large and diverse population, reaching over 27,000 students annually, in our many non-credit continuing education programs offered both on and off campus. In so doing, we reach out through community based programs to respond to the educational needs of such groups as the homeless, senior citizens, prisoners, deaf adults, recent immigrants and the unemployed.

For 25 years our outstanding faculty, staff and diverse student body have made LaGuardia an energetic setting for teachers and learners to come together. As our 25th Anniversary theme, "A Tradition of Innovation," so aptly illustrates, LaGuardia is dedicated to providing carefully designed academic programs by means of stimulating and dynamic learning experiences.

The college fosters innovative classroom teaching, strong support services for students and professional development opportunities for faculty. Our 30 academic majors and two certificate programs 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 promotes the dynamic interplay between the classroom and the workplace. Through our academic offerings and our unique Cooperative Education Program, LaGuardia skillfully blends professional and humanistic learning. Within a pluralistic environment, we prepare our students for a full life of work, service, and personal growth.

Long committed to college and secondary school collaboration, LaGuardia hosts three model high schools on campus—a constructive partnership between the college and the New York City Board of Education. Middle College High School 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. The Robert F. Wagner Institute for Arts and Technology, a New Visions school, takes the standard core curriculum and melds art and technology into every phase.

As LaGuardia moves into the next millennium, we will continue to reaffirm our critical role in providing access to higher education and meaningful employment for the City’s historically under-served populations: ethnic minorities, women, the disabled, the poor, and recent immigrants. By continuing to celebrate diversity throughout the college community and sharpening the focus for economic development and internationalization, our institution will forge new paths of educational opportunity for all students who come to LaGuardia.
LaGuardia Community College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools.

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

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

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

There are three types of applications:

Undergraduate freshman application for admission
Students who have never attended a college, university or postsecondary institution since graduating from high school or receiving its equivalent (a GED) should file a freshman application. Applicants must submit a high school diploma and transcript or their equivalent, a GED and scores. Neither a high school certificate nor an I.E.P. diploma is acceptable. Applicants who earned a United States Armed Forces Institute Diploma must submit proof of having earned a minimum score of 225 on the GED examinations.

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

The application fee is $40.00.

Undergraduate transfer application for admission
Students who have attended a college, university or postsecondary institution, either in the U.S. or outside the U.S., since graduating from high school or receiving an equivalent (a GED) should file a transfer application. Applicants must submit a high school transcript and diploma or GED and scores and an official college transcript from each college attended.

To be eligible for advanced standing, students should have been matriculated with good academic standing at their home college. In addition, they are required to meet CUNY standards of retention as a condition for admissions.

The application fee is $50.00.

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

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

The application fee is $40.00.
Note: Non-degree students are not admitted for the Fall semester 6-week session. Students enrolled in non-CUNY colleges who wish to enroll as non-degree students for the Spring semester 6-week session can do so. These students must present a permission letter from their home college when they file the non-degree application.

Where to request an application
Undergraduate freshman and transfer applications
Admissions Office
LaGuardia Community College
31-10 Thomson Avenue, M-147
Long Island City, N.Y. 11101
(718) 482-7206

CUNY Office of Admissions Services
101 West 31st Street, 6th floor
New York, N.Y. 10001
(212) 947-4800

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

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

Freshman Skills Assessment Test Policy
The Freshman Skills Assessment Program (FSAP) is a series of three tests: reading comprehension, mathematics, and writing. The University instituted these tests in 1978 in order to assess students’ readiness in these three basic learning skills. As a result of their performance, students may be required to take remedial or developmental courses in these areas to strengthen their academic skills or ESL courses to strengthen their English language proficiency. After successful completion of coursework in any of these three areas, students are tested again on another version of the test. Successful retesting certifies the students’ academic skills and is an important part of their record.

The following is the college’s testing policy:
1) All matriculated freshmen must take the FSAP.
2) Students admitted to CUNY prior to 1978 are exempt from testing.
3) Students who hold a Bachelor’s degree from an accredited U.S. institution of higher education are exempt from testing.
4) All students transferring from a non-CUNY college must take the FSAP.
5) Students transferring within CUNY who do not have passing scores in one or more areas of the FSAP should retake the test in which they do not have passing scores or they will be required to take the skills courses into which their initial testing places them.

Advanced Placement and Transfer Credit at LaGuardia
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 Advanced Placement (AP) exams and College Level Examination Program (CLEP) subject exams.

Advanced Placement: Students presenting scores of 3 or above will receive appropriate credit.

College Level Examination Program: Credit is granted at the discretion of individual academic departments in conjunction with the Transfer Credit Office. Check with the Transfer Credit Office, M-149, or call (718) 482-5149.

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

In general for courses to be transferred, a grade of C or better must have been earned or, if taken at another unit of CUNY, a grade of D or better must have been earned. However, students admitted into Nursing, P.T.A. or O.T.A. programs will be awarded credit for transferable courses with earned grades of A, B, C, or D from any accredited college.

Transfer and the freshman skills assessment program (FSAP)
In general, transfer students are required to take CUNY’s FSAP tests in reading, writing and mathematics. The only exceptions are those students who hold a baccalaureate degree from an accredited institution of higher education in the U.S., or students who were enrolled in a CUNY college prior to 1978.

Placement at LaGuardia is based on FSAP results. Students who transfer into LaGuardia who have not passed the FSAP must take and pass the remedial course or courses into which they are placed. Upon completion of the remedial course, transfer credit will be granted on a case-by-case basis by the chairperson.

Students who have taken basic skills or ESL courses at other CUNY colleges but who have not passed FSAP retests in those skill areas will
be tested before enrolling at LaGuardia and will be placed on a combination of their highest scores. Based on those test results, LaGuardia may require students to retake 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 credits which 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 credits in English
Transfer credits in English are awarded for college-level English courses taken at postsecondary institutions in the U.S. and English speaking countries. English credits are not awarded for college-level English courses taken at postsecondary institutions in non-English speaking countries.

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

Transfer credits in health education
Transfer credit may be granted for coursework in health education taken at other institutions of higher education. The Natural and Applied Sciences Department will be responsible for approving transfer credits in health education. Transfer credits for nursing courses will not be awarded.

Transfer credits in noncollegiate education
Transfer credits may be granted for formal courses and educational programs sponsored by noncollegiate organizations such as work-related courses and formal military training recognized by The Center for Adult Learning and Educational Credentials or The National Program on Noncollegiate Sponsored Instruction (PONSI).

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

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

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, M-101, for review.

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

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

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

New students eligible to participate in Quick Start are invited to attend the Strategies for Success course. Strategies for Success is an intensive learning-to-learn course designed to provide students with the academic skills needed to be successful in college.

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

During College
Learning Communities
During Fall Session I and Spring Session I the college offers over 20 different kinds of learning communities. The content of pairs and clusters is thematically linked by faculty who have created the courses together. Students are encouraged to learn how to study particular disciplines and also to make connections across disciplines. Learning communities provide students with an enriched learning experience as well as a supportive and friendly environment. They have become very popular modes of learning and are offered by Liberal Arts, COPE and Enterprise. Some learning communities, such as New Student House, serve entering students specifically. Students who are eligible for these

Founding LaGuadians

There was a sense of adventure in the beginning. We tried anything and we had some novel ways of doing things. We changed the way we looked at things—no negative grades—when we began here. We had interdisciplinary divisions such as the Language and Culture Division, which later became English and Humanities. The tradition of faculty and staff interacting with one another across department lines is a LaGuardia characteristic that continues.

Roy H. McLeod
Interim Dean
Division of Institutional Advancement
programs will receive letters inviting them to participate. When you get a letter, be sure to respond quickly because the classes fill early. If you think you might be eligible but have not received a letter, please call (718) 482-5408.

Bridges to the Future Program
The Bridges to the Future Program provides opportunities for minority students to gain research experience in science, mathematics or computer science areas. Working closely with faculty mentors, students execute challenging research projects, attend unique research student seminars, and receive specialized counseling and other support services. In addition to research, the program facilitates transfer of community college students to further study in biomedicine and the sciences.

College Discovery Program
The College Discovery Program, available at CUNY's community colleges, provide eligible students with concentrated and specialized counseling, remedial instruction, tutorial services and financial aid stipends for educational expenses.

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

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

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

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

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

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

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

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

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

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

Enterprise Program
The Enterprise Program offers regular college courses in innovative ways to help students succeed in their studies. Enterprise offers courses to 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 to see connections between different subjects and to master difficult skills and concepts.

Some Enterprise courses feature study groups led by advanced students. The students in study groups work together on challenging course assignments or problems, helping each other to learn how to handle difficult concepts or skills. The study group leaders guide the groups so that each group can complete the required work.

Research has shown that most students participating in Enterprise versions of required courses have done better than students taking the regular sections of the same courses. Many students return each semester to find out what Enterprise course they should take next because they believe that the Enterprise approach has helped them achieve success at the college.

Enterprise courses are open to anyone who meets the prerequisites and who registers for them. You can find the course pairs or clusters of Enterprise courses with study groups listed in the class schedules each semester along with the regular sections of each course. (Most frequently, Enterprise courses are found in business areas such as accounting, business and computers or in the math section.) Enterprise course pairs and clusters have special course codes starting with ENT. For more information, students may call (718) 482-5408 or stop by the Enterprise Office, M-412.

The Honors Experience
The Honors Experience is dedicated to providing an enriched educational experience to highly motivated students interested in transferring to four-year institutions. The ultimate aim is to equip honors students with the academic abilities and personal confidence needed to succeed at demanding public and private four-year colleges and universities. Honors students enroll in special sections of regular courses. These sections provide additional instruction in reading complex texts, thinking critically, and writing gracefully and analytically. Students are guided in independent research, oral debate, and the creative examination of ideas.

Each semester, approximately eight honors courses are offered in a variety of departments. In past semesters, they have included The Novel, American History, Pre-Calculus, Sociology, Introduction to Poetry, Principles of Management, and Writing Through Literature. Honors courses are designated in the Schedule of Classes.
Honors students are required to have a GPA of at least 3.2 in 12 or more credits, and to have the willingness to engage in more challenging academic work. They receive an honors designation on their grade transcripts and the opportunity to attend special transfer information sessions, honors receptions, and guest lectures. For additional information, contact the honors coordinator, E-235, or call (718) 482-5792.

**NASA's Undergraduate Student Researchers Program**

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

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

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

**Supplemental Instruction**

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

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

**Enriched Off-Campus Summer Programs**

*Exchanges*

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

**The Vassar College "Exploring Transfer" Program** is a five-week summer program designed to give qualified LaGuardia students the opportunity to explore their transfer opportunities while experiencing education at a four-year residential college. Students enroll in two interdisciplinary courses team-taught by LaGuardia and Vassar faculty, earning six academic credits. In addition, special transfer counsel-

ing is provided, as well as social and recreational activities. All expenses are paid for students. Since 1985 over 200 LaGuardia students have benefited from this award-winning program, going on to continue their education at outstanding colleges like Vassar, Columbia, Yale, Middlebury, New York University, Clark, and Smith.

**International Studies Program**

The International Studies Program provides LaGuardia students with a study abroad opportunity where they can earn up to six academic credits during Spring Session II while gaining invaluable experience living in a country and culture different from their own.

Currently, there are two institutions in Latin America where the College's program is in place: the Universidad Laica de Guayaquil, Ecuador and the Universidad Autonoma de Santo Domingo, Dominican Republic.

In order to apply for participation in the International Studies Program, students must:
1. have an overall G.P.A. of 3.0 or higher;
2. have completed at least 28 credits;
3. have finished all basic skills requirements; and
4. meet all prerequisite requirements for the course(s) to be taken abroad.

Please refer to the Course Description section of this catalog for a description of courses offered. For further information, students may contact the Director of the International Studies Program at (718) 482-5715.

**Articulation Agreements**

LaGuardia has articulation agreements with over twenty public and private four-year colleges and universities. The Office for Academic Affairs has developed specific agreements that guarantee acceptance of LaGuardia credits when students transfer to these colleges after earning the Associate degree. At the time of printing, the following institutions have joined LaGuardia in articulation partnerships: Baruch College, City College, Hunter College, John Jay College, Lehman College, Queens College, York College, SUNY College at Old Westbury, SUNY College at Plattsburgh, SUNY College of Technology Utica/Rome, 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.
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 possible that during students’ internship semester, their salary may cover some expenses. Most students receive some form of financial assistance to help meet these expenses.

Dependent and Certain Independent Students

Dependent students, those who receive assistance from family or other sources, can expect to pay $2,612 in annual tuition and fees. In addition, the following costs are estimated for the 1996-97 academic year: books and supplies $500, transportation $675, personal and lunch items $2,177, and room and board $1,500.

Independent Students

Independent students and dependent students living away from home for 12 months during the 1996-97 academic year can expect the following expenses in addition to $2,612 tuition and fees: books and supplies $500, transportation $675, personal and lunch items $2,360 and room and board $5,618.

Tuition

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

In the event of an overpayment, the appropriate amount will be refunded. However, all students seeking refunds must complete a refund application before the refund process can begin. Tuition refund applications are distributed in the Registrar’s Office, M-101. TAP and other refund applications, such as PELL, are distributed at the Bursar’s window, basement of the Main Building.

Tuition per semester

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

New York City/State residents

For these students, the costs, defined below, represent the total out-of-pocket costs which result from college attendance.

Non-state residents and foreign students

Non-state residents and foreign students pay $1,538.00 for a twelve-month period. This includes full-time matriculated students, part-time matriculated students, and non-degree students.

Senior Citizens (60 or older)

(Enrollment on space available basis)

Tuition: $65.00

Student fee: $65.00

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 the university’s Board of Trustees prior to registering. A new Certificate of Residence is required each year.

New York City/State residents

Tuition and fees for all students in the CUNY Baccalaureate program are billed for and collected by the Bursar at the university’s Board of Trustees. Students are billed according to the fee schedule in effect at their home college.

Tuition waivers

Staff members of City University, including professional staff, instructional staff, and Gittleson employees (with six months of employment prior to the first day of classes), are permitted to enroll in undergraduate courses on a space available basis, tuition free.

Tuition refunds

Tuition refunds are computed according to the date that the student drops a course or courses. Refund applications are available in the Registrar’s Office, M-101. In cases of Medical Leave of Absence, 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>Refund Percentage</th>
<th>Fall and Spring Sessions</th>
<th>Fall and Spring Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>On or before the 1st day of classes</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Within 6 calendar days after scheduled opening date</td>
<td>75%</td>
<td>50% (within 8 days)</td>
</tr>
<tr>
<td>Between the 7th and 12th calendar days after scheduled opening date</td>
<td>50%</td>
<td>25%</td>
</tr>
<tr>
<td>Beyond the 17th calendar day after the scheduled opening date</td>
<td>none</td>
<td>none</td>
</tr>
</tbody>
</table>
Military, Peace Corps and Vista Refunds

The following guidelines govern all applications for refunds for students withdrawing from the college for service in the military, Peace Corps or Vista. Refund applications are available at the Bursar's window.

Evidence of Service
Military service must be documented with a copy of induction orders or military orders. Service in the Peace Corps or Vista must be documented with appropriate letters or other evidence.

Qualifications for Grades
No refund will be made for any course in which a student has been assigned a grade regardless of whether the grade is passing or failing.

Refund
If a student has enlisted in the armed services, the Peace Corps or Vista, does not attend classes for a sufficient time to qualify for a grade, but continues in attendance within two weeks of induction, refund of tuition and fees, except for the application fee, will be made as follows:

Withdrawals before the fifth calendar week after scheduled opening of session: 100% refund; withdrawals thereafter: 50% refund.

TAP Refunds
Students who have paid their full tuition prior to receiving award notification in the mail from the Tuition Assistance Program (TAP) are entitled, if in full attendance at the college, to a refund in the amount of the TAP award notification.

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

Other Refunds
The regulations concerning TAP also apply to all other refunds to which a student may be entitled. As a general rule, however, the college will process non-TAP and non-tuition refunds within six weeks of the submission of the request at the Bursar's window.

Pro-Rata Refunds
Refunds are computed for first-time LaGuardia Community College students who register and attend, receive Federal (Title IV) Financial Aid, and withdraw from all classes after the first day of classes and before the end of the first 60% (11 weeks) of the 18-week term. Applications are available at the Bursar's window.

Federal Refunds (Other than Pro-Rata)
Refunds are computed for students who are not affected by the Pro-Rata Refund Policy who receive Federal (Title IV) Financial Aid and withdraw from classes in Session I according to the following schedule:

100%: prior to first day of classes.
90%: between the first day of classes and the end of the second week of classes.
50%: between the third week and the end of the fifth week of classes.
25%: between the sixth week and the end of the ninth week of classes.

Applications are available at the Bursar's window.

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

Part-time Students (Less than 12 tuition units)
Student Activity Fee/$15

Senior Citizens (60 or older)
Student Fee/$5

Non-refundable fees

Consolidated Services Fee/$3
University Senate Fee/$.85

Consolidated Services Fee/$5
University Senate Fee/$.85

Senior Citizens (60 or older)
Student Fee/$65
Consolidated Services Fee/$5

Non-refundable fees (not refundable)

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

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

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

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

Waiver of Change of Program Fee
No Change of Program Fee will be charged if any one of the following conditions is met:

1. the college cancels or withdraws a course, whether or not the student substitutes another course;
2. the college changes the hours of the course or makes other substantive changes that provide the student with justification for a change;
3. the college requests that the student transfer from one section to another section of the same course; or
4. the college cancels the registration of the student for academic, disciplinary or other reasons.

Financial Aid

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

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

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

New York State Programs:
At CUNY students applying for the following programs must complete the Financial Aid Supplemental Information Request Form (FASIR). The FASIR will be mailed to CUNY applicants and students after they complete a FAFSA.

Tuition Assistance Program, Aid to Part-Time Students, Child of Veteran Award, Child of Deceased Police Officer/Firefighter, College Discovery Program, Vietnam Veterans Tuition Award, and Nursing Scholarship.

Federal Pell Grants

Application Procedures: The complete application must be submitted for processing at least six weeks in advance of registration. A calculated Student Aid Report (SAR) will be sent to the applicant. The amount of the applicant’s award is determined from the SAR by the Financial Aid Office. Upon enrollment, funds are paid directly to the applicant or credited to the students’ college account.

Selection of Recipients and Allocation of Awards: The Federal Pell Grant is an entitlement program. Eligibility and award amounts are based on need rather than academic achievement. The applicants must 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. Department of Education and is reviewed annually by Congress. The Expected Family Contribution (EFC) is calculated by this formula.

Federal Pell Grant awards are paid as long as a student is enrolled in an approved program.

Award Schedule: 1996-97 awards range from $200.00 to $1,235.00 per semester. The amount of the award will be affected by costs of attendance and part-time enrollment status. The Federal Pell award does not duplicate State awards.

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

Federal Work-Study Program (FWS)

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

Employment is reasonably available to all eligible students in the institution who are in need of financial aid. In the event that more students are eligible for FWS than there are funds available, preference is given to students who have greater financial need and who must earn a part of their educational expenses.

Award Schedule: The post-secondary institution arranges jobs on-campus or off-campus, with public or private nonprofit agencies, such as hospitals, for up to 35 hours a week, based on the availability of funds.

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

Level of salary in 1996-97 is $6.00 an hour.

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

Federal Direct Loan Program

Application Procedures: Application is made through the Financial Aid Office by completing a Loan Origination Request Form. The applicant is required to first apply and receive a response from the Federal Pell Grant.

A counseling session and an interview are required. When the loan is approved, a promissory note is signed by the student.

Selection of Recipients and Allocation of Awards: To be eligible for a Federal Direct Loan, a student must be: 1) a U.S. Citizen or permanent resident alien; and 2) enrolled in or admitted as a matriculated, at least half-time student at an approved school, university or other post-secondary institution in any of the United States or a foreign country.

Loan Schedule: The loan amounts vary and are based on class year: for example, $2,625.00 during the student’s freshman year, $3,500.00 during the sophomore year, etc. All students are eligible to receive interest benefits on their loans unless they choose to waive them. The student is eligible for a full interest subsidy on a subsidized loan during the time he/she is in school at least half time, and for a following six month grace period before repayment must begin. An "Origination
Rights and Responsibilities for Recipients: Students may borrow at a relatively low interest rate (currently 8.25%) 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.

Four months after ceasing to be at least a half-time student, the borrower must make formal arrangements with the loan servicer to begin repayment. The following regulations apply:

1) Depending on the amount of the loan, the minimum monthly payment may be at least $50.00 plus interest. Under unusual and extenuating circumstances the loan servicer, on request, may permit reduced payments.

2) The repayment period varies and is dependent upon the repayment plan chosen. For example, the Standard Repayment Plan has a maximum period of ten years, and the Income Contingent Payment Plan has a maximum period of 25 years.

3) Repayment in whole or part may be made at any time without penalty.

Federal Direct Parent Loan for Undergraduate Students (FDPLUS)
FDPLUS enables either natural or adoptive parents of dependent undergraduate students to borrow per child up to the cost of education, for each academic year at federally-approved schools. The amount borrowed in any year cannot be greater than the cost of going to school during that year, minus all other financial aid received for the period of the loan. Costs that may be covered include: tuition and fees, room and board, books, transportation, and an allowance for personal expenses. FDPLUS loans for which the first disbursement was made on or after July 1, 1995 have no aggregate loan limit. Interest rates are variable and change every July 1st.

Effective July 1, 1995 the annual interest rate was 8.98%. Repayment of the loan must begin within 60 days after the date funds are distributed. Borrowers have 10 years to repay. The loan servicer may charge an Insurance Premium of up to 4% on the loan principal. This premium is deducted from each loan disbursement. Application is made through the Financial Aid Office by completing a Loan Origination Request Form. Parents will be eligible for the same authorized deferments described in the Federal Direct Loan Program.

Academic Requirements for Federal Aid (Title IV)
At CUNY, students applying for the following programs must complete the Financial Aid Supplement Information Request form (FASIR). The FASIR will be mailed to CUNY applicants or students after they have completed a FAFSA.

Federal Work-Study (FWS), Federal Pell Grant Program (FPPELL), Federal Perkins Loan (FPL), Federal Supplemental Educational Opportunity Grant (FSEOG), William D. Ford Federal Direct Loan Program (FDL).

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

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

If the standard in 1 is not met, eligibility may be retained by meeting the following conditional standard:
3. the credits the student has earned are equal to or greater than .875 of the total amount of credits attempted minus 21.

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

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

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

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

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

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

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

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

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.

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

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

**Veterans Work Study:** 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 population.

**Vocational Rehabilitation:** This is available to veterans who have at least a 20% disability rating from the Veterans Administration and includes payment for tuition, fees, and a monthly stipend. Full-time and part-time veteran students are eligible.

**Benefits for Dependents of Veterans:** There are numerous programs available to dependents of disabled veterans. For more information about these programs, please visit the Office of Veterans Affairs.

### Veterans Administration Educational Benefits

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

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

**Eligibility Requirements:** Individuals entering military service on or after July 1, 1985 have their basic military pay reduced by $100.00 a month for the first 12 months of their service, in order to be eligible for this educational assistance program. Individuals eligible for the Old G.I. Bill (Chapter 34) as of December 31, 1989 who meet certain eligibility criteria may also be eligible but do not have their basic pay reduced. Persons who, after December 31, 1976, received commissions as officers from service academies (e.g., West Point, the Naval Academy, etc.) or ROTC scholarship programs are not eligible for this program.

**Entitlement/Monthly Rates:**

Active duty for 3 years or 2 years active duty plus 4 years in the Selected Reserve or National Guard entitles an individual to $404.00 a month basic benefits for 36 months or the equivalent in part-time training. If an individual's initial obligated period of active duty is less than 3 years which is not followed by service in the Selected Reserve, the basic educational assistance benefit is $325.00 monthly for 36 months (or the equivalent in part-time training). There is also a targeted, discretionary kicker of up to an additional $400.00 available to persons whose skills are critical to the military (e.g. Army College Fund, Navy Sea College Fund programs).

**Montgomery G.I. Bill—Selected Reserve**

(Chapter 106, Title 10, U.S. Code)

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

**Monthly Rates:** The rates of educational assistance allowance payable under Chapter 106 for pursuit of a program of education are: $192 per month for full-time pursuit, $144 per month for three-quarter time pursuit, $96 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 $25.00 and $100.00 each month while on active duty up to a maximum of $2,700.00 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 VA supervision and receive extra benefits. For 250 hours of work, the student will receive 250 x the minimum wage, but not less than $775.00. 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.

### State Programs

#### Academic Requirements for State Aid (TAP)

In order to be eligible for TAP, there are three major requirements that students must meet. They are outlined below.

1. **Students must be registered as full-time students.** In the Schedule of Classes, there is a chart called, "Am I a Full Time Student?" Students should check each semester at registration to be sure they are registering for a full-time program.

2. **Students must be making satisfactory academic progress toward their degree.** In each semester that they wish to receive an award, they must meet the following standards: a) Successfully pass a specified number of credits (see chart below), and b) Achieve a grade point average at a specified minimum level (see chart below).

<table>
<thead>
<tr>
<th>To be eligible for payment #</th>
<th>Your total earned credits must equal</th>
<th>Your average (GPA) must be at least</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>1.00</td>
</tr>
<tr>
<td>4</td>
<td>18</td>
<td>1.20</td>
</tr>
<tr>
<td>5</td>
<td>31</td>
<td>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 for payment #</th>
<th>Of the courses you take</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</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
Registrar's Office 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 complete CUNY's Financial Aid Supplemental Information Request Form (FASIR).

The Higher Education Services Corporation determines the applicant's eligibility and mails an award certificate directly to the applicant indicating the amount of the grant.

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

The applicant must:
1) be a New York State resident and a U.S. citizen or permanent resident alien;
2) be enrolled full-time and matriculated at an approved New York State post secondary institution;
3) have, if dependent, a family net income below $50,500.00; and
4) be charged a tuition of at least $200.00 per year.

The current definition of independent status is as follows (independent status under the State definition does not necessarily insure independent status for federal aid programs):
1) thirty-five years or older on June 30, 1996 or
2) twenty-two years or older on June 30, 1996 and not
   a resident in any house, apartment, or building owned or leased by parents for more than 2 consecutive weeks in calendar years 1995, 1996 or 1997, or
   claimed as a dependent by parents on their Federal or State income tax returns for 1995 and 1996
3) under 22 years of age on June 30, 1996 and meeting all other requirements of (2) above, and able to meet at least one of the following requirements:
   - both parents deceased, disabled or incompetent;
   - receiving public assistance other than Aid as a Dependent Child (ADC) or food stamps;
   - ward of a court;
   - unable to ascertain parents' whereabouts;
   - unable, due to an adverse family situation, to submit parents' income;
   - married on or before December 31, 1995,

Undergraduate students may generally receive TAP awards for four years of study. Students enrolled in approved five-year programs may receive awards for more than a total of eight years of undergraduate and graduate study.

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

Aid To Part-Time Students (APTS)

Application Procedures: Application is made through the Financial Aid Office by completing the APTS application. 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.

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 $450.00 each year without consideration of income or tuition costs. The award may be granted for 4 years of full-time undergraduate study (or for 5 years in an approved 5-year bachelor's degree program).

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

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

Child of Deceased Police Officer/Firefighter Award

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

A recipient of a Child of a Deceased Police Officer-Firefighter Award can receive up to $450.00 each year without consideration of income or tuition costs. The award may be granted for 4 years of full-time undergraduate study (or for five 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 NYSHESC (see TAP application procedures) and request a Child of Veteran Award Supplement.

College Discovery (CD)

Application Procedures: Application is made by completing the appropriate section of the admission form available from the Admissions Office, M-147, and returning the form to the University Application Processing Center of The City University of New York. CUNY's Financial Aid Supplemental Information Request (FASIR) must also be completed.

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

Nursing Scholarships

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

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

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

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

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

LaGuardia Community College is designed to provide its students with a wide range of learning opportunities in the areas of personal growth, academic achievement and career preparation. To meet these goals, the college has created a variety of academic programs.

The college offers programs leading to three degrees: the Associate in Arts (AA), the Associate in Applied Sciences (AAS), and the Associate in Science (AS). In addition, the college offers two Certificate programs. 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 Technician
- Telecommunications Option
- Emergency Medical Technician/Paramedic
- Mortuary Science/Joint with American Academy McAllister Institute
- Nursing
- Microcomputer Systems and Applications
- Paralegal Studies
- Physical Therapist Assistant
- Programming and Systems
- Secretarial Science: Administrative Secretary
- Secretarial Science: Legal Secretary
- Travel and Tourism
- Veterinary Technology

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

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

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

The Accounting 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 auditing and accounting functions on the staffs of public accounting firms.

Regardless of post-graduation goals, students are able to complete 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 curriculum. The particular courses students must successfully complete are determined by their scores on the college placement test. For more information on the basic skills requirements see page 105.

Accounting Curriculum: AAS Degree

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

Accounting

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science: 3 credits</td>
<td></td>
</tr>
<tr>
<td>Introductory Economics ISSE101</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>2</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>3</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: 6 credits</td>
<td></td>
</tr>
<tr>
<td>Gateway to the Workplace CEP100</td>
<td>1</td>
</tr>
<tr>
<td>Part-Time Internship CEP151</td>
<td>2</td>
</tr>
<tr>
<td>Full-Time Internship CEP201</td>
<td>3</td>
</tr>
<tr>
<td>(Required for day students. Extended day students may take Co-op Internships or elective courses.)</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts Electives: 2 credits</td>
<td>2</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 107-108 for these courses.)</td>
<td></td>
</tr>
<tr>
<td>Unrestricted Electives: 5 credits</td>
<td>5</td>
</tr>
<tr>
<td>Transfer students are advised to take liberal arts courses. Career students are advised to select courses from the Accounting/Managerial Studies Department.</td>
<td></td>
</tr>
<tr>
<td>One elective must be an urban study course.</td>
<td></td>
</tr>
</tbody>
</table>

Note:
Students enrolled in this program who have not fulfilled the College Preparatory Initiative (CPI) requirement of 11 units may need to take from 60 to 62 credits in order to graduate. The total number of credits depends on the number of units the student is missing. Additional information regarding CPI may be found on page 115.
**Joint Accounting/Computer Option**

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

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

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

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

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

| Liberal Arts Electives: 5 credits |
| Any course in 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 107-108 for these courses. | 5 |

| Unrestricted Electives: 2 credits | 2 |

One elective must be an urban study course.

**Note:**
Students enrolled in this program who have not fulfilled the College Preparatory Initiative (CPI) requirement of 11 units may need to take from 60 to 65 credits in order to graduate. The total number of credits depends on the number of units the student is missing. Additional information regarding CPI may be found on page 115.

**Total credits: 60**

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

**Note:** Students should consult with a counselor and/or faculty advisor in the selection of elective courses to ensure maximum transferability of credits taken.
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 coursework in food preparation, menu planning, sanitation and safety, purchasing, management and personnel administration. Through the cooperative education component of the program, students apply classroom learning to practical work experience in the foodservice industry. Additional support courses include food microbiology, accounting, advanced foods and nutrition.

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

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the curriculum. The particular courses students must successfully complete are determined by their scores on the college placement test. For more information on the basic skills requirements see page 105.

<table>
<thead>
<tr>
<th>Commercial Foodservice Management Curriculum: AAS Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
</tr>
<tr>
<td>New Student Seminar</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>English: 6 credits</td>
</tr>
<tr>
<td>Composition I ENG101</td>
</tr>
<tr>
<td>Writing through Literature ENG102</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>Humanities: 3 credits</td>
</tr>
<tr>
<td>Oral Communication HUC101</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>Mathematics: 3 credits</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>Natural and Applied Sciences: 7 credits</td>
</tr>
<tr>
<td>Foods Microbiology SCD160</td>
</tr>
<tr>
<td>Introductory Nutrition SCD200</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>Social Science: 3 credits</td>
</tr>
<tr>
<td>Introduction to Sociology SSS100</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>Accounting/Managerial Studies and Computer Information Systems: 10 credits</td>
</tr>
<tr>
<td>Principles of Accounting I AMA111</td>
</tr>
<tr>
<td>Principles of Management AMM103</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>Select one of the following courses:</td>
</tr>
<tr>
<td>Personnel Administration AMM121</td>
</tr>
<tr>
<td>Introduction to Computers and their Applications CIS100</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>Foodservice Management: 18 credits</td>
</tr>
<tr>
<td>Foods SCD100</td>
</tr>
<tr>
<td>Quantity Food Production SCD250</td>
</tr>
<tr>
<td>Foodservice Sanitation and Safety SCD251</td>
</tr>
<tr>
<td>Quantity Food Purchasing SCD252</td>
</tr>
<tr>
<td>Foodservice Administration SCD253</td>
</tr>
<tr>
<td>Advanced Foods SCD205</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>Cooperative Education: 6 credits</td>
</tr>
<tr>
<td>Gateway to the Workplace CEP100</td>
</tr>
<tr>
<td>Part-Time Internship CEP151</td>
</tr>
<tr>
<td>Full-Time Internship CEP201</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Electives: 4 credits</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 107-108 for these courses.)</td>
</tr>
<tr>
<td>4</td>
</tr>
</tbody>
</table>

One elective must be an urban study course.

Total credits: 60

Notes:
Students enrolled in this program who have not fulfilled the College Preparatory Initiative (CPI) requirement of 11 units may need to take from 60 to 68 credits in order to graduate. The total number of credits depends on the number of units the student is missing. Additional information regarding CPI may be found on page 115.

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

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

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

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

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

Students who need additional skills development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the curriculum. The particular courses students must successfully complete are determined by their scores on the college placement test. For more information on basic skills requirements see page 105.

### Commercial Photography Curriculum: AAS Degree

<table>
<thead>
<tr>
<th>Counseling</th>
<th>0</th>
</tr>
</thead>
<tbody>
<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: 12 credits</strong></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><strong>Select two of the following courses:</strong></td>
<td>6</td>
</tr>
<tr>
<td>Introduction to Design HUA194</td>
<td></td>
</tr>
<tr>
<td>Color Theory HUA115</td>
<td></td>
</tr>
<tr>
<td>Computer Art HUA125</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics: 3 credits</strong></td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td></td>
</tr>
<tr>
<td><strong>Natural and Applied Sciences: 3 credits</strong></td>
<td>3</td>
</tr>
<tr>
<td>Topics in Chemistry SCC101</td>
<td></td>
</tr>
<tr>
<td><strong>Social Science: 3 credits</strong></td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Sociology SSS100</td>
<td></td>
</tr>
<tr>
<td><strong>Commercial Photography: 24 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>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><strong>Cooperative Education: 6 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Gateway to the Workplace CEP100</td>
<td>1</td>
</tr>
<tr>
<td>Part-Time Internship CEP151</td>
<td>2</td>
</tr>
<tr>
<td>Part-Time Internship CEP201</td>
<td>3</td>
</tr>
<tr>
<td>(Required for day students. Extended day students may take Co-op Internships or elective courses.)</td>
<td></td>
</tr>
<tr>
<td><strong>Liberal Arts Electives Credits: 3 credits</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 107-108 for these courses.)</td>
<td></td>
</tr>
<tr>
<td>(History elective recommended.)</td>
<td></td>
</tr>
</tbody>
</table>

One elective must be an urban study course.

**Total credits: 60**

**Notes:**

Students enrolled in this program who have not fulfilled the College Preparatory Initiative (CPI) requirement of 11 units may need to take from 60 to 63 credits in order to graduate. The total number of credits depends on the number of units the student is missing. Additional information regarding CPI may be found on page 115.

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

Counseling
New Student Seminar  0

English: 3 credits
Composition I ENC101  3

Humanities: 6 credits
Speech Elective  3
Choose one course from the following three:
  Color Theory HUA115  3
  Introduction to Design HUA104
  Computer Art HUA125

Mathematics: 3 credits
Liberal Arts Elective  3

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

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

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 offered by the department help prepare students for careers in CIS as well as 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 the management process.

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 to transfer to a senior college for further study in computer science. Graduating students will be prepared for careers as applications programmers.

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

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

**Computer Technician:** The Computer Technician Curriculum provides the skills needed for a career in high-tech industries, either in microcomputer repair and operations, or in the design and interface of microcomputers with peripherals. This program provides students with vocational training in a rapidly growing technical area.

**Computer Technician: Telecommunications:** The option in Telecommunications provides students with skills for working in data switching centers, maintaining data lines and repairing communications devices. In addition, students have the opportunity to plan advanced studies in teleprocessing and telecommunications. LaGuardia is a NEAP (Novell Education Academic Partner) and as part of its relationship with Novell, students will be prepared for CNA (Certified Novell Administrator) certification exams.

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the curriculum. The particular courses students must successfully complete are determined by their scores on the college placement test. For more information on basic skills requirements see page 105.

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**Computer Science Curriculum:**

**AS Degree**

<table>
<thead>
<tr>
<th>Category</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</td>
<td>6</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</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>19</td>
</tr>
<tr>
<td>Linear Algebra (MAT210)</td>
<td>3</td>
</tr>
<tr>
<td>Calculus I (MAT201)</td>
<td>4</td>
</tr>
<tr>
<td>Calculus II (MAT202)</td>
<td>4</td>
</tr>
<tr>
<td>Calculus III (MAT203)</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Discrete Mathematical Structures (MAT230)</td>
<td>4</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Sociology (SSS100)</td>
<td>3</td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>20</td>
</tr>
<tr>
<td>Introduction to Computer Science (CIS101)</td>
<td>4</td>
</tr>
<tr>
<td>Structured Programming Techniques with COBOL (CIS195)</td>
<td>4</td>
</tr>
<tr>
<td>Basic Assembler Language for Computer Science (CIS196)</td>
<td>5</td>
</tr>
<tr>
<td>Data Structures (CIS286)</td>
<td>3</td>
</tr>
<tr>
<td>Computer Architecture (CIS295)</td>
<td>4</td>
</tr>
<tr>
<td>Accounting/Managerial Studies</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Business (AMM101)</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative Education</td>
<td>6</td>
</tr>
<tr>
<td>Gateway to the Workplace (CEP100)</td>
<td>1</td>
</tr>
<tr>
<td>Part-Time Internship (CEP151)</td>
<td>2</td>
</tr>
<tr>
<td>Full-Time Internship (CEP201)</td>
<td>3</td>
</tr>
</tbody>
</table>

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

**Total credits:** 60

*Elective must satisfy the urban study requirement.

**Notes:**

Students enrolled in this program who have not fulfilled the College Preparatory Initiative (CPI) requirement of 11 units may need to take from 60 to 72 credits in order to graduate. The total number of credits depends on the number of units the student is missing. Additional information regarding CPI may be found on page 115.

Students should consult with a counselor and/or faculty advisor in the selection of elective courses to ensure maximum transferability of credits taken.
<table>
<thead>
<tr>
<th>Programming and Systems Curriculum: AAS Degree</th>
<th>Computer Operations Curriculum: AAS Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>Counseling</td>
</tr>
<tr>
<td>New Student Seminar</td>
<td>New Student Seminar</td>
</tr>
<tr>
<td>English: 6 credits</td>
<td>English: 6 credits</td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>Composition I ENG101</td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td>Writing Through Literature ENG102</td>
</tr>
<tr>
<td>Humanities: 3 credits</td>
<td>Humanities: 3 credits</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>Liberal Arts Elective</td>
</tr>
<tr>
<td>Mathematics: 4 credits</td>
<td>Mathematics: 3 or 4 credits</td>
</tr>
<tr>
<td>Precalculus MAT200</td>
<td>(recommended MAT126, MAT121 or MAT200)</td>
</tr>
<tr>
<td>Social Science: 3 credits</td>
<td>Social Science: 3 credits</td>
</tr>
<tr>
<td>Introduction to Sociology SSS100</td>
<td>Introduction to Sociology SSS100</td>
</tr>
<tr>
<td>Accounting/Managerial Studies: 7 credits</td>
<td>Accounting/Managerial Studies: 7 credits</td>
</tr>
<tr>
<td>Principles of Accounting I AMA111</td>
<td>Principles of Accounting I AMA111</td>
</tr>
<tr>
<td>Introduction to Business AMM101</td>
<td>Introduction to Business AMM101</td>
</tr>
<tr>
<td>Computer Information Systems: 24 credits</td>
<td>Computer Information Systems: 24 credits</td>
</tr>
<tr>
<td>Introduction to Computers and Their Applications CIS100</td>
<td>Introduction to Computers and Their Applications CIS100</td>
</tr>
<tr>
<td>Database Concepts and Programming CIS250</td>
<td>Database Concepts and Programming CIS250</td>
</tr>
<tr>
<td>Introduction to Teleprocessing CIS260</td>
<td>Introduction to Teleprocessing CIS260</td>
</tr>
<tr>
<td>System Analysis and Design CIS110</td>
<td>System Analysis and Design CIS110</td>
</tr>
<tr>
<td>Computer Information Systems Elective</td>
<td>Computer Information Systems Elective</td>
</tr>
<tr>
<td>(Choose any CIS course except CIS105)</td>
<td>(Choose any CIS course except CIS105)</td>
</tr>
<tr>
<td>Choose either</td>
<td>Choose either</td>
</tr>
<tr>
<td>Structured Programming Techniques with COBOL CIS195</td>
<td>Structured Programming Techniques with COBOL CIS195</td>
</tr>
<tr>
<td>Basic Assembler Language for Computer Science CIS196</td>
<td>Basic Assembler Language for Computer Science CIS196</td>
</tr>
<tr>
<td>or Principles of Programming with BASIC CIS109</td>
<td>or Principles of Programming with BASIC CIS109</td>
</tr>
<tr>
<td>C/C++ Programming CIS125 and</td>
<td>C/C++ Programming CIS125 and</td>
</tr>
<tr>
<td>MS-DOS Concepts and Programming CIS130</td>
<td>MS-DOS Concepts and Programming CIS130</td>
</tr>
<tr>
<td>Cooperative Education: 6 credits</td>
<td>Cooperative Education: 6 credits</td>
</tr>
<tr>
<td>Gateway to the Workplace CEP100</td>
<td>Gateway to the Workplace CEP100</td>
</tr>
<tr>
<td>Part-Time Internship CEP151</td>
<td>Part-Time Internship CEP151</td>
</tr>
<tr>
<td>Full-Time Internship CEP201</td>
<td>Full-Time Internship CEP201</td>
</tr>
<tr>
<td>(Required for day students. Extended day students may take Co-op Internships or elective courses.)</td>
<td>(Required for day students. Extended day students may take Co-op Internships or elective courses.)</td>
</tr>
<tr>
<td>Liberal Arts Electives: 5 credits</td>
<td>Liberal Arts Electives: 5 credits</td>
</tr>
<tr>
<td>(Any course in English, Human Services, Humanities, Library)</td>
<td>(Any course in English, Human Services, Humanities, Library)</td>
</tr>
<tr>
<td>(Mathematics, Natural and Applied Sciences, or Social Science)</td>
<td>(Mathematics, Natural and Applied Sciences, or Social Science)</td>
</tr>
<tr>
<td>(EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 107-108 for these courses.)</td>
<td>(EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog. See pages 107-108 for these courses.)</td>
</tr>
<tr>
<td>Unrestricted Electives: 2 credits</td>
<td>Unrestricted Electives: 2 credits</td>
</tr>
</tbody>
</table>

One elective must be an urban study course.

Total credits: 60

Notes:
Students enrolled in this program who have not fulfilled the College Preparatory Initiative (CPI) requirement of 11 units may need to take from 60 to 65 credits in order to graduate. The total number of credits depends on the number of units the student is missing. Additional information regarding CPI may be found on page 115.

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: 60

Notes:
Students enrolled in this program who have not fulfilled the College Preparatory Initiative (CPI) requirement of 11 units may need to take from 60 to 64-65 credits in order to graduate. The total number of credits depends on the number of units the student is missing. Additional information regarding CPI may be found on page 115.

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>Category</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Counseling</strong></td>
<td>New Student Seminar</td>
<td>0</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Writing Through Literature ENG102</td>
<td>3</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td>Oral Communication HUC101</td>
<td>3</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Technical Mathematics I MAT241</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Technical Mathematics II MAT 242</td>
<td>4</td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td>Urban Sociology SSN187</td>
<td>3</td>
</tr>
<tr>
<td><strong>Accounting/Managerial Studies</strong></td>
<td>Introduction to Business AMM101</td>
<td>3</td>
</tr>
<tr>
<td><strong>Computer Technician</strong></td>
<td>Computer Information Systems: 31 credits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction to Computers and Their Applications CIS100 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Computer Electronics I CIS241</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Computer Electronics II CIS242</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Computer Hardware Interfacing and Programming CIS265 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Computer Technology Project Lab CIS289</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Computer Logic, Design and Implementation I CIS291 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Computer Logic, Design and Implementation II CIS292 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Computer Repair CIS293</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Computer Architecture CIS295</td>
<td>4</td>
</tr>
<tr>
<td><strong>Cooperative Education</strong></td>
<td>Gateway to the Workplace CEP100</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Part-Time Internship CEP151</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Full-Time Internship CEP201</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(Required for day students. Extended day students may take Co-op Internships or elective courses.)</td>
<td></td>
</tr>
<tr>
<td><strong>Unrestricted Electives</strong></td>
<td>Accountancy/Managerial Studies: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Note:</td>
<td>Students enrolled in this program who have not fulfilled the College Preparatory Initiative (CPI) requirement of 11 units may need to take from 60 to 75 credits in order to graduate. The total number of credits depends on the number of units the student is missing. Additional information regarding CPI may be found on page 115.</td>
<td></td>
</tr>
</tbody>
</table>

**Total credits: 60**

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

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 Dietetic 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 curriculum. The particular courses students must successfully complete are determined by their scores on the college placement test. For more information on basic skills requirements see page 105.

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Dietetic Technician Curriculum:

**AS Degree**

Counseling

New Student Seminar 0

English: 6 credits

Composition I ENG101 3

Writing Through Literature ENG102 3

Humanities: 3 credits

Oral Communication HUC101 3

Natural and Applied Sciences: 13 credits

Fundamentals of Human Biology I SCB203 4

Fundamental of Human Biology II SCB204 4

Biological Chemistry SCC140 3

Community Health SCN195 2

Human Services: 3 credits

Principles of Human Relations HSC102 3

Social Science: 3 credits

Introduction to Sociology SSS100 3

Dietetic Technology: 26 credits

Foods SCD100 3

Introductory Nutrition SCD200 3

Clinical Nutrition A SCD201 3

Clinical Nutrition B SCD202 3

Life Cycle Nutrition SCD203 3

Applied Dietetics SCD206 2

Quantity Food Production SCD250 3

Foodservice Sanitation and Safety SCD251 3

Foodservice Administration SCD253 3

Cooperative Education: 5 credits

Co-op Prep SCO007 0

Dietetic Field Experience I SCD260 4

Dietetic Field Experience II SCD221 2

Dietetic Field Experience III SCD222 2

Liberal Arts Elective: 1 credit

(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 107-108 for these courses.)

Total credits: 60

Notes:

Students enrolled in this program who have not fulfilled the College Preparatory Initiative (CPI) requirement of 11 units may need to take from 60 to 65 credits in order to graduate. The total number of credits depends on the number of units the student is missing. Additional information regarding CPI may be found on page 115.

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

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

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

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

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

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

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the curriculum. The particular courses students must successfully complete are determined by their scores on the college placement tests. Basic skills courses do not transfer to Queens College. For more information on basic skills requirements see page 105.

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

Counseling
New Student Seminar 0

English: 12 credits*
Composition I ENG101 3
Writing Through Literature ENG102 3

* 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 one.

Total credits: 60
Education Associate: The Bilingual Child

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

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

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

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

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the curriculum. The particular courses students must successfully complete are determined by their scores on the college placement test. For more information on the basic skills requirements see page 105.

Education Associate: The Bilingual Child Curriculum: AA Degree

| Counseling                                    | 0 |
| English: 6 credits                           | 3 |
| Composition I ENG101                        | 3 |
| Writing Through Literature ENG102          | 3 |
| Humanities: 6 credits                       | 3 |
| Advanced Spanish Composition HUS210       | 3 |
| Select one of the following courses:        | 3 |
| Latin American Literature I HUS200        | 3 |
| Latin American Literature II HUS201      | 3 |
| Literature of the Caribbean HUS270        | 3 |
| Mathematics: 6 credits                      | 3 |
| Early Concepts of Math for Children MAT103 or MAB103 (bilingual mode) | 3 |
| Mathematics in Elementary Education MAT104 or MAB104 (bilingual mode) | 3 |
| Natural and Applied Sciences: 3 credits   | 3 |
| Select one of the following courses:       | 3 |
| Topics in Biology SCB101                | 3 |
| Topics in Chemistry SCC101               | 3 |
| Topics in Physical Science SCP101       | 3 |
| Social Science: 9 credits                  | 3 |
| Introduction to Sociology SSS100 or SSB110 (bilingual mode) | 3 |
| General Psychology SSY101 or SSB102 (bilingual mode) | 3 |
| Group Dynamics SSY260                    | 3 |
| Bilingual Education Core Courses: 15 credits |                     |
| These courses are taught in the bilingual mode |                     |
| Educational Psychology: Bilingual Child in the Urban Environment HUB102 | 3 |
| Principles and Practices of Bilingual Education and ESL HUB103 | 3 |
| Teaching Reading and Language Arts in the Bilingual Classroom HUB200 | 3 |
| Latin American Civilizations HUS204 | 3 |
| Cooperative Education: 6 credits          | 3 |
| Gateway to the Workplace CEP100            | 1 |
| Part-Time Internship CEP151               | 2 |
| Full-Time Internship CEP201               | 3 |
| Liberal Arts Electives: 9 credits         | 9 |
| (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 107-108 for these courses.) | |

Total credits: 60

Notes:
Students enrolled in this program who have not fulfilled the College Preparatory Initiative (CPI) requirement of 11 units may need to take from 60 to 63 credits in order to graduate. The total number of credits depends on the number of units the student is missing. Additional information regarding CPI may be found on page 115.

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

This program offers career advancement possibilities to pre-hospital health care providers in New York City.

Emergency Medical Technicians (EMT) 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 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 AAS degree consisting of required and elective courses will be tailored to match the interests and career goals of individual paramedics. They must take 27 additional credits at LaGuardia.

Although other students are ineligible to enroll in this program without the respective certifications, they can work toward admission by taking the appropriate prerequisites and by earning the New York State EMT certificate. The EMT 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 curriculum. The particular courses students must successfully complete are determined by their scores on the college placement test. For more information on basic skills requirements see page 105.

Paramedic Curriculum: AAS Degree

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>0</td>
</tr>
<tr>
<td>New Student Seminar</td>
<td>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/English: 3 Credits</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td></td>
</tr>
<tr>
<td>Mathematics: 3 credits</td>
<td>3</td>
</tr>
<tr>
<td>Elementary Statistics MAT120</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: 8 credits</td>
<td>3</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>Paramedic Component: 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 Pathophysics 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>Unrestricted Elective Credits: 4 credits</td>
<td>4</td>
</tr>
<tr>
<td>One elective must be an urban study course</td>
<td></td>
</tr>
<tr>
<td><strong>Total credits: 60</strong></td>
<td></td>
</tr>
</tbody>
</table>

Notes: EMTs wishing to begin Paramedic training must, in addition to listed academic prerequisites, demonstrate a minimum of six months or 200 hours paid or voluntary experience. With successful completion of the paramedic tract of courses, students will be eligible to take the New York State AEMT-IV Certification Examination. Students who enter the college already certified as Paramedics and 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 AAS degree, students will complete a total of 27 required credits and elective 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 enrolled in this program who have not fulfilled the College Preparatory Initiative (CPI) requirement of 11 units may need to take from 60 to 62 credits in order to graduate. The total number of credits depends on the number of units the student is missing. Additional information regarding CPI may be found on page 115.

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

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

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

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

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

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

Fine Arts Curriculum: AS Degree

Counseling
New Student Seminar 0

English: 6 credits
Composition I ENG 101 3
Writing Through Literature ENG 102 3

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

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

Mathematics: 3 credits
Liberal Arts Elective 3

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

Social Science: 6 credits
Introduction to Sociology SSS 100 3
History Elective 3

Liberal Arts: 3 credits
Humanism, Science and Technology LIB 200 3

Fine Arts: 27 credits
Beginning Drawing HUA 103 3
Introduction to Design HUA 104 3
Life Drawing HUA 180 3
Art History: Prehistoric Through Gothic HUA 165 3
Art History: Renaissance Through Modern HUA 166 3
Select two of the following Studio Art courses:
Three-Dimensional Design HUA 106 6
Beginning Painting HUA 110 3
Color Theory HUA 115 3
Beginning Sculpture HUA 120 3
Beginning Photography HUA 130 3
Beginning Printmaking HUA 150 3
Select one of the following Studio Art courses:
Intermediate Drawing HUA 203 3
Intermediate Painting HUA 210 3
Intermediate Sculpture HUA 220 3
Intermediate Photography HUA 230 3
Select one of the following Art History courses:
Art of the 20th Century HUA 200 3
Art in New York HUA 201 3
History of Photography HUA 202 3
Art of the Renaissance HUA 215 3
Art of Africa, Oceania and Pre-Columbian America HUA 216 3
Art of Film HUC 150 3

Cooperative Education: 6 credits
Gateway to the Workplace CEP 100 1
Part-Time Internship CEP 151 2
Full-Time Internship CEP 201 3

Total credits: 60

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

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

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

The Mental Health Program prepares students for careers in social service agencies, community centers, hospitals, and other related institutions. Mental health graduates who transfer to senior colleges can continue their studies in fields such as social work and psychology.

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

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

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the curriculum. The particular courses students must successfully complete are determined by their scores on the college placement test. For more information on basic skills requirements see page 105.

Human Services: Child Development
Curriculum: AA Degree

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>English: 6 credits</td>
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<tr>
<td>Composition I ENG101</td>
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<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 HUA101</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Music HUM101</td>
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<tr>
<td>Mathematics: 3 credits</td>
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<tr>
<td>Early Concepts of Math for Children MAT103</td>
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<td>Natural and Applied Sciences: 6 credits</td>
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<tr>
<td>Topics in Biology SCB101</td>
<td>3</td>
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<tr>
<td>Topics in Physical Sciences SCP101</td>
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<tr>
<td>Social Science: 9 credits</td>
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</tr>
<tr>
<td>Introduction to Sociology SSS100</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology SSSY101</td>
<td>3</td>
</tr>
<tr>
<td>Developmental Psychology SSSY240</td>
<td>3</td>
</tr>
<tr>
<td>Human Services: 18 credits</td>
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<tr>
<td>Core Courses: 9 credits</td>
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<tr>
<td>Orientation to Human Services HSC101</td>
<td>3</td>
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<tr>
<td>Principles of Human Relations HSC102</td>
<td>3</td>
</tr>
<tr>
<td>Community Dynamics: Impact on Human Services HSN103</td>
<td>3</td>
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<tr>
<td>Child Development: 9 credits</td>
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<tr>
<td>(Specialization courses must be taken with internships)</td>
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<tr>
<td>Integrated Curriculum A: The Developing Child HSD170</td>
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<td>Integrated Curriculum B: Developing Problem Solving Skills HSD171</td>
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<tr>
<td>Integrated Curriculum C: Developing Creativity HSD172</td>
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<td>Cooperative Education: 6 credits</td>
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<tr>
<td>Co-op Prep</td>
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<tr>
<td>2 half-time Internships, 1 credit each</td>
<td>2</td>
</tr>
<tr>
<td>2 full-time Internships, 2 credits each</td>
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<tr>
<td>Liberal Arts Electives: 6 credits</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.)</td>
<td></td>
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<tr>
<td>(History elective recommended)</td>
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</tbody>
</table>

Total credits: 60

Notes:
Students enrolled in this program who have not fulfilled the College Preparatory Initiative (CPI) requirement of 11 units may need to take from 60 to 63 credits in order to graduate. The total number of credits depends on the number of units the student is missing. Additional information regarding CPI may be found on page 115.

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

Counseling
New Student Seminar 0
English: 6 credits
Composition I ENC101 3
Writing Through Literature ENC102 3
Humanities: 3 credits
Liberal Arts Elective 3
Mathematics: 3 credits
Liberal Arts Elective 3
Natural and Applied Sciences: 6 credits
Topics in Biological Science SCB101 3
Aging as a Health Process SCH111 3
Social Science: 9 credits
Introduction to Sociology SSS100 3
General Psychology SSY101 3
Developmental Psychology II SSY241 3
Human Services: 18 credits
Core Courses: 9 credits
Orientation to Human Services HSC101 3
Principles of Human Relations HSC102 3
Community Dynamics: Impact on Human Services HSN103 3
Gerontology: 9 credits
(Specialization courses must be taken with internships)
Introduction to Gerontological Services HSC110 3
Human Services Roles and Systems HSC135 3
Activities for Human Services Settings HSC130 3
Cooperative Education: 6 credits
Co-op Prep 0
2 half-time Internships, 1 credit each 2
2 full-time Internships, 2 credits each 4
Liberal Arts Elective: 9 credits
(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.)

Total credits: 60

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

Human Services: Mental Health Curriculum: AA Degree

Counseling
New Student Seminar 0
English: 6 credits
Composition I ENC101 3
Writing Through Literature ENC102 3
Humanities: 3 credits
Liberal Arts Elective 3
Mathematics: 3 credits
Liberal Arts Elective 3
Natural and Applied Sciences: 6 credits
Topics in Biological Science SCB101 3
Aging as a Health Process SCH111 3
Social Science: 12 credits
Introduction to Sociology SSS100 3
General Psychology SSY101 3
Developmental Psychology I SSY240 3
Group Dynamics: Small Group Processes SSY260 3
Human Services: 18 credits
Core Courses: 9 credits
Orientation to Human Services HSC101 3
Principles of Human Relations HSC102 3
Community Dynamics: Impact on Human Services HSN103 3
Mental Health: 9 credits
(Specialization courses must be taken with internships)
Survey of Psychological Treatment Approaches HSM120 3
Human Services Roles and Systems HSC135 3
Activities for Human Services Settings HSC130 3
Cooperative Education: 6 credits
Co-op Prep 0
2 half-time Internships, 1 credit each 2
2 full-time Internships, 2 credits each 4
Liberal Arts Elective: 3 credits
(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: 3 credits

Total credits: 60

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

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 curriculum. The particular courses students must successfully complete are determined by their scores on the college placement test. For more information on basic skills requirements see page 105.

Liberal Arts: Social Sciences and Humanities Curriculum: AA Degree

| Counseling                                      | 0 |
| New Student Seminar                             | 0 |
| English: 11 credits                              | 3 |
| Composition I ENG101                            | 3 |
| Writing Through Literature ENG102               | 3 |
| Preparing and Writing the Research Paper ENG103 | 2 |
| Liberal Arts Elective                           | 3 |
| Humanities: 3 credits                            | 3 |
| Liberal Arts Elective                           | 3 |
| English/Humanities: 3 credits                   | 3 |
| Liberal Arts Elective                           | 3 |
| Liberal Arts: 3 credits                         | 3 |
| Liberal Arts Seminar: Humanism, Science & Technology LIB200 | 3 |
| Mathematics: 3 credits                          | 3 |
| Liberal Arts Elective                           | 3 |
| Social Sciences: 9 credits                      | 3 |
| Introduction to Sociology SSS100                | 3 |
| Liberal Arts Elective                           | 3 |
| Select one of the following courses:             | 3 |
| Themes in American History to 1865 SSH101       | 3 |
| Themes in American History since 1865 SSH102    | 3 |
| Western Civilization from Ancient Times to the Renaissance SSH103 | 3 |
| Western Civilization from the Renaissance to Modern Times SSH104 | 3 |
| East Asian Civilization and Societies SSH110    | 3 |
| Afro-American History SSH231                    | 3 |
| Survey of Latin American and Caribbean History SSH232 | 3 |
| Cooperative Education: 6 credits                | 6 |
| Gateway to the Workplace CEP100                 | 1 |
| Part-Time Internship CEP151                     | 2 |
| Full-Time Internship CEP201                     | 3 |
| (Required for day students. Extended day students may take Co-op Internships or elective courses.) | |
| Liberal Arts Electives: 7 credits               | 7 |
| (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 107-108 for these courses.) | |
| Unrestricted Electives: 9 credits                | 9 |

One elective must be an urban study course.

Total credits: 60

Note: Students should consult with a counselor and/or faculty advisor in the selection of elective courses to ensure maximum transferability of credits taken.
Introductory Cluster Requirement
An Introductory Cluster containing four courses with an integrated Seminar (LIB110) is required for all DAY students; students must take the Cluster during the 12-week session when they take ENG101.

Core Requirement
All students must select 12 credits from the core courses listed below. One course must be taken in each of the 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 Communications HUC101
Creative Thinking HUR101
Introduction to Music HUM101
Introduction to Bilingualism HUN101
Introduction to Philosophy HUP101

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

Natural and Applied Sciences Core Courses (choose one):
Fundamentals of Biology I, SCB201
Fundamentals of Chemistry I, SCC201
Fundamentals of Physics I, SCP201
This core area can be fulfilled by a topics course as well as a fundamentals course.

Social Science Core Courses (choose one):
Introduction to Cultural Anthropology SSA101
Introduction to Economics SSE101
Power & Politics in America SSP101
Urban Sociology SSN187
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.
Liberal Art: Mathematics and Science Curriculum: AS Degree

Counseling
New Student Seminar 0

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

Humanities: 3 credits
Elective 3

Elective
English/Humanities: 3 credits

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

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

Select one of the following courses:
Themes in American History to 1865 SSH110 3
Themes in American History since 1865 SSH1102 3
Western Civilization from Ancient Times to the Renaissance SSH1103
Western Civilization from the Renaissance to Modern Times SSH1104
East Asian Civilization and Societies SSH1110
African American History SSH231
Survey of Latin American and Caribbean History SSH232

Mathematics/Science: 24 credits
At least one math course and one lab science course must be included; all math courses must be at the MAT201 level or higher. Students may follow one of the suggested patterns below:

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

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

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

Mathematics
Precalculus MAT200 (if needed)
Calculus I, II, III MAT201, MAT202, MAT203
One or both of the following courses:
Differential Equations MAT204
Linear Algebra MAT210
One or more of the following courses:
Elementary Statistics I MAT120
Elementary Statistics II MAT121
History of Mathematics MAT132
One or more of the following sequences:
Fundamentals of Biology I, II SCB201, SCB202
Fundamentals of Chemistry I, II SCC201, SCC202
General Physics I, II, III SCP240, SCP241, SCP242

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

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

Total credits: 60

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

Note: Students should consult with a counselor and/or faculty advisor in the selection of elective courses to ensure maximum transferability of credits taken.
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 internships from numerous job opportunities available through LaGuardia's Cooperative Education Division. These work experiences enable the student to bridge the gap between classroom theory and practical applications in the business world and provide valuable experience for choosing a career and subsequent full-time employment.

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the curriculum. 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 105.

Business Administration Curriculum: AS Degree

| Counseling | 0 |
| New Student Seminar | 0 |
| English: 6 credits | 3 |
| Composition I ENG101 | 3 |
| Writing Through Literature ENG102 | 3 |
| Humanities: 3 credits | 3 |
| Liberal Arts Elective | 3 |
| Mathematics: 3 credits | 3 |
| Elementary Statistics MAT120* | 3 |
| Natural and Applied Sciences/Mathematics: 3 credits | 3 |
| Liberal Arts Elective | 3 |
| Social Sciences: 6 credits | 3 |
| Introductory Economics I SSE101 | 3 |
| Liberal Arts Elective | 3 |
| Accounting/Managerial Studies: 20 credits | 4 |
| Principles of Accounting I AMA111 | 4 |
| Principles of Accounting II AMA112 | 3 |
| Introduction to Business AMM101 | 3 |
| Principles of Management AMM103 | 3 |
| Principles of Marketing AMM104 | 3 |
| Business Law I AMM110 | 3 |
| Computer Information Systems: 3 credits | 3 |
| Introduction to Computers and their Applications CIS100 | 3 |
| Cooperative Education: 6 credits | 3 |
| Gateway to the Workplace CEP100 | 1 |
| Part-Time Internship CEP151 | 2 |
| Full-Time Internship CEP201 | 3 |
| (Required for day students. Extended day students may take Co-op Internships or elective courses.) | |
| Liberal Arts Electives: 9 credits | 9 |
| (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 107-108 for these courses.) | |
| Unrestricted Elective: 1 credit | 1 |
| One elective must be an urban study course. | |
| Total credits: 60 | |

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

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

Counseling
New Student Seminar 0

English: 6 credits
Composition I ENG101 3
Writing Through Literature ENG102 3
Humanities/Social Science: 3 credits 3
Liberal Arts Elective

Mathematics: 3 credits 3
Elementary Statistics I MAT120* 3
Mathematics/Science: 3 credits 3
Liberal Arts Elective

Social Science: 3 credits 3
Introductory Economics I SSE101 3

Computer Information Systems: 3 credits 3
Introduction to Computers and their Applications CIS100 3

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

Business Management
Accounting/Managerial Studies: 29 credits
Principles of Accounting I AMA111 4
Principles of Accounting II AMA112 4
Accounting Applications for the Microcomputer AMA130 3
Introduction to Business AMM101 3
Principles of Management AMM103 3
Business Law I AMM110 3
Choose three of the following courses: 9 credits
AMM102, AMM104, AMM105, AMM106, AMM108, AMM111, AMM115, AMM120, AMM121, AMM140, AMM141, AMM142, AMM150, AMM155, AMA150, AMA155, AMA201, AMA202, AMA210, AMA211, AMA220, AMN195

Liberal Arts Electives: 2 credits 2
(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 107-108 for these courses.)

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

Total credits: 60

Or

Business Finance Option
Accounting/Managerial Studies: 29 credits
Principles of Accounting I AMA111 4
Principles of Accounting II AMA112 4
Introduction to Business AMM101 3
Principles of Finance AMM102 3
Principles of Management AMM103 3
Business Law I AMM110 3
Introduction to Credit Management AMM140 3
Financial Statement Analysis AMM141 3
Accounts Receivable Financing AMM142 3

Liberal Arts Electives: 2 credits 2
(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 107-108 for these courses.)

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

Total credits: 60

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

Notes:
Students enrolled in these programs who have not fulfilled the College Preparatory Initiative (CPI) requirement of 11 units may need to take from 60 to 65 credits in order to graduate. The total number of credits depends on the number of units the student is missing. Additional information regarding CPI may be found on page 115.

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

Students spend their first year at LaGuardia completing 27 liberal arts and unrestricted elective credits. The second year of the program is taught at AAMI, where the necessary practical training and coursework in mortuary science are completed. At AAMI, students earn an additional 33 credits, completing the requirements for the Associate in Applied Science degree. Graduates serve residencies at funeral homes, and take the National Funeral Services Board Examination for New York State Licensure.

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

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the curriculum. The particular courses students must successfully complete are determined by their scores on the college placement test. When basic skills courses or ESL are required, they are included in the program in place of unrestricted elective courses. For more information on basic skills requirements see page 105.

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### Mortuary Science Curriculum: AAS Degree

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<thead>
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<th>Category</th>
<th>Course</th>
<th>Credits</th>
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<td>Counseling</td>
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<tr>
<td>English</td>
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<tr>
<td>Composition I ENG101</td>
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<td>3</td>
</tr>
<tr>
<td>Writing Through Literature ENG12</td>
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<tr>
<td>Humanities</td>
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</tr>
<tr>
<td>Oral Communication HUC101</td>
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</tr>
<tr>
<td>Natural and Applied Sciences</td>
<td>11 credits</td>
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</tr>
<tr>
<td>Biological Chemistry SCC140</td>
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<tr>
<td>Fundamentals of Biology I SCB201</td>
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<td>4</td>
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<tr>
<td>Fundamentals of Biology II SCR202</td>
<td></td>
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<tr>
<td>Social Science</td>
<td>6 credits</td>
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</tr>
<tr>
<td>Introduction to Sociology SSS100</td>
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<td>3</td>
</tr>
<tr>
<td>General Psychology SSY101</td>
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<tr>
<td>Unrestricted Electives</td>
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<td></td>
</tr>
<tr>
<td>Mortuary Science Courses</td>
<td>33 credits</td>
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</tr>
</tbody>
</table>

To be taken at the American Academy-McAllister Institute of Funeral Service, Inc.

- Accounting 101
- Anatomy 131, 132, 133
- Business Law 101
- Chemistry 121, 122
- Clinical Embalming 122
- Computer Application to Funeral Service 101
- Funeral Service Principles 121, 122
- General Psychology & Dynamics of Grief 101
- History of Funeral Service 101
- Microbiology 121, 122
- Mortuary Law 101
- Pathology 121, 122
- Principles of Counseling the Bereaved 101
- Principles of Embalming 132, 133
- Professional Ethics 101
- Restorative Arts 121, 122
- Small Business Management 122
- State Rules and Regulations 101
- Thanatology and Society 101

**Total credits: 60**

**Notes:**
- Students must have a minimum 2.00 cumulative GPA to be considered for transfer to the second year of the program at the American Academy-McAllister Institute.
- Students enrolled in this program who have not fulfilled the College Preparatory Initiative (CPI) requirement of 11 units may need to take from 60 to 62 credits in order to graduate. The total number of credits depends on the number of units the student is missing. Additional information regarding CPI may be found on page 115.
- Students should consult with a counselor and/or faculty advisor in the selection of elective courses to ensure maximum transferability of credits taken.
Nursing

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

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

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

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

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

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

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

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the curriculum. The particular courses students must successfully complete are determined by their scores on the college placement test. For more information on the basic skill requirements see page 105.

Note: The Nursing Student Handbook provides information on retention and graduation rates as well as a descriptive summary of graduate employment status.

Founding LaGuardians

To me, a tradition of innovation is a good metaphor for the scientific process. That’s how you discover new things, by using the tradition of past knowledge to create a climate of exploration, and hopefully, innovation. To do this has meant making sure that we grew and improved our services to the students as their population grew. When we were just starting out, it was exciting to be innovative in how we would present scientific concepts and practices, but as we grew, we had to become mainstream and have state-of-the-art labs. Our students are on very specific career tracks; so, it’s vital that we provide them with a “real” scientific environment, and I think we do that.

John Bihn
Chairperson
Natural and Applied Sciences Department

Nursing Curriculum: AAS Degree

Counseling
New Student Seminar 0

English: 6 credits
Composition I ENC101* 3
Writing Through Literature ENC102 3

Natural and Applied Sciences: 15 credits
Biological Chemistry SCC140* 3
Fundamentals of Human Biology I SCB203* 4
Fundamentals of Human Biology II SCB204 4
General Microbiology SCB260 4

Social Science: 9 credits
General Psychology SSY101* 3
Developmental Psychology I SSY240 3

Select one of the following Social Science urban study courses:
Urban Anthropology SSY182
Urban Sociology SSY187

Mathematics: 2 credits
Mathematics of Medical Dosages MAT106 2

Nursing: 33 credits
Fundamentals of Nursing SCR110 6
Perspectives of Nursing SCR150 1
Psychiatric Mental Health Nursing SCR200 4
Medical Surgical Nursing I SCR210 4
Trends in Nursing SCR260 1
Parent-Child Health Nursing SCR270 8
Medical Surgical Nursing II SCR290 9

Total credits: 65

* Pre-Clinical Nursing Key Courses

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

Students enrolled in this program who have not fulfilled the College Preparatory Initiative (CPI) requirement of 11 units may need to take from 65 to 74 credits in order to graduate. The total number of credits depends on the number of units the student is missing. Additional information regarding CPI may be found on page 115.

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

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

Graduates work with occupational therapists providing services to persons with 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.

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

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

Students are advised that achievement of the progression standards does not guarantee advancement to the clinical phase. Only a small number of students are admitted to the clinical phase of the program due to limited program capacity. The Occupational Therapy Program is accredited by ACOTE, The Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association located at 4720 Montgomery Lane, P.O. Box 31220 Bethesda, MD 20824-1220. AOTA's telephone number is (305) 652-AOTA.

Graduates will be able to sit for the National Certification exam for the Occupational Therapy Assistant, administered by the American Occupational Therapy Certification board. After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant. Most states require licensure in order to practice, however, state licensure is usually based on the AOTCB Certification exam. All Occupational Therapy Assistant students must complete fieldwork within 18 months of completing their academic work.

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the curriculum. The particular courses students must successfully complete are determined by their scores on the college placement test. For more information on basic skills requirements see page 105.

Occupational Therapy Curriculum: AS Degree

| Counseling                                      | 0 |
| English: 6 credits                             | 3 |
| Composition I ENGL101*                        | 3 |
| Writing Through Literature ENGL102            | 3 |
| Humanities: 3 credits                         | 3 |
| Liberal Arts Elective                         | 3 |
| Natural and Applied Sciences: 10 credits      | 4 |
| Fundamentals of Human Biology I SCB203*       | 4 |
| Fundamentals of Human Biology II SCB204       | 2 |
| Community Health SCN195*                      | 2 |
| Social Science (Psychology): 12 credits       | 3 |
| General Psychology SSY101*                    | 3 |
| Abnormal Psychology SSY230                    | 3 |
| Developmental Psychology I SSY240             | 3 |
| Group Dynamics SSY260                         | 3 |
| Occupational Therapy Foundations and Skills: 14 credits |
| Introduction to Occupational Therapy SC0101   | 3 |
| Physical Aspects of Human Growth & Development SC0200 | 2 |
| Occupational Therapy Skills and Functional Activities I SC0214 | 3 |
| Occupational Therapy Skills and Functional Activities II SC0215 | 3 |
| Functional Pathology SC0230                   | 3 |
| Occupational Therapy Theory and Practice: 1 credit |
| Occupational Therapy Process: Psychosocial Dysfunction and Geriatric Conditions SC0204 | 4 |
| Occupational Therapy Process: Physical and Developmental Disabilities SC0205 | 4 |
| Cooperative Education: (Fieldwork) 7 credits |
| Occupational Therapy Co-op Prep SC0004        | 0 |
| Occupational Therapy Clerkship for Psychosocial/ Dysfunction and Geriatric Conditions SC0284 | 1.5 |
| Occupational Therapy Clerkship for Physical/ Developmental Disabilities SC0285 | 1.5 |
| Occupational Therapy Fieldwork in Psychosocial Dysfunction and Geriatric Conditions SC0294 | 2 |
| Occupational Therapy Fieldwork in Physical and Developmental Disabilities SC0295 | 2 |
| Liberal Arts Electives: 3 credits             | 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 107-108 for these courses.)

Total credits: 63

*Pre-Clinical Occupational Therapy key courses.

Notes:

Students enrolled in this program who have not fulfilled the College Preparatory Initiative (CPI) requirement of 11 units may need to take from 63 to 69 credits in order to graduate. The total number of credits depends on the number of units the student is missing. Additional information regarding CPI may be found on page 115.

Students should consult with a counselor and/or faculty advisor in the selection of elective courses to assure 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 curriculum. The particular courses students must successfully complete are determined by their scores on the college placement test. For more information on basic skills requirements see page 105.

Microcomputer Systems and Applications Curriculum: AAS Degree

Counseling
New Student Seminar

English: 8 credits
Composition I ENGL101 3
Writing Through Literature ENGL102 3
Preparing and Writing the Research Paper ENGL103 2

Humanities: 3 credits
Oral Communication HUC101 3

Mathematics: 3 credits
Elementary Statistics MAT120 3

Social Science: 3 credits
Introduction to Sociology SSS100 3

Office Technology: 29 credits
Keyboarding I OIT131 2
Keyboarding II OIT132 2
Keyboarding III OIT133 2
Introduction to Information Systems OIT151 3
Word Processing I OIT155 3
Word Processing II OIT156 3
Business Communications OIT260 3
Electronic Office Procedures OIT270 3
Microcomputer Applications: Spreadsheets OIT280 2
Microcomputer Applications: Data Base OIT281 3
Integrated Software Systems OIT286 3

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

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

Liberal Arts Electives 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 107-108 for these courses.)

Unrestricted Electives: 2 credits 2

One elective must be an urban study course

Total credits: 60

Notes:
Students enrolled in this program who have not fulfilled the College Preparatory Initiative (CPI) requirement of 11 units may need to take from 60 to 67 credits in order to graduate. The total number of credits depends on the number of units the student is missing. Additional information regarding CPI may be found on page 115.

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

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

**Total credits:** 36
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. Paralegal 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. The curriculum may also be highly suitable for students who contemplate pursuing other law-related careers or who seek a broad, practical knowledge of the law for its own sake.

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 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 curriculum. The particular courses students must successfully complete are determined by their scores on the college placement test. For more information on basic skills requirements see page 105.

Paralegal Studies Curriculum: AAS Degree

Counseling
New Student Seminar

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

Humanities: 6 credits
Liberal Arts Elective* 3

Select one of the following courses:
Oral Communication HUC101 3
Voice and Diction HUC104
Communication in a Professional Setting HUC108

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

Social Science: 6 credits
Introduction to Sociology SSS100 3
Liberal Arts Elective* 3

Accounting/Managerial Studies: 10 credits
Principles of Accounting I AMA111 4
Introduction to Business AMM101 3
Business Law I AMA110 3

Paralegal Studies: 21 credits
Introduction to Paralegal Studies AMP101 3
Legal Research and Writing AMP204 3
Civil Litigation AMP205 3
Law Office Management AMP210 3

Select any three of the following courses:
Administrative Law AMP201 9
Wills, Trusts, and Estates AMP202
Family Law AMP203
Real Estate Law for Paralegals AMP207
The Law of Business Enterprises for Paralegals AMP208
Criminal Law and Procedure AMP209

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

Unrestricted Electives: 1 or 2 credits 1-2

Total credits: 60

*One elective must satisfy the urban studies requirement.

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

Notes:
Students enrolled in this program who have not fulfilled the College Preparatory Initiative (CPI) requirement of 11 units may need to take from 60 to 64-65 credits in order to graduate. The total number of credits depends on the number of units the student is missing. Additional information regarding CPI may be found on page 115.

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

The Physical Therapist Assistant Program leads to an Associate in Applied Science (AAS) degree and its graduates are eligible for certification by the New York State 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 licensed physical therapist in a variety of settings such as nursing homes, general hospitals, rehabilitation centers, school programs, developmental centers, orthopedic and sports medicine programs and private offices of physical therapists. The patients served could include those with cerebral palsy, mental retardation, cerebrovascular 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.

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

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

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the curriculum. The particular courses students must successfully complete are determined by their scores on the college placement test. For more information on basic skills requirements see page 105.
Admission to the School Foodservice Management Program is available only to students referred to LaGuardia by District Council 37/Local 372 and/or the New York City Office of School Food and Nutrition Services. Those referred are employed in school foodservice positions such as school lunch assistants, school lunch aides and school lunch helpers.

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

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

Applications for the program are submitted through the District Council 37 Education Fund. The basic skills testing and any additional basic skills courses required in reading, writing and mathematics are also provided by the Education Fund of District Council 37. Courses in Foodservice Management are offered in the day and evening in consideration of students' work schedule.

**School Foodservice Management Curriculum: AS Degree**

| Counseling                      | 0 |
| English: 6 credits              | 3 |
| Composition I ENG101            | 3 |
| Writing Through Literature ENG102 | 3 |
| Humanities: 3 credits           | 3 |
| Oral Communication HUC101       | 3 |
| Mathematics: 3 credits          | 3 |
| Mathematics and the Modern World MAT107 | 3 |
| Natural and Applied Science: 9 credits | 2 |
| Community Health SCN195         | 4 |
| Foods Microbiology SCD160       | 3 |
| Introductory Nutrition SCD200   | 3 |
| Social Science: 9 credits       | 3 |
| Introduction to Sociology SSS100 | 3 |
| General Psychology SSY101       | 3 |
| Urban Sociology SSN167          | 3 |
| Accounting/Managerial Studies: 3 credits | 3 |
| Principles of Management AMM103 | 3 |
| Foodservice Management: 18 credits | 3 |
| Foods SCD100                    | 3 |
| Advanced Foods SCD205           | 3 |
| Quantity Food Production SCD250 | 3 |
| Foodservice Sanitation and Safety SCD251 | 3 |
| Quantity Food Purchasing SCD252 | 3 |
| Foodservice Administration SCD253 | 3 |
| Cooperative Education: 6 credits | 3 |
| Gateway to the Workplace CEP100 | 1 |
| Part-Time Internship CEP151     | 2 |
| Full-Time Internship CEP201     | 3 |
| Liberal Arts Electives: 3 credits | 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 107-108 for these courses.) |

**Total credits: 60**

Notes: This is an evening program only.

Students enrolled in this program who have not fulfilled the College Preparatory Initiative (CPI) requirement of 11 units may need to take from 60 to 69 credits in order to graduate. The total number of credits depends on the number of units the student is missing. Additional information regarding CPI may be found on page 115.

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 in two programs: Legal Secretary and Administrative Secretary.

The Legal Secretary Program prepares students for secretarial positions in law departments, private and corporate law offices and judicial agencies. The Office Technology courses required for this program are offered in the day only.

The Administrative Secretary Program 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 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 curriculum. The particular courses students must successfully complete are determined by their scores on the college placement test. For more information on basic skills requirements see page 105.

Secretarial Science: Administrative Secretary Curriculum: AAS Degree

Counseling
New Student Seminar 0

English: 8 credits
Composition I ENG101 3
Writing Through Literature ENGL102 3
Preparing and Writing the Research Paper ENG103 2

Humanities: 3 credits
Oral Communication HUC101 3

Mathematics/Science: 3 credits

Social Science: 3 credits
Introduction to Sociology SSS100 3

Office Technology: 30 credits
Stenography I OFT100 3
Stenography II OFT110 3
Stenography III OFT120, OFT121 or OFT123 3
Keyboarding I OFT131 2
Keyboarding II OFT132 2
Keyboarding III OFT133 2
Introduction to Information Systems OFT151 3
Word Processing I OFT155 3
Word Processing II OFT156 3
Business Communications OFT260 3
Electronic Office Procedures OFT270 3

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

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

Liberal Arts Elective Credits: 4 credits
(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.)

One elective must be an urban study course.

Total credits: 60

Notes:
Students enrolled in this program who have not fulfilled the College Preparatory Initiative (CPI) requirement of 11 units may need to take from 60 to 68 credits in order to graduate. The total number of credits depends on the number of units the student is missing. Additional information regarding CPI may be found on page 115.

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:
Legal Secretary Curriculum: AAS Degree

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<td><strong>English: 6 credits</strong></td>
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<tr>
<td>Composition I ENG101</td>
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<tr>
<td>Writing Through Literature ENG102</td>
<td>3</td>
</tr>
<tr>
<td><strong>Humanities: 3 credits</strong></td>
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</tr>
<tr>
<td>Oral Communication HUC101</td>
<td>3</td>
</tr>
<tr>
<td><strong>Mathematics/Science: 3 credits</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Liberal Arts Elective</strong></td>
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</tr>
<tr>
<td><strong>Social Science: 3 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction to Sociology SSS100</td>
<td>3</td>
</tr>
</tbody>
</table>

**Office Technology: 33 credits**
- Stenography I OFT100 or OFT102 3
- Stenography II OFT110 or OFT112 3
- Stenography III OFT120, OFT121, OFT122 3
- Keyboarding I OFT131 2
- Keyboarding II OFT132 2
- Keyboarding III OFT133 2
- Word Processing I OFT155 3
- Electronic Office Procedures OFT270 3
- Legal Office Technology I OFT235, OFT236 or OFT237 3
- Legal Office Technology II OFT245, OFT246 or OFT247 3
- Legal Dictation and Transcription I OFT265, OFT266 or OFT267 3
- Legal Dictation and Transcription II OFT275, OFT276 or OFT277 3

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

**Liberal Arts Elective Credits: 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 107-108 for these courses.)

One elective must be an urban study course.

Total credits: 60

Notes:
Students enrolled in this program who have not fulfiled the College Preparatory Initiative (CPI) requirement of 11 units may need to take from 60 to 66 credits in order to graduate. The total number of credits depends on the number of units the student is missing. Additional information regarding CPI may be found on page 115.

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

Among my fondest memories of the past 25 years at LaGuardia is my having had the opportunity to personally witness higher education the way it is supposed to be. I think about how LaGuardia has held faculty and students to the highest standards. I think about the thousands of students who come in as freshmen and are transformed into economically independent, self-sufficient members of society. I have had the great fortune to be part of a faculty for whom no lengths were too great to go in order to ensure that LaGuardia students did indeed receive a “high quality education.” I think about the depth of sincerity with which LaGuardia meets its charge as an institution of higher education — to serve the educational and occupational needs of students, and the work force needs of industry.

As the Latin term res ipso facto states: the thing or matter speaks for itself. LaGuardia’s actions and the thousands of success stories to which it can point speak for it.
Deborah P. Harrell
Professor
Office Technology Department

25th Anniversary
LaGuardia Community College
1971-1996
Travel and Tourism

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

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

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

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the curriculum. The particular courses students must successfully complete are determined by their scores on the college placement test. For more information on the basic skills requirements see page 105.

Travel and Tourism Curriculum: AAS Degree

| Counseling                                      | 0 |
| English: 3 credits                              | 3 |
| Composition I ENG101                           | 3 |
| Humanities: 3 credits                          | 3 |
| Select one of the following courses:           | 3 |
| Oral Communication HUC101                      | 3 |
| Voice and Diction HUC104                       | 3 |
| Communication in a Professional Setting HUC108 | 3 |
| Communication and the Non-Native Speaker HUL100| 3 |
| Mathematics: 3 credits                         | 3 |
| Elementary Statistics MAT120*                  | 3 |
| Social Science: 12 credits                     | 3 |
| Introduction to Sociology SSS100               | 3 |
| Cultural Anthropology SSA101                   | 3 |
| World Geography SSE125                         | 3 |
| General Psychology SSY101                      | 3 |
| Accounting/Managerial Studies: 10 credits      | 3 |
| Principles of Accounting I AMA111              | 3 |
| Introduction to Business AMM101                | 3 |
| Principles of Personal Selling AMM155          | 3 |
| Travel and Tourism: 21 credits                 | 3 |
| Introduction to the Travel Industry AMT101      | 3 |
| Airline Reservations and Ticketing AMT110      | 3 |
| Airline Reservations Computer Systems AMT111   | 3 |
| Basic Tour Planning AMT120                     | 3 |
| Advanced Tour Planning AMT121                  | 3 |
| Travel, Tourism and Hospitality Law AMT205     | 3 |
| Travel, Tourism and Hospitality Marketing AMN211| 3 |
| Cooperative Education: 6 credits               | 3 |
| Gateway to the Workplace CEP100                | 1 |
| Part-Time Internship CEP151                    | 2 |
| Full-Time Internship CEP201                    | 3 |
| (Required for day students. Extended day students may take Co-op Internships or elective courses.) | |
| Unrestricted Electives: 2 credits              | 2 |
| Total credits: 60                              | 60 |

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

Notes:
Students enrolled in this program who have not fulfilled the College Preparatory Initiative (CPI) requirement of 11 units may need to take from 60 to 67 credits in order to graduate. The total number of credits depends on the number of units the student is missing. Additional information regarding CPI may be found on page 115.

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 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 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 105.

Veterinary Technology Curriculum:
AAS Degree

| Counseling                                      | 0 |
| English: 6 credits                              |   |
| Composition I ENG101                            | 3 |
| Writing Through Literature ENG102               |   |

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

| Mathematics: 5 or 4 credits                    |   |
| Select one of the following courses:           |   |
| Mathematics and the Modern World MAT107*       | 3-4|
| Elementary Statistics I MAT120*                |   |
| Precalculus MAT200**                           |   |

| Social Science: 3 credits                      |   |
| Select one of the following courses:           |   |
| Introduction to Anthropology SSA100            |   |
| Cultural Anthropology SSA101                   |   |
| Introductory Economics ISS101                  |   |
| Themes in American History to 1865 SSD101      |   |
| Theme in American History Since 1865 SSD102    |   |
| U.S. Power and Politics SSD101                 |   |
| Introduction to Sociology SSD101               |   |
| General Psychology SSS101                      |   |

| Natural and Applied Sciences: 12 credits       |   |
| Vertebrate Anatomy and Physiology I SCB208     | 2 |
| Vertebrate Anatomy and Physiology II SCB209    | 3 |
| Biological Chemistry SOC140                   |   |
| General Microbiology SOC260                   |   |

| Veterinary Technology: 24 credits              |   |
| Introduction to Veterinary Technology SCN101   | 3 |
| Research Animal Technology SCV201              | 4 |
| Veterinary Nursing I SCV202                    | 4 |
| Veterinary Nursing II SCV211                   | 4 |
| Veterinary Radiography SCV212                  | 3 |
| Veterinary Laboratory Techniques SCV213        | 3 |
| Farm Animal Nursing SCV214                     | 3 |

| Cooperative Education: 6 credits               |   |
| Gateway to the Workplace CEP100                | 1 |
| Part-Time Internship CEP151 (Research Animal Practice) | 2 |
| Full-Time Internship CEP201 (Small Animal Practice) | 3 |

| Unrestricted Electives: 2 or 3 credits         | 2-3|

Total credits: 60

*Students taking MAT107 or MAT120 must take three credits of unrestricted electives.
**Students taking MAT200 must take two credits of unrestricted electives.

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

Students enrolled in this program who have not fulfilled the College Preparatory Initiative (CPI) requirement of 11 units may need to take from 60 to 61 credits in order to graduate. The total number of credits depends on the number of units the student is missing. Additional information regarding CPI may be found on page 115.

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

Accounting/Managerial Studies Department

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

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

AMC110 Principles of Accounting I Part 1 (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: MAT095/MAB095

AMC111 Principles of Accounting I Part 2 (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: AMC110

AMA112 Principles of Accounting II
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. The course explores further topics such as 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/ENG099, AMA111 or AMC111

AMA130 Accounting Applications for the Microcomputer
3 credits; 3 hours
This course emphasizes management information systems through giving students "hands-on" microcomputer experience in the processing of accounting data. In an instructor-supervised laboratory environment students will explore both spreadsheets and dedicated accounting software. Lectures on the design of accounting systems, computer related management decisions, and strategic controls considerations will be integrated with applications.
Prerequisite: AMA111 or AMC110, CIS100 or CIC100 or CIS101
AMA150 Individual Income Tax Procedures
3 credits; 3 hours
This course introduces the fundamental concepts of individual income taxation, and the mechanics of Federal, New York State and City individual income tax return preparation. Some of the special topics include 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/ENG099, MAT095/MAB095

AMA201 Intermediate Accounting I
3 credits; 4 hours
This course is designed to give an overview of the foundations of accounting theory, the problems of current practice and its relationship to accounting theory as expressed in the Accounting Principles Board's Opinions and the Financial Accounting Standards Board's Statements. The course includes a review of the accounting cycle and a detailed exploration of the reporting process, namely, the Statement of Financial Position, the Statement of Income, the Statement of Retained Earnings and the Statement of Cash Flow.
Prerequisite: CSE098 or CSE099, ENA/ENG099, MAT096/MAB096, AMA112

AMA202 Intermediate Accounting II
3 credits; 4 hours
This course is a continuation of Intermediate Accounting I. It explores the problems of current practice and its 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: AMA201

AMA210 Cost Accounting I
3 credits; 4 hours
Cost accounting methods and procedures are studied, including job-order costing, process costing, payroll accounting and budgeting. Emphasis is placed on the importance of cost accounting to management in controlling and analyzing cost data and in the areas of decision-making and planning future operations.
Prerequisite: MAT096/MAB096, AMA112

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

AMM101/AMB101 Introduction to Business
3 credits; 3 hours
This is an introductory course designed to acquaint the student with the role of business in our economy, the forms of organization, and the various business functions such as management, personnel, marketing and finance. Career opportunities in the business world are also explored. This course should be taken prior to any other business courses.
Prerequisite for AMM101: CSE095 or CSE098, ENA/ENG099
Prerequisite for AMB101: CSE095 or CSE098, ESB/ESH/ESL/ESR098

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

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

AMM104 Principles of Marketing
3 credits; 3 hours
This course explores the vital role of marketing in our economy. The factors of consumer behavior and motivation are covered to provide an understanding of marketing planning. The system of distribution of goods from producer to consumer is discussed by relating theory to actual case histories.
Prerequisite: 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, ENA/ENG099

AMM111 Business Law II
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, ENA/ENG099

AMM115 Basics of Advertising
3 credits; 3 hours
This course gives a broad overview of advertising, its roles in marketing and as a motivational force in society. The nature of media and their creative and productive functions are discussed as they are related to advertising programs.
Prerequisite: 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 administration. It will include such topics as the office environment, employeeemployer relations, job analysis and evaluation, fundamentals of motivation, the function of procedures and labor relations and grievances.
Prerequisite: CSE098 or CSE099, ENA/ENG099
Corequisite: HUC099

AMM140 Introduction to Credit Management
3 credits; 3 hours
This course is designed to introduce the student to the role of commercial 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: MAT095/MAB095, AMM101 or AMB101, AMA111 or AMC110. This course is open to any student as an unrestricted elective but is primarily intended for students interested 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, schedules 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: AMA112

AMM142 Accounts Receivable Financing
3 credits; 3 hours
This course explores 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, negotiable instruments and secured transactions. In addition, a minimum of 6 hours of computer lab work is required.
Prerequisite: 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: 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: MAT095/MAB095, AMM101 or AMB101

AMM195 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: MAT095/MAB095, AMM101 or AMB101

AMP211 Travel, Tourism and Hospitality Marketing
3 credits; 3 hours
This course examines the principles of marketing as applied in the travel, tourism and hospitality industry. Stages in the marketing cycle, including research, strategies, planning and the components of the marketing mix will be discussed. The role of marketing functions performed by urban tourism industry organizations as well as the tourism image/experience of New York City will be explored through field trips and/or guest speakers and community-based projects.
Prerequisites: AMM101, AMT101

AMP101 Introduction to Paralegal Studies
3 credits; 3 hours
This course introduces the student to the legal system of the United States and to the role of the paralegal in it. Topics include the classifications and sources of law, the court system, the activities of the paralegal, and the legal and ethical restrictions on the paralegal’s role.
Prerequisite: CSE098 or CSE099
Pre- or corequisite: ENG101 or ENC101

AMP201 Administrative Law
3 credits; 3 hours
This course concerns the paralegal’s work with government agencies. It is especially concerned with those agencies, like the Workers’ Compensation Board, which have a direct effect on the lives of many individuals. Topics include the role of agencies in contemporary American society, the sorts of benefits to which various groups are entitled, and procedures for obtaining these benefits and challenging their denial or termination.
Prerequisite: AMP101
Pre- or Corequisite: One of the following courses: HUC101 or HUC104 or HUC108
AMP202 Wills, Trusts and Estates
3 credits; 3 hours
This course deals mainly with the transfer of property after death and with the role and procedures of the Surrogate's Court. Students learn the legal implications of dying with and without a will and the functions of trusts. They also learn how to assist in the preparation of the relevant legal documents, such as wills, trust instruments and estate tax returns.
Prerequisite: MAT095/MAB095, AMP101

AMP203 Family Law
3 credits; 3 hours
The central concern of this course is the law governing marriage and its termination. Topics include pre-nuptial agreements, divorce, custody of children and adoption, among others. The role of the Family Court and its procedures are discussed, and students learn how to prepare relevant legal documents. Special problems posed by family-type arrangements outside marriage are also addressed.
Prerequisites: AMP101

AMP204 Legal Research and Writing
3 credits; 3 hours
In this course students learn how to use the resources of the law library, including computerized research tools, to find the answers to legal questions. Particular attention is given to the preparation of accurate, well-written legal memoranda.
Prerequisite: AMP101

AMP205 Civil Litigation
3 credits; 3 hours
This course is an intensive and thorough analysis of what happens in a civil lawsuit, from the decision to sue to the appeal. Students learn how to prepare relevant legal documents and to assist attorneys in a variety of tasks at each stage of the proceedings.
Prerequisite: AMP101

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

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

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

AMP210 Law Office Management
3 credits; 4 hours (3 lecture, 1 lab)
This course surveys the operation of the contemporary law office and the role of the paralegal in it. The course covers law office structure, systems and procedures, the various functions of the paralegal, and the standards for evaluating the paralegal's work. The course also explores the use of legal-specific computer software for variable data entry, litigation management, timekeeping/billing, and research.
Prerequisites: MAT095/MAB095, AMP101

AMT101 Introduction to the Travel Industry
3 credits; 3 hours
This course is an overview of the travel and tourism industry. It explores the structure, products and services of travel suppliers, such as transportation companies, accommodations and attractions; and of travel marketing organizations, such as travel agencies, tour packagers and tourism bureaus. The course also traces the historical development of travel and tourism and explores their roles in contemporary life.
Prerequisite: CSE098 or CSE099, ENAENG099, 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: 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: AMT110; highly recommended, OFC131 or OFT 131

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: 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:** AMT120, ENC101 or ENG101, SSE125

**AMT205 Travel, Tourism and Hospitality Law**

(3 credits; 3 hours)

This course examines business law concepts and principles as they pertain to the travel, tourism and hospitality industry. General topics include the nature of American law and the legal system, negligence law and contract law. Industry-specific topics include the rights and responsibilities of airlines and other transportation providers, lodging facilities, restaurants, patrons and travel agents. Employment law and government regulations of the industry are also discussed.

**Prerequisite:** AMT101

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**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 I**

(0 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 placement test scores.

**CSE095 Essentials of Reading I**

(0 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 placement test scores.

**CSE098 Fundamentals of Reading II**

(0 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 placement test scores.

**CSE099 Essentials of Reading II**

(0 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 placement test scores.

**CSE103 Advanced Reading and Study**

(3 credits; 3 hours)

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

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

**CSE105 Vocabulary Enhancement**

(3 credits; 3 hours)

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

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

**CSE110 Literacy and Propaganda**

(3 credits; 3 hours)

This course introduces students to methods of understanding a highly developed and pervasive discourse: propaganda. Emphasis is placed on reading materials that use the persuasive and argumentative language of politics, advertising, cultural discussions and the media. Political speeches, essays, editorials, and articles are used to enlarge the student's experience with the materials and tools of propaganda. The student will acquire the intellectual framework and sophisticated level of literacy needed to recognize and respond to the aims of propaganda.

**Prerequisite:** CSE094 or CSE095, ESL/ESR099

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

**CSE200 Speed Reading**

(2 credits; 3 hours)

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

**Prerequisite:** CSE098 or CSE099, ENA/ENG099, MAB095/MAT095
Applications
Gerald H. Meyer, Chairperson; Mercedes Acosta, Donald A. Davidson,
Walter DeLa Torre, Toby Feinberg, Mario Fernandez, Eve Fischthal,
James Frost, Joan M. Greenbaum, Lawrence Muller, David Peled,
Beverly Rosendorf, Marion Rutledge, Meryl L. Sussman, Herman A.
Washington, Robert Weidemann, Gene Yao, Cynthia Zanger.

CIC100 Introduction to Computers and Their Applications
3 credits; 5 hours (3 lecture, 1 lab)
This course introduces the student to the uses of computers in business.
A minimum of one contact hour per week contains curriculum designed
to improve basic skills deficiencies in mathematics by reinforcing
arithmetic and algebraic concepts. Students learn the vocabulary
of the computer field and the ways computers work. The course
also 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, ENA099
Corequisite: MAT096/MA096

CIS100 Introduction to Computers and Their Applications
3 credits; 4 hours (3 lecture, 1 lab)
This course will introduce the student to the uses of computers in business.
Students will learn the vocabulary of the computer field and
how computers work. The course will teach students to use application
software packages on microcomputers 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, ENA/ENG099, MAT096/MA096

CIS101 Introduction to Computer Science
4 credits; 5 hours (3 lecture, 2 lab)
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 the characteristics of computers, data
representation and organization, structured programming, string processing,
and data structures and their applications. Not open to students
who have taken CIS100.
Prerequisite: CSE098 or CSE099,
Pre- or Corequisite: ENA/ENG099, MAT200 or MAT241

CIS/SSD105 Computers and Society
3 credits; 4 hours (3 lecture, 1 lab)
This course examines the relationship between human values, society
and technology. It begins with an explanation of how computers work
and then investigates how technology affects such issues as jobs,
privacy, and education. Lab work is included.
Prerequisite: CSE098 or CSE099, ENA/ENG099, MAT095 / MA095

CIS107 Computer Graphics
3 credits; 4 hours (3 lecture, 1 lab)
This course is a survey of the many ways in which computers can be
used to generate graphic images. The course will introduce the
students to hardware standards, graphic input devices, and graphic
output devices. Students will learn programming techniques to pro­
duce lines, shapes, animation and color. Other topics to be covered
include: statistical graphics, desktop publishing, and future trends in
computer graphics.
Prerequisite: CIS101 or CIS109

CIS108 Report Program Generator
3 credits; 4 hours (3 lecture, 1 lab)
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 both the beginning student and for the
experienced programmer who wishes to learn RPG and RPGII as they
are implemented on IBM Computer Systems.
Prerequisite: CIC100 or CIS100 or CIS101

CIS109 Principles of Programming with BASIC
3 credits; 4 hours (3 lecture, 1 lab)
The student will learn to solve problems on the computer by using
flowcharts to develop algorithms. The student will use such program­
ing 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: CIC100 or CIS100 or CIS101

CIS110 Systems Analysis and Design
3 credits; 4 hours (3 lecture, 1 lab)
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 organiza­
tional structures, form design, file design, data structures, scheduling,
operations research techniques and hardware and software organiza­
tion. Actual and simulated case studies will be utilized. The student
will develop and program a prototype and document a comprehensive
systems study.
Prerequisite: CIS109 or CIS105 or CIS115, ENC101 or ENG101

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

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

**Prerequisite:** CIS101 or CIS109, MAT200 or MAT241

**CIS130 MS-DOS Concepts and Programming**

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

This course introduces the student to the MS-DOS command language and batch programming for microcomputers. Topics include using system commands, using MS-DOS utility programs, writing MS-DOS batch files, batch programming and implementation. Students will also be introduced to TSR hardware drivers, the hardware interrupt structure of the machine and system configuration.

**Prerequisite:** CIC100 or CIS100

**CIS195 Structured Programming with COBOL**

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

Algorithms discussed in this introductory course will be coded in COBOL. A structured approach will be stressed in the analysis of control break logic, sequential file updates, random file processing, ISAM programs, table handling and subprogram linkage.

**Prerequisite:** CIC100 or CIS100 or CIS101

**CIS196 BASIC Assembler Language for Computer Science**

5 credits; 6 hours (4 lecture, 2 lab)

This course is designed as a complete course in 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:** CIC100 or CIS100 or CIS101

**CIS203 CICS with Structured Cobol Programming**

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

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), and the writing of a pseudconversational 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:** CIS195

**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:** CIC100 or CIS100 or CIS101

**CIS230 MVS/OS Job Control Language**

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

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 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, the various parameters used on these statements, instream procedures, and the use of the IBM utilities, such as IEBGENER, and IEBTPCH, to create and retrieve disk data sets.

**Prerequisite:** CIS109 or CIS195

**CIS241 Computer Electronics I**

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

This is a course in the fundamentals of DC and AC electric circuit theory which will provide a basis for further study and concentration in computer repair and telecommunications. Among the topics to be considered are Ohm's Law, 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/ENG099

**Pre- or Corequisite:** MAT241

**CIS242 Computer Electronics II**

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

This course is a continuation of Computer Electronics I. Topics covered include parallel resonance, high and low passive filter circuits, transformers, semiconductor structure, diodes, BJTs, FETs, integrated circuits, power supply circuits, transistor amplifier circuits, operational amplifiers, oscillators, and modulation and receiver circuits. This course will emphasize the laboratory construction and troubleshooting of these circuits. Students should expect to spend about $40 for laboratory materials.

**Prerequisite:** CIS241

**CIS250 Data Base Concepts and Programming**

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

This comprehensive course covers the concepts of data collection, organization and retrieval. The understanding of data structures and the analysis of file organization techniques will be emphasized. The principles of data base design, selection and management will be introduced. Students will be given extensive laboratory experience with programming using a database application package.

**Prerequisite:** CIS109 or CIS195

**CIS260 Introduction to Teleprocessing**

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

This course examines the field of data transmission and how it is used to communicate with the computer. Topics covered include the nature of the communication links and of the hardware attached to them; common carriers and their services; the configuration of data communication systems including a description of the codes, 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:** CIC100 or CIS100 or CIS101

**CIS261 Introduction to Telephony**

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

The purpose of this course is to introduce the student to the technology of voice switching, the basic activities of a central office and outside
CIS241 Computer Logic, Design and Implementation I
4 credits; 5 hours (3 lecture, 2 lab)
This course teaches students to analyze sequential networks. The use of flip-flops in circuits, such as binary counters, serial adders, parallel multipliers and code converters, will be studied. Wave form analysis will be done in the lab using oscilloscopes and logic devices. The student should expect to spend about $25 for laboratory materials.
Prerequisite: CIS292, MAT241

CIS299 Computer Repair
4 credits; 5 hours (3 lecture, 2 lab)
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: CIS292, MAT241
Cooperative Education

Department Faculty

CEP100 Cooperative Education: Gateway to the Workplace
1 credit; 1 hour
This introductory Cooperative Education course is designed to foster career development in a changing work environment and to promote workplace access. Topics include: the transformation of work; the impact of diversity in the workplace; the importance of continuous learning and career planning; and the competencies essential for workplace success. Emphasis will be placed on the use of experienced-based learning to facilitate the transition from academic to professional life. This course is a prerequisite for internship placement.
Prerequisite: CSE098 or CSE099, ENA/ENG099, MAT095.
Students must have completed 15 credits, including the introductory course in their major.

CEP151 Cooperative Education: Part-Time Internship
2 credits; 1 seminar hour; 15-20 internship work hours
This internship provides students with an experienced-based learning opportunity to: explore or confirm career interests and plans; apply classroom learning to real work situations; and practice and strengthen interpersonal or technical skills. A minimum of 15-20 hours per week at the internship site is required during the Co-op cycle. A concurrent seminar provides a framework for analyzing and evaluating students' internship experiences. During Fall I and Spring I students must take six additional credits to be certified as a full-time student.
Prerequisite: CEP100, MAT096
* 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 and/or other prerequisite courses in students' major.

CEP152 Cooperative Education: Part-Time Internship
2 credits; 1 seminar hour; 25-40 internship work hours
This internship provides students with an experienced-based learning opportunity to: explore or confirm career interests and plans; apply classroom learning to real work situations; and practice and strengthen interpersonal or technical skills. 25-40 hours per week at the internship site is required during the Co-op cycle. A concurrent seminar provides a framework for analyzing and evaluating students' internship experiences. During Fall I and Spring I students must take six additional credits to be certified as a full-time student.
Prerequisite: CEP201

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

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

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

Department Faculty

FSM000 New Student Seminar
0 credit; 1 hour

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

FSC100 Career Development Seminar
1 credit; 1 hour

This seminar introduces the theory and process of career development. Students will examine personal and societal forces that influence career choice. In addition, an assessment of the students' career interests, values, and skills will help students understand the theory of career decision-making and apply this knowledge to their own career exploration. Through the use of career information resources, students will learn the relationship between self-assessment and career choice. Prerequisite: CSE098 or CSE099, ENA/ENG099, MAT095/MB095.

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
0 credit; 7 hours (6 lecture, 1 lab)

This course introduces and reinforces students' rhetorical and organizational skills through an understanding of the writing process. Essential principles of grammar and sentence structure are covered and students are introduced to at least three rhetorical modes, such as narration, description and development by example. Students write essays in response to classroom discussion and multicultural written and visual texts. Admission to this course is based on college placement test scores.

ENG099 Basic Writing
0 credit; 5 hours (4 lecture, 1 lab)

This course develops and reinforces students' rhetorical and organizational skills through an understanding of the writing process. Essential principles of grammar and sentence structure are covered and students are introduced to at least three rhetorical modes, such as narration, description, development by example, argumentation, and comparison-contrast. Students write essays in response to classroom discussion and multicultural written and visual texts. Admission to this course is based on college placement test scores.

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. Admission to this course is based on college placement test scores.

ENG101 Composition I: An Introduction to Expository Writing
3 credits; 4 hours

In this course students focus on the process of writing clear, correct and effective expository essays in response to materials drawn from culturally diverse sources. Emphasis is placed on using various methods of organization appropriate to the writer's purpose and audience. Students are introduced to argumentation, fundamental research methods and documentation procedures. Students write frequently both in and out of class. Admission to this course is based on college placement test scores. Prerequisite: CSE098, ENA/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: 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: ENC101 or ENG101

ENG104 Intermediate Writing: The Peer-Tutor Experience
4 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 experience and insight into the writing process. Students are permitted in class only with a grade of B or better in English 101. Those interested should have good writing skills and work well with people.
Prerequisite: ENC101 or ENG101

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

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

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.
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, prophecy and parable. Questions of literary history, canonicity, authorship and source materials are considered. Various translations (e.g., King James, Coverdale, Jerusalem) may be examined comparatively for their use of language. Selections for study are chosen for their impact on subsequent literature, as well as for their artistic merit.
Prerequisite: ENC101 or ENG101

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

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

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

ENG213 Broadcast Journalism: Writing For Radio
3 credits; 3 hours
This course introduces students to the essentials of radio news writing. Students learn 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
EN224 Broadcast Journalism: Writing For Television
3 credits; 3 hours
This course introduces students to the basics of TV news reporting. Students learn how to prepare questions for different types of TV interviews, and to organize, write and edit TV news scripts of various styles. Students will also proofread stories to adhere to the ethics of TV news reporting. Writing for special interest TV news shows that serve culturally diverse audiences will also be covered. Students will visit TV stations in order to write about careers in TV journalism.
Prerequisite: ENCJOI or ENGJOI

EN225 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: ENCJOI or ENGJOI

EN240 Literature of the City
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: ENCJOI or ENGJOI

EN245 Images of Women in Literature
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: ENCJOI or ENGJOI

EN250 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: ENCJOI or ENGJOI

EN252 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, Henry Miller, 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: ENCJOI or ENGJOI

EN256 Humor in Literature
3 credits; 3 hours
This course introduces students to humor in literature from the Classic period to the present in the genres of drama, poetry, and fiction and provides them with interpretive skills required for an appreciation and understanding of the texts. In reading the work of such authors as Aristophanes, Shakespeare, Ismael Reed, and Fran Lebowitz, the class will define and examine examples of humorous literature such as satire, romantic comedy, parody and farce.
Prerequisite: ENCJOI or ENGJOI

EN260 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: ENCJOI or ENGJOI

EN261 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: ENCJOI or ENGJOI
ENG265 The Drama
3 credits; 3 hours
This course introduces students to the drama. The characters of the form will be examined. Examples of the genre from the major periods of its development will be studied, including plays by a range of culturally diverse authors such as Sophocles, William Shakespeare, Oscar Wilde, Henrik Ibsen, Eugene O'Neill, Lillian Hellman, Lorraine Hansberry, Arthur Miller, Tennessee Williams, Samuel Beckett, John Guare and August Wilson.
Prerequisite: ENC101 or ENG101

ENG266 Shakespeare
3 credits; 3 hours
This survey course examines a selection of Shakespeare’s writings. It also looks at renaissance social, intellectual, and cultural contexts in order to help students understand Shakespeare’s world. The course concentrates on various sonnets or poems and a representative selection of plays from the history plays, comedies, “problem plays,” tragedies, and romances. Whenever possible, through visits to the theatres or film viewing, students are introduced to the “living Shakespeare”.
Prerequisite: ENC101 or ENG101

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

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

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

ENG/HUC272 Literature and Film
3 credits; 4 hours
This course studies the similarities and differences between literature and film. By comparing and contrasting literary works (complete and excerpts) with films, the course illuminates the methods, structures and contents of the two media, as well as their relationship. Writers to be considered may include Shakespeare, Keats, Dickens, Dickinson, Wright, and West; films to be viewed may include those made by Griffith, Chaplin, Eisenstein, Riefenstahl, Flaherty and Resnais.
Prerequisite: ENG102, 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: ENC101 or ENG101

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

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

ENN/SSN193 Ideal Societies
3 credits; 3 hours
This course is designed to help students understand utopian movements in urban society from historical, psychological and sociological perspectives. This course will focus on both the causes for creating utopian experiments and the ways in which utopias approach family structure, religion, education, power, and economic organization. Literary versions of utopian communities will be studied. Field trips may be taken to such places as Roosevelt Island and Shaker Village.
Prerequisite: SSE101 or SS1100 or SSY101
EN195 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: ENA/ENG099

EN198 Creative Writing Workshop
3 credits; 3 hours
This course introduces students to the elements of creative writing by using New York as a writer’s laboratory. Field trips to city places such as schools, streets, parks will lead to writing that uses these places and the people in them as themes. Students will write a variety of creative pieces—sketches, brief narratives, poems, dramatic dialogues dealing with this glimpsed New York life. Reading of and visits with New York writers writing on New York themes will complement these activities.
Prerequisite: ENC101 or ENG101

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

ENGLISH AS A SECOND LANGUAGE

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

Department Faculty

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

ESB098 ESL III for Business and Computers
0 credit; 9 hours (7 lecture, 2 lab)
(Equivalent to ESH/ESL098)
This course is an alternative to ESL098. It is designed for intermediate level ESL students majoring in business or computer-related fields. This course expands students’ knowledge of English and aids in developing their fluency while familiarizing them with the language of business and technology. At the end of the course, students must demonstrate increased competency in writing as well as reading, speaking, and listening. Admission is based on the placement test scores or completion of prerequisite.
Prerequisite: ESB/ESH/ESL097

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

ESH098 ESL III for Science and Health
0 credit; 9 hours; (7 lecture, 2 lab)
(Equivalent to ESB/ESH098)
This course is an alternative to ESL098. It is designed for intermediate level ESL students majoring in allied health or science fields. This course expands students’ knowledge of English and aids in developing their fluency while familiarizing them with the language of science and health. At the end of the course, students must demonstrate increased competency in writing as well as reading, speaking, and listening. Admission is based on the placement test scores or completion of prerequisite.
Prerequisite: ESB/ESH/ESL097

ESL096 English as a Second Language I
0 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.

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ESL097 English as a Second Language II

0 credits; 9 hours (7 lecture, 2 lab)
(Equivalent to ESB/ESH/ESL097)

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 to this course is based on the college placement test scores or completion of prerequisite.

Prerequisite: ESL096

ESL098 English as a Second Language III

0 credit; 9 hours (7 lecture, 2 lab)
(Equivalent to ESB/ESH/ESL098)

This course helps intermediate level ESL students to 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 based on the placement test scores or completion of prerequisite.

Prerequisite: ESL/ESH/ESL097

ESL099 English As A Second Language IV

0 credit; 10 hours (8 lecture, 2 lab)

This course provides extensive practice in reading, writing, listening and speaking using college-level materials and helps students to increase their vocabulary and study skills. Its purpose is to enable students to express ideas in acceptable written and spoken English. Admission is based on college placement test scores or completion of prerequisite.

Prerequisite: ESL/ESH/ESL/ESL098

ESR098 ESI III for Select Readers

0 credit; 10 hours (6 lecture, 4 lab)
(Equivalent to ESB/ESH/ESL098)

This is an accelerated course which focuses on expository writing, speaking and critical reading skills for the non-native speaker of English and is open only to those students who achieve a predetermined level based on the reading placement test. Oral presentations and/or themes will follow the discussion of 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 placement test scores only.

ESR099 ESL IV for Select Readers

0 credit; 8 hours (6 lecture, 2 lab)
(Equivalent to ESL099)

This is an accelerated ESL099 course which provides extensive practice in reading, writing, listening and speaking using college-level materials and helps students increase their vocabulary and study skills. Its purpose is to enable students to express ideas in acceptable written and spoken English. Final compositions read by both ESL and English Department faculty determine placement in English Department courses. Admission is based on college placement test scores or completion of prerequisite.

Prerequisite: ESR098

ESV090 English as a Second Language Through Video

0 credit; 4 hours (3 lecture, 1 lab)

This course uses video to improve the listening, reading and writing skills of beginning level ESL students. Students improve their comprehension of spoken American English through watching selected scenes from both standard and closed captioned documentaries and feature films. Scenes from selected videos highlight such topics as the immigrant experience, American family life, cultural diversity and the American workplace.

Open only to students with placements in ESL096 or ESL097

ESV090 English as a Second Language Through Video

0 credit; 4 hours (3 lecture, 1 lab)

This course is designed to reinforce the language development of non-native speakers of English enrolled in Fundamentals of Nursing (SCR110). The course gives students supplemental instruction in the subtechnical vocabulary of topics covered in SCR110. The course allows for practice in paraphrasing technical information into the language of the lay person, speaking about hospital clients, writing progress notes, and taking multiple choice examinations. Students receive support and individual attention from an ESL professional.

Prerequisites: SCB203, SCC140, SY240
Pre-corequisite: SCB204
Corequisites: MAT106, SCR110, SCR150

ESS020 Language Reinforcement for Psychiatric Nursing

0 credit, 2 hours

This course reinforces the language development of non-native speakers of English enrolled in Psychiatric Mental Health Nursing (SCR200) through supplemental instruction in the lay, or subtechnical, vocabulary of topics covered in that course. Students practice paraphrasing technical information into the language of their clients. They receive feedback on the organization, grammar and vocabulary used in their written and oral assignments and individual attention from an ESL professional.

Prerequisites: MAT106, SCB204, SCR110, SCR150, SY240
Corequisite: SCR200

ESS027 Language Reinforcement for Parent-Child Nursing

0 credit, 2 hours

This course is designed to reinforce the language development of non-native speakers of English enrolled in Parent-Child Health Nursing (SCR270). The course gives students supplemental instruction in the lay, or subtechnical, vocabulary of topics covered in SCR270. Students practice paraphrasing technical information presented in SCR270 into the language of their clients and receive feedback on the organization, grammar and vocabulary used in their written and oral assignments. Students receive individual attention from an ESL professional.

Prerequisites: MAT106, SCB260, SCR200, SCR240, SY240, CPR Certification
Pre-corequisite: ENG102
Corequisite: SCR270

ESV090 English as a Second Language Through Video

0 credit; 4 hours (3 lecture, 1 lab)

This course uses video to improve the listening, reading and writing skills of beginning level ESL students. Students improve their comprehension of spoken American English through watching selected scenes from both standard and closed captioned documentaries and feature films. Scenes from selected videos highlight such topics as the immigrant experience, American family life, cultural diversity and the American workplace.

Open only to students with placements in ESL096 or ESL097
The Humanities Department offers courses in: visual arts (HUA/HUC), bilingual education (HUB), critical and creative thinking (HUP/HUR), speech communication (HUC/HUL), modern languages (HUE/HUF/HUK/HUI/HUS/HUZ), performing arts (HUM/HUF/HUD), philosophy (HUP), and urban study (within various disciplines). These courses are described below.

**Humanities Department**

The Humanities Department offers courses in: visual arts (HUA/HUC), bilingual education (HUB), critical and creative thinking (HUP/HUR), speech communication (HUC/HUL), modern languages (HUE/HUF/HUK/HUI/HUS/HUZ), performing arts (HUM/HUF/HUD), philosophy (HUP), and urban study (within various disciplines). These courses are described 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/ENG099

**HUA103 Beginning Drawing**

3 credits; 3 hours

This course is an introduction to drawing through basic examination of the visual fundamentals of line, texture, value, space and form. Problems in descriptive drawing will be explored. There will be individual and group criticism. Sketchbooks are required.

Pre- or Corequisite: ESL099/ESR099

**HUA104 Introduction to Design**

3 credits; 3 hours

This course is an introduction to the fundamentals of design through an investigation of visual elements such as line, shape and composition. Students will develop designs in two dimensional form. The design principles will be discussed and illustrated as they relate to a number of visual arts forms.

**Prerequisite:** CSE098 or CSE099;
Pre- or Corequisite: ESL099/ESR099

**HUA106 Three-Dimensional Design**

3 credits; 3 hours

This course examines the principles of three-dimensional design. Students will develop individual designs based on formal elements such as line, shape mass and volume. Techniques in construction and carving will be demonstrated and developed in plaster, wood cardboard and metal.

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

**HUA110 Beginning Painting**

3 credits; 3 hours

This course is an introduction to painting techniques related to landscape, still life and abstract composition. Emphasis will be on color expression and color mixing. There will be individual and group critiques.

Pre- or Corequisite: ESL099/ESR099

**HUA115 Color Theory**

3 credits; 3 hours

This course is an introduction to the theory and application of color in two dimensional design. The basic principles of design will be demonstrated in relation to the interaction of colors. Students will develop two dimensional designs through techniques in color mixing and collage.

Pre- or Corequisite: ENA/ENG099, MAT095/MAB095

**HUA120 Beginning Sculpture**

3 credits; 3 hours

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

Pre- or Corequisite: ESL099/ESR099

**HUA125 Introduction to Computer Art**

3 credits; 3 hours (lecture, 1 lab)

This course provides an introduction to all phases of computer graphics applications, including draft and paint modes, fills, textures, brushes, graphic tools, and color blending through exercises in drawing, painting, graphic design, illustration and advertising techniques. Electronic publishing and software design will also be presented through field trips and video tapes. Students will have hands-on experience with microcomputers utilizing graphics, draw and paint software programs. No previous experience with computers or graphics is necessary.

**Prerequisite:** CSE098 or CSE099, ENA/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.

Pre- or Corequisite: MAT095/MAB095, ESL099/ESR099

**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 empha-
sized. Students must have a 35mm camera, and should expect to spend about $75 for materials.
Prerequisite: HUA230

HUA 165 Art History: Prehistoric Through Gothic
3 credits; 3 hours
This survey of art from prehistory to the late Middle Ages builds visual understanding through close study of individual works of art in various media, including painting, sculpture, architecture and photography. Connections between art works and their cultural contexts are emphasized, traditions of Europe and the Americas. Museum visits are required.
Prerequisites: CSE098 or CSE099, ENA/ENG099

HUA 166 Art History: Renaissance Through Modern
3 credits; 3 hours
This survey of art from the Renaissance to the present builds visual understanding through close study of individual works of art in various media, including painting, sculpture, architecture and photography. Connections between art works and their cultural contexts are emphasized, as are the cross-cultural exchanges which have enriched diverse artistic traditions of Europe and the Americas. Museum visits are required.
Prerequisites: CSE098 or CSE099, ENA/ENG099

HUA 180 Life Drawing
3 credits; 3 hours
This course is an introduction to drawing the human figure. Techniques in line and value and proportion will be developed. Textbook readings, studies in human anatomy and sketchbooks will be required.
Prerequisite: CSE098 or CSE099, ENA/ENG099

HUA 190 Technical Drawing
3 credits; 3 hours
This drawing course is designed to meet the needs of both art and 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/ENG099, MAT095/MAB095

HUA 200 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 Impressionism 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/ENG099

HUA 201 Art in New York: A Museum/Gallery Workshop
3 credits; 3 hours
Museum and gallery visits will comprise the major portion of this course. Through first-hand observation and discussion, students will examine the form and content of contemporary painting, drawing and sculpture. The class will discuss selected art exhibits in an effort to explore the nature of art criticism.
Prerequisite: ENC101 or ENG101, HUA200

HUA 202 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/ENG099

HUA 203 Intermediate Drawing
3 credits; 3 hours
This course further explores the drawing techniques established in Beginning Drawing. Students will concentrate on drawing objects and spaces from life and from the imagination. Individual drawing assignments and the development of a final portfolio and sketchbook will be emphasized. Field trips are usually required. Instead of a textbook, students should expect to spend approximately $35.00 on art supplies.
Prerequisites: HUA103

HUA 210 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/ENG099, HUA110

HUA 215 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
Pre- or Corequisite: ENC101 or ENG101

HUA 220 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/ENG099, HUA120

HUA 220 Intermediate Sculpture
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
HUA234 Color Photography
3 credits; 4 hours (2 lecture, 2 lab)
This course covers the theory and use of negative film (for prints) and positive film (for slides). The psychological and aesthetic effects of color will be investigated, and the student will learn to manipulate color through an understanding of various light sources and the use of filters. This course is offered in conjunction with Color Darkroom Techniques. Students must have a 35mm camera and should expect to spend approximately $125 in material expenses.
Prerequisite: HUA230
Corequisite: HUA235

HUA235 Color Darkroom Techniques
3 credits; 4 hours (1 lecture, 3 lab)
This course covers the processing of positive photographic film (slides) and color photographic papers (prints). Chemical processes and photographic emulsions will be described and utilized. The student will learn how to operate the dichroic color enlarger and the universal film and print processor. This course is offered in conjunction with Color Photography. Students should expect to spend about $125 for material expenses.
Prerequisite: HUA230
Corequisite: HUA234

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

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

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: 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: ENC101 or ENGI01, HUA245

HUA280 Commercial Photography Seminar
3 credits; 3 hours
This course introduces the students to the day-to-day operations and business practices of the photographic industry. The professional responsibilities of photographers and photographers' assistants will be explored in detail. Commercial self-promotion, including the creation of an appropriate portfolio, business card, and resume will be covered. The business, legal, and ethical dimensions of everyday activities within the industry will be discussed.
Prerequisite: ENC101 or ENGI01, HUA145, HUA230

HUC101 Oral Communication
3 credits; 3 hours
This course is designed to introduce the student to communication concepts, theories and skills which people use in personal and in professional settings. Topics include: What is communication? How does culture affect communication patterns? What does self-disclosure mean? What are effective response styles? How do language choices and non-verbal cues affect the image a person projects? How can a verbal confrontation produce its intended result? What are effective ways to organize a message? How does a person prepare for and present a successful interview?
Prerequisite: CSE098 or CSE099
Pre- or Corequisite: ENAIENG099

HUC104 Voice and Diction
3 credits; 4 hours (3 lecture, 1 lab)
This course is designed for students who wish to improve their speaking skills. Course content will include the basic theory of the production of speech and voice, study of the speech and hearing mechanism and a survey of the sound system of American standard English. Students will participate in an analysis of their speaking skills and use drills and varied group activities to modify their voice and articulation patterns.
Prerequisite: CSE098 or CSE099, ENAIENG099
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: 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 formal public speaking. In addition to examining oral rhetoric theory, students learn and practice skills in research, organization, delivery and criticism of speeches.
Prerequisite: HUC101

HUC108 Communication in a Professional Setting
3 credits; 3 hours
This course will develop students' knowledge of oral communication principles and theories in professional settings. Topics will include types of organizational communication, obstacles to effective communication, effective leadership behavior and nonverbal communication. Students will learn about assertive behavior, conflict resolution, effective listening skills and persuasive presentations.
Prerequisite: CSE098 or CSE099, ENA/ENG099

HUC109 Argumentation and Debate
3 credits; 3 hours
This course builds on the basic oral skills developed in Oral Communication (HUC101) and is designed to provide the student with the rhetorical and analytical skills necessary for persuasive debate. The student will be introduced to different styles of debating, including the cross examination debate. The student will also learn to prepare a debate brief and to use flow sheets to structure refutation and rebuttal. In addition, the role of argumentation and debate in a democratic society will be discussed.
Prerequisite: HUC101
Pre-or Corequisite: ENC101 or ENG101

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/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. The student should expect to spend approximately $15 for film screenings. The student should expect to spend approximately $15 for film screenings.
Prerequisite: CSE098 or CSE099, ENA/ENG099, recommended HUC150

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/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/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/ENG099, recommended HUC170

HUC191 Acting II
3 credits; 3 hours
This course offers an advanced exploration of the theory and practice of acting as an art form. The study of scene preparation, characterization and improvisation will be emphasized. Study scenes will be taken from comedy, farce and serious drama, offering practice in a variety of acting styles. The spatial characteristics of the stage, rehearsal procedures and the use of props, costumes and make-up will be examined. Attendance at two theatre performances will be arranged and required at a total cost of approximately $25.00.
Prerequisite: CSE098 or CSE099, ENA/ENG099, HUC190 or by audition.

HUC195 Theatre Production Workshop
3 credits; 4 hours
This course will involve the study and practical application of basic aesthetic and technical aspects of theatrical production. Through participation in a public production, the student will have a major responsibility in one of the following areas: acting, directing, stage management, rehearsal techniques, set design and lighting, make-up and costumeing, and publicity or promotion. Additional time for rehearsals and technical production will be required as a part of this course.
Prerequisite: recommended HUC170 or HUC190
Pre-or Corequisite: CSE098 or CSE099, ENA/ENG099
HUC240 Video Production Workshop
3 credits; 4 hours
This course introduces the student to the theory, vocabulary and production techniques of the video medium. Students, functioning as a production team, create and produce short video projects during the quarter which culminate in a final production created, organized and produced by the class. Students are assigned, on a rotating basis, specific production roles such as director, switcher, camera operator, floor manager, audio technician, production assistant or VCR operator. Projects vary from term to term as deemed appropriate by the instructor.
Prerequisite: CSE098 or CSE099, ENA/ENG099, MAT095/MAB095

HUC270 American Film
3 credits; 4 hours
This course is a survey of artistic, technological, and industrial developments of cinema in America. The films screened are representative of major developments in American film history: technological, aesthetic, industrial and sociocultural. Through readings and screenings, the student considers such topics as: major genres that reflect and project American attitudes and values, the work of the great American film artists, and the role of films by Black Americans. The student should expect to spend approximately $15 for film screenings.
Prerequisite: CSE098 or CSE099, ENA/ENG099, recommended HUC150

HUC/ENG272 Literature and Film
3 credits; 4 hours
This course studies the similarities and differences between literature and film. By comparing and contrasting literary works (complete and excerpts) with films, the course illuminates the methods, structures and contents of the two media, as well as their interrelationship. Writers to be considered may include Shakespeare, Keats, Dickens, Dickinson, Wright, and West; films to be viewed may include those made by Griffith, Chaplin, Riefenstahl, Flaherty and Resnais.
Prerequisite: CSE098 or CSE099, ENC101 or ENG101, recommended HUC150 or HUC270

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, ENC101 or ENG101, recommended HUC150 or HUC270

HUD101 Theatrical Dance I
2 credits; 2 hours (1 practice hour)
This course will introduce students to ballet, modern jazz and selected ethnic dance through dance history and class performance. Students will utilize the basic techniques of each of these dance forms, including barre exercises, center practice 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 unsupervised practice time and students will not be required to pay tuition for this hour.
Prerequisite: CSE098 or CSE099, ENA/ENG099

HUD102 Theatrical Dance II
2 credits; 2 hours
This course is a continuation of Theatrical Dance I (HUD101). Through the advanced study of dance technique in ballet, modern and jazz dance, students will continue to explore the theory and practice of dance as an art form and to explore how ethnic dance has influenced theatrical dance in the United States. Significant dance artists, choreographers and major works of choreography will be examined. Leotards and tights or loose fitting athletic wear are recommended.
Prerequisite: HUD101

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/ENG099
Note: Student must successfully complete HUE102 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/ENG099, HUE101 or exemption exam

HUE103 Intermediate Chinese
3 credits; 4 hours (3 lecture, 1 lab)
This course is the third in a sequence. The purpose of the course is to help students build functional language proficiency and increase their ability to communicate in Mandarin Chinese with confidence and ease. The course continues to focus on the four basic skills of listening, speaking, reading and writing, with a strong emphasis on sentence structure, grammatical features, oral and written translation fluency, and vocabulary building.
Prerequisite: CSE098 or CSE099, ENA/ENG099, HUE102 or exemption exam

HUE201 Modern Chinese Literature
3 credits; 3 hours
This course introduces students to modern Chinese literature and culture. Readings will be taken from various genres of literature, with an emphasis on modern Chinese literary expression. The course aims at strengthening the student’s ability to read and discuss literature in Chinese. Special attention will be paid to the Chinese literary tradition and its relationship to Western literature.
Prerequisite: HUE 103 or exemption exam
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, ENAIENG099
Note: A student must successfully complete HUF102 before credit is granted for HUF101 Elementary French I.

HUF102 Elementary French II
3 credits; 4 hours (3 lecture, 1 lab)
This is a continuation of HUF101.
Prerequisite: CSE098 or CSE099, ENAIENG099, HUF101 or exemption exam

HUF103 Intermediate French
3 credits; 4 hours (3 lecture, 1 lab)
This course is designed to further develop language skills. The relationship between speaking, reading and writing is emphasized.
Prerequisite: CSE098 or CSE099, ENAIENG099, HUF102 or exemption exam

HUF150 Skills Maintenance in Modern Language
1 credit; 2 lab hours
This laboratory course is designed to maintain foreign language skills during an interruption in the study sequence. Individual instruction is directly related to a student's particular field of interest. Hours individually arranged.
Prerequisite: CSE098 or CSE099, ENAIENG099

HUF201 French Literature from a Global Perspective
3 credits; 3 hours
This course is an introduction to the literature and culture of French-speaking countries through various forms of literary expression. Readings and discussions will emphasize the rich contributions of African, Caribbean, and North American writers and artists, as well as responses to them from France and the United States.
Prerequisite: ESL099, HUF103 or exemption exam
Pre- or Corequisite: CSE098 or CSE099, ENAIENG099

HUH100 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, ENAIENG099

HUH101 Elementary Hebrew I
3 credits; 4 hours (3 lecture, 1 lab)
This course for beginners is designed to develop listening, speaking, reading and writing skills through work in the classroom and the language laboratory.
Note: A student must successfully complete HUH102 (Elementary Hebrew II) before credit is granted for HUH101 (Elementary Hebrew I).
Prerequisites: CSE098 or CSE099, ENAIENG099

HUH102 Elementary Hebrew II
3 credits; 4 hours (3 lecture, 1 lab)
This course is a continuation of Elementary Hebrew I. It is designed to further develop listening, speaking, reading and writing through work in the classroom and the language laboratory.
Prerequisites: CSE098 or CSE099, ENAIENG099, HUH101 or exemption exam

HUH101 Elementary Italian I
3 credits; 4 hours (3 lecture, 1 lab)
This course for beginners is designed to develop listening, speaking, reading and writing through work in the classroom and the language laboratory.
Prerequisite: CSE098 OR CSE099, ENAIENG099
Note: A student must successfully complete HUlJ01 (Italian 1) before credit is granted for HUI101 Italian I.

HUH102 Elementary Italian II
3 credits; 4 hours (3 lecture, 1 lab)
This is a continuation of HUI101.
Prerequisite: CSE098 or CSE099, ENAIENG099, HUH101 or exemption exam

HUH150 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, ENAIENG099

HUK100 Communication and the Non-Native Speaker
3 credits; 4 hours
This course is designed to help the student develop facility with English when it is not his or her native language. It is especially designed to provide students with insight into interpersonal relations in various cultural settings. Course content will include communication theory, interpersonal skills in both verbal and non-verbal communication, and reinforcement of oral language skills. Students will survey the sound system for Standard English, learn listening skills and self corrections for pronunciation and grammar.
Prerequisite: ESL099
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/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/ENG099

HUM151 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/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, managers, and contracts. Public performance on campus is required. Opportunities for auditions in New York City for professional and semi-professional engagements are provided.
Prerequisite: MAT095/MAB095, HUM101 or equivalent, HUM155 or equivalent

HUM165 Wind Instruments I
3 credits; 3 hours
This course is open to all students interested in playing a wind instrument but who have no previous experience. Students in this class will develop ensemble and solo performance skills on an instrument of their choice. Skills include tone production, intonation, posture, breathing, embouchure, fingering, rhythm, articulation, and scales and use of these skills in expressive performance. Students should expect to spend approximately $35 for materials (reeds, mouthpiece, instrument strap and books).
Pre- or Corequisite: CSE098 or CSE099, ENA/ENG099, MAT095/MAB095, recommended HUM101

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/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/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
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, ENAIENG099, MAT0951/MAB095, HUM180 and HUM181 or by audition.

HUM210 American Music
3 credits; 3 hours
American music is an exploration of the various musical developments in the United States. Through listening, reading and discussion, students will investigate folk music, entertainment and commercial music, art music and other musical traditions of the United States. The Broadway musical and the current musical scene will also be studied. Prerequisite: CSE098 or CSE099, ENAIENG099, MAT0951/MAB095

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, ENAIENG099

HUN/SSN180 Introduction to Intercultural Communication
3 credits; 3 hours
The course introduces students to the dynamics of intercultural communications and enables them to communicate more effectively in multicultural settings. Through field trips, cultural research, and role-plays, students develop the skills needed to look objectively at other cultures. Using New York City as a laboratory, they gain experience identifying and analyzing dominant cultural patterns, thus improving their ability to understand the often perplexing behavior of people from cultures other than our own. Prerequisite: ENC101 or ENG101, HUC101, SSS100

HUN191 Photo Journalism: An Introduction
3 credits; 3 hours
This course will explore photography as a journalistic tool, emphasizing the photograph as a recorder of newsworthy events. Students will be given assignments to use the photo-document as a visual illustration of the written word. The primary focus of investigation will be the multicultural urban center of New York City. Field trips, a term paper and additional written assignments will be required. The approximate cost of supplies is $25.00.
Pre- or Corequisites: ENC101 or ENG101, HUA130

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, 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, ENAIENG099

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

HUN245 The New York Theatre Experience
3 credits; 4 hours (3 lecture, 1 lab-out of class theatre experiences)
This course involves the study of current professional and semi-professional theatre in New York City. Students will be required to attend a series of Broadway, Off-Broadway, and Off-Off Broadway plays in order to compare their content, underlying aesthetic concepts and production techniques. (Plays may be seen on weekday evenings or weekend/weekday matinees.) Students may expect to pay up to $100 for theatre tickets, tours, lectures, workshops with theatre professionals and post-performance discussions. Prerequisites: CSE098 or CSE099, 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 ongo-
This course introduces students to the process of philosophical reflection. Utilizing the concept of freedom extensively, it seeks to develop the student's ability to analyze concepts and to explore life experience in a structured and coherent fashion. Students are encouraged to develop their perceptions by critically examining their own beliefs, attitudes and assumptions in light of the philosophical analyses they encounter.

**HUP101 Introduction to Philosophy**  
3 credits; 3 hours

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

**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 criteria for right and wrong? What is moral agency? Does love have a place in the moral life? Students are encouraged to explore how morality functions in their own lives.

**Prerequisite:** 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:** ENCI01 or ENGI01, HUP101, and any additional 3 credit philosophy course.

**HUP220 Political and Social Philosophy**  
3 credits; 3 hours

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

**Prerequisite:** HUP101

**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:** HUP101

**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/ENG099, MAT095/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/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/ENG099, HUS101 or exemption exam

**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/ENG099, HUS102 or exemption exam

**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

**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/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 exemption exam
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 exemption exam

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 exemption exam

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

HUS270 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 Martí, Hostos, Llorens Torres, Guillén, Lezama Lima, Mir, Bosch, Césaire, Carpenter, and Ferre.

Prerequisite: HUS105 or exemption exam

HUS101 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/ENG099

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

HUS102 Elementary Portuguese II
3 credits; 4 hours (3 lecture, 1 lab)

This is a continuation of HUS101.

Prerequisite: CSE098 or CSE099, ENA/ENG099, HUS101 or exemption exam

HUS120 Elementary Spanish Communication I
3 credits; 12 hours for 4 weeks (An extra 3 hours are allotted for site visits.)

This course is designed for beginning Spanish students. Strong emphasis will be placed on acquiring conversation and comprehension skills using practical and interesting situational materials that will stress both language and culture. This course will provide both oral and written activities that can be used as starting points for communication. Activities are designed to encourage students to feel free to interact in Spanish as naturally and spontaneously as possible.

Prerequisite: CSE098 or CSE099, ENA/ENG099

This course is equivalent to HUS101.

Note: Students must successfully complete HUS102 or HUS121 before credit is granted for HUS101 or HUS120.

HUS121 Elementary Spanish Communication II
3 credits; 12 hours for 4 weeks. (An extra 3 hours are allotted for site visits.)

Students will build upon skills acquired in the first semester course and will be able to express themselves in a variety of more complex situations in Spanish.

Prerequisite: HUS101 or HUS120.

This course is equivalent to HUS102.
HUS122 Intermediate Spanish I
3 credits; 12 hours for 4 weeks (An extra 3 hours are allotted for site visits.)
Students will improve their speaking, listening, reading and writing skills, demonstrating the ability to report on various aspects of Spanish and Latin American life and culture, using complex language patterns and grammar review items. The emphasis in this course will be the development of functional language skills through intensive oral and written practice.
Prerequisite: HUS102 or HUS121
This course is equivalent to HUS103.

HUA/SSH135 Dominican Art and Culture
3 credits; 20 hours for 3 weeks
This course examines the social, economic and political changes of the Dominican Republic through its history, and how those changes relate to topics such as colonization, “mestizaje,” slavery, revolution, populism, democratic reform, socialism and military authority. The course also examines the relationships among various art forms and the Dominican society. Visits to museums and field trips constitute a significant part of this course. This course is taught in Spanish.
Prerequisite: SSS100 or SSB110, HUS105 or exemption exam

HUS235 Advanced Spanish Conversation and Composition II
3 credits; 12 hours for 4 weeks. (An extra 3 hours are allotted for site visits.)
Students will demonstrate the ability to write coherent and meaningful papers and reports as well as use grammar patterns previously learned through intermediate and advanced Spanish courses. They will also demonstrate the ability to read stories, newspaper articles, and other materials commonly consulted by native speakers of the language. In addition, students will be exposed to conversational situations which will enrich their communication skills. They will also demonstrate mastery of advanced elements of Spanish writing and grammar.
Prerequisite: HUS105 or exemption exam

HUS240 Contemporary Latin American Literature
3 credits; 12 hours for 4 weeks. (An extra 3 hours are allotted for site visits.)
Students will read and discuss, in the Spanish language, Latin American poetry, short stories, and plays of the Twentieth Century.
Prerequisite: HUS105, or exemption exam
This course is equivalent to HUS201

SSH150 Modern Latin American History
3 credits; 12 hours for 4 weeks. (An extra 3 hours are allotted for site visits.)
The student will discuss and analyze peoples and cultures of Latin America, emphasizing the period between the wars of independence and the present. This course is taught in Spanish.
Prerequisite: SSS100 or SSB110, HUS105 or exemption exam

SSH151 Introduction to Ecuadorian Society and Civilization
3 credits; 12 hours for 4 weeks. (An extra 3 hours are allotted for site visits.)
Students will demonstrate an understanding of historical development or the political, social and economic institutions of Ecuador. They will also analyze and evaluate issues and problems of contemporary Ecuador. This course is taught in English.
Prerequisite: SSS100 or SSB110

Library Media Resources Center

Instruction in the use of library resources is a regular part of LaGuardia’s educational program. Library faculty and classroom instructors arrange integrated lessons in which library lectures are tied in with class assignments to aid students in successfully completing their course work.

Department Faculty


LRC102 Information Strategies
3 credits; 3 hours
This course is an introduction to the nature and uses of information sources (i.e., print, non-print and computerized) for study, problemsolving, and research. Students will identify topics, pose research questions, plan research strategies, assess materials, use the LaGuardia Library, and identify other libraries for collecting data and producing critical bibliographies. Through the use of the latest research technology, students will gain greater understanding of the information age in which we live.
Prerequisite: CSE098 or CSE099, ENA/ENC099, 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
0 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 placement test scores.
MAT096/MAB096 Essential Mathematics II
0 credits; 7 hours (5 lecture, 1 lab)
This course will introduce students first to basic algebraic concepts including numerical and algebraic expressions, signed numbers, linear and quadratic equations, laws of exponents and graphing. Additional problem solving skills will also be reinforced. Admission to this course is based on placement test scores.

MAT103 Early Concepts of Math for Children
3 credits; 3 hours
This course combines theory with practical aspects of how children learn mathematics. Students learn how to help young children to develop numerical relationships and geometric patterns. This course is of particular value to Child Development majors, prospective elementary school teachers and parents.
Prerequisite: CSE098 or CSE099, MAT096/MAB096

MAT104 Mathematics in Elementary Education
3 credits; 3 hours
This is the second course of a two-quarter sequence devoted to the study of how children learn mathematics. The course examines the mathematics curriculum of the elementary school with an emphasis on how to teach it. Among the topics included are operations on rationals, numerical and algebraic expressions, signed numbers, linear equations, laws of exponents and graphing. Additional 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: 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: 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 or CSE099, ENA/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 thoughts will be studied in relation to the social, economic and technological forces of various crucial periods. Among the topics treated historically are systems of numeration, logic, geometry from Euclid through Riemann, and the development of the modern computer beginning with primitive instruments.
Prerequisite: ENA/ENG099, MAT096/MAB096

MAT200 Precalculus
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. Emphasis will be placed on the application of calculus to various disciplines. Among the topics studied are limits, derivatives, applications of the derivative, and integrals.
Prerequisite: 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
Pre- or Corequisite: MAT203.

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

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

MAT241 Technical Mathematics I
4 credits; 4 hours
This course helps students to appreciate the usefulness of mathematics in today’s technical world. The concepts of college algebra and trigonometry are presented with emphasis on their applications in science and technology. Topics include analytic geometry, trigonometry, exponential and logarithmic functions and their graphs, system of linear equations, matrices and complex numbers.
Prerequisite: MAT096/MAB096

MAT242 Technical Mathematics II
4 credits; 4 hours
This is the second course in the Technical Mathematics sequence. Scientific methods of differential calculus are developed and applied to solving practical problems. Topics include differentiation and integration of algebraic, exponential, logarithmic and trigonometric functions, curve sketching, rectilinear motion, extrema, area and volume.
Prerequisite: MAT241

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

Department Faculty

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, ENS/ENG099

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

HSC130 Activities for Human Services Settings
3 credits; 3 hours
This course will enable the student to understand the reasons for and uses of activity in human services settings. Topics covered will include theoretical frameworks underlying different approaches, an introduction to the range of activities, a consideration of the processes involved in using activities with clients, and the use of activities in relation to clients with different cultural heritages. Students will participate in selected activities and will develop a resource portfolio.
Prerequisite: MAT095/MAB095, HSC102, SSO101
Corequisite: A Cooperative Education internship in a related setting.
HSC135 Human Services Roles and Systems
3 credits; 3 hours
The students in this course will explore the concepts related to worker, supervisor and client roles in human services settings. Guidelines for specific roles will be identified. The dynamics of bureaucratic organizations will be discussed in relation to students' experiences as interns. Understanding of elementary systems theory will be reinforced, and alternative types of service delivery systems will be compared with the agencies known by the students.
Prerequisite: HSC101, HSC102, HSS100 or HSS110
Corequisite: A Cooperative Education internship in a related setting.

HSC200 Cooperative Education, Child Development
1 credit; 15 hours
This is the part-time internship of the Cooperative Education program for Human Services students, along with its companion seminar. Students are placed in multicultural settings where they learn to interrelate practice with theory through the internship and seminar, taken along with co-requisite Human Services courses.
Prerequisite: HSC101, HSC102, HSS104
Corequisite: HSD170 or HSD171 or HSD172

HSC201 Cooperative Education Child Development
3 credits; 15 hours
This is a full-time internship of the Cooperative Education program for Human Services students, along with its companion seminar. Students are placed in multicultural settings where they learn to interrelate practice with theory through the internship and seminar, taken along with co-requisite Human Services courses.
Prerequisite: HSC101, HSC102, HSS104
Corequisite: HSD170 or HSD171 or HSD172

HSD170 Integrated Curriculum A: Framework for the Developing Child
3 credits; 3 hours
This first course in the Child Development sequence introduces the concept of the integrated curriculum as the preferred approach in early childhood education. Theories on the acquisition of language and its sequential development will provide a framework for understanding the significance of language in interpersonal relationships within one's culture and across other cultural groups. Curriculum experiences for children will be planned and tested in a required co-requisite internship setting.
Prerequisite: HSC102, HSS100 or SSB110
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
Pre- or Corequisite: MAT103 or SCB101 or SCP101
Corequisite: approved Co-op internship

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

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

HSE106 Working with Communication-Impaired Populations
3 credits; 3 hours
This course is designed to acquaint students with the natural development of language and 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 competence 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 CSE099, ENA/ENG099, SSY240
Pre- or Corequisite: HSE105

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: ENC101 or ENG101, HSC102, HSS100 or SSB110, SSY101

HSE112 Intervention with Fragile Infants and Toddlers
3 credits; 3 hours
This course provides students with strategies to work with fragile and at-risk infants and toddlers, including those prenatally exposed to drugs. Emphasis will be placed on the children's cognitive, linguistic, social, physical and affective development. Other topics include: laws, regulations, and policies, parents and family involvement; cul-
concepts will be applied in appropriate co-op settings. Two field visits 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.

HSM125 AIDS-Related Case Management
3 credits; 3 hours

This course will enable students to learn about case management with clients who are HIV-positive or who have AIDS. Topics include the biopsychosocial aspects of HIV/AIDS, the role of worker in HIV prevention and testing, and providing services and functioning as a case manager or technician. The AIDS service delivery system, management of occupational risk, and self and group support for the worker are also discussed. An AIDS-specific internship is a corequisite.

Prerequisites: MAT0961MAB096, HSC101, HSC102, HSC135, SSS100, SSB110, SCN194
Corequisite: AIDS-specific internship approved by program director and Cooperative Education Coordinator

HSM200 Cooperative Education: Mental Health/Gerontology
1 credit; 15 hours

The cooperative education program for Human Service students consists of part-time and full-time internships with coordinated internship seminars. Students learn to interrelate practice with theory through this part-time internship and seminar, taken along with co-requisite Human Service courses.

Prerequisite: HSC101, HSC102, HSS014 or current employment in an approved mental health or gerontological setting
Corequisite: HSM120 or HSC130 or HSC135

HSM201 Cooperative Education: Mental Health/Gerontology
2 credits; 30 hours

The cooperative education program for Human Services students consists of part-time 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: HSC101, HSC102, HSS014
Corequisite: HSM120 or HSG150, HSC130, HSC135

HSN103 Community Dynamics: Impact on Human Services
3 credits; 3 hours

Students will examine New York City's multicultural urban community as an action system in the delivery of human services. Topics to be included are: the community decision-making process, community planning and the development of human services, and community change techniques. Field visits will be made to community decision-making groups.

Prerequisite: HSC101, SSS100 or SSB110

HSN110 Perspectives on Homelessness
3 credits; 3 hours

Students in this course will study homelessness as a social problem. Topics will include factors contributing to the rise and persistence of

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.

Prerequisites: CSE098 or CSE099, ENAIENG099

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.

Prerequisites: CSE098 or CSE099, ENAIENG099

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: HSI180

HSI182 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 ASL I and ASL II will begin to apply what they have learned in a conversational context. Students will become acquainted with a variety of ASL communication styles and dialects used by deaf people.

Prerequisite: HSI181

HSI183 American Sign Language IV
3 credits; 4 hours (3 lecture, 1 lab)

This course builds on the vocabulary and grammar learned in ASL I through 3. Language skills will be refined in the areas of complex non-manual grammatical markers, advanced ASL spatial rules, classifiers (particularly as used for descriptions of small items, people, cars and places), and adverbial modifiers for small items and details. Students will be able to use ASL in a variety of discourse types such as persuasion, negotiation, problem-solving, giving directions and dialogue. Upon completion, students' abilities to communicate with deaf persons will be enhanced.

Prerequisites: MAT0951MAB095, HSI182

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: HSC102, SSS101, internship in a human services setting or permission of the instructor
SCB160 Food Microbiology
4 credits; 6 hours (3 lecture, 3 lab)
This course is an introduction to the science of food, with emphasis on microorganisms which affect it. Digestive processes and fundamental chemistry of food are studied, as well as the complex interactions which exist between food and microorganisms, including handling, preparation and storage. The laboratory will focus on morphological and physiological characteristics of microorganisms associated with contamination, spoilage, preservation, and food borne disease. This course does not fulfill the Dietetic Technology General Microbiology requirement.
Prerequisite: SCD100
This course satisfies the New York City Department of Personnel requirement for the foods course for eligibility for School Lunch Manager.

SCB201, 202 Fundamentals of Biology I and II
4 credits; 6 hours each (3 lecture, 1 recitation, 2 lab)
This course is an integrated two-semester laboratory-based sequence, stressing major concepts of biology designed to assist the student in relating these concepts to the environment. The scientific method of thinking and the experimental approach will be stressed. Among the topics studied are: SCB201: Cellular and molecular basis of life, heredity, and the evolution of life. SCB202: Survey of the kingdoms, organismic anatomy and physiology with emphasis on the human system. The principles of ecology and problems of population.
Prerequisite for SCB201: CSE098 or CSE099, ENA/ENG099, MAT096/MAB096
Prerequisite for SCB202: SCB201

SCB203 Fundamentals of Human Biology I
4 credits; 6 hours (3 lecture, 1 recitation, 2 lab)
This course is an introduction to the anatomy and physiology of the human body. The architecture and function of cells, tissues and organ systems will be studied. The laboratory includes physiology experiments and gross and microscopic anatomy experiments using the cat as a dissection subject. Topics will include the chemistry of life, the cell, skeletal, muscular, cardiovascular and excretory systems.
Prerequisite: CSE098 or CSE099, ENA/ENG099, MAT096/MAB096

SCB204 Fundamentals of Human Biology II
4 credits; 6 hours (3 lecture, 1 recitation, 2 lab)
This course is an introduction to the anatomy and physiology of the human body. The architecture and function of cells, tissue and organ systems will be studied. The laboratory includes physiology experiments and gross and microscopic anatomy experiments, using the cat as a dissection subject. Topics will include the digestive, nervous, endocrine, respiratory, and reproductive systems.
Prerequisite: SCB203

SCB208 Vertebrate Anatomy and Physiology 1
2 credits; 3 hours (1 lecture, 2 lab)
This course introduces the student to the evolution, anatomy and physiology of the major vertebrate classes. Emphasis is placed on the taxonomy and characteristics of vertebrates. Muscle and bone organization and the physiology of contraction are also covered in depth. In the laboratory, students have the opportunity to dissect representative non-mammalian vertebrates.
Prerequisite: SCN101 for students in Veterinary Technology Program, SCB202 for all Associate of Science students, SCCJ40

SCB209 Vertebrate Anatomy and Physiology 2
3 credits; 4 hours (2 lecture, 2 lab)
This course is a continuation of Vertebrate Anatomy and Physiology 1. Major organ systems are discussed while emphasis is placed on mammalian anatomy and physiology. In the laboratory, students have the opportunity to view these systems through the dissection of a cat.
Prerequisite: SCB208

SCB240 Biotechnology I
2 credits; 4 hours (1 lecture, 3 lab)
Biotechnology is the application of recombinant DNA technology to living systems. Biotechnology I is an introductory laboratory course which will allow the student to learn some of the basic techniques used in molecular biology and recombinant DNA laboratories. This course will include basic applications of gel electrophoresis and interpretation of restriction enzyme cleavage patterns of DNA, including DNA fingerprinting.
Prerequisite: SCB201 or SCB208 or SCC201

SCB260 General Microbiology
4 credits; 6 hours (3 lecture, 3 lab)
This course offers an introduction to microorganisms found in nature, industry and disease. The student is introduced to virology, bacteriology, immunology, epidemiology, pathology and other related areas of microbial physiology. The laboratory will deal with the isolation and identification of common pathogenic and nonpathogenic organisms utilizing techniques of staining, culturing, fermentation reactions and microscopic inspection.
Prerequisite: SCB202 or SCB204 or SCB209
This course will investigate the didactic and experiential components 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, ENAIENG099, MAT096/MAB096

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

This is a two-semester sequence covering the basic concepts of chemistry and their historical development. This 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.

**Prerequisites:** CSE098 or CSE099, ENAIENG099, MAT096/MAB096

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

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

**SCC251:** Aliphatic and aromatic hydrocarbons; stereochemistry.

**SCC252:** Alcohols, carboxylic acids, amines, heterocycles, biomolecules.

**Prerequisites:** SCC201, MAT096/MAB096, SCC202

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

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

**SCC251:** Aliphatic and aromatic hydrocarbons; stereochemistry.

**SCC252:** Alcohols, carboxylic acids, amines, heterocycles, biomolecules.

**Prerequisites:** SCC201, MAT096/MAB096, SCC202

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

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

**Prerequisite:** SCD200

**SCD100 Foods**
3 credits; 5 hours (2 lecture, 1 recitation, 2 lab)

This course will 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'
educational. Topics to be addressed include gathering nutritional assessment, developing and implementing a nutrition instruction plan, and documenting interventions. Participation in the LaGuardia Nutrition Fair is a requirement of this course.

Prerequisite: SCD200

**SCD221 Dietetic Field Experience II**
2 credits; 1 seminar hour, 16 fieldwork hours

This fieldwork course is an application of the principles learned in Clinical Nutrition A. With supervision, students review medical records, interview patients to obtain nutrition histories, and develop and document nutrition care plans. Students calculate and plan diets for weight control, diabetes and cardiovascular diseases. Attendance at a weekly seminar is required. Students must provide proper uniform, liability insurance, and evidence of physical examination.

Prerequisite: SCD220 and permission of D.T. coordinator. Corequisite: SCD201

**SCD222 Dietetic Field Experience III**
2 credits; 1 seminar hour, 16 fieldwork hours

This fieldwork course is an application of the principles learned in Clinical Nutrition B. With supervision, students refine skills in interviewing and nutrition care plan development and documentation. Students calculate and plan diets for gastrointestinal, liver, and kidney diseases, as well as cancer, surgery, traumas, and burns. Attendance at a weekly seminar is required. Students must provide proper uniform, liability insurance, and evidence of a physical examination.

Prerequisite: SCD204, SCD221 and permission of D.T. coordinator. Corequisite: SCD202

**SCD250 Quantity Food Production**
3 credits; 3 hours

This course covers the basic principles involved in the planning, preparation, and service of large quantities of food in foodservice facilities. Topics include food selection variables, menu planning techniques, forecasting procedures, “front and back of the house” management, and recipe standardization, conversion, and costing. Term projects are required.

Prerequisite: ENC101 or ENG101, SCD100 Corequisite: SCD260 for D.T. students only

**SCD251 Foodservice Sanitation & Safety**
3 credits; 3 hours

The emphasis of this course is on the sanitation and safety needs of quantity foodservice operations. Topics include food handling and storage, cleaning and sanitizing procedures, foodborne diseases, principles for prevention of food poisoning, and pertinent regulations. The course integrates basic principles of equipment selection, layout and design, and work simplification. Term projects are required. Completion of this course enables students to be eligible for the Food Protection Certificate from the NYC Department of Health.

Prerequisite: SCD100

**SCD252 Quantity Food Purchasing**
3 credits; 3 hours

This course covers the technical aspects and procedures involved in forecasting and institutional procurements for foodservice systems. Topics include market analysis, buying ethics, legal aspects, and effective control of food costs. The development and implementation of accurate and precise food commodity specifications, purchasing strategies, portion control methods, inventory controls, and receiving procedures are introduced. Food cost accounting topics and relevant calculations are presented. Term projects are required.

Prerequisite: MAT096/MAB096, SCD250

**SCD253 Foodservice Administration**
3 credits; 3 hours

This course deals with the organization and administration of foodservice systems in institutions. Topics include the functions of management, personnel procedures and management, marketing and promotional activities, and human relations techniques for employees and clients. Also administrative leadership topics are presented such as legal, organizational, and cost control aspects of management. Term projects and case studies are required.

Prerequisite: MAT096/MAB096, SCD250 Corequisite: SCD265 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 Quantity Food Production. The practical implementation of the principles involved in the preparation and service of large quantities of food in health care facilities will be studied. The student will actually be involved in the supervised preparation of large quantities of food in the various units of a foodservice system in a health care institution. Proper uniform, liability insurance, physical examination, seminars, and reports are required.

Prerequisite: MAT096/MAB096, SCD100 Corequisite: SCD250

**SCE200 Introduction to Paramedic Technology**
2 credits; 2 hours

The course will introduce students to the roles and responsibilities of the EMT/Paramedic including major job functions, medical/legal implications, medical ethics, and death and dying. An overview of body systems will be used to introduce the techniques and methods of patient assessment. Laboratory work will focus on paramedic skills with emphasis on vital signs, physical examination, history-taking, the general scene survey, and the overall approach to the acute patient.

Prerequisite: CSE200, SCE210, SCE224, SCE251, SCE265

**SCE202 Cardiovascular Physiology and Pathophysiology**
5 credits; 5 hours

A review of the anatomy and physiology of the cardiovascular system will be the basis for a study of its pathology. Specific disorders will include artery disease, angina, myocardial infarction, heart failure, syncope, cardiogenic shock, dysrhythmias, cardiac arrest and surgical emergencies. Patient assessment techniques and treatment modalities will be presented. Students will practice the following skills: CPR, ECG interpretation, defibrillation, cardioversion, and heart/lung sound evaluation. Interpretation of ECG’s will be stressed.

Prerequisite: SEC200, SCE210, SCE224, SCE251, SCE265 Corequisite: SCE252, SCE266, SCE271, SCE275, SCE285

**SCE210 Fluid Dynamics, Shock and Clinical**
4 credits; 4 hours

A review of the anatomy and physiology of the cardiovascular system and body fluid dynamics will be the basis for a study of disease processes in fluid and electrolyte imbalance, dehydration, overhydration
and shock. Patient treatment modalities will be presented. Students will practice skills such as phlebotomy, IV cannulation, fluid administration, and the application of the anti-shock garment. Clinical work involves the administration of these skills in a patient care environment.

Prerequisite: CSE098 or CSE099, ENA/ENG099, MAT096/MAB096, permission of program coordinator, 6 months (minimum 200 hours) paid or voluntary EMT experience
Corequisite: SCE200, SCE210, SCE224, SCE251, SCE265

SCE244 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, ENA/ENG099, MAT096/MAB096, permission of program coordinator, 6 months (minimum 200 hours) paid or voluntary EMT experience
Corequisite: SCE200, SCE210, SCE224, SCE251, SCE265

SCE251 Pharmacology for the EMT-Paramedic
3 credits; 3 hours

This course provides an introduction to the major mediators of body systems and clinical prehospital pharmacology. Emphasis is placed on the action of drugs on the major body systems, as well as the indications, contraindications, complications, methods of administration and routes of administration of prehospital drugs. Lab work involves computing dosages and preparing medications for administration and practice with various administration techniques, sublingual, intravenous, intramuscular, subcutaneous and endotracheal installation. Skills taught in this course are necessary for later application in the sequence of paramedic courses during clinical rotations in the emergency department and paramedic ambulance.

Prerequisite: CSE098 or CSE099, ENA/ENG099, MAT096/MAB096, permission of program coordinator, 6 months (minimum 200 hours) paid or voluntary EMT experience
Corequisite: SCE200, SCE210, SCE224, SCE251, SCE265

SCE252 Musculoskeletal/Soft Tissue and Medical Emergencies
3 credits; 3 hours

The etiology and management of a variety of medical emergencies such as: alcohol and drug abuse, poisoning, diabetic emergencies, anaphylaxis, and abdominal emergencies will be presented. An overview of the skin, soft tissues and musculoskeletal system will provide the basis for the recognition and treatment of fractures, wounds, and environmental emergencies. Practice will include immobilization techniques for extremity fractures, bandaging, and the sterile techniques of wound and burn management.

Prerequisite: SCE200, SCE210, SCE224, SCE251, SCE265
Corequisite: SCE200, SCE210, SCE224, SCE251, SCE265

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, ENA/ENG099, MAT096/MAB096, permission of program coordinator, 6 months (minimum 200 hours) paid or voluntary EMT experience
Corequisite: SCE200, SCE210, SCE224, SCE251

SCE266 Obstetric and Pediatric Pathophysiology and Clinical
4 credits; 4 hours

This course explores gynecological emergencies, emergency childbirth, and pediatric emergencies. A review of the anatomy and physiology of the reproductive system and of the developing child is included. Assessment and management will be emphasized. Clinical rotations in the delivery room and pediatric emergency department are required.

Prerequisite: SCE200, SCE210, SCE224, SCE251, SCE265
Corequisite: SCE202, SCE252, SCE271, SCE275, SCE285

SCE271 Physiology and Pathophysiology of the Nervous System
2 credits; 2 hours

The anatomy and physiology of the nervous system will be the basis for a study of the pathophysiology of neurological emergencies. Patient assessment, the neurological examination and treatment modalities will be presented. Emphasis will be on life-threatening problems and the management of head and spinal injuries. Students will practice spinal immobilization techniques.

Prerequisite: SCE200, SCE210, SCE224, SCE251, SCE265
Corequisite: SCE202, SCE252, SCE266, SCE275, SCE285

SCE275 Operations, Crisis, Behavioral Emergencies and Clinical
2 credits; 2 hours

An overview of behavioral emergencies, related medical/legal issues, methods of evaluation and management will be presented. Techniques specific to the geriatric patient will be stressed. EMS and paramedic field operations will be presented, emphasizing triage, 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: SCE200, SCE210, SCE224, SCE251, SCE265
Corequisite: SCE202, SCE252, SCE266, SCE271, SCE275, SCE285

SCE285 Seminar in Paramedic Technology and Clinical
1 credit; 25 hours (1 lecture, 24 clinical)

Medical and trauma scenarios will enable students to practice paramedic techniques, develop diagnostic abilities, and decision-making skills and to apply treatment modalities. Case studies from clinical rotations will be discussed and their management will be evaluated. Clinical rotations with medical examiner and in the intensive care units will be required.

Prerequisite: SCE200, SCE210, SCE224, SCE251, SCE265
Corequisite: SCE202, SCE252, SCE266, SCE271, SCE275, SCE285

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 related oxygen, ventilation and airway skills. Clinical rotations in the operating room will require performance of advanced airway management techniques.
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, ENAIENG099, MAT095/MAB095, ENC101 or ENGI01, SCT101 for PT Assistant majors only.

**SCH150 Drugs and Behavior**  
3 credits; 3 hours

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

Prerequisite: CSE098 or CSE099, ENAIENG099

**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, ENAIENG099, MAT095/MAB095

**SCN101 Introduction to Veterinary Technology**  
3 credits; 3 hours

This is a comprehensive introduction to the fundamental principles of animal science. Subjects covered include genetics and breeding, growth and senescence, environmental physiology, nutrition and feeding, and animal behavior. In addition students will begin the study of basic animal care and management, dosage calculations and animal diseases. There will be field trips to selected animal facilities in the metropolitan area.

Prerequisite: CSE098 or CSE099, ENAIENG099, MAT096/MAB096

**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, ENAIENG099

**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, ENAIENG099, 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**  
3 credits; 7 hours (1 lecture, 6 labs)

This course provides an overview of occupational therapy, its scope of practice and basic principles, and the roles of occupational therapy assistant. Course activities include practice in basic craft skills, analysis and instruction of games and small crafts, development of communication skills, and field visits. The effects of environmental and cultural differences in shaping activity behaviors and preference are emphasized.

Prerequisite: ENC101 or ENGI01, SCB203, SCN195, SSY101
Pre- or corequisite: SCN195

**SC0200 Physical Aspects of Human Growth and Development**  
2 credits; 2 hours

This course presents an overview of human biological development as it affects functional performance from birth to pubescence. Specific topics include development of the sensory and motor systems, sensory integration, reflex integration, differentiation of joint motion, and the role of the endocrine system. The importance of the human and non-human environment in facilitating and supporting optimal development is emphasized.

Prerequisite: SCB204, SC0054, SCN195, SSY101
Pre- or Corequisite: SCB230

**SC0204 OT Process: Psychosocial and Geriatric Conditions**  
4 credits; 4 hours

This course presents occupational therapy theory base and process skills for evaluation and treatment of patients with psychosocial dysfunction and/or disorders associated with aging. Topics include: data collection, problem solving, treatment planning and implementation, reassessment, family involvement, legal, 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: SCB204, SC0054, SC0101, SSY230, SCN195, SC0054
Pre- or Corequisite: SSY260
Corequisite: SC0284
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: SCN195, SC0054, SC0101, SC0200, SC0204, SC0214, SC0230, SSY240
Pre- or Corequisite: SC0215, SC0285

SC0214 OT Skills and Functional Activities I
3 credits; 6 hours (2 lecture, 4 lab)
This course provides a foundation for performing, analyzing and instructing activities used in the treatment of patients with psychosocial dysfunction and/or disorders associated with aging. The roles of student, worker, homemaker, parent, recreator and self-maintainer serve to frame the assessment and treatment process and the selection of activities. Activity programming, reality orientation and remotivation, program administration and management are included.
Prerequisite: SCB204, SC0054, SC0101, SSY230
Precorequisite: SSY260

SC0215 OT Skills and Functional Activities II
3 credits; 6 hours (2 lecture, 4 lab)
This course provides the student with experience in performing, analyzing and instructing activities used in the treatment of patients with physical and/or developmental disabilities. Activities are organized around the childhood roles of player and learner, and the adult roles of student, worker, homemaker, parent, recreator and self-maintainer. Topics include: splinting, toys and play activities, adaptation of equipment and environment, positioning, transfers and treatment modalities. Splinting and orthotics are included.
Prerequisite: SC0101, SC0200, SC0214, SC0230, SSY240
Corequisite: SC0205, SC0285

SC0230 Functional Pathology
3 credits; 3 hours
This course is a systems approach to the study of pathophysiology. Emphasis will be on the normal and abnormal response to disease and injury, and effects on bodily systems. Consideration will be given to selected disorders, including a survey of pathology, symptomatology, management and prognosis. Knowledge of proper terminology will also be emphasized.
Prerequisite: SCB204

SC0284 OT Clerkship for Psychosocial/Geriatric Conditions
1 1/2 credits; 5 hours (1 lecture, 4 fieldwork)
This is an introductory fieldwork experience in a supervised setting. The setting may serve persons with physical disabilities or developmental disabilities. The student spends a minimum of one half day per week or the equivalent at the fieldwork site. Attendance at a weekly seminar provides opportunities for students to integrate classroom theory with fieldwork experiences.
Prerequisite: SCB204, SC0054, SC0101, SC0200, SC0230
Corequisite: SC0215, SC0285

SC0285 OT Clerkship for Physical/Development Disabilities
1 1/2 credits; 5 hours (1 lecture, 4 fieldwork)
Introductory fieldwork in a supervised setting. The setting may serve persons with physical disabilities or developmental disabilities. The student spends a minimum one half day per week or the equivalent at the fieldwork site. A weekly seminar provides opportunities to integrate classroom theory with fieldwork experiences.
Prerequisite: SCB204, SC0054, SC0101, SC0200, SC0230
Corequisite: SC0215, SC0285

SC0294 OT Fieldwork in Psychosocial /Geriatric Conditions
2 credits; 38 hours (1 lecture, 37 fieldwork)
This is a full-time placement in a supervised setting for six weeks. The setting may be one which serves persons with psychosocial conditions or one which provides activity/recreation/leisure programming to the aged. Attendance at a weekly seminar is required. A minimum of 220 hours (excluding absences) of fieldwork must be completed to satisfy requirements of the American Occupational Therapy Association. Students are responsible for their travel costs for fieldwork.
Prerequisite: SC0204, SC0214, SC0284, permission of Occupational Therapy Assistant Program Director required to register.

SC0295 OT Fieldwork: Physical/Development Disabilities
2 credits; 38 hours (1 lecture, 37 fieldwork)
The student is assigned to a full-time clinical facility under professional supervision. The internship provides exposure to clients with physical and/or developmental disabilities. The student is provided with opportunities to practice a variety of treatment approaches under supervision. Participation at a weekly seminar facilitates integration of theory with practice.
Prerequisite: SC0101, SC0205, SC0215, SC0230, SC0285, permission of Occupational Therapy Assistant Program Director required to register.

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, ENAIENG099, MAT095/MAB095

SCP140 Topics in Astronomy
3 credits; 4 hours (2 lecture, 2 lab)
This course surveys modern astronomy with special emphasis on recent developments in space and astrophysics. Among the topics to be covered will be planetary astronomy and geology, the moon, the possibility of life on other worlds, energy production in stars, stellar evolution, pulsars, quasars, "black holes," and cosmology. Laboratory periods will include field trips to planetariums and observatories in the N.Y.C. area. Students should expect field trip expenses to amount to about $20.00.
Prerequisites: CSE098 or CSE099, ENA/ENG099, MAT095/MAB095
SCP201, 202 Fundamentals of Physics I and II
4 credits; 6 hours each (3 lecture, 1 recitation, 2 lab)
Fundamentals of Physics I and II are together a two-semester sequence covering the basic laws of physics with an emphasis on laboratory experience and mathematical solutions of problems. This is a basic course for students intending to continue their studies in the physical and biological sciences, since more advanced courses in the natural sciences assume knowledge of this material. Among the topics studied are:
SCP201: The basic concepts of mechanics; kinematics; Newton’s gravitation; conservation of momentum and energy; heat, emphasizing the kinetic theory; and electrostatics (charge, forces, fields, electric
energy.)
SCP202: The basic concepts of electrodynamics (currents and magnetism electromagnetism); optics (wave theory, lenses); and modern physics (relativity, atomic theory, quantum mechanics.)
Prerequisite for SCP201: CSE098 or CSE099, ENA/ENG099, MAT096/MAB096
Prerequisite for SCP202: SCP201

SCP240, 241, 242 General Physics I, II and III
4 credits; 6 hours each (3 lecture, 1 recitation, 2 lab)
General Physics I, II and III are together a three-semester sequence in physics for science and pre-engineering students. The topics covered in the first semester include: motion in one, two and three dimensions; vectors; forces and moments; Newton’s Laws; work and energy; center of mass; momentum and collisions; rotational motion; moment of inertia; hydrostatics and hydrodynamics. The topics covered in the second semester include: heat and temperature; the laws of thermodynamics; kinetic theory; entropy, oscillations; wave motion; properties of light; optics. The topics covered in the third semester include: electrostatics; DC circuits; magnetism and magnetic materials; AC circuits, special relativity, modern physics. This is a calculus-based physics course.
Prerequisite for SCP240: CSE098 or CSE099, ENA/ENG099, MAT201
Pre-or Corequisite for SCP240: MAT202
Prerequisite for SCP241: SCP240, MAT202
Prerequisite for SCP242: SCP241

SCR110 Fundamentals of Nursing
6 credits; 12 hours (3 lecture, 3 lab, 6 clinical)
This course is an introduction to the interrelated roles of the associate degree nurse, with emphasis on the role of provider of care. Students focus on the assessment and analysis phases of the nursing process to formulate nursing diagnoses. Campus laboratory experiences stress the development of fundamental nursing skills. Clinical experience in health facilities involves care of clients with health problems. Proper uniform, liability insurance and physical examinations are required.
Prerequisite: ENC101 or ENG101, SBC203, SCC140, SY101, pre-clinical index of 2.5 or above and permission of Nursing Program Director.
Pre-or Corequisite: SBC204
Corequisite: MAT106, SCR150

SCR150 Perspectives of Nursing
1 credit; 1 hour
This course focuses on historical influences on nursing. The evolution of the nursing profession within the health care delivery system will be explored. Emphasis will be placed on past nursing leaders and various types of nursing education.
Prerequisite: ENC101 or ENG101, SBC203, SCC140, SY101
Corequisite: SCR110

SCR200 Psychiatric Mental Health Nursing
4 credits; 14 hours (5 lecture, 3 lab, 6 clinical)
This course focuses on the psychosocial needs of clients throughout the life cycle. The assessment of clients’ physical and behavioral responses to stress will be explored as well as the determination of goals for intervention. Focusing on the use of self as a therapeutic agent, students will learn techniques of intervention to promote and maintain clients’ mental health, as well as assist clients who are mentally ill. Experiences will be provided in psychiatric/mental health settings.
Prerequisite: MAT106, SBC204, SCR110, SCR150, SY240

SCR210 Medical Surgical Nursing I
4 credits; 14 hours (5 lecture, 3 lab, 6 clinical)
This course will focus on nursing care of adults with major health problems. Utilizing the nursing process, students will develop appropriate plans of care for clients. Emphasis will be placed on formulating goals for intervention.
Prerequisite: MAT106, SBC204, SCR110, SCR150, SY240
Pre-or Corequisite: SBC260

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: SCR150
Corequisite: SCR290

SCR270 Parent-Child Health Nursing
8 credits; 14 hours (5 lecture, 3 lab, 6 clinical)
This course focuses on the promotion of health and caring for childbearing families, their newborns, and children with major health problems from infancy to adolescence. Emphasis is placed on the implementation of nursing care plans. Experiential learning offers opportunities to provide care during the antepartal, intrapartal, and postpartal periods of the maternity cycle, as well as in the newborn and pediatric settings.
Prerequisite: SCR200, SCR210, SBC260
Pre-or Corequisite: ENG102

SCR290 Medical Surgical Nursing II
9 credits, 19 hours (4 lecture, 3 lab, 12 clinical)
This course focuses on the care of adult clients whose ability to meet one or 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: SCR270
Pre-or Corequisite: SCR260

SCS099 Introductory Science
0 credit; 4 hours (2 lecture; 2 lab)
This course provides students with the basic biology and chemistry concepts and content needed for success in the allied health fields. It promotes critical thinking skills through laboratory work in which students design their own experiments. (For COPE students only.)
Prerequisites: CSE098, ENA099
Corequisites: CSE099, MAT095
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 a mentor in a supervised experience with a high school student.
Prerequisite: MAT0951MAB095, ENC101 or ENG101 and one of the following: ENG104 or HSC102, or HUC101 or SSY101, minimum cumulative GPA of 2.0

SCT101 Introduction to Physical Therapy
2 credits; 2 hours
This course introduces the concepts and scope of physical therapy, its professional organization and its relationship with other health professions. Subjects include: the role and function of health personnel, professional ethics and conduct, medico-legal aspects of physical therapy services, vital signs, medical terminology, communication skills, and record keeping.
Prerequisite: ENC101 or ENG101, SCB203, SSY101, SCN195

SCT203 Clinical Kinesiology
4 credits; 6 hours (2 lecture, 4 lab)
This course introduces students to the study of muscles as the basis for movement and exercise. Topics include: biomedical principles of movement, body mechanics, types of joints and movements, measurement of joint range of motion, muscle actions and innervations, assessment of strength through manual muscle testing, and orthopedic and neurological conditions resulting in impaired movement in the pediatric, adult and geriatric populations.
Prerequisite: SCT101
Pre- or Corequisite: SCB204

SCT211 Therapeutic Procedures I
4 credits; 6 hours (2 lecture, 4 lab)
This course will focus on the principles and use of heat, cold, water, light and traditional massage as they relate to physical therapy. Topics include: proper preparation of patients, treatment areas and equipment, application of hot and cold packs, paraffin, whirlpool, infrared, ultraviolet, basic massage, intermittent compression, sterile technique and wound debridement. Physical therapy techniques for the treatment of respiratory disorders are included.
Prerequisite: SCT101
Pre- or Corequisite: SCB204, 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 theories are discussed, including the use of acupressure, T.E.N.S. and biofeedback. Postural evaluation and exercises for posture and back pain are included.
Prerequisite: SCB204, SCT202, SCT211

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

SCT260 Therapeutic Exercise Applications
4 credits; 6 hours (2 lecture, 4 lab)
This course covers the rationale and clinical application of therapeutic exercise to improve endurance, flexibility, gait and balance, posture, strength and performance of functional activities in all patient populations. The focus is on implementation of a comprehensive treatment plan developed by a physical therapist, including interpretation of the therapist’s evaluation, and performance of appropriate assessment and measurement of techniques to assist in monitoring and modifying the plan of care.
Prerequisite: ENG102, SCO230, SCT225
Pre- or Corequisite: SCT212

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 attend scheduled seminars and provide their own uniform, liability insurance and proof of a physical examination.
Prerequisite: SCT212, SCT250, permission of PT Assistant 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: SCT291, permission of PT Assistant 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: 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 anesthesia, parasitology and small animal diseases. In the laboratory students will anesthetize dogs and cats and perform basic diagnostic and therapeutic techniques. They will also prepare patients for aseptic surgery, employ techniques of surgical assisting, and learn the principles of cardiopulmonary resuscitation.
Prerequisite: SCB209, SCV201

SCV211 Veterinary Nursing II
4 credits; 6 hours (3 lecture, 3 lab)
This course deals with advanced technical procedures in veterinary practice and laboratory animal science. Lecture sessions will cover animal diseases, emergency care, pharmacology and animal biology. In the laboratory, students will receive training in the care of sick and injured animals, including dentistry, catheterization, fluid and drug administration, and the use of monitoring devices. In addition, students will maintain a germfree isolator and perform minor surgical procedures on rodents.
Prerequisite: SCV210
Pre- or Corequisite: SCB260

SCV212 Veterinary Radiography
3 credits; 5 hours (2 lecture, 3 lab)
This course will provide lectures which explore the theory and principles of radiography. The laboratory will provide students with training in the operation and maintenance of the x-ray machine, automatic and manual film processing, animal restraining and positioning, health and safety precautions and radiograph evaluation and storage.
Prerequisite: SCV211

SCV213 Veterinary Laboratory Techniques
3 credits; 5 hours (2 lecture, 3 lab)
This course deals with the examination of blood, urine, and other body substances for diagnostic and prognostic purposes in veterinary practice. Students will learn to perform complete blood counts, blood chemistries, serological tests and urinalysis. Lecture periods will cover the theories on which the tests are based and the relevance of laboratory results in the evaluation of the health of animals.
Prerequisite: SCV210
Pre- or Corequisite: SCV211

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, animal care, and relevant farm management procedures. Using various species of animals and types of equipment, students will learn techniques for restraint, administration of medication, sample collection, bandaging, surgical preparation and assistance, and positioning for radiology.
Prerequisite: SCV201
This course will be taught at an off-campus location. Students must pay their own travel and room and board expenses.

SCV245 Theory and Practice of Transgenic Techniques
3 credits; 5 hours (1 lecture, 4 lab)
Transgenic techniques involve the manipulation of genes and gene fragments and their incorporation into new host animals. Lectures will provide an understanding of the theoretical principles involved. Laboratory sessions will involve transgenic techniques in mice and will include DNA separation, collection of ova, microinjection, ova transfer, embryonic stem cell manipulation, colony management and related procedures. The laboratory sessions will be held at Rockefeller University.
Prerequisites: SCV201, SCB209
Pre- or Corequisites: CEV201, CPA040

Office Technology Department

Department Faculty:
Deborah P. Harrell, Chairperson; Avis O. Anderson, Adalgisa Johnston, Josephine Corso, Magalie Lopez, Margarita Lopez, Paula Murphy, Linda Ramos, Marie Sacino.

OFC131 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: CSE094 or CSE095 or ESL/ESH/ESL/ESR098

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/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/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: OFT100, OFC131 or OFT131

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: OFT102, OFC131 or OFT131

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: OFT110
Pre- or Corequisite: ENC101 or ENG101, OFT133

OFT122 Stenography III (Machine)
3 credits; 8 hours (6 lecture, 2 lab)
The primary focus of this course is to build speed to a minimum of 80 words a minute. Emphasis on spelling, written communications, and punctuation is continued. Transcription skill is developed from textbook plates, homework notes, and from new-matter dictation. Mailability on average-length letters from unfamiliar material is required.
Prerequisite: OFT112
Pre- or Corequisite: ENC101 or ENG101, OFT133

OFT125 Terminology for Medical Office Support Personnel
3 credits; 4 hours (3 lecture, 1 lab)
This course is designed to develop the student’s ability to interpret, spell, and pronounce medical terms through the use of a phonetic pronunciation system, audiotapes, flashcards and computer assisted instruction. This course is organized by body systems with combining forms of prefixes and suffixes, diagnostic procedures, pathology, treatment, and surgical procedures related to each system. This course is intended to train medical office support personnel in the use of medical terminology as it applies to the office setting.
Pre-Corequisites: CSE098 or CSE099, ENA/ENG099 or ESH098

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 and modified block-style business letters, large envelopes, and unbound manuscripts will be stressed. The final speed goal is 25-35 gross words a minute for three minutes with a maximum of three errors.
Prerequisite: ESB/ESH/ESL/ESR098

OFT132 Keyboarding II: Production Formatting
2 credits; 4 hours
This course is designed to increase the skills of students who have successfully completed Keyboarding I or its equivalent. Emphasis will be placed on intensive speedbuilding and accuracy drills. Formatting for business correspondence, tabulations, and manuscripts will be covered. The final speed goal is 40-45 gross words a minute for five minutes with a maximum of five errors.
Prerequisite: OFC131 or OFT131

OFT133 Keyboarding III: Advanced Production Formatting
2 credits; 4 hours
This course is designed to increase the keyboarding and production skills of students who possess a minimum speed of 40 gross words a minute. Intensive speed, accuracy, and reinforcement drills will be stressed. Complex forms for letters, manuscripts, tabulations, memos, and business forms will be introduced. The final keyboarding speed goal is a rate of 50-55 gross words a minute for five minutes with a maximum of five errors.
Prerequisite: CSE098 or CSE099, ENA/ENG099, OFT132

OFT151 Introduction to Office Information Systems
3 credits; 4 hours (3 lecture, 1 lab)
This course 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/ENG099

OFT155 Word Processing I
3 credits; 4 hours (3 lecture, 1 lab)
This course introduces students to word processing on the microcomputer. Through hands-on practice, students will become proficient in the basic uses of a major word processing software package. Topics covered include creating, editing, storing, page formatting, printing, basic merging, and performing block functions using single files.
Prerequisite: CSE098 or CSE099, ENA/ENG099, OFC131 or OFT131

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: OFT155
**OFT170 Computerized Medical Information Management**

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

This course will provide students with instruction in the preparation and maintenance of medical records, financial recordkeeping, patient and insurance billing, and processing of insurance forms and claims. It will provide students with a brief history of the medical profession, acquainting students with various medical laws and codes of ethics as they relate to medical office support personnel. This course will be enhanced by the use of medical software and a medical office simulation project.

Prerequisites: CSE098 or CSE099, ENA/ENG099, MAT095/MAB095

Pre-Corequisite: OFC131 or OFT131

**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.

Pre- or Corequisite: OFT122 or ability to pass placement exam of 50 wpm typing and 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: OFT171

Corequisite: 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. This 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: 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: 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.

Prerequisites: 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.

Prerequisites: 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 relationship 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/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: 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.

Prerequisites: CSE098 or CSE099, ENA/ENG099, MAT095/MAB095

**OFT260 Business Communications**

3 credits; 3 hours

This course provides students with the ability to exercise various communication tasks in business. Special consideration will be given to the mechanics of written English. Written activities will focus on memos, business letters, reports, and special communications (news
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 refined.

Prerequisite: OFT265 or OFT266 and OFT235 or OFT236 or OFT237
Corequisite: OFT245 or OFT246 or OFT247

OFT280 Microcomputer Applications—Spreadsheets
2 credits; 4 hours (2 lecture, 1 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, ENAIENG099, MAT095/MAB095, OFC131 or OFT131

OFT281 Data Base Applications
3 credits; 4 hours (3 lecture, 1 lab)

This course introduces data base application software. Students will learn the use of a data base through extensive hands-on experience. The course will emphasize the use of alternative methods of searching the data base, selective retrieval of information, and report/label preparation. Students will explore the use of advanced functions in order to combine files, modify original design, update records and become familiar with command-driven and menu prompts in a Windows environment.

Prerequisite: MAT095/MAB095, OFC131 or OFT131, OFT151

OFT282 Desktop Publishing Applications
3 credits; 4 hours (3 lecture, 1 lab)

This course introduces students to the basics of desktop publishing—the art of producing typeset documents. Familiarization with equipment, available software, 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, ENAIENG099 or ESU/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, DOS commands, Windows, and utility programs.

Prerequisite: MAT096/MAB096, ENC101 or ENG101, OCT156, OFT280, OFT281
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 essential 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: 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.

Department Faculty

SSA100 Introduction to Anthropology
3 credits; 3 hours

In this course, students will be introduced to the fields of anthropology—physical anthropology, archeology, cultural anthropology, and anthropological topics in linguistics. The aim shall be to explore the origins and development of some of the world's hunter-gatherer, agricultural, peasant and industrial societies. Utilizing examples from both extinct and modern day societies, the student will gain an appreciation of the wide diversity of human cultures.

Prerequisite: ENA/ENG099, SSS100 or SSB110

SSA101 Cultural Anthropology
3 credits; 3 hours

This course examines the similarities and differences found in the various types of human cultures and societies. It acquaints students with the basic concepts that help explain differences and similarities. The role of culture and language in determining human behavior is examined as is the interrelationship of aspects of behavior (economics, politics, family and religion) in different types of societies. Patterns of cultural change will also be discussed.

Prerequisite: ENA/ENG099, SSS100 or SSB110

SSA106 Anthropology of Latin America
3 credits; 3 hours

This course will focus on the different peoples and cultures of Latin America, including Indian groups, rural communities of peasants, blacks and other plantation workers, urbanized peasants, urban workers, new middle classes and elites. The social and cultural organization of each of these groups will be examined, particularly in their relation-

ship to the larger society. The impact of the global economy on Latin American cultures will also be examined.

Prerequisite: ENA/ENG099, SSS100 or SSB110

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 or CSE099, ENA/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: CSE098 or CSE099, ENA/ENG099
For all others: ENA/ENG099, SSS100 or SSB110
Pre- or Corequisite: MAT096/MAB096

SSE102 Introductory Economics II
3 credits; 3 hours

As a continuation of SSE101, Economics II introduces students to the allocation of resources in the world economy. Specifically, students will examine how capitalist and socialist countries manage their resources. In addition, students will learn about major issues in international trade and finance, economic development in third world countries, pollution and the environment, defense spending, and the economics of energy.

Prerequisite: SSE101

SSE125 World Geography
3 credits; 3 hours

The course studies the influence of physical features and climates of the world on human activities, production, distribution and other economic activities. Emphasis is placed on the location and distribution patterns of the world's resources and their uses. Topics studied include urban geography, geopolitics of oil and gas and preparation and interpretations of maps by physical features and cultural aspects.

Prerequisite: ENA/ENG099, MAT095/MAB095, SSS100 or SSB110

SSH101 Themes in American History to 1865
3 credits; 3 hours

This course will focus on the major themes in American History from the colonial period to the Civil War. Topics such as slavery, women's roles, expansion, urbanization, reform movements and the development of the American character will be examined in this course.

Prerequisite: ENA/ENG099, SSS100 or SSB110

SSH102 Themes in American History Since 1865
3 credits; 3 hours

This course will examine American history since 1865. Such topics as industrialization, labor unions, immigration, organization, political
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: ENAIENG099, SSS100 or SSB110

**SSH103 Western Civilization from Ancient Times to the Renaissance**
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: ENAIENG099, SSS100 or SSB110

**SSH104 Western Civilization from the Renaissance to Modern Times**
3 credits; 3 hours

This course concentrates on one of the oldest continuous civilizations in the world, East Asia, which includes, in geographical and cultural terms, the domains of China, Japan, Korea and Vietman. Using both chronological and topical approaches, the course examines historical and social development in East Asia. Topics include the dynastic transition, economic structures, social organizations and customs, as well as the scholarly and artistic traditions in East Asia. Throughout the course, students learn to appreciate the richness of East Asian culture and gain a knowledge of the growing political and economic power of this region.

Prerequisite: ENAIENG099, SSS100 or SSB110

**SSH110 East Asian Civilization and Societies**
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: ENAIENG099, MAT095/MAB095, SSS100 or SSB110 or SSE101 or SYY101 or SSB102, HUC101 or HUL100

**SSN180 Introduction to Intercultural Communications**
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: ENAIENG099, MAT095/MAB095, SSS100 or SSB110 or SSE101 or SYY101 or SSB102

**SSN183 History of Minorities/Urban Studies**
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: ENAIENG099, MAT095/MAB095, SSS100 or SSB110 or SSE101 or SYY101 or SSB102
SSN186 Sociology of the Black Community
3 credits; 3 hours
This course is about the social dynamics of Black communities in urban America. With special reference to New York City, it examines the socialization process, the family, education, and organizational life within urban Black communities. Current problems and future prospects for the urban Black community are discussed. Field trips to communities such as Harlem and Bedford Stuyvesant are included.
Prerequisite: ENA/ENG099, MAT095/MAB095, SSS100 or SSB110 or SSE101 or SSY101 or SSB102

SSN187 Urban Sociology
3 credits; 3 hours
This course examines changing ideas about the city and the changing impact of the city on American lifestyles. With reference to New York City, the course explores the origins and the social structure of the city. It focuses on the relationship of class to family, gender, education, ethnicity, religion, politics, and economics. Visits to housing projects, community organizations, or service delivery agencies will familiarize the students with the issues of planning and change in the city.
Prerequisite: ENA/ENG099, MAT095/MAB095, SSS100 or SSB110 or SSE101 or 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: ENA/ENG099, MAT095/MAB095, SSS100 or SSB110 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: ENA/ENG099, SSS100 or SSB110 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: ENA/ENG099, SSS100 or SSB110 or SSE101 or SSY101 or SSB102

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: ENA/ENG099, SSS100 or SSB110 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 mainstream major denominational groups. Field interviews by students will be made.
Prerequisite: ENA/ENG099, MAT095/MAB095, SSS100 or SSB110 or SSE101 or SSY101 or SSB102

SSN195 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: ENA/ENG099, MAT095/MAB095, SSS100 or SSB110 or SSE101 or SSY101 or SSB102

SSN210 The Politics of Sexuality
3 credits; 3 hours
This course explores how urbanization and socio-economic development have made sexuality a political issue. Topics are discussed from a cross-cultural perspective and include separation of sexuality from reproduction, AIDS, alternative definitions of family, the extent of personal freedom as compared with social control of sexual expression, and others. Special attention is given to how these topics are addressed through feminist, religious, gay/lesbian and other movements. At least two field trips are required.
Prerequisites: ENA/ENG099, MAT095/MAB095, SSS100 or SSB110 or SSE101 or SSY101 or SSB102

SSN240 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: ENA/ENG099, SSS100 or SSB110 or SSE101 or SSY101 or SSB102
SSN280 Urban Black Psychology
3 credits; 3 hours
This course introduces students to psychological theories and issues relating to blacks in America. Emphasizing the shift from rural to urban environments, it examines the impact of slavery and racism on blacks. With special reference to New York City, the course investigates the relationship between black personality and family, education, work, culture, and mental health. There will be field trips to Harlem and to a community mental health center.
Prerequisite: ENA/ENG099, SSI100 or SSE101 or SSY101 or SSB102

SSP101 U.S. Power and Politics
3 credits; 3 hours
This course analyzes the relationship between the theory, form, and practice of American government. The course studies the strengths and weaknesses of the American political system. A major concern of the course is the nature of power in America and the options for reforming the American political system.
Prerequisite: ENA/ENG099, SSI100 or SSB110

SSP200 World Politics
3 credits; 3 hours
This course will investigate the dynamics of international power politics. After an introduction to alternative forms of political organization, the class will study the problems of achieving a balance of power between nations and the ultimate breakdown of that balance in war. It will examine the role of the superpowers, the impact of emerging nations and the Third World as well as the function of alliances in world relations. The class will also evaluate the feasibility of various plans for international order and peace.
Prerequisite: ENA/ENG099, SSI100 or SSB110

SSP220 Politics of Latin America and the Caribbean
3 credits; 3 hours
This course will examine the major groups which seek power in Latin America and the Caribbean, and analyze the various strategies they use including revolution, populism, democratic reform, socialism and military authority. The prospects for modernization will be drawn from a variety of Latin American and Caribbean countries. The course includes discussion of the role of foreign nations in the politics of this area.
Prerequisite: ENA/ENG099, MAT095/MAB095, SSI100 or SSB110

SSP240 Crime and Punishment
3 credits; 3 hours
This course deals with the purposes and problems of penal systems, old and new, national and international. The course will investigate the relationship between the criminal, punishment, society, and politics. Selected famous cases will be studied in detail as will the American criminal justice system and the issue of the death penalty.
Prerequisite: ENA/ENG099, SSI100 or SSB110

SSP245 Law and Human Rights in America
3 credits; 3 hours
This course will focus on the legal aspects of human rights issues in America. Starting with the origins of democracy and the Bill of Rights, students will explore major Supreme Court cases and Constitutional amendments dealing with such topics as freedom of speech, freedom of the press, freedom of religion, the right to vote, equality before the law, and the rights of the accused. Controversial contemporary issues such as abortion, privacy, and gun control will also be discussed in a legal context.
Prerequisite: ENA/ENG099, SSI100 or SSB110

SSP250 Political Ideas and Ideologies
3 credits; 3 hours
This course explores the relationship between political ideas and practice. Political ideologies such as liberalism, conservatism, socialism, and liberation ideologies (feminist, black, and gay/lesbian) are examined in their historical development. The relationship between their goals and the methods used to achieve them is analyzed and criticized. The relevance of these ideologies for understanding current political issues is discussed. Readings include original theories of politics as well as commentaries upon them.
Prerequisites: ENA/ENG099, SSI100 or SSB110

SSS100/SSB110 Introduction to Sociology: Contemporary Society
3 credits; 3 hours
This course offers students information and ideas with which to understand the social factors of human life. It places the study of social interaction, social processes, and social institutions in an historical context. It examines the human condition with particular reference to work, 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/ENG099
Prerequisite for SSB110: CSE098 OR CSE099, ES/E/E/ESL/ESR098
Pre- or Corequisite for SSB110: ESL/ESR099

SSS175 Sociology of Organizations
3 credits; 3 hours
This course will analyze the social structure and dynamics of large scale organizations such as the corporation, the government agency, and the labor union. It will examine the significance of these organizations in the larger world as well as the social worlds which exist within these organizations. Through this course, the student will come to understand the interaction between individual personality and bureaucratic structure.
Prerequisite: ENA/ENG099, SSI100 or SSB110

SSS185 Sociology of Education
3 credits; 3 hours
This course examines the social relations which exist in educational institutions and processes. It also analyzes the reciprocal influences of family, school, economic, political, and other social institutions. The relationships between changes in society and in education are explored in depth. Focus is on the educational system of the U.S.A.
Prerequisite: ENA/ENG099, SSI100 or SSB110

SSS280 Sociology of the Family
3 credits; 3 hours
This course examines the contemporary American family from historical and cross-cultural perspectives. It considers sub-cultural variations within American society; the influence of industrial and technological changes on family life; relationship of socialization to personality development; programs to meet family needs, dating, courtship and marriage.
Prerequisite: ENA/ENG099, SSI100 or SSB110
SSY101/SSB102 General Psychology
3 credits; 3 hours
This is an introduction to some of the major fields of study in the science of psychology. Areas covered include learning, perception, theories of personality, mental illness and therapy, social psychology, and the research methods of psychology. (SSB102 is the bilingual version of SSY101.)
Prerequisite for Occupational Therapy, Pre-Nursing, Physical Therapy majors: CSE098 or CSE099, ENA/ENG099
For all others: ENA/ENG099, SSS100 or SSB110

SSY200 Personality
3 credits; 3 hours
Theories, methods, and selected issues in the field of personality will be discussed in the context of achieving greater self-awareness and insight into the behavior of others. Among the topics discussed are: psychoanalytic, behavioristic and phenomenological theories of personality types and traits, the achievement of self-knowledge, psychological testing and personality research methods.
Prerequisite: SSY101 or SSB102

SSY210 Principles of Behavior Management
3 credits; 3 hours
This course will provide students with an overview of behavior modification principles which are based on theories of learning in relation to the acquisition, maintenance and modification of human behavior. The course focuses on the specific application of these principles to special needs populations. Topics will include assessment and data collection techniques, design of effective multicultural behavioral programs and ethical issues in behavior treatment.
Prerequisites: ENC101 or ENG101, 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: 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: 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: 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: SSY101 or SSB102

SSY260 Group Dynamics
3 credits; 3 hours
This is an introduction to the theory, research and practice of group dynamics and small group interaction in a variety of settings. Methods and techniques utilized in the investigation of small group processes will be demonstrated and critically examined. Through participation in role playing and small group interaction, students will be introduced to basic principles of interpersonal and group dynamics in families, groups, and at work.
Prerequisite: SSY101 or 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: ENC101 or ENG101, SSY101 or SSB102, recommended SSY241
HEGIS Codes

All degree and certificate programs offered by LaGuardia Community College are registered with the New York State Education Department. Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.

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.

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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.
LaGuardia Community College strives to help each student acquire the academic, social and professional knowledge and values needed to live effectively and creatively in an urban environment. A LaGuardia education aims to produce a well-rounded individual aware of his/her own potential. Each graduate should understand the interconnectedness of knowledge and be able to use life experience and analytical thinking as tools for lifelong growth and learning. The college seeks to provide each student with the intellectual, technical and interpersonal skills needed for continued education and for productive participation in the world of work. A LaGuardia education will prepare a student to achieve the following goals:

1. **interpret and communicate ideas effectively**
   - The student will demonstrate increased ability to:
     - identify the thesis and major supporting details of written, oral and visual materials;
     - organize and express ideas in a clear, precise and logical manner; and
     - use appropriate verbal and nonverbal techniques and skills when interacting with others.

2. **reason logically, solve problems and think abstractly**
   - The student will demonstrate increased ability to:
     - formulate hypotheses, gather information and test hypotheses;
     - define the problem, identify and evaluate alternative solutions, and reach a provisional conclusion;
     - use such processes as analogy, cause and effect, and comparison and contrast;
     - formulate and solve problems in mathematical terms; and
     - reason inductively and deductively, and generalize from specific information.

3. **gather, analyze, synthesize and report information**
   - The student will demonstrate increased ability to:
     - conduct research using the library and other available resources;
     - organize and interpret research information accurately and logically;
     - use information based on research to support a thesis, topic or issue; and
     - communicate research information clearly in written, spoken and/or graphic form.

4. **develop self-awareness by examining value systems and ethics**
   - The student will demonstrate increased ability to:
     - recognize and understand value systems of one’s own culture and of different cultures;
     - examine and articulate one’s personal value systems and goals; and
     - act independently and responsibly in one’s personal and public life.

5. **understand the complexity of the natural world**
   - The student will demonstrate increased ability to:
     - describe basic laws of nature;
     - use the scientific method in the solution of problems;
     - appreciate the impact of science on humankind; and
     - understand our interdependent relationship with nature.

6. **understand the diversity and richness of the human experience and the creative process**
   - The student will demonstrate increased ability to:
     - recognize the intellectual and spiritual importance of the arts in the development of non-Western and Western cultures;
     - understand the importance of the creative process for individuals and societies;
     - engage in the creative process from the beginning of an idea through its development;
     - understand the interdependence of form and content;
     - critically evaluate creative works; and
     - understand our need to seek meaningful and creative ways to express and communicate thoughts and emotions.

7. **place contemporary society in a historical perspective**
   - The student will demonstrate increased ability to:
     - identify issues related to United States history, government and geography;
     - understand the importance of gender, ethnicity and class in United States society;
     - use past events in Western and non-Western history as an aid to understanding present conditions and predicting future trends;
     - identify major historical forces that influence contemporary society; and
     - identify major social, economic and/or political theories.

8. **understand the dynamics of contemporary urban issues**
   - The student will demonstrate increased ability to:
     - describe how institutions shape community life;
     - appreciate historical, cultural and ethnic influences on urban development;
     - identify the problems of the city and their causes; and
     - understand issues of career choice and flexibility in an urban setting.

9. **understand the impact of technology on society**
   - The student will demonstrate increased ability to:
     - describe the evolving relationship between technology and humanism;
     - acquire knowledge of the technology in one’s field;
     - describe the impact of social values on technological developments; and
     - understand what computers are and how they are used.

10. **integrate formal education, career and life experience**
    - The student will demonstrate increased ability to:
      - communicate effectively to enhance career progress and personal fulfillment;
      - apply critical thinking and problem-solving skills to career and personal situations;
      - apply ethical principles to professional relationships and situations;
      - recognize connections between formal education and career choice; and
      - recognize the need for continued professional development and lifelong learning.
Cooperative Education

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

All day students are required to take a specific number of internships depending on their major. Internships are also required for extended day students in the following specialized curricular areas: Human Services, Occupational Therapy Assistant, Veterinary Technology, Dietetic Technology, AA/BA Program in Liberal Arts/Education, Education Associate: The Bilingual Child, Physical Therapist Assistant, and School Food Service Management.

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

While on their internships, students take seminar classes that provide a framework for analyzing and evaluating their internship experiences. Students are evaluated and graded for each internship and seminar. They receive credits and a grade for each successfully completed internship and seminar pair.

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

The Program

"Cooperative Education: Gateway to the Workplace" - The First Step

Prior to the first internship, students take the Gateway to the Workplace course. All students should register for this course after completing 15 credits and the introductory course in their major. The purpose of the course is to:

• explain the objectives, procedures and requirements of the Co-op Program and the value of experienced-based learning;
• help students understand the changing nature of the workplace and the technological, social, economic and global forces transforming work;
• explain the significant role diversity plays in the workplace;
• explain the importance of assessing one's own skills, values and accomplishments and their relationship to career decision-making and workplace access;
• explain the role played by ongoing education and continuous learning in career development and workplace access;
• enable students to identify, interpret and apply sources of information for career planning;
• enable students to define, describe and apply five essential workplace competencies and understand how they enhance one's access to and advancement in the workplace;
• enable students to develop a satisfactory resume;
• enable students to successfully complete the simulated interview;
• help students develop written learning objectives and select appropriate internships based on those objectives.

The Gateway to the Workplace course is taught by a faculty member in the Division of Cooperative education. Generally this person becomes the Co-op Faculty Advisor for students in a given
Founding LaGuardians

Over the past 25 years the college has grown from a small, tightly-knit community to a large organization with 11,000 students. The composition of the study body has changed dramatically, with a great influx of students who speak English as their second language. The college has weathered fiscal crises and has adapted its curricula to economic and technological changes. What has remained constant, and is the source of our strength, is the dedication of faculty that does not subscribe to conventional assumptions about students and education, and is able to respond creatively and maintain the dynamism and uniqueness of the college. As a result, we continue to be seen as one of the premier community colleges in the country.

Harry Heinemann
Interim Dean
Division of Cooperative Education

Gateway course. Co-op Faculty Advisors work closely with students throughout their co-op experience. The Co-op Faculty Advisor guides students through the program, advises them in the selection of internships based on their career, personal, and educational objectives, and helps them to assess what has been learned through their internships and seminars.

The Internship

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

Students’ performances are evaluated by their supervisors. The evaluation forms a major part of the final grade for the co-op experience. Grading is discussed in greater detail later in this section.

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

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

The Internship Seminar

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

The purpose of the seminar is to enable students to:

- 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, C-102, is a part of the Division of Cooperative Education. Through the Job Placement Office, employers, current students and graduates of one year or less can receive:

- assistance in assessing their skills, developing interviewing techniques and in preparing a resume;
- full- or part-time, permanent or temporary job referrals based on their interest, skills, experience and schedules; and
- assistance to employers in filling their staffing needs in a cost efficient manner through direct job postings, on-campus recruiting, career and job fairs.

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

After one year graduates may pay a $30 annual fee and continue to use the services of the Job Placement Office.

Cooperative Education Policies

The following is a list of some of the basic policies of the Division of Cooperative Education. For additional information about the Cooperative Education program and its policies, please contact the central office of the Division of Cooperative Education, M-204, at (718) 482-5204.
Internship requirements
As stated before, as part of the requirements for the LaGuardia degree, all day students as well as extended day students in the following specialized curricular areas are required to successfully complete Cooperative Education courses:

Human Services, Occupational Therapy Assistant, Veterinary Technology, Dietetic Technology, AA/BA Program in Liberal Arts/Education, Education Associate: The Bilingual Child, Physical Therapist Assistant, and School Food Service Management.

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

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

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

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

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

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

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

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

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

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

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

Financial aid and Co-op

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

Taking courses during an internship
Students on internships are permitted to take academic course work, as long as it does not conflict with their internship and seminar. It is generally considered inadvisable for students to take more than 6 credits of academic course work while taking a full-time internship.

Foreign students with temporary non-immigrant status
All day students as well as extended day students in certain specialized curricular areas (see Internship Requirements section on the previous page), attending LaGuardia Community College with temporary non-immigrant status, are required to complete the Cooperative Education requirements in order to graduate. They must inform their Co-op Faculty Advisor of their status and meet with the college's Foreign Student Advisor, M-144, who will explain and help process the steps necessary to receive official authorization from the Immigration and Naturalization Service to work. This must be done before each internship begins.
Academic Requirements

Students must successfully complete a specified number of required courses prior to graduation. The number of courses required differs with each major and also depends on the amount of basic skills work needed as explained below. It is important that students consult each semester with a counselor or faculty advisor to arrange an appropriate sequence of courses. The basic skills, ESL, and college-wide requirements are outlined in this section.

Cooperative Education

As part of the requirements for the LaGuardia degree, all day students are required to successfully complete Cooperative Education courses or their equivalent. In addition, extended day students in the following specialized curricular areas are also required to successfully complete Cooperative Education courses or their equivalent:

Human Services, Occupational Therapy Assistant; Veterinary Technology, Dietetic Technology, AA/BA Program in Liberals Arts/Education, Education Associate: The Bilingual Child, Physical Therapist Assistant, and School Food Service Management.

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

A Cooperative Education course is defined as an internship and a seminar. Credits are awarded for each course. For further discussion of the Cooperative Education program and requirements, please refer to the Cooperative Education section of this catalog.

Basic skills program

To be successful at LaGuardia, all students must be able to use reading, writing, and mathematical skills. The college offers a comprehensive basic skills program to help students achieve success in their college careers.

The Basic Skills Program includes:
1. careful evaluation of each student’s basic skills needs;
2. a variety of courses in reading, writing, and mathematics geared to specific skill levels; and
3. extensive counseling help in making academic, vocational, and personal decisions.

Since basic skills courses are designed to teach skills needed in other subjects, students are required to attend these courses regularly and to complete these courses during their first 36 credits earned at the college. Students who need to take several basic skills courses should expect to take extra time to complete all of their LaGuardia degree requirements.

Evaluation and placement

The basic skills course requirements for each student are determined by scores on the placement tests. 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 initial placement and plan their first semester programs. No degree or certificate student will be permitted to register for classes without having taken the placement tests.

Students who do not pass one or more of the three parts of the 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, please refer to the Course Description section of the catalog. In general, students are required to complete each course in the sequence to which they are assigned from the point of their initial placement.

Writing: There are generally two Basic Writing courses: Basic Writing (ENA099) for those students who are placed into CSE094 or CSE095, and Basic Writing (ENG099) for those students who are placed into CSE098 or CSE099. Students who receive an “R” or “F” grade in ENA099 cannot repeat this course but must take ENG099 instead. Students taking ENG099 who are waived from or have successfully completed CSE098 or CSE099 may also register for an introductory course in their major.
Note: Students who receive an “R” or “F” grade in ENG099 but who successfully completed an introductory course in their major may not proceed to advanced level courses in their major until they successfully complete ENG099. However, they may register for another introductory course.

Reading: There 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)

Students who receive an “R” or “F” in CSE094 cannot repeat this course but must take CSE095 instead. In addition, CSE094 is offered during the day only. Extended day students placing into CSE094 should register for CSE095 instead.

Mathematics: There is one Basic Math sequence: Essentials of Mathematics I (MAT095/MAT096) followed by Essentials of Mathematics II (MAT096/MAT096).

Students who are required to take ENG099, CSE094 or CSE095, and MAT095 or MAT096 are recommended to take all of these courses in their first semester.

Tutorial laboratories and services

Each of the basic skills departments provides, in addition to classroom instruction, individual or small-group tutoring services.

The Writing Center offers help in all areas of writing, from grammar through complex essays and reports. Peer tutors, students who have successfully completed ENG104, provide a portion of the tutoring services.

The mathematics lab, the reading lab, and the communication lab all provide personal tutoring, as well as audio-visual aids to help students master basic skills and concepts necessary for success in college and for a career.

Pairs and clusters

At times, the college may link sections of two or more courses in “pairs” or “clusters.” The purpose of this linking is to enable students to see connections between subjects by offering an integrated, multidisciplinary, educational experience.

Some students, depending on their initial placement and/or career goals, may be required to register for a pair or cluster of courses. Other students may elect to take sections that are paired or clustered.

Express courses

During intersession periods, the college may offer express courses. Express courses offer students the opportunity to advance in basic skills areas by taking concentrated periods of computer-based instruction. The college currently offers express courses in writing, reading, math, and ESL.

Students eligible to participate in express courses will be invited to apply by the college.

English as a Second Language (ESL)

LaGuardia Community College offers through its English as a Second Language Program, a four-level, integrated language skills program for students whose native language is not English. Students are placed in the program on the basis of their writing scores on the placement test. English as a Second Language courses offer intensive instruction in reading, writing, speaking and listening. The sequence ranges from a beginning-level course designed for students with little or no English to an advanced course focusing on expository writing and critical reading skills. In addition, the ESL lab provides individual and small group tutoring.

The ESL sequence consists of the following courses:

ESL I (ES096), ESL II (ES097/ES098), ESL III (ES098/ES098/ES098), and ESL IV (ES099). ESL for Selected Readers (ESR098) and (ESR099) are offered to new students based on high reading scores on the placement test. Students who receive an “R” or “F” grade in ESR098 or ESR099 cannot repeat these courses but must take ESL/ESL/ESL or ESL instead.

Students are generally required to complete the ESL sequence from the point of initial placement. Once the ESL sequence is completed, students can expect to take ENG099 or in some cases, by permission of the English Department, ENG101. For detailed descriptions of the courses, please refer to the Course Description section of the catalog.

Liberal Arts Elective requirements

In general, courses offered by the departments of English, Humanities, Library, Mathematics, Natural and Applied Sciences, and Social Science are considered liberal arts courses and may be used to fulfill the liberal arts elective requirements specified in each degree program.

Liberal arts electives provide you with a valuable opportunity to round out your academic program. They can also help you prepare for transfer to the four-year colleges and help you meet the liberal arts distribution requirements at those schools. Most courses offered by the above-mentioned departments can be used to fulfill the liberal arts elective requirement.

Courses that DO NOT count as Liberal Arts:

Courses that are listed below cannot be used to fulfill the liberal arts requirement but may be used as unrestricted elective credit.

Accounting/Managerial Studies
All courses

Communication Skills
CSE094 Fundamentals of Reading I
CSE095 Essentials of Reading I
CSE098 Fundamentals of Reading II

Liberal Art Elective requirement

In general, courses offered by the departments of English, Humanities, Library, Mathematics, Natural and Applied Sciences, and Social Science are considered liberal arts courses and may be used to fulfill the liberal arts elective requirements specified in each degree program.

Liberal arts electives provide you with a valuable opportunity to round out your academic program. They can also help you prepare for transfer to the four-year colleges and help you meet the liberal arts distribution requirements at those schools. Most courses offered by the above-mentioned departments can be used to fulfill the liberal arts elective requirement.

Courses that DO NOT count as Liberal Arts:

Courses that are listed below cannot be used to fulfill the liberal arts requirement but may be used as unrestricted elective credit.

Accounting/Managerial Studies
All courses

Communication Skills
CSE094 Fundamentals of Reading I
CSE095 Essentials of Reading I
CSE098 Fundamentals of Reading II
CSE099 Essentials of Reading D
CSE103 Advanced Reading and Study
CSE105 Vocabulary Enhancement
CSE200 Speed Reading

Computer Information Systems
All courses

Cooperative Education
All courses

English
ENA099 Basic Writing
ENG099 Basic Writing
ENG112 Writing for Business

English as a Second Language
ESB097 ESL II for Business and Computers
ESB098 ESL III for Business and Computers
ESH097 ESL II for Science and Health
ESH098 ESL III for Science and Health
ESL096 ESL I
ESL097 ESL II
ESL098 ESL III
ESL099 ESL IV
ESR098 ESL III for Selected Readers
ESR099 ESL IV for Selected Readers
ESS011 Language Reinforcement for Fundamentals of Nursing
ESS020 Language Reinforcement for Psychiatric Nursing
ESS027 Language Reinforcement for Parent-Child Nursing

ESV090 English as a Second Language through Video

Humanities
HUA103 Beginning Drawing
HUA104 Introduction to Design
HUA106 Three-Dimensional Design
HUA110 Beginning Painting
HUA115 Color Theory
HUA120 Beginning Sculpture
HUA125 Computer Art
HUA130 Beginning Photography
HUA145 Studio Lighting I
HUA180 Life Drawing
HUA190 Technical Drawing
HUA210 Intermediate Painting
HUA220 Intermediate Sculpture
HUA230 Intermediate Photography
HUA234 Color Photography
HUA235 Color Darkroom Techniques
HUA245 Studio Lighting II
HUA280 Commercial Photography Seminar
HUB102 Educational Psychology: The Bilingual Child in an Urban Environment
HUB103 Principles and Practices of Bilingual Education and ESL
HUB200 Teaching Reading and Language Arts in the Bilingual Classroom

HUC099 Basic Speech Communication
HUC105 Voice and Diction Workshop
HUC195 Theatre Production
HUC240 Production Workshop
HUD101 Theatrical Dance I
HUD102 Theatrical Dance II
HUM151 Contemporary Vocal Ensemble
HUM155 Voice Class I
HUM156 Voice Class II
HUM170 Guitar I
HUM171 Guitar II
HUM180 Piano I
HUM201 The American Musical Theatre: A Production Workshop
HUN245 The New York Theatre Experience
HUP100 Critical Thinking Skills (for Liberal Arts AA and AS majors only)
HUS220 Commercial Spanish

Human Services
HSC130 Activities for Human Services Settings
HSC135 Human Services Roles and Systems
HSD170 Integrated Curriculum A: Framework for the Developing Child
HSD171 Integrated Curriculum B: Developing Problem-Solving Skills
HSD172 Integrated Curriculum C: Developing Creativity

Mathematics
MAT095 Essential Math I
MAT096 Essential Math II
MAT106 Math of Medical Dosages

Natural and Applied Sciences
SCH111 Aging & Health
SCN195 Community Health

Dietetic Technician
All courses except SCD100 Introductory Nutrition

EMT/Paramedic
All courses

Occupational Therapy Assistant
All courses

Physical Therapist Assistant
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. Taught by the counseling faculty, it is designed to help students adjust to college life and demands, improve their study skills, and begin the process of educational and academic planning to achieve their career goals.

Urban study requirement
LaGuardia Community College is proud of its unique urban studies graduation requirement. It reflects the college's commitment to the communities it serves and to its students as the future leaders of those communities. Urban study courses promote a multi-disciplinary understanding of the urban environment enriched by a hands-on, experimental approach to learning in and through the city.

At least one urban study course must be completed by each degree candidate for graduation. A course taken at an accredited college in New York City that fulfills the criteria for the urban study course and is the equivalent of an existing LaGuardia urban study course may fulfill the urban study requirement. Some urban study courses will be offered each semester. Some urban study courses also fulfill the liberal arts elective requirement. Others fulfill only the unrestricted elective requirement. Urban study courses:

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

The following is a list, by department, of urban study courses:

Accounting/Managerial Studies
AMN195 Profile and Prospects of Business in New York City
AMN211 Travel, Tourism and Hospitality Marketing

English
ENN191 Art, Politics and Protest
ENN193 Ideal Societies
ENN195 Violence in American Art and Culture
ENN198 Creative Writing

Human Services
HSN103 Community Dynamics: Impact on Human Services
HSN110 Perspectives on Homelessness

Humanities
HUN101 Introduction to Bilingualism
HUN/SSN180 Introduction to Intercultural Communication
HUN192 Art and Society
HUN194 Puerto Rican Community: Minority Group Experience
HUN196 Film and New York City
HUN245 The New York Theatre Experience

Natural and Applied Sciences:
SCN101 Introduction to Veterinary Technology
SCN195 Community Health

Social Science
SSN180 Introduction to Intercultural Communication
SSN181 Contemporary Urban Issues
SSN182 Urban Anthropology
SSN183 History of Minorities
SSN184 Environmental Psychology
SSN186 Sociology of the Black Community
SSN187 Urban Sociology
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
SSN210 The Politics of Sexuality
SSN240 History of New York City
SSN280 Urban Black Psychology

# Academic Policies

Academic policies are generally monitored through the Registrar’s Office. The Registrar’s Office, M-101, serves the students of LaGuardia in a variety of ways. In addition to coordinating and implementing the registration process, the Registrar’s Office also provides the following services: distribution of the college’s academic calendar, monitoring of academic standing, TAP and Title IV certification, allied health candidacy, certification of student enrollment, transcript requests, tuition refund requests, verification of attendance, change of data (name, address, etc.), maintenance of student records, and readmission and reinstatement applications.

In this section you will find general information regarding semester credits and credit loads, as well as specific information about the grading system and policies, academic standards, attendance policies, graduation, exemption credits and permit students.

Academic integrity
The college has established an Academic Integrity Policy that describes procedures and penalties for students who are suspected of academic dishonesty. This includes cheating, plagiarism, academic fraud, misconduct on internship or clinical affiliations, and bribery. Copies of the Academic Integrity Policy are available in the Dean of Student Affairs Office, the Student Government Office, the Student Life and Development Office, Counseling Cluster offices and the Library.
Academic review
The academic records of all students are reviewed each semester, and probation and suspension letters are sent students who do not meet the scholastic requirements at LaGuardia. Not having received a letter, however, does not excuse a student from knowing the policies and adhering to them. All students are responsible for maintaining their academic standing according to the college's retention policy. See page 114 for a description of the retention policy.

Attendance policy
Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of student attendance. The maximum number of unexcused absences is limited to 15% of the number of class sessions.

Note: Absences are counted from the first day of class even if they are a result of late registration or change of program.

Day and extended day status
After a student's first registration at the college, the student's day/extended day (evening) status cannot be changed.

Extended day courses are a continuation into the evening and weekend of scheduled credit classes.

To meet the special needs of adults who have work and family commitments, extended day courses are scheduled in a variety of patterns; these permit a student to take several courses while attending just two or three evenings a week. Some courses can be completed by attending classes only one evening a week or on Saturday.

Extended day students may also take daytime courses as their personal needs dictate; similarly, day students may enroll in evening and weekend classes.

All students benefit from the basic college services: counseling and advisement, health services, instructional laboratory facilities, bookstore, cafeteria, recreation facilities, and administrative services, and are governed by the same general college policies and regulations.

Any questions concerning extended day classes can be directed to the Extended Day Office, M-103, or call (718) 482-5395

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 the Financial Aid Office, MB-10.

Full-time criteria
In order to be considered full-time, students must meet the conditions of one of the following categories:
1. be registered for 12.0 or more credits;
2. be taking at least a full-time Co-op Internship (12 tuition units);
3. be taking a part-time Co-op Internship and 6 additional credits;
4. be a first semester freshman and register for 3.0 credits and 12.0 tuition units (at least one of the courses must appear on the special value course list published in the Schedule of Classes); or
5. be registered for 6.0 credits and 12 tuition units (at least one of the courses must appear on the special value course list published in the Schedule of Classes).

Students may achieve their full-time status in Session I or take a combination of courses in Session I and II in order to achieve full-time status. It is recommended that students attempt to be full-time in Session I.

Maximum tuition units per semester
Students may register for no more than 18 tuition units per 12-week session, or two courses not to exceed 9 tuition units per 6-week session.

Exceptions may be granted through special permission. In order to receive special permission:
1. during advisement, students must consult with their faculty advisor or counselor to receive his or her recommendation, or
2. it is recommended that students planning to go out on full-time internship should not register for more than two courses during their internship. Students should consult with their Co-op Faculty Advisor in planning their academic schedule for that session; and
3. students must obtain written permission from the Dean for Academic Affairs or designee.

Exemption credit
Exemption credit from any course offered at LaGuardia may be granted on the basis of an examination or a project equivalent to the final requirement of the course. Equivalencies are determined by the faculty of the appropriate division or department and must be approved by the chairperson. To receive credit by examination, the student should apply to the appropriate chairperson or designee.

The maximum number of exemption credits that can be counted towards a LaGuardia degree is ten. These ten exemption credits may be applied toward LaGuardia’s 30 credit residency requirement for a degree; a maximum of six exemption credits may be applied toward a certificate. Any transfer credits are applied in addition to exemption credits.

Note: Exemption credits are awarded to degree students only.

Independent study and individualized course credits
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 returned at registration. The completed permission form must also indicate the number of credits to be earned. The formal learning contract must be developed with the instructor and submitted to the Registrar’s Office. In addition:
1. the student must have successfully completed 36 credits;
2. the student must meet the requirements for individual study set by the specific department;
3. the contract may involve in-depth exploration of a special topic not within an existing course or it may involve an in-depth exploration of a specific topic within (but not duplicating) an existing course; and
4. the student may take a maximum of 6 credits of independent study and may not engage in more than 3 credits of independent study per session.

Note: A request for waiver may be made to the Office of Academic Affairs, M-400.

Individualized courses
At the discretion of the department, the college offers students the chance to accomplish the goals of pre-existing courses in a non-traditional mode. The project must be based on and fulfill the instructional and performance objectives of the existing courses.

Students interested in pursuing such a project must meet departmental prerequisites for the existing courses and provide a transcript of work already completed to the instructor. Students must also secure permission from the instructor and the chairperson of the appropriate department;
academic department. The permission form is available in the Registrar's Office, M-I 01, and must be returned at the time of registration. The formal learning contract must be developed and submitted to the Registrar's Office by the deadline date. The course may be offered if any of the following conditions are met:

1. the student needs the course to graduate in the next semester;
2. the course is required for the student's progress in a sequence;
3. the course has been cancelled by the college; or
4. the course won't be offered in the current session or the next session.

In addition:

1. the student may take a maximum of 6 credits of individualized courses but may not engage in more than 3 credits of individualized course study per session (A request for waiver may be made to the Office for Academic Affairs, M-400);
2. the student must meet departmental requirements of prerequisites for individualized course study;
3. the student and faculty member must have met and formalized a learning contract within stated time requirements; and
4. the course must be among those listed as being offered for individualized course study by the department.

In order to pursue Independent Study or an Individualized Course, students must complete the following steps:

Faculty approval
The student must consult a faculty member who is willing to serve as an instructor. A Request to Register form must be signed by the instructor, student and chairperson.

Registration
The student must submit the signed request form at registration so the course can be put on a roster.

Planning the contract
The student must meet with the instructor at the beginning of the session. The purpose of this planning session is to complete the contract form. For independent study, a detailed description of course requirements must be listed on the contract. For an individualized course, the course outline must be attached and the material to be covered during the session noted. The student and instructor should determine dates for future meetings. A minimum of 7 hours and a maximum of 10 hours must be spent in discussing course work during pre-determined sessions with the instructor.

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

Consequences for failing to make or carry out the plan
Once registered, students are responsible for completing all requirements as stated in the contract. Failure to meet with the instructor as agreed or to fulfill course requirements will result in a punitive grade.

Transfer credit
For information on transferring credits previously earned at other accredited colleges or universities or for information on veteran's credit for military service, please refer to page 6.

♦ College Advisement, Registration, Withdrawal and Leave

Academic Advisement
Counselors or faculty members provide academic advisement services. Through academic advisement students connect their education and career goals. The advisement process includes a discussion with a counselor or faculty advisor on students' current academic progress, a review of their degree requirements, an evaluation of the courses to be completed and a decision on which courses to select for the next semester. Counselors or faculty members from the major assist students with the decision-making process.

Advisement is required at LaGuardia. Advisement is offered during the semester, prior to registration, during registration and during change of program. Students cannot proceed to registration unless they have a signed advisement form or an alternate letter, the "Advisement Express." The "Advisement Express" letter is given, or mailed, to selected students who have a GPA of at least 2.75 and have earned 25 credits at LaGuardia. Students from selected majors are invited to select the Advisement Express option.

To prepare for the advisement process, students are invited to pick up the advisement schedule, schedule of classes, advisement form and their Degree Requirements Checklist (DRC). The DRC is a computerized degree requirements checklist that matches students' completed courses against their degree requirements. The DRC provides students with an accurate statement of the courses they must complete to graduate. The DRC is one of the educational planning tools students use to monitor their academic requirements. Students who would like to request a DRC, or who are considering changing their major and would like to see how their credits are redistributed, should come to the Academic and Career Counseling Cluster (ACC) Office, C-245.

LaGuardia's Advisement Systems
Students are advised through different systems:

• New students are advised at Orientation and during new student registration.
• First semester students are advised in New Student Seminar.
• COPE and College Discovery students are advised by their individual counselors.
• ESL students are advised by counselors and ESL faculty.
• Liberal Arts and Science students are invited to meet with the Liberal Arts faculty and the Liberal Arts Coordinator during assigned advisement dates.
Tourism, and all Computer Information Systems majors are advised in academic planning workshops by the ACC counselors.

- Commercial Foodservice Management, Commercial Photography, Dietetic Technicians, Education, Education Associate: The Bilingual Child, Emergency Technician, Human Services, Mortuary Science, Occupational Therapy Assistant, Office Technology, Physical Therapist Assistant, School Foodservice Management, Veterinary Technology majors are advised individually by the faculty advisors from these majors during college-wide advisement.

- Readmitted and Reinstated students are advised by counselors the week before registration is scheduled for the next semester.

**Registration**

There are only two registration periods per academic year: prior to the 12-week Fall session and prior to the 12-week Spring session. Students who wish to take classes during the 6-week sessions must indicate their intent to do so at the registrations prior to the 12-week sessions. There is no registration for the 6-week sessions; students may only change their programs.

**Late registration**

Students will not be permitted to register for a course after the announced late registration deadline published in the Schedule of Classes.

**Withdrawal from courses**

There are two mechanisms for students to drop courses: Change of Program and Official Withdrawal. During the Change of Program period students may come to the Registrar's Office to drop a course or courses. 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. 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 faculty advisor. It is recognized that termination of employment may be due to a variety of justifiable reasons. Therefore, each case will be handled individually by the Co-op faculty advisor, subject to normal grading procedures of review and appeal of Cooperative Education grades.

**Leave of absence**

Students who wish to leave the college for one or more semesters do not need to apply for a “leave of absence.” Normally, students attend the college for as many consecutive semesters as they need to complete their requirements and earn their degrees. Those students who wish to discontinue enrollment temporarily must go to the Registrar’s Office to withdraw from any courses in progress prior to the deadline. When they wish to return, they must apply to the Registrar’s Office for readmission, observing the deadline listed in the academic calendar.

**Medical leave of absence**

Students may be permitted to take a medical leave of absence if they can provide a physician's statement as well as verification by faculty of students' attendance and grades prior to the onset of illness. The documents are then reviewed by Health Center staff for approval. (See page 113 for information on appealing a final grade.)

**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. Students should contact the Registrar’s Office, M-101,
permit registration dates.

Note: LaGuardia students wishing to go out on permit to another CUNY college may do so during the 12-week sessions only. Students from other CUNY colleges may come into LaGuardia during the Fall 12-week session, the Spring 12-week session and the Spring 6-week session.

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, M-101, and must be completed and returned by a deadline (approximately five weeks prior to the semester in which they would like to return.) Call the Registrar's Office, (718) 482-7232, for exact deadlines. There is a non-refundable $10 readmission processing fee payable to the Bursar.

Students returning to the college within one year (two semesters) generally 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 the 6-week sessions.

Reinstatement

Students on academic suspension may apply in writing for reinstatement during their period of suspension. Applications must be obtained at the Registrar's Office, M-101, and returned prior to the deadline date, published in the academic calendar, prior to the semester for which the student is applying for reinstatement. Students should check the academic calendar for the reinstatement deadline. There is a $10 non-refundable reinstatement processing fee (even if the application is rejected) payable to the Bursar. If reinstated, students are expected to show substantial improvement in academic performance. Normally this will require maintaining a semester GPA of 3.00. Students who are reinstated and do not obtain a 3.00 GPA in the semester in which they are reinstated or do not improve their GPA to within retention policy standards are once more suspended. Students suspended twice are not allowed to register at the College again. Exceptions may be granted, only under unusual circumstances, by the Academic Standing Committee or its chairperson. The decision of the committee is final.

Note: Reinstatements are not considered for the 6-week sessions.

Grading

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)
INC = Incomplete grade (see note below)
FIN = Failure from incomplete (see note below)
WU = Unofficial Withdrawal (see note below)

The following symbols are also used on the official transcript.

G = Good. (used prior to Fall 1975 with GPA value of 3.00)
P = Passing. (used prior to Fall 1975; not calculated in GPA)
R = 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. complete all assigned work; and
Grade Policy will not be counted when determining the student's full-time or part-time financial aid eligibility.

Policy on early advisement to improve student performance

College policy requires that faculty:

1. provide students with clear-cut course objectives and requirements and evaluation criteria (criteria for grading);
2. administer some form of evaluation (e.g., quiz, exam, written assignment) by the end of the fourth week of a 12-week session or by the end of the second week of a 6-week session; the evaluation is to be returned and discussed with students; and
3. initiate early contact with students performing poorly; assist students by offering advice and by referring students to labs or to the Personal Counseling Cluster Office, M-166.

Grade Point Average (GPA):

The GPA is a numerical computation of a student's academic record and is used to determine graduation eligibility, graduation honors, inclusion on the Dean's List, probation and suspension. The GPA is also used to determine continued eligibility for some financial aid programs. The GPA is calculated per semester 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. Numerical Values are A = 4.00, B = 3.00, C = 2.00, D = 1.00, FIN, F, & WU = 0.00. Total the results of the multiplications.
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).

Therefore, 30 divided by 15 yields a grade point average of 2.00,
which is a C average.

Note: Courses with grades of CR, INC, R, S, TCR, U, W, WA and Z are not included in calculating the GPA.

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 Academic Standing Committee. The decision of the Academic Standing Committee is final. Students who wish to appeal final grades must file a written appeal within six months following the session in which the course was taken, including requests for medical leaves of absence. However, when a medical leave prohibits a student from returning to the College the following semester, the student has six months from the semester the student readmits to file the written appeal. Appeal forms are available from Counseling Offices.

Note: Grades of "W" and "WU" cannot be altered by instructors or chairpersons. They can only be changed by appealing to the Academic Standing Committee. Grades of A, B, C, D, F, FIN, INC, R, Z, or @ may be changed by instructors with permission from the department chairperson. The Registrar will review all cases in which changes where more than one grade level is involved, e.g. "C" to "A", "B" to "D", "F" to "C."

Dean's List
The Dean's List is established every semester to honor those students who have achieved academic excellence. To be eligible for inclusion on the Dean's List in a given semester, a student must have:
1. earned 9.0 credits or more;
2. achieved a grade point average (GPA) of 3.50 for the semester;
3. not received grades of F, FIN, INC, R, WU and Z; and
4. maintained a cumulative GPA of 2.00.

Probation
Students who do not meet the minimum grade point average (GPA) are placed on academic probation. They are given one semester to achieve the minimum grade point average required as per the college's retention policy before they were placed on probation. During this probationary period, students who make satisfactory academic progress will continue to maintain their academic standing with the college and their concurrent eligibility for financial aid. If the minimum GPA is not achieved, students may be suspended from the college. However, in order to allow students to file appeals (due to constraints associated with the calendar), there is a one semester delay concerning suspensions.

Probation Workshops
Counselors from the College Discovery, Personal Counseling and Student Services Clusters offer workshops and specialized counseling sessions to students in academic probation. They help students understand the College's Retention Policy and develop strategies for academic success.

Retention policy
All students must achieve a minimum cumulative grade point average (GPA).

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0-12.0</td>
<td>1.50</td>
</tr>
<tr>
<td>12.5-24.0</td>
<td>1.75</td>
</tr>
<tr>
<td>24.5-or more</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Suspension
Students who have been suspended are not eligible to register for courses at the college for one semester. They may appeal the suspension in writing to the chairperson of the Academic Standing Committee. Appeal forms are available in the Counseling Cluster offices. If the appeal is approved, students will be expected to show substantial improvement in academic performance. Normally this will require maintaining a semester GPA of 3.00. Exceptions may be granted, only under unusual circumstances, by the Academic Standing Committee or its chairperson. The decision of the committee is final.

Graduation
At LaGuardia, a 2.00 GPA (C average) is required for graduation. A graduate whose cumulative GPA is between 3.50 and 3.89 shall be graduated with honors. The term "with honors" will be inscribed on the student's diploma and noted on the commencement program. A graduate whose cumulative GPA is 3.90 or better shall be graduated with high honors. The term "with high honors" will be inscribed on the student's diploma and noted on the commencement program. All students must register for "Intent to Graduate" in order to have their records reviewed. This should be done when they register for their final semester. Students wishing to appeal graduation requirements may submit a written appeal to the Academic Standing Committee. The decision of the committee is final.

Note: If the Registrar's Office determines that you have met the requirements for graduation, you may not continue taking courses at LaGuardia unless you have filed a second degree/credential or a non-degree application.

College Preparatory Initiative (CPI)
The City University of New York has instituted a program for entering students called the College Preparatory Initiative. Students who
Students entering a community college between Fall 1995 and Spring 1997 will be expected to have at least 11 units of high school work in academic courses, including a minimum of 1 unit of laboratory science, 2 units of mathematics and 4 units of English.

High school students should consult with guidance counselors to ascertain what courses are considered to be academic within the English, science, mathematics, social science, foreign language and fine and performing arts curriculum.

All new students will be informed of the preparatory units that have been recognized as a result of high school preparation. GED students, who took the English language version of the exam, will receive units based on their test scores.

Students who have not completed the academic unit expectations prior to enrolling at LaGuardia will be required to demonstrate skills and knowledge in the discipline areas in which they lack preparation prior to graduation from LaGuardia. This is generally accomplished by taking designated college courses which serve as CPI substitutes.

In subsequent years, the unit expectations will increase by 2 units every second year. The minimum distribution of units for community college students is specified below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Science</th>
<th>Math</th>
<th>English</th>
<th>Social Science</th>
<th>Fine Arts</th>
<th>Foreign Language</th>
</tr>
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<tbody>
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<td>2</td>
<td>4</td>
<td>X</td>
<td>X</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

Note: For further information about CPI and for a complete listing of CPI substitute courses, obtain a CPI Booklet from the Admissions Office, M147.

Residency requirement

Students must successfully complete a minimum of 30 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

Second credential students

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 who wish to pursue a second degree at LaGuardia should obtain the application in the Career and Transfer Center, C-266.

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, C-266. Second degree students must complete LaGuardia’s residency requirements of 30 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 requirements.

Transfer and Articulation Policies

CUNY articulation policies for community college graduates

LaGuardia graduates who earn the Associate in Arts or the Associate in Science degree and meet all other CUNY requirements, including the 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 120 credits usually required for a bachelor’s degree. However, students are advised to plan their programs in consultation with counselors and faculty advisors to assure 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, C-266, for assistance with planning and executing the application.

CUNY transfer policies for non-graduates of community colleges

Students who wish to transfer to another CUNY college before earning the Associate degree from LaGuardia must meet that college’s entrance requirements, have completed a certain number of credits, and earned a minimum grade point average. Specific guidelines vary from college to college. Students are advised to contact LaGuardia’s Career and Transfer Center, C-266, or the Admissions Office of the college of their choice for details.

Private college articulation policies

Students who wish to continue their studies after graduating from LaGuardia by transferring to a private institution should select their courses in consultation with a counselor and/or faculty advisor. In addition, very early they should contact LaGuardia’s Career and Transfer Center, C-266, and the Admissions Office of the college of their choice for specific requirements and deadlines since the criteria vary from college to college.

SUNY articulation policies

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

Students are advised to contact LaGuardia’s Career and Transfer Center, C-266, or the Admissions Office of the college they wish to attend for specific requirements.
Student Life and Services

Student Services

Counseling Services
Counselors provide an array of counseling services designed to enhance students' personal, academic and career development. These services include: services to new students, personal counseling, educational planning, academic advisement, career counseling, transfer counseling, outreach and student advocacy, and counseling for special populations. Counselors offer these services both individually and in groups.

Academic and Career Counseling Cluster (ACC)
The Academic and Career Counseling Cluster, C-245, assists students in developing a personal educational plan that integrates their academic, career and personal goals. Counselors help students explore their career interests, learn about their major and its relationship to their career goals; help undecided students choose a major or assist students who need to select alternative majors; teach students how to select courses to complete their degree requirements and help them learn how to prepare for the transfer process. Counselors administer career assessment inventories and interpret the results. They work with students to develop a career plan using the materials located in the Career and Transfer Center. Counselors assist students through the career decision-making process which will prepare them for life-long success. Students should visit the ACC Cluster and sign-up for an academic planning workshop, career planning group, transfer counseling workshop or schedule an individual appointment with a counselor.

College Discovery Counseling Program Cluster (CD)
College Discovery, C-229, is a comprehensive academic and support services program designed to offer: individualized counseling; student success workshops; tutorials and financial aid stipends for students who meet the eligibility criteria. All CD students who have been allocated to the program are required to participate in the College's Pre-freshman Summer Program.
CD students must register for the CD New Student Seminar course during their first semester at the College. The counselor who teaches this seminar becomes the student's assigned counselor. In this seminar, students begin the process of academic and career planning. All CD students complete a new student assessment inventory to identify their needs and interests. Counselors work with students individually and in workshops to address their specific needs. They are recommended to register for CD counseling groups on study skills, academic probation, transfer, career exploration and parental issues.

Personal Counseling Cluster (PC)
The Personal Counseling Cluster, M-166, provides counseling services to students who are experiencing personal problems and need assistance with academic success. The nature of the counseling relationship is completely confidential and private. Counseling interaction helps students develop the skills needed to address their challenges and succeed in life. Some of the personal issues for which students seek counseling are: family issues, drug and alcohol related problems, sexual concerns, self-confidence, friends, anxiety, depression, love relationships, loneliness, loss, sense of identity. The Cluster offers individual, short term counseling, as well as workshops and theme focused groups. Counseling support groups include: Parent Support, Lesbian and Bisexual Group, Asian Women's Support Group, Relationships, Coping with the Death of a Loved One, Alcohol Awareness Information Workshops, Substance Abuse Prevention Groups and Probation Workshops. They also advise and sign the Official Withdrawal Form for basic skills students.

Student Services Cluster (SSC)
The Student Services Cluster offers comprehensive specialized services in counseling, advocacy, technical assistance and resources to special populations. Special populations include English as a Second Language students, MB-09; students with disabilities, M-119; student parents, MB-34; and Human Resources Administration (HRA) students, MB-40.

The ESL counseling faculty provides personal, academic and career counseling to all ESL students who are enrolled in the English as a Second Language program. Counselors provide individual counseling and developmental workshops on Conversational English, acculturation to a new educational environment, educational planning,
and probation. A listing of these workshops is available each semester.

The Human Resources Administration Student Advocate’s Office provides relevant information to aid HRA students in achieving their academic goals. Services include addressing HRA/OES compliance mandates, assisting with the processing of training related expenses, updating students on HRA policies, welfare reform changes and preparation and follow through for fair hearings.

Individual Counseling
Individual counseling is offered by each of the counseling cluster offices. Students requesting specific counseling services should go to the counseling cluster that provides the service needed. Students who need more than one service offered by a counseling cluster will be referred by the Counselor to the appropriate office. Each counseling cluster provides services to both day and extended day students. Clusters provide evening services on Wednesdays and Thursdays evenings until 7:00 p.m.

CD students are assigned a personal counselor during their first semester. The counselor who teaches the CD New Students Seminar is usually the counselor who will continue to work with the student until they graduate.

Intake Services
Counselors are available to see students on a walk-in basis Monday through Thursday during the clusters’ intake services hours. For a listing of the hours, pick up a flier on the intake service available in each cluster office. The intake service is a brief counseling session where students can discuss their needs with a counselor or obtain information. Counselors will refer students to the college resource that best meets their needs.

College Resources

Career and Transfer Center (CTC)
The Career and Transfer Center, C-266, is a one-stop career center designed to offer assessment services, guide students through the career planning process, and provide students with the resources on occupational information, transfer opportunities and scholarship assistance. Counselors from the clusters that provide career counseling use the resources of the center which houses computerized career guidance programs, transfer resources including four-year college catalogs and guide books, videos and transfer applications for CUNY and SUNY institutions. Computerized scholarship databases are available to students interested in financing their education at LaGuardia and upon transfer to senior colleges. Career and occupational information is available in books, magazines and other literature. The CTC publishes a newsletter, Horizons Unlimited, which lists recent scholarship winners, scholarship listings and criteria, career fairs, open houses at senior colleges and dates when college representatives are recruiting at LaGuardia. To access these services, students must schedule an appointment in C-245. For additional information, call (718) 482-5185.

Office for Students with Disabilities
Under Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, LaGuardia Community College has an implicit responsibility to ensure that students with disabilities have equal access to its programs and services, and that the rights of students with disabilities are not denied. The Office for Students with Disabilities (OSD) provides advocacy to ensure access to all college programs and facilitates the transition to college life for students with disabilities. Students can be accessed for learning disabilities. All students are required to register with supporting documentation. Appropriate accommodations and services are determined and include academic, career and personal counseling, priority registration, academic advisement and support services such as read-

ers, notetakers, tutors and proctoring exams for students. Interested students must go to the Office of Students with Disabilities, M-119. If you are a student with a disability requiring an accommodation to gain access to a program or service or feel that your rights as a student with a disability are being denied, please contact the person or program that applies to you:

Counselor for Disabled Student Services
The counselor is available to assist you with academic, personal and career issues. The counselor will also facilitate your accommodation needs, including special arrangements for advisement and registration. The counselor also functions as a liaison between the student and state agencies. Please call (718) 482-5250.

The Learning Project
The Learning Project is a grant-funded program designed to assist students with learning disabilities. The learning specialist will prepare letters of accommodation, arrange for tutoring services, notetakers, and proctors as indicated. Please call (718) 482-5279.

The Program for Deaf Adults
Under the Program for Deaf Adults, students who are deaf or hard of hearing are provided with support services. These services include academic advisement, registration assistance, interpreting support, tutoring and notetaking. Please contact the Program for Deaf Adults, C-204, or call (718) 482-5311 (TTY) or (718) 482-5324 (voice).

Section 504/ADA Coordinator
The Section 504/ADA Coordinator is available to inform you of your rights as a student with a disability. If you wish to file a grievance or complaint based on being discriminated against because of your disability or to receive information regarding Section 504 of the Federal Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990, please contact the Section 504/ADA Coordinator at (718) 482-5050.

Students with a disability should self-identify when completing their application for admission, or subsequently with the Office of the Registrar in order to take advantage of these services.

Founding LaGuardians
LaGuardia's guiding principle from the very outset was "The Sky's The Limit." This principle was reflected by the entire community. The community was encouraged, but more importantly nurtured, to be "trailblazers." Ideas were fostered, creativity was expected, funding and support were given to develop and try any project even if it failed. A failed project was considered a success as long as we learned from it. This spirit of creativity persisted throughout the years. Working at LaGuardia made one feel like we were not working for a living but pilot testing one's dreams and aspirations. Today, LaGuardia is in its second stage, the phase of "mid-life maturation." Being in the midst of political, social and economic change, the college will adapt, and we will evolve through the second phase of rebirth and growth.

J. Richard Holmes
Counselor and Associate Professor
College Discovery Program
Early Childhood Learning Center Programs
The licensed child care facilities incorporate early childhood, kindergarten, school-age and weekend programs for the children of LaGuardia students. The programs are housed at the college and provide a variety of educational programs to meet the needs of both the child and student. Learning through play experiences as well as homework assistance is offered. A team of professional educators staff the programs. For more specific information, contact the Early Childhood Learning Center Programs, MB-34, or call (718) 482-5295.

Foreign Student Office
The Foreign Student Office, M-144, provides crosscultural and immigration counseling to more than 1,000 foreign students. The Office is required by law to keep extensive records on foreign students and to adhere to a large body of Federal regulations in assisting and advising students. All foreign students are required to report to the Foreign Student Office in order to maintain such records. The Office has general responsibility for the adjustment to college life of students from outside the U.S. Services include news of special social and educational opportunities, orientation to the USA, visa arrangements for students abroad, foreign exchange clearance, foreign military draft deferment, housing and insurance information.

Health Services
The Health Center, MB-40, offers a variety of services free of charge to the entire College community. The certified nurse and paramedic who staff the Center treat and respond to all medical emergencies within the college. The Center coordinates the College's Immunization Program, maintains immunization records and provides measles, mumps and rubella immunization clinics. The Health Center also provides Hepatitis B clinics, facilitates medical leaves of absence, dispenses and monitors over-the-counter medication, blood pressure monitoring and record keeping for faculty, staff and students. Health Services also coordinates the on-campus health fairs and is presently developing a comprehensive AIDS Prevention/Services Program.

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 the limited resource library on AIDS, HIV infection and the history of the disease.

Laboratory Facilities
The Accounting and Managerial Studies Resource Center serves as an accounting tutorial lab, and also a center for the completion of the computerized components of accounting and managerial courses.

Adult Learning Center Lab helps students to improve their basic literacy and computer skills, or to prepare for GED exams.

Human Services Laboratory is used for supplemental activities for classes of the Human Services Program.

The Computer Information Systems Department has two labs: the Microcomputer Lab, providing the laboratory component for several introductory courses, and the Computer Lab, focusing on computer use and programming beyond the introductory courses.

The English as a Second Language Lab provides large and small group tutoring for matriculated students taking ESL classes in the credit program. Group tutoring is conducted on the assigned schedule. Individual or small group tutoring is conducted based on teachers' referral or by special appointment.

The Humanities Department contains the following labs: Modern Language, Music, Piano, Music Center, Speech Center, Photography, Art, Painting and Drawing, Sculpture and Design.

The Mathematics Department houses a Mathematics Tutorial Lab and a Microcomputer Center. Basic skills students are scheduled to attend a lab tutorial for one hour per week. In addition, any student may drop in for tutorial assistance in the Microcomputer Center. Waiver exams, make-up exams, and retests of the CUNY mathematics assessment test are administered by staff in the Mathematics Tutorial Lab.

The Office of Academic Computing oversees the administration of microcomputing laboratories located throughout the college. Twenty-one computer laboratories are available to students during the college's normal operating hours on weekdays and Saturdays.

The Office Technology Department administers four 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 required for all developmental reading courses; in addition, the lab is a resource center to help students in reading and study skills on their request.

The Typing Lab is required for several non-credit continuing education courses and for an elective course to improve spelling skills for ESL students. It is also available to students for typing term papers, etc.

The Veteran's Center Lab is required for the program's 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 personalized tutoring for all post-ESL 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. LaGuardia's Library provides quick, easy and efficient access to books, media and periodicals via an online catalog, CUNY+PLUS, CUNY's integrated library system. In addition, the Library maintains a collection of self-service compact disk databases (CD ROMs) which include citations and abstracts from journals, documents and source materials in areas of education, humanities, literature, allied health, statistics, business and careers.

The Library offers a book collection of over 74,000 volumes, 10 percent of which constitute a rich core collection of reference works on a variety of subjects. The Library also maintains a large collection of magazines and newspapers with information on current events, new social issues, or people in the news. (Currently, the Library subscribes to about 700 periodicals, including approximately 30 newspapers in both print and microfilm formats).

The non-print media collection of 4,000 items includes audiovisual programs in a variety of formats: film, video, videodiscs, computer software, slides, filmstrips, cassette tapes, records and compact discs, which provide an audiovisual key to learning about and interacting with the larger world. Viewing and listening stations in the Media Lab are available for group or individual access to audiovisual programs in the collection.

The Library's holdings also include textbooks, assigned course readings, career information, study aids, research material, pamphlet files and government documents. The Library also maintains files of current information on companies and organizations which participate in the college's Cooperative Education program.

LaGuardia is a partial depository library for selected documents published by various Federal agencies and departments. The College Archives is located in the Library. Important documents related to the governance of the college and student life may be found here, for example, Board of Trustees materials, union agreements, the college budget, the student newspaper and yearbooks.
The Library uses the open-stack system, which permits users direct access to the collection. A team of eleven faculty, four college laboratory technicians, and several support staff members link the user with the Library's vast resources for research and educational development. Library faculty provide one-on-one instruction at the Reference Desk and teach information-gathering skills through the Library's various user-education programs. These include tours, small group orientation, course related/course integrated Library instruction, and a three-credit liberal arts course on methods of library research. Library instruction classes are mandated for all English 101 courses in order to introduce students to what is in the collection and how to find it. The Library's credit course (LRC102) is an in-depth exploration of research methods and information sources enabling students not only to find information, but more importantly, to critically evaluate and select what they need from the vast array of materials at their disposal.

All members of the LaGuardia community are encouraged to use the Library and borrow materials. The validated, bar-coded LaGuardia ID serves as a library card for LaGuardia's Library and other CUNY libraries.

The Library is open each day of the week except Sunday and designated holidays during the academic year. Library hours are posted each month at the entrance door. For additional information, please call the circulation desk at (718) 482-5426.

**Student Activities**

**Clubs and Organizations**

The formation of clubs depends upon the interests of students involved. Club members plan and implement social, cultural, educational, and creative ventures outside the classroom. New clubs are organized through the Student Activities Committee.

Student clubs and organizations are some of the most important areas within Student Life and Development. An average of 27 clubs and organizations are chartered within the college. The organizations stem from the social, academic, and cultural interests of the students. In addition, students who wish to start their own club or organization will be provided with the necessary assistance for its development. Below is a listing of some of the clubs presently active: Asian, Bangladesh, Boricuas Unidos, Caribbean, Dominican, Filipino, Guyanese, Haitian, Indian, Jewish, Muslim, Law, Navigator's Bible, Pakistani, Peruvian, Polish, radio, tourism, nursing, Black Student Union and Veterinary Technology.

**Communications Organization**

Students interested in becoming a broadcasting disc jockey, a feature or sports editor, a photographer or a graphic artist should join: the Radio Organization (WLGC) or the Yearbook Committee or the college newspaper, The Bridge. All that is required is a willingness to participate and be able to meet a few basic requirements. Students are encouraged to “Give it a try!” For more information on how to become involved in any of the organizations, contact the Office of Student Life and Development at 482-5190.

**The LaGuardia Yearbook**

The Yearbook, published annually by the students, contains pictures, chronicles, services, achievements, and events involving the entire college community.

**Phi Theta Kappa—International Honor Society of the Two-Year College**

Phi Theta Kappa was established in 1918 as the Honor Society of the Two-Year College. The Greek letters of Phi Theta Kappa symbolize wisdom, aspiration, and purity. The purpose of Phi Theta Kappa is to nurture academic excellence, to promote 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 member are extended to LaGuardia students who have completed a minimum of 20 credits at LaGuardia, attained a cumulative GPA of 3.75 or higher, and plan to receive a degree from LaGuardia Community College.

**Student Leadership Training Programs**

The Office of Student Life and Development, in conjunction with the Student Government Association, provides opportunities for students to learn and practice leadership skills. Annual conferences, workshops, and seminars are offered to each student body. Training in the areas of time management, effective leadership styles, event planning, and public speaking techniques are just some of the workshops offered throughout the year. The Women's Center and the Leadership Center are developed to provide training programs in these areas.

**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.

**Tickets**

Reduced-price tickets are always available to Broadway, off-Broadway, and other performing arts events taking place in New York City. Guest artists, such as comedians, dancers, musicians, poets and hypnotists, regularly entertain students at the College Theatre. For details or tickets on any offerings, please contact the Office of Student Life and Development, M-115.

**Trips**

Occasionally, group trips for students, their families, and friends are scheduled on weekends, during intersession, and in the summer. Students interested in participating should be attentive to the travel news printed on flyers and posters and on the electronic message board in the Lobby of the Main building. Information can be obtained by visiting the Office of Student Life and Development, M-115, or calling (718) 482-5190.

**LaGuardia Performing Arts Center**

The LaGuardia Performing Arts Center (LPAC), located on the main campus of LaGuardia Community College, is committed to presenting culturally and ethnically diverse programming of the highest quality for the College community and residents of Western Queens and the tri-state area.

With technical features that rival those of many theaters in Manhattan, and a location which makes easily accessible from Midtown, LPAC — the largest theater of its kind in Western Queens — is quickly finding its place within the city's rich array of cultural resources.

LPAC has a rich history of providing opportunities for children and families to gain a theater experience and build a tradition of art appreciation that will flourish for years to come. This has been accomplished through a policy of professional artistic standards, community outreach and service, and low ticket prices.

LPAC consists of a 730-seat state-of-the-art proscenium theater, a 220-seat multi-purpose theater, a lecture/reception hall and an exhibi-
tion space. Each season, LPAC presents an eclectic mix of performances, including the Sacred Music Concert Series, the Latin Music and Dance Concert Series, the annual Asian and Asian American Dance Festival, the Schooltime Series and the Saturday Holiday and Family Series. The spaces are also used by the students, faculty, staff and alumni for a variety of cultural activities.

LPAC has begun an aggressive outreach program to encourage the many culturally diverse civic, community and arts groups in the Queens community to participate in the theater's programming and to use its space for their own group projects. For more information about programs, performances, rentals and to be included on LPAC's mailing list, please call (718) 482-5151.

◊ Department of Recreation

The Department of Recreation provides a wide variety of leisure time experiences for the entire college population. The programs are designed to include many kinds of activities throughout the day, evening, and on weekends. A validated student ID card or a Recreation Pass is the "membership" card to the facility. Recreation Passes are available to LaGuardia faculty and staff, Continuing Education students, Alumni and community guests. Passes may be obtained at the Bursar's Office or gym control desk when the Bursar's Office is closed.

The facility, located in the basement level of the Main Building, includes a multi-purpose gymnasium that is equipped to accommodate at different times: two regulation basketball courts, two indoor soccer fields, two volleyball courts, and three paddle/handball courts. A new six-lane, NCAA regulation size swimming pool and adjacent movement studio are located in the E Building. The LaGuardia pool offers basic swimming, lifeguard training, scuba classes and a variety of special instructional and recreation programs for children and adults. The newly renovated Fitness Center in the gymnasium is equipped with $100,000 worth of new weight training and aerobic equipment, including Eagle Cybex, Nautilus and Universal resistance machines, several treadmills, exercise bicycles, stair machine and a circuit training station. The new Fitness Center will be fully accessible to people in wheelchairs, and is open to business and community memberships. The movement studio located poolside offers Step Aerobics, Total Body Workout and Beginning Yoga.

The gymnasium is complemented by a game area for backgammon, chess, checkers and table tennis, located in the lobby outside the main gym entrance.

Equipment for these games may be obtained at the gym control desk. The locker complex consists of large daily lockers to be used with a personal key or combination 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:

Instructional Workshops

The workshop series provides professional instruction in such activities as martial arts, aerobics and fitness, introduction to weight training, personal fitness training, and tennis. 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, pool, or Fitness Center.

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, and Mr. and Ms. LaGuardia bodybuilding competitions, are scheduled every enhanced semester. Students may compete in these activities or participate as coaches, officials, statisticians or timekeepers. Awards are presented to intramural champions at the conclusion of the event.

Open Recreation

A portion of the gymnasium and Fitness Center is almost always scheduled 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 fitness center.

Announcement and Publicity

Information governing hours of operation, scheduling, programs and activities is available at the gym/pool control desk, and the Recreation Office, room MB-31, and on 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; Pool (718) 482-5038.
Adult and Continuing Education

The Division of Adult and Continuing Education responds to the educational needs of a variety of adult students-men and women who attend classes after a day of work to get the education needed for a new career or to compete for better jobs, older adults seeking productive use of retirement years, veterans, recent immigrants and others with broader life experiences than those of the traditional student who enters college directly upon graduation from high school.

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

Through continuing education, adults may enroll in any of the following types of courses:

- non-credit courses for personal and professional development;
- non-credit courses for educational preparation, professional development, and leisure pursuits; and
- programs for special populations including children, youth, deaf adults, visually impaired adults, veterans, unemployed and under-employed men and women, homeless heads of households, and non-English speaking adults.

For further information on any of these programs, visit the Office of Adult and Continuing Education, M-141, or call (718) 482-7244.

Non-credit programs

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

Because many non-credit courses are initiated and modified to meet new needs as they emerge, any printed listing of courses is incomplete. A complete list of Adult and Continuing Education programs will follow this summary list of popular courses:

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

Professional Development
Career Counseling Workshops
Computer Courses
Emergency Medical Technician
Import/Export
Real Estate
Telecommunications

Personal Development
CPR Courses
Art, Music, and Dance
Floral Arrangement
Photography

Programs

Adult Career Counseling and Resource Center
The Adult Career Counseling and Resource Center provides a wide range of career counseling programs and services for adults. The Center’s services are available to all adult students enrolled in non-credit continuing education classes and community residents who want to explore career changes and enter or re-enter the job market. Counselors are available at the Center to answer questions and to provide advisement and referral services relating to educational and career goals. For further information or to speak with a counselor, call (718) 482-5355.
The Adult Learning Center

The Adult Learning Center is among the University's largest providers of adult basic education, high school equivalency and college preparation instruction. The Center offers morning, afternoon, and evening classes to over 3,000 adults each year. Instruction is given in basic reading and writing skills, and high school equivalency (GED) exam preparation (English and Spanish). Classes are held on-campus and in the Queens community of Corona. In addition, the Center provides career and vocational counseling to students through LaGuardia's Adult Career Counseling and Resource Center. For additional information, call (718) 482-5380.

Career and Professional Programs

Individual courses and certificate programs are offered in a wide variety of fields. Computer repair courses, English as a Second Language programs, and passing of a final exam to be administered by the New York State Department of Health Emergency Medical Services Program. An English proficiency test will be given to determine eligibility. Fifty students may enroll in this course. For additional information, call (718) 482-5768.

Entrepreneur Training Program for Family Day Care Providers

This program is designed to enable women and men to start or expand a day care provider service. Applicants eligible for this program will be city residents who are economically disadvantaged, single heads of household, dislocated workers, displaced homemakers, welfare recipients, or teenage mothers and existing family day care providers. Its main components feature entrepreneurial training in the design, marketing and management of a family day care provider service. The program prepares participants to successfully complete the New York State Department of Health Certification process. In addition, this program introduces participants to ENTRENET, a network within the Family Day Care Provider System. Call (718) 482-5340 for more information.

The LaGuardia Urban Center for Economic Development (LUCED)

LUCED offers education and training programs to meet the needs of business, government, and non-profit agencies throughout the metropolitan area. LUCED provides expertise in customized industry-specific workplace training; entrepreneurial education and training programs; ISO-9000/QS-9000 and quality management programs for small and mid-sized companies. For more information, call (718) 482-5330.

Licensed Refrigeration Machine Operator

This course, approved by the New York City Fire Department, is offered in conjunction with the National Association of Power Engineers, and it qualifies participants to take the fire department's licensing test in this area. The program is offered every year from October through June on Tuesday and Thursday evenings. For more information, call (718) 482-7244.

Lifestyles

In the spirit of combining learning and fun, Lifestyles was created to bring a new dimension to Continuing Education at LaGuardia. In Spring 1995, this new program began offering leisure courses in dance
This program is for dislocated workers, long-term unemployed and displaced homemakers. This 20-week program trains individuals to guitar.

Microcomputer Skills Training Program
This program is for unemployed, underemployed and single parent homemakers. It affords students an opportunity to learn WordPerfect, Lotus 1.2.3, Medical Records Coding using ICD-9-CM Physician's Billing, and Medical Terminology as well as participate in career counseling classes. For more information, call (718) 482-5340.

Project New Ventures (Computer Repair for Women)
This program is designed to prepare women to enter the computer repair industry and other non-traditional, technical fields. The program is full-time, 35 hours per week for 21 weeks and is open to unemployed and underemployed women who have a high school diploma or GED. For further information, call (718) 482-5397.

School-to-Work Auxiliary Services for High School Program
This nine-month, open enrollment free training program offers GED/college prep, computer literacy and career and life skills portfolio development for out-of-school youths ages 16 through 21. Classes meet during the day, Monday through Friday, from 10:30 am to 4:30 pm.

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. High school equivalency preparation and vocational counseling are also available. For more information, visit the Veterans Education Center, C-366, or call (718) 482-5386.

LaGuardia and Wagner Archives
The LaGuardia and Wagner Archives was established in 1982 to collect, preserve and make available materials on the social and political history of twentieth century New York City, with an emphasis on the Mayorality and the borough of Queens. This new and growing repository houses the personal papers of Mayors Fiorello H. LaGuardia, Robert F. Wagner, Abraham D. Beame and Edward I. Koch, the records of the New York City Housing Authority and the piano.
Founding LaGuardians

I've seen many changes since I began my career as Director of Planning, Design, and Construction at LaGuardia Community College 25 years ago. I was here when the first class arrived in the fall of 1971. At that time, the Main Building was our only facility. The building was originally constructed in the early 1920's as a factory for the White Motor Company. It consisted of four stories with a huge assembly hall. The only usable space that the college could occupy at that time was about 70,000 square feet.

The college grew tremendously since that time. Year after year, we've had to keep up with space requirements by renting additional buildings in close proximity to the college. The college's total facility space has grown to approximately 1 million square feet. Because we converted factory buildings into educational facilities, I often say I'm in the "building recycling business." Many of the tasks have been difficult and challenging, but always personally rewarding. As we approach the new millennium, I know LaGuardia will continue to provide resources for future generations.

William Pan
Director of Planning, Design, and Construction
Division of Administration

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.

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.

Middle College High School

Middle College High School at LaGuardia Community College each year accepts 125 ninth and tenth graders from junior high schools in Districts 24 and 30 in the western section of Queens. The six-year program, which combines grades 9 through 12 with the first two years of college, provides intensive guidance, small classes, career exploration, and an interdisciplinary curriculum for students who might not reach their potential in a traditional school setting. The resources and positive role models provided by the college supplement the skills of the teachers, all of whom have New York City high school licenses.

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

Middle College students may choose from hundreds of college courses which can be taken for both college and high school credit. All students graduating from Middle College High School are guaranteed admission to LaGuardia Community College. Special courses, taught by college professors especially for Middle College students, are 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.

Robert F. Wagner Jr. Institute for the Arts and Technology

The Robert F. Wagner Jr. Institute for the Arts and Technology is the third high school program on the LaGuardia campus. Located one block from the college, students in grades 7 through 12 experience an interdisciplinary curriculum, small classes, and intensive guidance programs with a focus on the arts and technology.

The high school's facilities include a complete video studio, editing facility, screening room, theater space, an art gallery, three computer labs (IBM/Mac), photo darkrooms and complete science labs. The school has ongoing partnerships with The New Museum, P.S. 1 and Socrates Sculpture Park.

Students at the Institute for the Arts and Technology, as members of the college community, are eligible for college I.D. cards, may take college classes and can use the full facilities of the college including the library and gymnasium.
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Clifton Clarke, Executive Associate to the Provost
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Sandra Dickinson, Humanities Department
Jorge Perez, Mathematics Department

Sandra S. Hanson, English Department
Avis Anderson, Office Technology Department
Gerald H. Meyer, Computer Information Systems Department
Kathleen Foresteri, Acct./Managerial Studies Department
Hannalyn Wilkens, Communication Skills Department

Cecilia Cullen, Principal of Middle College High School
Eric Nadelstern, Principal of International High School

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College and University Policies

Affirmative Action Policy
LaGuardia Community College is committed to the principles and spirit of affirmative action and equal opportunity. It is the policy of LaGuardia Community College to recruit, employ, train, and promote employees on the basis of equal opportunity without regard to race, color, religion, sex, sexual orientation, veteran status, age, national origin, disability, or gender identity. The College adheres to the official policy of the Board of Trustees of the City University of New York, which explicitly prohibits sexual harassment throughout the University community. The Policy is as follows:

The College adheres to the official policy of the Board of Trustees of the City University of New York, which explicitly prohibits sexual harassment throughout the University community. The Policy is as follows:

1. We believe in the principles of non-discrimination and an educational institution maintains an ongoing program to ensure 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.

2. It is the policy of LaGuardia Community College to operate and comply with the requirements of the Equal Employment Opportunities Commission laws which govern sexual harassment. Sexual harassment is illegal under Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments Act of 1972, and Title VI of the Civil Rights Act of 1964. Sexual harassment occurs when "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature" are made a condition of employment and subsequent terms or conditions of employment and student status, are used in decisions affecting an employee or student, affect an employee's work performance or student's academic performance or create an overall intimidating, hostile, or offensive working environment or student environment.

3. LaGuardia Community College is committed to maintaining and fostering a fair, humane, and supportive environment for all of its students, faculty, and staff. The College does not condone and will not tolerate sexual harassment.

4. The College adheres to the official policy of the Board of Trustees of the City University of New York, which explicitly prohibits sexual harassment throughout the University community. The Policy is as follows:

   a. It is the policy of The City University of New York to promote a cooperative work and academic environment in which there exists mutual respect for all University students, faculty, and staff. Harassment of employees or students based upon sex is inconsistent with this objective and contrary to the University policy of equal employment and academic opportunity without regard to age, sex, sexual orientation, alienage or citizenship, religion, race, color, national or ethnic origin, handicap, and veteran or marital status. Sexual harassment is illegal under Federal, State, and City laws, and will not be tolerated within the University.

   b. The University, through its colleges, will disseminate this policy and take other steps to educate the University community about sexual harassment. The University will establish procedures to ensure that investigations of allegations of sexual harassment are conducted in a manner that is prompt, fair, thorough, and as confidential as possible under the circumstances, and that appropriate corrective and/or disciplinary action is taken as warranted by the circumstances when sexual harassment is determined to have occurred. Members of the University community who believe themselves to be aggrieved under this policy are strongly encouraged to report the allegations of sexual harassment as promptly as possible. Delay in making a complaint of sexual harassment may make it more difficult for the College to investigate the allegations.

   c. Complaints of sexual harassment by students and employees should be directed to the Affirmative Action Officer, or to the members of the Sexual Harassment Panel which is available to students and employees. Aside from the Panel, the Affirmative Action Officer holds the responsibility for educating the college community about sexual harassment through printed materials, workshops, training sessions, and the like. All inquiries, complaints, and concerns will be kept confidential.

   d. The President, as Chief Executive Officer, has overall responsibility for the Affirmative Action Program. The President has designated the responsibility for the Affirmative Action Program to the Affirmative Action Officer, Shirley J. Saulsbury, Executive Associate to the President, and Nila Sen, Assistant to the Affirmative Action Officer, Room E-513, (718) 482-5050, or to the Deputy Coordinator of the Sexual Harassment Panel and Chairperson of the Sexual Harassment Education Committee, Irma Lynch Patterson, room E-114, (718) 482-5628. Complaints may also be directed to any other member of the Sexual Harassment Panel, the names of whom are found in the departmental and general public bulletin boards.

Declaration of Pluralism
We are a diverse community at LaGuardia Community College. We strive to become a pluralistic community.

   a. We respect diversity as reflected in such areas as race, culture, ethnicity, gender, religion, age, sexual orientation, disability, and social class.

   b. 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.

   c. 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.

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.

Student Rights and Responsibilities

Student rules of conduct and disciplinary procedures are printed in the Student Handbook, which is distributed by the Advisement and Career Cluster, Division of Student Affairs.

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 discussion is 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 subordinate intellectual freedom to political ends, or who violate the norms of conduct established to protect that freedom. Against such offenders the University has the right, and indeed the obligation, to defend itself. We accordingly announce the following rules and regulations to be in effect at each of our colleges which are to be administered in accordance with the requirements of due process as provided in the Bylaws of the Board of Higher Education.

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

THE PRESIDENT. The president, with 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 discretionary power in carrying into effect the Bylaws, resolutions, and policies of the Board, the lawful resolutions of the several faculties;

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

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

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

5. Each member of the academic community or an invited guest has the right to advocate supporting conflicting points of view. Members of the academic community are required to show their identification cards when requested to do so by an official of the college.

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

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

8. No individual shall have in his possession a rifle, shotgun, or firearm or knowingly have in his possession any other dangerous instruments 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.

II. Penalties

1. Any student engaging in any manner in conduct prohibited under Substantive Rules 1-10 shall be subject to the following range of sanctions as hereafter defined in the attached Appendix: admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, ejection, and/or arrest by the civil authorities.

2. Any tenured or non-tenured faculty member, or tenured or non-tenured member of the administrative or custodial staff engaging in any manner in conduct prohibited under Substantive Rules 1-10 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 without pay pending a hearing before an appropriate college authority, dismissal after a hearing, and/or arrest by the civil authorities, and, for engaging in any manner in conduct prohibited under Substantive Rule 10, may, in the alternative, be required to participate satisfactorily in an appropriately licensed drug treatment or rehabilitation program. In addition, in the case of a tenured faculty member, or tenured member of the administrative or custodial staff engaging in any manner in conduct prohibited under Substantive Rules 1-10, he or she shall be entitled to be treated in accordance with applicable provisions of the Education Law or Civil Service Law.

3. Any visitor, licensee, or invitee, engaging in any manner in conduct prohibited under Substantive Rules 1-9 shall be subject to rejection, and/or arrest by the civil authorities.

4. Any organization which authorized the conduct prohibited under Substantive Rules 1-10 shall have its permission to operate on campus rescinded. Penalties 1-4 shall be in addition to any other penalty provided by law or The City University Trustees.

Appendix Sanctions Defined:

A. Admonition.

An oral statement to the offender that he has violated University rules.

B. Warning.

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

C. Censure.

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

D. Disciplinary Probation.

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

E. Restitution.

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

F. Suspension.

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

G. Expulsion.

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

H. Complaint to Civil Authorities.

I. Ejection.

Middle States Accreditation

LaGuardia Community College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools.

Credit Values at LaGuardia

Starting in Fall 1992, LaGuardia began operating on an enhanced semester system awarding credit values at LaGuardia.

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.

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Middle States Accreditation

LaGuardia Community College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools.

Credit Values at LaGuardia

Starting in Fall 1992, LaGuardia began operating on an enhanced semester system awarding credit values. 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.
Co-op Internship: credit-bearing work experience.
Co-op Seminar: class taken during internship cycle; in the seminar, students examine their work experiences in relation to career and educational objectives, and academic concepts.
Cooperative Education: a college division which provides students with an opportunity to apply content learned in the classroom in a workplace environment.
Core: in the Liberal Arts curriculum only, a twelve-credit requirement of introductory-level courses taken in four out of five liberal arts departments.
Corequisite: course which must be taken during the same session as another course.
Counselor: college faculty trained to help students examine educational, career and personal concerns. Counselors conduct New Student Seminars, lead workshops, and are available to see students on an individual and group basis.
Course Code: each code (listed in the Schedule of Classes) identifies the department offering the course, the name of the course, and the particular section (days and times) a course is scheduled to meet (e.g., ENG101.01).
Course: 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.
Dean's List: a per semester listing of students who have achieved academic excellence.
Degree Requirements Checklist (DRC): a computerized list of courses including students' basic skills requirements (if any), required courses, and academic progress and history.
Elective: course not required for a major which a student may choose to take to meet overall degree requirements. Liberal arts electives include courses from the Departments of English, Humanities, Human Services, Natural and Applied Sciences, Math and Social Science, except those courses listed on pages 107-108. Unrestricted electives may be chosen from any department of the college.
Enhanced Semester: a two-part semester divided into a twelve-week session and a six-week session.
Express Course: courses offered in an intensive mode, usually during intersession.
Extended Day: evening (after 5 p.m.) and Saturday courses.
F: 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.
Federal Direct Loans: a form of financial aid.
FIN: a symbol on a student's transcript indicating failure to complete course requirements in order to change an incomplete grade to a real grade.
FSAP (Freshman Skills Assessment Program): a three-part test for new students that determines whether they will be placed in ESL or basic reading, writing, and math classes.
Full-time student: generally, a student registered for at least 12 credits or credit equivalents per semester. Since each financial aid program has a different definition for full-time status, students should see a financial aid counselor for information about how to maintain eligibility for all forms of financial aid. Veterans should speak with the Veterans Affairs Office.
Gateway to the Workplace: a required course which prepares students for co-op internships. Eligibility for placement on a co-op internship is dependent upon satisfactory completion of this course. Course activities include identifying personal co-op internship objectives, interviewing for internships, resume writing and practice interviews.
GPA: grade point average.
I: Immunization: The State of New York requires all students born on or after January 1, 1957 to present proof of immunity against measles, mumps, and rubella.
INC: a symbol on a student's transcript indicating an incomplete course.
IOL (Internship Opportunities List): a complete listing by major of internships available through the Division of Cooperative Education.
Independent Study: a course of study designed by a faculty member and a student tailored to a student's interests.
International High School: a Board of Education high school on campus.
Internship: see Co-op Internship.
Internship Seminar: see Co-op Seminar.

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 interviewing techniques and the preparation of a resume.

L: Learning Community: a group of students who enroll in a common set of courses which are thematically linked and who work together on projects and assignments.

M: Middle College: a Board of Education high school on campus.
Military Credit: Up to six unrestricted elective credits for veterans in degree programs who have been honorably discharged from the United States military.

N: NC: a symbol which may appear on a student’s transcript which indicates no credit was earned for the course.
New Student Seminar: a required, counselor-led course which helps orient students to the college.
Non-Cleared: term used by the Bursar’s Office to indicate that a student owes money to the college. The account must be settled before the student will be permitted to register for the next semester’s classes.
Non-credit Programs: non-credit courses offered through the Division of Adult and Continuing Education designed to meet the interest and needs of a variety of individuals and groups.

O: Option: a subset of a curriculum indicating the degree requirements for that particular degree. Business Finance is an option within Business Management, and Telecommunications is an option within Computer Technician.
Office Technology: the academic department that offers courses in microcomputer systems and applications, secretarial science, court reporting, and word processing.

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.
PASS: a computer-generated schedule based on a student’s major, status and placement test results.
Pell Grant: a form of financial aid (formerly BEOG).
Pell Grant Loan: a form of financial aid.
Prerequisite: a course that must be completed prior to taking another course.
Probation: a trial period of one semester which permits students to improve a low grade point average.

R: a symbol that may appear on a student’s transcript which indicates that the course must be repeated. This grade is only given in basic skills courses.
Readmission: A process through which a student who stopped attending the college while in good academic standing may be allowed to again enroll in the college and register for classes.
Regents Award for Children of Deceased or Disabled Veterans: a form of financial aid.
Regents College Scholarship: a form of financial aid.
Registration Appointment: a specific appointment assigned by the Registrar’s Office indicating the day and time a student is invited to register for classes for a semester.
Reinstatement: A process through which a student who has been suspended by the college may be allowed to again enroll in the college and register for classes.
Requirement: necessary course for completion of a degree.

Retention: policy specifying conditions for maintaining student status.
Robert F. Wagner Institute for the Arts and Technology: a Board of Education high school on campus.

S: a symbol that may appear on a student’s transcript which indicates the student has satisfactorily passed the course. This grade is not counted in the calculation of the student’s GPA.
SAR: A Student Aid Report which details individual student aid from federally funded programs.
SIR (Student Instructional Report): the questionnaire by which students evaluate their teachers.
Social Science: the academic department that offers courses in economics, history, psychology, sociology, political science, and anthropology.
Social Security Payments to Children of Deceased or Disabled Parents: a form of financial aid.
Study Group: a group of students, often led by an advanced student, who work together to master difficult skills.
Supplemental Educational Opportunities Grant: a form of financial aid.
Suspension: the result of a student’s failure to raise a low grade point average during probation. Students on suspension cannot register for classes in the college for one semester.

T: TAP: Tuition Assistance Program—a form of financial aid.
TCR: a symbol that may appear on a student’s transcript which indicates that credit was transferred to LaGuardia from a school the student previously attended. (Appears as TC on the DRC.)
Transcript: report of grades received after each semester of study.

U: a symbol that may appear on a student’s transcript which indicates the student has not satisfactorily passed the course. This grade is not counted in the calculation of the student’s GPA.
Urban Study Requirement: all students are required to take at least one of the special series of courses which utilize the facilities of New York City for focusing learning in a given discipline.

V: Veterans Administration Educational Benefits: a form of financial aid.

W: a symbol that may appear on a student’s transcript which indicates official withdrawal from a course prior to the official withdrawal date.
WA: a symbol that may appear on a student’s transcript which indicates administrative withdrawal, e.g. student not cleared for immunization. For academic purposes, this symbol counts the same as “W”, an official withdrawal.
WU: a symbol on a student’s transcript which indicates unofficial withdrawal from a course prior to the official withdrawal date. WU grades are counted as F grades in the calculation of students’ grade point averages.

Y: 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: a symbol on a student’s transcript which indicates that the instructor was delayed in submitting a grade. Students completing a co-op internship normally receive the temporary grade of “Z.” The “Z” grade will be changed to the student’s correct grade by the session following the internship.
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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 8-minute walk from this station.

The Rawson St. station of the Flushing IRT line is serviced by the number 7 train, which connects in Manhattan with the Lexington 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.
1996/97 ACADEMIC CALENDAR

FALL SEMESTER - SESSION I

8/26 First official day of Co-op Internship
9/2 Labor Day (No Classes)
9/5 First day of Fall classes - Session I
9/10 Honors Night
9/11 Opening Sessions for Faculty and Staff (No Classes)
9/13 No Classes
9/14 No Classes
9/17 Commencement (No Classes)
9/24 Last day to apply for Graduation, Nursing, Occupational Therapy, Physical Therapy candidacy or Permit this semester
9/24 Last day to add Independent Study/Individualized Courses
9/24 Last day of tuition refund period
10/14 Columbus Day (No Classes)
10/17 Last day to withdraw from a course officially
10/24 Classes will meet according to a Monday schedule
11/23-11/30 Thanksgiving recess (No Classes)
12/7 Last day of Fall classes - Session I
12/9-12/14 FINALS
12/13 Last official day of Co-op Internship

FALL SEMESTER - SESSION II

12/16 First official day of Co-op Internship
12/24 No Classes
12/25 No Classes
12/31 No Classes
1/1 No Classes
1/2 First day of Fall classes - Session II
1/9 Last day of tuition refund period
1/16 Last day to apply as a non-degree student (For Spring '97 Semester)
1/16 Last day to apply for readmission or reinstatement from suspension (For Spring '97 Semester)
1/20 Martin Luther King, Jr.'s Birthday observed (No Classes)
1/21 Classes will meet according to a Monday schedule
1/30 Last day to withdraw from a course officially
2/6 Classes will meet according to a Wednesday schedule
2/12 Lincoln's Birthday (No Classes)
2/14 No Classes
2/17 Presidents' Day (No Classes)
2/19-2/24 Last day of Fall classes - Session II
2/25 FINALS
3/14 Last official day of Co-op Internship

SPRING SEMESTER - SESSION I

3/17 First official day of Spring classes - Session I
3/17 First day of Spring classes - Session I
4/3 Last day to apply for Graduation, Nursing, Occupational Therapy, Physical Therapy candidacy or Permit this semester
4/3 Last day to add Independent Study/Individualized Courses
4/3 Last day of tuition refund period
4/21-4/26 No Classes
5/1 Last day to withdraw from a course officially
5/26 Memorial Day (No Classes)
6/16 Last day of Spring classes - Session I
6/17-6/21 FINALS
6/20 Last official day of Co-op Internship

SPRING SEMESTER - SESSION II

6/23 First official day of Spring classes - Session II
7/1 First day of Spring classes - Session II
7/4 Independence Day (No Classes)
7/9 Last day of tuition refund period
7/17 Last day to apply as a Non-Degree student (For Fall '97 Semester)
7/17 Last day to apply for readmission or reinstatement from suspension (For Fall '97 Semester)
7/24 Last day to withdraw from a course officially
8/11 Last day of Spring classes - Session II
8/12-3/16 FINALS
8/20 Last official day of Co-op Internship

Important Notice of Possible Changes:
The Board of Trustees of The City University of New York reserves the right to make changes of any nature in the academic programs and requirements of The City University of New York and its constituent colleges. All programs, requirements, and courses are subject to termination or change without advance notice. Tuition and fees set forth in this publication are similar to subject to change by the Board of Trustees of The City University of New York.
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The City University of New York
31-10 Thomson Avenue
Long Island City, NY 11101

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