LaGuardia Community College
OF THE CITY UNIVERSITY OF NEW YORK

Sponsored by the Board of
Higher Education of the City of New York

31-10 Thomson Avenue,
Long Island City, New York 11101
212 626-2700

1978-79 Bulletin
Conclusion of Mayor LaGuardia's First Inaugural Address:

"We will never bring disgrace to this, our city, by any act of dishonesty or cowardice nor ever desert our suffering comrades in the ranks. We will fight for our ideals and sacred things of the city, both alone and with many. We will revere and obey the city's laws and do our best to incite a like respect in those above us who are prone to annul them and set them naught. We will strive unceasingly to quicken the public sense of duty.

THUS IN ALL THESE WAYS WE WILL TRANSMIT THIS CITY NOT ONLY NOT LESS BUT FAR GREATER AND MORE BEAUTIFUL THAN IT WAS TRANSMITTED TO US."

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

NAME FOR COMMUNITY COLLEGE NUMBER IX

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

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

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

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

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

Since the name of LaGuardia has been associated with public service of the most generous and productive nature, it is fitting that a community college joining a university of exactly such a tradition of service to all residents of New York City, whether they were of native or foreign origin, be named after Fiorello H. LaGuardia.
### FALL QUARTER
- **9/11** First Official Day of Coop Internship
- **9/12 - 9/14** Professional Development Days (NO CLASSES)
- **9/18 - 9/22** Intensives

#### 1978-1979 ACADEMIC CALENDAR
- **9/23** First Day of Regular Classes
- **10/2 - 10/3** Rosh Hashanah (NO CLASSES)
- **10/9** Columbus Day (NO CLASSES)
- **10/10** Yom Kippur (NO CLASSES AFTER 4:00 P.M.)
- **10/31** Last Day to Drop a Course Officially
- **11/7** Election Day (NO CLASSES)
- **11/11** Veteran's Day (NO CLASSES)
- **11/23 - 11/26** Thanksgiving Day (NO CLASSES)
- **12/12** Last Day of Fall Quarter
- **12/13 - 12/17** Intersession (NO CLASSES)
- **12/16** Last Official Day of Coop Internship

### WINTER QUARTER
- **12/18** First Official Day of Coop Internship
- **12/18 - 12/22** Intensives
- **12/25 - 1/1** Winter Recess (NO CLASSES)
- **1/2** First Day of Regular Classes
- **1/15** Human Rights Day (NO CLASSES)
- **1/17** Classes will meet according to a "Monday" Schedule (Day and Evening)
- **1/26** Professional Development Day (NO CLASSES)
- **2/6** Last Day to Drop a Course Officially
- **2/12** Lincoln's Birthday (NO CLASSES)
- **2/13** Classes will meet according to a "Monday" Schedule (Day and Evening)
- **2/19** Washington's Birthday (NO CLASSES)
- **3/1** Classes will meet according to a "Monday" Schedule (Day and Evening)
- **3/16** Last Day of Winter Quarter
- **3/17 - 3/25** Intersession Week (NO CLASSES)
- **3/24** Last Official Day of Coop Internship

### SPRING QUARTER
- **3/26** First Official Day of Coop Internship
- **3/26** First Day of Regular Classes
- **4/9 - 4/15** Spring Recess (NO CLASSES)
- **5/8** Last Day to Drop a Course Officially
- **5/30** Memorial Day (NO CLASSES)
- **6/10** Last Day of Spring Quarter
- **6/11 - 6/17** Intersession Week (NO CLASSES)
- **6/16** Last Official Day of Coop Internship

### SUMMER QUARTER
- **6/18** First Official Day of Coop Internship
- **6/18** First Day of Regular Classes
- **7/4** Independence Day (NO CLASSES)
- **7/24** Last Day to Drop a Course Officially
- **8/26** Last Day of Summer Quarter
- **8/27 - 9/2** Intersession Week (NO CLASSES)
- **9/1** Last Official Day of Coop Internship

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

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

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

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

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

Statement of Purposes

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

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

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

LaGuardia Community College has established the following specific objectives:

1. To help each student acquire professional, social, and technical skills and values needed to live effectively and creatively in an urban environment.

2. To provide each student with the academic, technical and personal skills needed either for continued education or for entry into the world of work. These skills include:
   a. Proficiency in such areas as oral communications, reading, writing and mathematics.
   b. Increased self-awareness and an understanding of the role of value systems in individual and group relationships.
   c. An increased understanding of and involvement with significant social and cultural movements.
   d. An understanding of and experience with techniques relating to process: research, analysis, problem-solving and reporting.
   e. In-depth study covering at least one academic discipline.
   f. An understanding of and conscious involvement with issues related to the contemporary urban environment.
   g. Proficiency in interacting effectively with other people, with other cultures and with the natural environment.
   h. Utilization of life experience as a tool for further growth and learning.

3. To explore and respond effectively to the diverse needs of the adult community and other special populations.

LaGuardia's academic program, is characterized by the following:

- Maintenance of an academic calendar on the quarter system, which is advantageous for integrating cooperative education internships into the academic schedule.
- Incorporation of a universal cooperative education requirement into the College's academic program (all full-time students are required to take three internships during a full-time residence of at least eight quarters, in order to meet commencement requirements)
- Provision of quality vocational/career education in a range of areas for students entering the labor market immediately following graduation on a technical (A.A.S. Degree) or paraprofessional (A.A. or A.S. Degree) level. Current programs include Secretarial Science, Accounting, Data Processing, Business Administration/Business Management, Human Services, Occupational Therapy, Education Associate, Bilingual Education, and Mortuary Science.
- Provision of a basic, academic, liberal arts education (A.A. or A.S. degree) for students planning to transfer to 4-year institutions after graduation (CUNY guarantees every graduate of a CUNY community college a seat in a 4-year CUNY college and appropriate advanced standing in a baccalaureate program)
- The infusion of the basic concepts of career education into the academic curriculum (in both technical and not-technical areas) through the implementation of the TAR Model.
- Provision of a program of professional development that focuses on faculty growth, affirmative teaching and instructional improvement.
- Emphasis in selected areas of the curriculum—especially in the Human Services program and social science courses—upon subjects and themes which deal with the urban environment, and with means of living and interacting effectively within this environment.
- Experimentation with new and unorthodox instructional methods: notable examples are the interdivisional advisory teams, intensive courses, block programming, and TAR.
- Dedication to extensive, intensive and innovative educational approaches to the development of basic skills remedial programs.
- Reinforcement of reading, study skills, writing and mathematics in content areas of the curriculum.
- Provision of broad-based programs of both credit and non-credit courses in academic and professional development as well as leisure activities and special programs for adult groups with common interests or educational needs.
- Development of special articulation programs between the college and local feeder high schools.
- Ongoing self-assessment of the various programs and of their relevance to the overall mission of the college.
- The adoption of an institutional policy of criteria referenced grading based on performance objectives.
- Development of a broad range of student support services designed to promote the personal and educational growth of students.
- Promote an interaction among divisions in an organized fashion to realize the major objectives of the college, such as career education, skill reinforcement and adult education.
The three basic components of the LaGuardia program—formal instruction, cooperative internships, and student services and counseling—are interdependent. Each is designed and implemented with the others in mind.

Cooperative Education Program
LaGuardia Community College has as its major premise the notion that learning takes place in many different settings—both in and outside the classroom. Through its Cooperative Education Program, the College seeks to provide off-campus, non-classroom learning experiences. Cooperative Education is designed specifically to help students determine their own individual goals, and generally to assist them in:
1. Applying classroom learning to practical work situations;
2. Gaining additional knowledge and skills through experience;
3. Exploring various career possibilities or to confirm career plans;
4. Broadening horizons through the pursuit of academic or other special interests;
5. Strengthening personal and work-related skills, such as interpersonal relations and decision-making.

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

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

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

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<thead>
<tr>
<th>Freshman Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>Pattern A</td>
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<td>Study</td>
<td>Intern</td>
<td>Study</td>
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<tr>
<td>Pattern B</td>
<td>Study</td>
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<tr>
<td>Pattern C</td>
<td>Study</td>
<td>Intern</td>
<td>Study</td>
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<tr>
<td>Pattern D</td>
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<th>Sophomore Year</th>
<th>Fall</th>
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<td>Pattern A</td>
<td>Intern</td>
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<td>Pattern B</td>
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<td>Pattern C</td>
<td>Intern</td>
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<tr>
<td>Pattern D</td>
<td>Intern</td>
<td>Study</td>
<td>Intern</td>
<td>Study***</td>
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*Including Human Services, Occupational Therapy, Bilingual Education Associate Program and the Education Associate Program. (The Cooperative Education requirement for the Education Associate Program is 12 credits.) See description of these program requirements elsewhere in the Bulletin.

**Students in the Human Services Program follow a special pattern in which, generally after two study terms, they divide their week between classroom study and a part-time Human Services Internship. Part-time students may have specialized patterns as well.

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

AN INDIVIDUALIZED PROGRAM OF PREPARATION AND PLACEMENT

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

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

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

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

*For more information see Academic and Cooperative Education Policies.

THE INTERNSHIP AS AN EDUCATIONAL EXPERIENCE

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

Internship Seminar

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

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

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

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

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

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

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

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

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

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

COOPERATIVE EDUCATION UNDER THE OPTIONAL PLAN

Generally, nine credits of Cooperative Education are required for all full-time day students admitted through the University Applications Processing Center and all transfer "Advanced Standing" students.

Cooperative Education is optional for other categories of students including students admitted through the Extended Day Program* and through the Veterans Program and other direct admits.

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

PLACEMENT OFFICE

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

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

Student Services Programs

FOCUS ON STUDENT DEVELOPMENT

LaGuardia's Division of Student Services presents programs designed to help students achieve goals that are essential to their academic, career, and personal development. These goals include:

1. Understanding the requirements for academic success.
2. Assessing personal interests and abilities in relation to choice of a career.
3. Selecting an appropriate career goal, and formulating an educational plan for attaining that goal.
4. Creating an adequate plan for financing one's education.
5. Building the skills of group participation and leadership.
6. Personal and social growth.

ORIENTATION

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

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

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

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

COUNSELING
Every student at LaGuardia has a counselor. In the student's first quarter at the College each freshman is a member of a required weekly Advisory Hour or Counseling/Orientation Hour led by his/her counselor. These sessions provide the new student with an extended orientation to the college experience. The major objective of these sessions is for each student to acquire information essential to success at LaGuardia, and to understand the college requirements and programs of study. In addition, special problems are raised, career choices are explored, and registration for the second quarter classes is completed.

The counselor continues to assist the student in following quarters with educational and career planning, and in dealing with problems, personal and other, that arise. Counselors are available to speak with students by appointment, usually on short notice.

ACADEMIC ADVISING
The counselors work with the instructional faculty and the Cooperative Education faculty to see that students receive accurate advisement on courses they must take and other requirements they must meet. Counselors assist the new student registering for the first time, and first-quarter students are assisted in making long-range course plans during their Advisory Hour or Counseling/Orientation Hour. Each quarter thereafter, the student will consult an instructional faculty member, a counselor, or a Cooperative Education faculty member about his/her specific plans for the following quarter.

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

STUDENT ACTIVITIES DEPARTMENT
The Student Activities Department of LaGuardia Community College consists of three main areas—the Student Activities Committee, Student Clubs and Organizations, and Student Council. The objectives of the Department include:

1. Initiating and coordinating co-curricular programs;
2. Creating an atmosphere for self-expression and exploration outside the formal structure of the classroom; and
3. Providing services essential to the total development of the individual.

The Student Activities Department accomplishes these objectives through a variety of programs such as concerts, films, recitals, social events, and student publications.

The Student Activities Committee
The Student Activities Committee consists of student representatives from each club and organization who meet on a weekly basis to discuss and plan activities. In addition, the students of the Student Activities Committee act as technical advisors to help implement co-curricular projects.

The Committee also assists students in the planning of educational, cultural and social programs that are presented for the College and local community.

Student Clubs and Organizations

Student Council
The Student Council of LaGuardia Community College is elected by students to represent the student body in College deliberations. The general aims of the Student Council are:

1. To increase student interest and participation in educational, cultural and social activities of the College;
2. To sponsor and supervise co-curricular and social activities; and
3. To represent student concerns in College governance.

All matriculated students, upon payment of their activities fees, are eligible to vote in the elections for Student Council. No less than one-third of the Council must be first-year students (freshmen).

The Student Council consists of 12 members. Each Council member is called “governor.” Membership on the Student Council offers students the opportunity to assume a mature, responsible leadership role in the College and local community, and provides them with insights into the workings of democratic institutions. Elections for Student Council are held annually during the fall quarter.

Programs Sponsored by Student Council and Student Activities

Student Insurance
All full-time students are covered by an accident insurance policy which will pay medical expenses for any accidents occurring on campus, while students are travelling to and from the campus, or while students are in college sponsored activities. For further information contact Susan Hessner in the Health Center, MB-27, tel. 626-5592 or 5593.

The Day Care Center
The Day Care Center is a child care facility housed at the College for the children of matriculated students at LaGuardia. Relevant learning and play experiences for registered children are provided by a professional staff while the children’s parents are attending class. For further information, contact Ms. Hope Navaro, Director, in Room MB-27, tel. 626-8570.

Housing Program
Although LaGuardia has no dormitories, many students find themselves looking for apartments or other away-from-home residences. To help locate good living facilities at reasonable rentals, the College has established the Housing Referral Office. This is a student-run service that obtains listings of vacancies from landlords and outside referral sources, and matches them to the preferences expressed by student applicants. The Housing Office also provides advice on leases, tenant’s rights, and general procedures for finding good accommodations. Further information can be obtained in Room M-122.

Student Printing
Student printing is the umbrella title given to all phases of the printing and publication of original literature (poems, essays, short stories, etc.) submitted by students, reprints of relevant articles from other sources, and listings of extracurricular activities on and off campus. It also includes the design and reproduction of flyers, invitations, letters, posters, programs, tickets, and memoranda for students involved in school-related activities.

THE HUMAN DEVELOPMENT CENTER

The Human Development Center is an outgrowth of the combined efforts of various student organizations, the People’s Health Center and the Department of Student Activities.

The primary objectives of the Human Development Center are:
1. To provide training to selected College and Middle College High School students enabling them to help their peers;
2. To establish programs in which trained College and Middle College High School students can offer educational, health, social and counseling services;
3. To establish liaison with social and community agencies which provide social, therapeutic and rehabilitation services and involvement for students.

At the Human Development Center, students receive training through Human Relations and Microcounseling Workshops. Under supervision, the trained students provide assistance to others on campus and offer counseling and referral services to social and community agencies.

Students may apply for a number of different Cooperative Education internships in the Student Activities Department and The Human Development Center.

HEALTH SERVICES

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

ADMISSIONS PROCEDURE FOR FRESHMEN

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

Applications for admission as matriculated students by those currently in high school, or by high school graduates who have not attended college, are processed by the University Application Processing Center, Box 148 Vandeveer Station, Brooklyn, New York 11210.

Application forms may be obtained from the C.U.N.Y. Office of Admission Services, 101 West 31st Street, New York, New York, from local high schools, and from colleges of the City University.

Applicants must have graduated from an accredited four-year high school and obtain a high school diploma or possess a New York State High School Equivalency Diploma.
STUDENTS APPLYING WITH ADVANCED STANDING

An applicant who has previously attended another accredited college or university may be admitted to LaGuardia Community College by obtaining a centralized application from the Office of Admission Services, 101 West 31st Street, New York, N.Y. or any college of the City University. The acceptance of students requesting transfer to LaGuardia will be determined by availability of seats and budget consideration. To be eligible for Advanced Standing, students should have been matriculated with good academic standing at their home college. Contact the college’s Admissions office for detailed information.

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

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

COLLEGE DISCOVERY

The College Discovery Program at LaGuardia Community College offers a comprehensive program of basic skills courses, counseling, tutoring and financial aid to students who meet the eligibility requirements. The criteria for admission into College Discovery include:

1. High school diploma or General Equivalency Diploma (GED);
2. High economic need;
3. Low high school achievement;
4. No previous attendance at an institution of post-secondary education, except veterans who may have earned up to 18 credits of college level work prior to entering the service;
5. Citizenship in the United States or permanent residence status;
6. Residency in New York City for at least one year.

IMPORTANT: APPLICANTS ARE ONLY ACCEPTED WHO COMPLETE THE COLLEGE DISCOVERY PORTION OF THE CITY UNIVERSITY APPLICATION AT THE TIME THEY MAKE INITIAL APPLICATION TO THE COLLEGE.

FINANCIAL AID

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

The Financial Aid Office, located in Room MB-04, is staffed with professional counselors to assist any student with financial problems in securing financial aid to meet individual needs:

The general types of assistance are:

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

2. Basic Educational Opportunity Grant (BEOG)
   These federal grants, which do not have to be repaid and do not have to be matched by other College funds, range from $166 to $1,162 per academic year at LaGuardia. The amount of the award is determined by the student’s and/or family’s income. The deadline for applying is March 15, 1979.

3. Supplemental Educational Opportunity Grant (SEOG)
   This is a federally-funded program established to help students who have exceptional financial need. The awards range from $200 to $1,500 per year. This grant must be equally matched by other scholarships and/or aid programs. Determination of need is made by the financial aid counselor who applies federal guidelines following submission of information and a discussion with the student.

Work-Study

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

Loans

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

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

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

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

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

<table>
<thead>
<tr>
<th>Dependent Student</th>
<th>Single, Self-Supporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees</td>
<td>$ 835</td>
</tr>
<tr>
<td>Books &amp; Supplies</td>
<td>175</td>
</tr>
<tr>
<td>Transportation</td>
<td>325</td>
</tr>
<tr>
<td>Lunch</td>
<td>400</td>
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<tr>
<td>Personal</td>
<td>450</td>
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<tr>
<td>Food &amp; Personal</td>
<td>650</td>
</tr>
<tr>
<td>Total</td>
<td>$2,835</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TRANSFER PROCEDURES
The Admissions/Transfer Office counselors and Student Services counselors are available to assist students in making transfer choices. Transfer applications to CUNY and State University of New York (SUNY) colleges are available in the Admissions/Transfer Office, Room S150. Applications to private colleges and universities must be sent for by the individual student.

LEAVE OF ABSENCE
Regular Leave: Students whose leave of absence lasts less than one year (with the exception of military service) will be guaranteed readmission, subject to space availability. The Admissions Committee will make the decision in exceptional cases. A request for a leave of absence should be made through the Admissions office, room S-150.

Medical Leave: Students are allowed to take a medical leave of absence, with no penalty for courses dropped, upon certification by the College Director of Health Services. The Director may require a written statement from the student's physician. Medical leave forms are available in the Admissions office, room S-150.

Withdrawals: Students who want to leave the college permanently must obtain a withdrawal form from the Admissions office, Room S-150.

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

Applications for admission as matriculated students by those currently in high school, or by high school graduates who have not attended college, are processed by the University Application Processing Center, Box 148 Vandevere Station, Brooklyn, New York 11210. Application forms may be obtained from the C.U.N.Y. Office of Admission Services, 101 W. 31st Street, New York, New York, from local high schools, and from colleges of the City University.

Applicants must have graduated from an accredited four-year high school and obtain a high school diploma or possess a New York State High School Equivalency Diploma.
THE DIVISION OF CONTINUING EDUCATION

The Division of Continuing Education is concerned with the educational needs of a variety of adult students—men and women who attend classes after a day of work to get education needed to compete for better jobs, older adults seeking productive use of retirement years, veterans, recent immigrants and others with broader life experiences than those of the traditional student who enters college directly upon graduation from high school.

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

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

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

Extended Day Session

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

TO ENROLL IN THE EXTENDED DAY SESSION

Persons interested should contact the College’s Admissions Office 626-5558 for help with the following procedures:
1. Complete an application form and submit a $20 application fee with the following documents:
   a. High School or equivalency diploma;
   b. Marriage certificate (if diploma is in maiden name);
   c. DD214 (if veterans benefits are claimed);
   d. Alien registration card (if on immigrant visa).
2. Take the College Placement Test.
3. Attend financial aid workshop if seeking financial aid.
4. Meet with a counselor for assistance in academic planning and course selection prior to registration.

PROGRAMS OF STUDY

Extended Day students may pursue degrees in the following programs. (Exact degree requirements and other information are found on the pages indicated next to each program.)

Accounting (p. 60)
Business Administration/Management (p. 63)
Data Processing (Programming Option) (p. 57)
Secretarial Science (Executive Option) (p. 55)
Liberal Arts (p. 73)
Human Services (p. 69)
Occupational Therapy (p. 71)

COOPERATIVE EDUCATION FOR EXTENDED DAY STUDENTS

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

NON-CREDIT PROGRAMS

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

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

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

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

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

**Health and Safety**
- Cardio-pulmonary Resuscitation
- Karate
- Stop Smoking
- First Aid

**Personal Development and Leisure Pursuits**
- Art Workshop for Parents and Children
- Assertiveness Training
- Belly Dancing
- Auto Repair
- Photography
- Disco Dancing
- Tennis
- Yoga
- Guitar

**SPECIAL PROGRAMS**

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

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

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

THE ENGLISH LANGUAGE CENTER provides instruction in English in both credit and non-credit courses. Credit courses, in a sequence totaling six credits (ESL 100, ESL 101, and ESL 102) are open to regular first-year students registered at LaGuardia on beginning, intermediate, and advanced levels. Non-credit courses are open to recent immigrants, foreign visitors, and non-English speaking community residents on either a part-time or full-time basis. The full-time program, meeting 22 hours each week, is designed primarily to improve the English use of those who hope to continue their education at an American college, university or vocational school, or who need immediate English improvement in their work. The full-time program qualifies a student to receive the Immigration Form 1-20 for full-time status. The part-time courses, meeting four hours each week, are for students who wish to improve their English use for occupational or personal reasons. Both programs are supported by tuition fees. For further information visit the English Language Center or call 626-2719.

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

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

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

DISTRICT COUNCIL 37 COLLEGE PROGRAM provides members of District Council 37 Municipal Employees Union with college credit courses at union headquarters in Manhattan. The purpose of the program is to give union members the opportunity to begin work toward a college degree at a location convenient to their place of employment. Students in this program who wish to transfer to the College are assisted through counseling and advisement sessions offered by college counselors at union headquarters during each academic quarter. A special DC-37 planning committee, consisting of members of each of the academic departments and administrative units of the College, oversees the planning of the program and develops curricula and activities specifically for the needs of this population. Interested persons should contact the Education Fund Office of District Council 37 at 766-1539 or David Speights, the College’s coordinator of the program, at 626-2711.

NATIONAL CONGRESS OF NEIGHBORHOOD WOMEN COLLEGE PROGRAM is a community-based liberal arts program with a focus on community development with particular reference to the roles of women. The full liberal arts degree program is offered at N.C.N.W. headquarters in the Greenpoint section of Brooklyn. Curricula for the liberal arts courses are redeveloped in cooperation with a student curriculum committee comprised of current students and participating faculty. Courses emphasize current issues of concern to the community and the participating students, and the core of many courses is built around involvement in actual community projects. For further information on this program, interested persons may call Fern Khan, the College’s program coordinator, at 626-5536 or the N.C.N.W. office in Brooklyn (383-0883).

THE SMALL BUSINESS TRAINING PROGRAM is a certificate program for people currently operating (or interested in starting) a small business. Non-credit courses, offered in cooperation with the Department of Accounting and Managerial Studies, focus on issues of management (evaluation, planning, supervision, legal rights and responsibilities, sources of financing, etc.); record keeping, advertising and promotion. Courses meet once a week in the evening for a ten-week period. Interested persons should contact the program coordinator Leslie Curtis, at 626-5512, 5055, or 5536.

THE SENIOR CITIZENS PROGRAM offers non-credit courses to persons 60 years and over at 12 senior citizens centers throughout Queens. Students who complete courses are awarded certificates of attendance at formal graduation ceremonies sponsored by the College. The program is offered in cooperation with New York City Community College which is funded through the Institute of Study of the Older Adult by the New York City Department for the Aging. Interested persons should contact Leslie Curtis, program coordinator, at 626-5512, 5055, or 5536.
LAGUARDIA/RED HOOK FAMILY DAY CARE TRAINING PROJECT is a cooperative effort of the Division of Continuing Education, the Department of Human Services and the Red Hook Family Day Care Training Center for the purpose of training family day care workers in New York City. The program provides competency-based training to family day care providers in skills they need to deliver quality day care service in their homes. Day care providers also receive instruction in basic communication skills and options for credit-bearing training and advanced standing credit in the College's Human Services program should they pursue a degree. Courses and training modules are offered at LaGuardia and at a variety of day care locations throughout New York City. The program is funded by a grant from the New York State Social Services Department under Title XX of the Social Security Act. For further information, interested persons should contact Augusta Kappner, Dean of Continuing Education, 626-2710.

THE OFFICE OF ALTERNATIVE EDUCATION provides counseling and placement for adult students interested in non-traditional and independent study approaches to earning college credits. The College offers an Alternative Degree Program which gives academic credit for life experience. Past work experiences, travel adventures, and individual accomplishments may be converted into academic credits which can be used towards meeting the requirements of an Associate Degree. The Program includes courses of study in accounting, business administration, business management, data processing, liberal arts and human services. The program is designed for adults over 25 years of age who have the ability to do independent research, the necessary reading and writing skills, and the ability to develop an individualized educational plan leading to specific career or personal goals.

The Office acts as a clearinghouse for information about alternative education programs or courses available both within the College and throughout the metropolitan and regional areas. The program staff utilize this information and contacts with other alternative degree programs to help adults structure a program of study to meet their unique educational needs and interests. The program will assist persons at the associate, bachelor, and graduate degree levels, including LaGuardia graduates interested in furthering their education. For further information, contact Alan Goldberg at 626-5096.

MIDDLE COLLEGE

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

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

Middle College High School is a cooperative venture between the Board of Education and the Board of Higher Education. There is no tuition fee or charge for textbooks. Students who meet the criteria set by the City of New York are entitled to free lunch and transportation passes. Students eligible for admission to Middle College High School must be graduating from junior high schools in Districts 24 and 30 in northwest Queens and not meeting their full academic potential. Students interested in enrolling should speak with their junior high school guidance counselors for complete information. Students may call the Middle College High School admissions Office at 626-8596 for information about admissions procedures.
SPECIAL COURSES AND PROGRAMS

Career Education. All Middle College students participate in an out-of-school internship program which gives them unpaid full- or part-time work experience of ½ of each school year as part of the graduation requirement. Students can investigate careers in depth in Business Technology, Human Services, and Liberal Arts and Sciences.

Middle College students may choose from hundreds of college courses which can be taken for both college and high school credit. All students graduating from Middle College High School are guaranteed admission to LaGuardia Community College. Special courses, taught by college professors especially for Middle College students, are available every cycle in the areas of Secretarial Science and Human Services.

Students at Middle College are members of the college community, and can use the full facilities of the college including the library, membership in college clubs, participation in intra-mural sports and open recreation programs. Middle College has a special program for hearing handicapped students in western Queens.

Middle College students can participate in the after-school occupational skills program, Shared Instructional Services program and the Executive Internship Program.

The Library/Media Resources Center

The College Library currently contains approximately 45,000 volumes in the reference and circulating collection plus career and pamphlet files, college catalogs, and framed art reproductions. It also receives the monthly ERIC documents of educational reports and publications on microfiche. The Lower Level Library maintains a large periodical collection of current and back issues of magazines and newspapers which includes The New York Times on microfilm from 1851 to the present.

Material or information not available on the campus often may be obtained from another institution through the inter-library loan services.

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

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

The Office of Recreation at LaGuardia Community College provides a wide variety of leisure time experiences for the entire college population. The program is designed to incorporate many activities at varying hours throughout the day and evening which are compatible with an individual’s daily schedule.

Entrance to the recreation facility is made through the basement level of the building along the Main Street corridor from the Thomson Avenue entrance. The recreation facility incorporates a large, 105’ x 100’, multi-purpose gymnasium that is equipped to accommodate at varying times: two regulation basketball courts; two indoor soccer fields; two tennis courts; six volleyball courts; and two, enclosed, 95’ x 14’ x 10’ tennis-baseball ranges, complete with ball machines and video tape replay.

The gymnasium is complimented by a 50’ x 50’ dance-exercise room featuring the Universal Gym exercise and weight training machine which incorporates ten individual exercise stations including barbell and dumbbell training areas; bicycle facilities; speed and heavy training bags; dance studio with hardwood floors, wall to wall mirrors and training bars.

Table game areas for backgammon, chess, checkers, table tennis and pocket billiards are located on the first and second floor common areas located just outside the entrance to the recreation facility. Equipment for these games may be secured at the equipment room.

The locker complex, consisting of large daily lockers, towels and equipment check out; separate men’s and women’s sauna and bathrooms and hair drying facilities, is located on the first and second levels of the recreation facility. Locker privileges may be secured at the equipment room.

The emphasis of the program is divided into the following three categories: open recreation activities; intramural sports activities and special events; and instructional workshops.

Open Recreation
A portion of the gymnasium and exercise room is always scheduled for drop-in recreation with activities such as basketball, volleyball, gymnastics, tennis, badminton, dance, weight training, table tennis and pocket billiards available to students, faculty and staff. The daily schedule of activities is posted at the entrance of each gymnasium. Deposit of a valid LaGuardia I.D. card at the equipment room is required to check-out equipment for use in the gymnasium or dance-exercise room.

Intramural Sports Activities and Special Events
The intramural program provides competitive recreational experiences in individual and team sports on a seasonal basis. Tournaments, leagues and special novelty events are scheduled every quarter. Students compete in these various activities as well as participate as coaches and paid officials, statisticians and timekeepers. Awards are presented to intramural champions at the conclusion of an intramural activity.

Instructional Workshops
The workshop series provides professional instruction in many activities. Sections are offered for all levels of skill, beginner to expert. Workshops are scheduled once or twice weekly and continue throughout the entire quarter.

Workshops are offered in modern jazz dance, slimnastics, tennis, golf, fencing, body conditioning and gymnastics.

Registration for all workshops takes place during the regular College registration week at the recreation desk in the front lobby of the Main Building. Late registration takes place in the equipment room during the first week of classes each quarter.

Announcements and Publicity
Information governing hours of operation, scheduling, programs and activities is posted on bulletin boards outside the recreation facility entrance, opposite the first floor locker rooms and outside student and faculty staff dining areas.

The sports-recreation column in The Flute, the official student publication, announces and reviews program highlights.
TUITION AND FEES

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

I. STUDENT ACTIVITY FEES (These are non-refundable fees paid each quarter at the time of registration)

A. Full-Time Students
   1. 7 or more credits ........................................ $20.00
   2. Human Service Curriculum (for third quarter of enrollment and thereafter) ............... 10.00

B. Part-Time Students
   1. 6 or less Credits ........................................ 2.50

C. Cooperative Education Internship ............... NONE

II. TUITION (Per Quarter)

A. New York City Resident—A student is a resident of the City of New York if he has his principal place of abode in the City of New York for a period of at least 12 consecutive months immediately preceding the first day of classes.
   1. 6 tuition units* or more ........................ $193.75
   2. Cooperative Education Internship ............... $193.75
   3. Fewer than 6 tuition units* ....................... $35/unit
   a. Senior Citizen (Based on space availability)
      a. Tuition ........................................ Free
      b. General Fee ................................ $12.50
   B. Out-of-City Resident (New York State Resident)
   Students must have on file with the College a valid certificate or certificates of residence issued by their county of residence.
   1. 6 tuition units* or more ........................ $193.75
   2. Cooperative Education Internship ............... $193.75
   3. Fewer than 6 tuition units* ....................... $35/unit
      To a maximum of $193.75

C. Out-of-State Residents
   1. 6 tuition units* or more ........................ $356.25
   2. Cooperative Education Internship ............... $356.25
   3. Fewer than 6 tuition units* ....................... $50/unit

D. Foreign Students (with a Student Visa)
   1. 6 tuition units* or more ........................ $356.25
   2. Cooperative Education Internship ............... $356.25

E. CUNY B.A. Program—Tuition and student activity fees for all students in the CUNY Baccalaureate program shall be billed for and collected by the Graduate School and University Center. A student shall be billed according to the fee schedule in effect at his home college.

F. Permit Students—All tuition and student activity fees are payable to the College in which the student is enrolled in accordance with the fee schedule. No additional payment of tuition and/or fees are required at the college where the course is taken.

III. TUITION WAIVERS

A. Senior Citizens Residents of New York City 65 years and older are permitted to enroll in undergraduate courses on a space available basis, tuition free.

B. Staff Members of City University
   1. Professional Staff
   2. Instructional Staff
   3. Gittleson employees (with six months of employment prior to the first day of classes and/or Intensives)

IV. NON-INSTRUCTIONAL FEES (Non-refundable)

A. Application ........................................ $20.00
B. Late Registration ................................... 15.00
C. Program Change .................................. 10.00
D. Special Examination
   First Exam ................................... 15.00
   Each Add'l .................................. 5.00
   Maximum per quarter ......................... 25.00

E. Transcript ........................................ (Transcripts sent within CUNY are free)
F. Re-admission ..................................... 10.00
G. Non-payment Service ............................. 15.00
H. Payment Reprocessing ........................... 15.00
I. Duplicate Diploma ................................. 15.00
J. Duplicate I.D. Card .............................. 5.00

*Tuition units: Represents the number of credits plus compensatory hours required of a course as listed in the schedule of classes each quarter.
K. Duplicate Bursar’s Receipt Fee Form ........................................ 4.00
L. Lockers (per year) ................................................................. 1.00
M. Library Fines:
   1. Overdue Books ............................................................ Each Day Overdue .10
   2. Reserve books . First hour overdue .................................. .50
       For rest of day ........................................................... .50
       For each succeeding day (to maximum of $10) ................. .50
   3. Restricted Books ......................................................... Each overdue hour (with
       maximum charge of $10) ............................................. .50
   4. Damaged Books . Fine to date reported, if overdue, plus
       an amount to be determined by nature and extent of
       damage, not to exceed replacement cost, plus a pro-
       cessing cost of ..................................................... 5.00
   5. Lost Books ................................................................. Processing charge ............. 5.00
       Plus, if overdue, the accumulated fine to date book
       was reported lost, plus cost of book.

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

VI. REFUNDS
The date on which Change of Program, Withdrawal and/or Leave of
Absence forms are filed with the appropriate College office is the
basis for computing a refund to the student in accordance with the
following refund schedule:
A. Non-Instructional fees are non-refundable.
B. The student activity fee is non-refundable except where:
   1. Courses are cancelled by the College.
   2. A student’s registration is cancelled by the College.
   3. The person goes into Military, Peace Corps or Vista service.
C. Refunds of tuition for courses officially dropped by the student will
   be made in accordance with the following schedule:
   Refund Schedule
   Official withdrawal before the scheduled opening
date of the course ................................................. 100% refund

Official withdrawal before the scheduled opening
course meets ..................................................... 75% refund
Official withdrawal before the 5th session on which
course meets ..................................................... 50% refund
Official withdrawal before the 7th session on which
course meets ..................................................... 25% refund
Official withdrawal after completion of the 7th session
of the course .................................................... No refund

D. Military, Peace Corps, and Vista Refunds (The following
guidelines govern all applications for refunds for students withdrawing
from the college for service in the Military, Peace Corps or Vista)
1. Evidence of Service
   Military service must be documented with a copy of induction
   orders or military orders. Service in the Peace Corps or Vista
   must be documented with appropriate letters or other evi-
   dence of service.
2. Qualification for Grades
   No refund will be made for any course in which a student has
   been assigned a grade regardless of whether the grade is
   passing or failing. In order to obtain a grade a student must usually
   attend classes for approximately 8 weeks.
3. Refund
   a. In instances where a student who has enlisted in the
      armed services, the Peace Corps or Vista does not attend
      classes for a sufficient time to qualify for a grade, but con-
      tinues in attendance within 2 weeks of induction, refund of
      tuition and fees, except for the application fee, will be made as
      follows:
      Withdrawals before the beginning of the 4th calendar week
      after scheduled opening of session ......................... 100% refund
      Withdrawals thereafter ........................................ 50% refund

E. TAP REIMBURSEMENT
Students who have paid their tuition prior to receiving an award
notification in the mail from the Tuition Assistance Program are
entitled, if in full-time attendance at the College, to the amount of
money specified in the TAP notification letter. Transmittal of
the award from the College to the student should normally take
between four and six weeks.
In order to obtain the refund, students MUST fill out a REFUND
REQUEST FORM as soon as the TAP notification is received.
REFUND REQUEST FORMS are available in the Bursar’s Of-
lice. Reimbursements will be made in two ways: Either a student
may pick up the TAP check at the Bursar’s Office, or, if the student
chooses, the check will be mailed to his/her home.
Four to six weeks are needed by the College to process the
awards because the State of New York does not send the College individual student checks but may send out one check which can cover the awards for as many as 500 students. Thus, the College must deposit the State check and prepare individual refund checks after verification is made that the student is in full-time attendance. A simple rule of thumb to follow: From the date a student received the letter from the State approving a TAP award, add approximately four to six weeks. If a student files a REFUND REQUEST FORM and, after 30 days the State has not forwarded an award for the student, the Bursar’s Office will immediately notify the student.

F. OTHER REFUNDS

The regulations concerning TAP will also apply to all other refunds to which a student may be entitled. As a general rule, however, the College will process non-TAP refunds within a few days of submission of the request.

Academic Offerings

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

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

TRANSFER TO SENIOR COLLEGES

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

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

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

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

All degree programs generally require the completion of 66 credits, including Developmental Skills courses, college-wide requirements, program requirements and electives. Programs of Study are described on pages 54-78.
TRANSFER PROCEDURES
Student Services counselors are available to assist students in making transfer choices. Transfer applications to CUNY and State University of New York (S.U.N.Y.) colleges are available in the Admissions/Transfer Office. Applications to private colleges and universities must be sent by the individual student.

STATEMENT OF COURSE OBJECTIVES

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

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

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

Academic and Cooperative Education Policies

GRADING SYSTEM
There are four passing grades at LaGuardia:
- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = Lowest Passing Grade

Other symbols that may appear on the student's transcript are:
- F = Failure
- NC = No Credit (prior to Spring 1977)
- W = Official Withdrawal
- WU = Unofficial Withdrawal
- INC = Incomplete
- CR = Exempted (credit earned)
- TCR = Transfer Credit
- Z = Instructor failed to submit grade
- @ = Waiver of requirement
- Y = Successfully completed first half of a two-quarter course of study which must be continued to completion.

THE F GRADE
F is used when an instructor evaluates a student's work as not as yet meeting the standards for the course. Ordinarily the student is expected to re-take the necessary classwork. A student who has received an F twice for the same course must consult with and receive permission from the Department chairperson or designee before attempting the course again.

THE INCOMPLETE ("INC") GRADE
An INC can be changed to a passing or failing grade by the instructor submitting a Change of Grade form during the quarter after which the INC is incurred. The one-quarter allowance may be extended for a specified time under extraordinary circumstances at the discretion of the instructor and department chairperson, or designee. If a Change of Grade form is not submitted by the end of two quarters, the INC grade automatically converts to an F. Instructors giving INC grades must inform students in writing of the conditions under which they may receive passing grades. Special forms are available in the offices of Chairpersons. Instructors are expected to keep a copy of the communication for at least three quarters following the assignment of the grade. A copy is to be sent to the departmental office.

CHANGE OF GRADE
A student who desires to change a grade contacts his or her instructor to discuss the grade. If no equitable solution is reached, the student may then go to the instructor's department chairperson for consultation. If no agreement is reached, the student has the option of appealing the case in writing to the Chairperson of the Academic Standing Committee. The decision of the Academic Standing Committee is final. Students who wish to appeal final grades must file a written appeal within two quarters following the quarter in which the course was taken.

COORDERATIVE EDUCATION GRADES
Students receive grades for Cooperative Education internships according to the LaGuardia grading system as outlined above. The grade reflects the degree to which the student has achieved the learning objectives set out by the College in general and agreed upon in particular by the student and the Co-Op Adviser. The Co-op Adviser is responsible for determining the grade. In grading, factors considered include direct observations, employer evaluation, student self-evaluation and the Internship Seminar grade. Appeals on grades go first to the Co-op Adviser. Further appeal is to the Dean of Cooperative Education or designee. Final appeal is to the Academic Standing Committee.

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

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

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

EXEMPTION CREDITS
Students with demonstrated competence in specific areas may be granted credit for courses related to the areas, in any event not to exceed a total of 10 credits toward graduation. (Credits obtained through transfer from other collegiate institutions or in Cooperative Education are in addition to the ten exemption credits mentioned above.) Exemption credit from any course offered at LaGuardia may be granted on the basis of an examination or other project equivalent to the final requirement of the course, as designated by members of the appropriate Division or Department and approved by the Chairperson. To receive credit by exemption, the student should apply to the appropriate Chairperson or designee. No exemption credit can be granted for any course previously counted as part of a program for which a degree has been awarded at this or any other institution of higher education.

EXEMPTION CREDITS IN COOPERATIVE EDUCATION
All matriculated students admitted through the regular University Application procedure must meet the nine credit* Cooperative Education requirements. Students may apply for three credits of exemption.

To be eligible to receive credit for previous experience, a student must:
1. be a fully matriculated student;
2. have successfully completed at least 12 credits at LaGuardia;
3. apply to his or her Cooperative Education Coordinator for granting of credit. Final decision is made by the Dean of Cooperative Education or designee.

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

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

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

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

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

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

All matriculated students must achieve minimum cumulative grade point average to remain in good standing at the College:

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Minimum Cumulative Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-12</td>
<td>1.50</td>
</tr>
<tr>
<td>13-24</td>
<td>1.75</td>
</tr>
<tr>
<td>25 or more</td>
<td>2.0</td>
</tr>
</tbody>
</table>

If a student does not meet the minimum grade point average (G.P.A.), he or she will be placed on academic probation and will be given two quarters to achieve the appropriate average. If the minimum G.P.A. is not achieved during the following two quarters, the student will be suspended by the College. The student may apply for reinstatement after two quarters of suspension. Applications for reinstatement may be obtained from the Admissions Office.

DEANS LIST

To be eligible for inclusion on the Dean's List in a given quarter a student must have:

1. Earned a 4.0 credits or more;
2. Achieved a grade point average for the quarter of 3.5 (A = 4.0) or more;
3. Not received grades of F, WU, INC, Z, or Y;
4. Not enrolled in any of the following courses: CSE 100, CSE 101, CSE 102; ENG 100; MAT 100, MAT 101; ESL (any ESL course); or DC 37—DCM courses.

GRADUATION

At LaGuardia, a “C” (2.0) average is required for graduation. A graduate whose cumulative average 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 average is 3.90 or better shall be graduated with high honors. The term “With High Honors” will be inscribed on the student’s diploma and noted on the Commencement Program.

RESIDENCY REQUIREMENTS

A student must successfully complete a minimum of 36 credits towards his or her degree at LaGuardia Community College before being awarded a degree at this institution. Note: Exemption credits, as well as courses taken “on permit”, may be used to fulfill this requirement.

TRANSFER CREDITS IN RELIGIOUS STUDIES

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

TRANSFER CREDITS IN COOPERATIVE EDUCATION

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

TRANSFER CREDITS IN HEALTH EDUCATION

Transfer credit will be granted for coursework in Health Education taken at other institutions of higher education. The Natural and Applied Sciences Department will be responsible for approving transfer credits in Health Education. Transfer credits so approved will be substituted for Liberal Arts electives only.

MATRICULATED STUDENTS TAKING COURSES OUTSIDE LaGUARDIA

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

ATTENDANCE

As a general rule, attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of attendance. The maximum number of unexcused absences will be limited to 15% of class sessions. Excused absences shall be left to the discretion of the instructor. Note: Students will be responsible for absences incurred from the first day of classes, even if the students registered late or changed their program.

LEAVE OF ABSENCE

Regular Leave: Students whose leave of absence lasts less than one year (with the exception of military service) will be guaranteed readmission, subject to space availability. The Admissions Committee will make the decision in exceptional cases. A request for a leave of absence should be made through the student’s counselor.
Medical Leave: Students are allowed to take a Medical Leave of Absence, with no penalty for courses dropped, upon certification by the College Director of Health Services. The Director may require a written statement from the student's physician.

MAXIMUM CREDITS ATTEMPTED PRIOR TO GRADUATION
In general, students are expected to graduate prior to completion of 73 credits attempted. All students who have attempted 73 or more credits and have not satisfied the degree requirements for graduation must obtain approval of the Dean of Students in order to register for additional courses.

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

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

COOPERATIVE EDUCATION POLICIES

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

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

PREREQUISITES TO INTERNSHIPS
1. Prior to their first internship, students should have completed CSE 102 (Reading and Study Skills) and MAT 101 (Basic Math II), and ENG 100 (Fundamentals of Writing), or have received waivers.
2. Prior to their first internship, students must go through a certification process that may include: attendance at required orientation sessions, ability to interview satisfactorily, appearance at required interviews with the Cooperative Education advisor, etc. Responsibility for certification rests with the Cooperative Education advisor. Appeal of non-certification is to the Dean of Cooperative Education (or designee).

*See p.50 for procedures applying to Cooperative Education.

3. To be placed on an internship, students should show evidence of satisfactory academic progress, in general completing at least six credits by the end of their first quarter, twelve credits by the end of their second quarter, and for "B" pattern students, eighteen credits by the end of their third quarter.
4. Students are expected to have taken the appropriate introductory course in their major field before their first internship and its companion seminars. (See section on course descriptions.)

TAKING COURSES DURING AN INTERNSHIP QUARTER
Students on internships may also take academic course work. Students must receive approval from an advisor at registration. (It is generally considered inadvisable for students to take more than six credits of academic course work during an internship quarter.) Students who have not gone out on an internship according to their assigned pattern (for reasons which have not received the Cooperative Education Division's approval) are limited to taking courses in the Extended Day Program (after 5 P.M. or on Saturdays). Registration is dependent upon space availability. Special arrangements to take courses in the regular Day program require the permission of the Dean of Cooperative Education (or designee). Registration is dependent upon space availability.

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

THE INTERNSHIP SEMINAR
Part of the internship requirement is the successful completion of an Internship Seminar. The Seminar is normally taken during the internship quarter. In special cases, the Cooperative Education adviser may approve taking the Seminar in the subsequent study quarter. Arrangements may also be made for individualized contracts in place of the Seminar. Appeal and/or special arrangements may be made through the Dean of Cooperative Education (or designee).

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

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

The College-wide requirements are described below:

BASIC SKILLS PROGRAM
To be successful at LaGuardia, all students must be able to use appropriate reading, writing, oral, and mathematical skills. The College offers a comprehensive program to help students achieve success in their college careers. The Basic Skills Program includes:
1. Careful evaluation of each student’s skill-building needs;
2. A variety of courses in reading, writing, mathematics, and oral communication geared to specific skill levels;
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 complete these courses during their first 36 credits attempted at the College.

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

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

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

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

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

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

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

For more information about the Basic Skills Program, students should see their counselor or go to the Basic Skills Office, Room SB-30.
Secretarial Science Program

Executive Option

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

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

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

Executive Option Requirements

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

<table>
<thead>
<tr>
<th>Math-Science Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Elective Course from either the Mathematics or Natural and Applied Sciences Departments</td>
<td>3</td>
</tr>
<tr>
<td>(MAT 100 and MAT 101 do not satisfy this requirement.)</td>
<td></td>
</tr>
</tbody>
</table>

Social Science Requirement

SSI 100—Introduction to Social Science | 3

Cooperative Education Requirements

3 Internships, 3 credits each | 9

Secretarial Science Courses

Typewriting I, II, and III | 6
(SEC 140, 141, and 142)

Stenography I, II, and III | 6
(SEC 100, 110, and 120—Gregg)
or (SEC 101, 111, and 121—Pitman)
or (SEC 103, 113, and 123—ABC)

Transcription I and II | 8
(SEC 210 and 220—Gregg)
or (SEC 211 and 221—Pitman)
or (SEC 215 and 225—ABC)

AMM 101—Introduction to Business | 3
AMM 120—Office and Personnel Management | 3
SEC 200—Office Techniques and Trends | 2

*Electives

Liberal Arts Electives | 8
Unrestricted Electives | 9
(from any division)

**Total Credits: 66

*One of the electives must be an Intensive.
**Secretarial Science Majors needing additional skill development in reading, writing and mathematics will be required to take Basic Skills courses. These requirements are not included in the above program. The number of credits required and the particular courses the students must successfully complete are determined by their scores on the College's Placement Test.

Any required Basic Skills courses must be included in the students' program in place of electives. For more information on placement in Basic Skills courses see page 52.
Secretarial Science Program
Legal Option*
This curriculum prepares students for secretarial positions in law departments, private law offices, corporate law offices, and judicial agencies. Students are strongly encouraged to elect to enroll in SEC 145 (Introduction to Word Processing) in order to be able to operate magnetic keyboard typewriters.

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

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

Legal Option Requirements

<table>
<thead>
<tr>
<th>English Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101—Basic Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 112—Writing for Business</td>
<td>3</td>
</tr>
<tr>
<td>Math-Science Requirement</td>
<td>6</td>
</tr>
<tr>
<td>One Elective Course from either the Mathematics or the Natural and Applied Sciences Departments</td>
<td>3</td>
</tr>
<tr>
<td>(MAT 100 and MAT 101 do not satisfy this requirement.)</td>
<td></td>
</tr>
<tr>
<td>Social Science Requirement</td>
<td>3</td>
</tr>
<tr>
<td>SSI 100—Introduction to Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative Education Requirements</td>
<td>9</td>
</tr>
<tr>
<td>3 Internships and Seminars, 3 credits each</td>
<td></td>
</tr>
<tr>
<td>Secretarial Science Courses</td>
<td></td>
</tr>
<tr>
<td>Typewriting I, II, and III</td>
<td>6</td>
</tr>
<tr>
<td>(SEC 140, 141, and 142)</td>
<td></td>
</tr>
<tr>
<td>Stenography I, II, and III</td>
<td>6</td>
</tr>
<tr>
<td>(SEC 100, 110, and 120—Gregg)</td>
<td></td>
</tr>
<tr>
<td>or (SEC 101, 111, and 121—Pitman)</td>
<td></td>
</tr>
<tr>
<td>or (SEC 102, 112, and 122—Machine)</td>
<td></td>
</tr>
<tr>
<td>Legal Stenography I and II</td>
<td>8</td>
</tr>
<tr>
<td>(SEC 212 and 222—Gregg)</td>
<td></td>
</tr>
<tr>
<td>or (SEC 213 and 223—Pitman)</td>
<td></td>
</tr>
<tr>
<td>or (SEC 214 and 224—Machine)</td>
<td></td>
</tr>
<tr>
<td>Legal Vocabulary I and II</td>
<td>6</td>
</tr>
<tr>
<td>(SEC 230 and 240)</td>
<td></td>
</tr>
<tr>
<td>AMM 110—Business Law</td>
<td>3</td>
</tr>
<tr>
<td>SEC 200—Office Techniques and Trends</td>
<td>2</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>31</td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
<td>8</td>
</tr>
<tr>
<td>Unrestricted Electives</td>
<td>6</td>
</tr>
<tr>
<td>(from any division)</td>
<td>14</td>
</tr>
</tbody>
</table>

*This program is not offered in Extended Day.

**Total Credits: 66

Data Processing Program

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

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

Data Processing courses are also available to students in other programs according to their interests.
Following are the course requirements for the two major areas:

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td></td>
</tr>
<tr>
<td>ENG 101 Basic Composition</td>
<td>3</td>
</tr>
<tr>
<td>One Elective Course from the English or Humanities Departments</td>
<td>3</td>
</tr>
<tr>
<td><strong>Mathematics Requirement</strong></td>
<td></td>
</tr>
<tr>
<td>&quot;MAT 110 Algebra</td>
<td>3</td>
</tr>
<tr>
<td>One Additional course from Mathematics Department</td>
<td>3</td>
</tr>
<tr>
<td><em>(MAT 100 and MAT 101 do not satisfy this requirement.)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Social Science Requirement</strong></td>
<td></td>
</tr>
<tr>
<td>SSI 100 Introduction to Social Science</td>
<td>3</td>
</tr>
<tr>
<td><strong>Accounting and Business Requirement</strong></td>
<td></td>
</tr>
<tr>
<td>AMA 101 Principles of Accounting I</td>
<td>2</td>
</tr>
<tr>
<td>AMA 102 Principles of Accounting II</td>
<td>2</td>
</tr>
<tr>
<td>AMM 101 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td><strong>Cooperative Education Requirement</strong></td>
<td></td>
</tr>
<tr>
<td>Three Internships and Seminars</td>
<td>9</td>
</tr>
<tr>
<td><strong>Data Processing Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>BDP 100 Introduction to Data Processing</td>
<td>3</td>
</tr>
<tr>
<td>BDP 106 Cobol Programming I</td>
<td>3</td>
</tr>
<tr>
<td>BDP 200 Cobol Programming II</td>
<td>3</td>
</tr>
<tr>
<td>BDP 120 System 370/Assembler Language I</td>
<td>3</td>
</tr>
<tr>
<td>BDP 121 System 370/Assembler Language II</td>
<td>3</td>
</tr>
<tr>
<td>BDP 230 Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>BDP 110 Systems Analysis &amp; Design</td>
<td>3</td>
</tr>
<tr>
<td>Data Processing Elective</td>
<td>3</td>
</tr>
<tr>
<td>Choose One: BDP 210 PL/1</td>
<td></td>
</tr>
<tr>
<td>BDP 108 RPG</td>
<td></td>
</tr>
<tr>
<td>BDP 220 Fortran</td>
<td></td>
</tr>
<tr>
<td>BDP 260 Teleprocessing</td>
<td></td>
</tr>
<tr>
<td>BDP 265 Minicomputer Programming</td>
<td></td>
</tr>
<tr>
<td><strong>Electives from Liberal Arts (must include one Intensive)</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>Unrestricted Electives</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Credits:</strong></td>
<td>66</td>
</tr>
</tbody>
</table>

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

**It is recommended that Programming students intending to transfer elect Introduction to Philosophy and Principles of Accounting III in addition to other electives.

Data Processing majors who need additional skill development in reading, writing, and mathematics will be required to take Basic Skill courses. These requirements are not listed in the above program. The number of credits required and the particular courses the students must successfully complete are determined by their scores in the College’s Placement Test (see page 53). When any required Basic Skill courses are taken, they must be included in the student’s program in place of electives.

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td></td>
</tr>
<tr>
<td>ENG 101 Basic Composition</td>
<td>3</td>
</tr>
<tr>
<td>One Elective Course from English or Humanities Departments</td>
<td>3</td>
</tr>
<tr>
<td><strong>Mathematics Requirement</strong></td>
<td></td>
</tr>
<tr>
<td>&quot;MAT 110 Algebra</td>
<td>3</td>
</tr>
<tr>
<td>One Additional course from Mathematics Department</td>
<td>3</td>
</tr>
<tr>
<td><em>(MAT 100 and MAT 101 do not satisfy this requirement)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Social Science Requirement</strong></td>
<td></td>
</tr>
<tr>
<td>SSI 100 Introduction to Social Science</td>
<td>3</td>
</tr>
<tr>
<td><strong>Accounting and Business Requirement</strong></td>
<td></td>
</tr>
<tr>
<td>AMA 101 Principles of Accounting I</td>
<td>2</td>
</tr>
<tr>
<td>AMA 102 Principles of Accounting II</td>
<td>2</td>
</tr>
<tr>
<td>AMM 101 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td><strong>Cooperative Education Requirement</strong></td>
<td></td>
</tr>
<tr>
<td>Three Internships and Seminars</td>
<td>9</td>
</tr>
<tr>
<td><strong>Data Processing Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>BDP 100 Introduction to Data Processing</td>
<td>3</td>
</tr>
<tr>
<td>BDP 106 Cobol Programming I</td>
<td>3</td>
</tr>
<tr>
<td>BDP 120 System 370/Assembler Language I</td>
<td>3</td>
</tr>
<tr>
<td>BDP 230 Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>BDP 275 Computer Operations II</td>
<td>3</td>
</tr>
<tr>
<td>BDP 108 RPG</td>
<td>3</td>
</tr>
<tr>
<td><strong>Data Processing Elective</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Teleprocessing is a recommended Processing elective for computer operations students.</strong></td>
<td></td>
</tr>
<tr>
<td>Electives (Must Include One Intensive)</td>
<td>5</td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
<td>6</td>
</tr>
<tr>
<td>Unrestricted Electives</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits:</strong></td>
<td>66</td>
</tr>
</tbody>
</table>

*Students who have completed a year of Algebra on entry will be placed in Elementary Statistics. It is recommended that students elect an additional course in Statistics.

Data Processing majors who need additional skill development in reading, writing, and mathematics will be required to take Basic Skill courses. These requirements are not listed in the above program. The number of credits required and the particular courses the students must successfully complete are determined by their scores in the College’s Placement Test (see page 53). When any required Basic Skill courses are taken, they must be included in the student’s program in place of electives.
PROGRAM OF STUDY

Accounting/Managerial Studies Department

Accounting Program

The Accounting Program offers a course of study leading to an Associate in Applied Science Degree (A.A.S.). The program offers two distinct patterns of study. Students choose their study pattern according to their post-graduation objectives. Those who have immediate career objectives should follow the Career pattern; students who intend to continue their education at a four-year college should follow the Transfer program. Students without definite post-graduate objectives are advised to follow the Transfer pattern of study.

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

The program of study for students with immediate career objectives upon graduation is tailored to the needs and demands of job opportunities in the general business environment or in specific accounting positions. "Career objective" students are employable in entry level accounting positions in the private business sector and in governmental agencies (at approximately the GS-5 civil service level). Graduates are also qualified to perform many routine auditing and accounting functions on the staffs of public accounting firms.

The program of study for "Transfer objective" students who intend to continue their education at a four-year college enables them to complete many of the Liberal Arts courses required at senior institutions. The "transfer objective" curriculum is intended to enable the students to transfer to a senior college with minimal loss of credit, having attained the skill levels necessary for successful completion of the Bachelor's degree.

ACCOUNTING CURRICULUM—Transfer Pattern (A.A.S. Degree)

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

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

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

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

Business and Accounting Requirements: ...........................
AMA 101, 102, and 103—Principles of Accounting .............. 6
AMM 101—Introduction to Business ................................ 3
AMM 110—Business Law I .......................................... 3
BDP 103—Data Processing Applications I ......................... 2
BDP 104—Data Processing Applications II ....................... 2

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

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

Unrestricted Electives (Transfer objective students should select Liberal Arts courses): ........................................ 12
Total Credits: 66

Note: ENG 112 (Writing for Business) and/or MAT 120 (Elementary Statistics) will be accepted as graduation requirements for this program in lieu of ENG 102 and/or MAT 200. However, the listed requirements will better prepare the student for transfer to a senior college.

Accounting majors needing additional skill development in reading, writing, and mathematics will be required to take Basic Skill courses not included in the above program. These Developmental Skill requirements are determined by the student's score on the College's Placement Test. Any required Basic Skill course must be included in the student's program of study in place of liberal arts electives. For more information on placement in Basic Skills courses see page 52.

ACCOUNTING CURRICULUM—Career Pattern (A.A.S. Degree)

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

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

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

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

Business and Accounting Requirements: ...........................
AMA 101, 102, and 103—Principles of Accounting .............. 6
AMM 101—Introduction to Business ................................ 3
AMM 110—Business Law I .......................................... 3

BDP 103—Data Processing Applications I ......................... 2

Total Credits: 66
In addition, the student must select nine credits from the following:

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

**Electives (must include one intensive):**

- Liberal Arts Electives (from Social Science, Natural and Applied Sciences, English, Mathematics, or Humanities Departments) ........................................ 5
- Unrestricted Electives (Career objective students should select courses from the Accounting/Managerial Studies Department) ......................................... 12

**Total Credits:** 66

**Note:** ENG 102 (Writing Through Literature) and/or MAT 200 (Pre-Calculus) will be accepted as graduation requirements for this program in lieu of ENG 103 and/or MAT 120. However, the listed requirements will better prepare the student for immediate career goals upon graduation. Students needing additional skills development in reading, writing, and mathematics will be required to take certain Basic Skills courses not included in the above program. These Basic Skills requirements are determined by the student’s scores on the College’s Placement Test. Any required Basic Skills course must be included in the student’s program of study in place of liberal arts electives. For more information on placement in Basic Skill courses see page 52.

**BUSINESS ADMINISTRATION PROGRAM (A.S. DEGREE)**

(for students interested in transferring to a senior college)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td></td>
</tr>
<tr>
<td>ENG 101—Basic Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102—Writing Through Literature</td>
<td>3</td>
</tr>
<tr>
<td><strong>Mathematics Requirements:</strong></td>
<td></td>
</tr>
<tr>
<td>MAT 110—Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT 200—Pre-calculus</td>
<td>4</td>
</tr>
<tr>
<td><strong>Cooperative Education Requirements:</strong></td>
<td></td>
</tr>
<tr>
<td>Three internships and Seminars</td>
<td>9</td>
</tr>
<tr>
<td><strong>Social Science Requirements:</strong></td>
<td></td>
</tr>
<tr>
<td>SSE 101—Introductory Economics I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Accounting/Managerial Studies Requirements:**

- **AMA 101**—Principles of Accounting I .................. 2
- **AMA 102**—Principles of Accounting II .................. 2
- **AMA 103**—Principles of Accounting III .................. 2
- **BDP 103**—Data Processing Applications I ............... 2
- **BDP 104**—Data Processing Applications II ............... 2
- **AMM 101**—Introduction to Business ..................... 3
- **AMM 103**—Principles of Management ..................... 3
**Education Associate Program**

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

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

**Education Assistants:** Teaching Reading in the Classroom
Teaching Math in the Classroom
Teaching Reading to Bilingual Children
Language of Behavior

The Education Associate Program at LaGuardia awards the Associate in Arts Degree (A.A.) to those who successfully complete the program. Students are encouraged to pursue their B.A. Degrees at the senior colleges of their choice.

**EDUCATION ASSOCIATE (A.A. Degree)**

English and Humanities Requirements
- ENG 101—Basic Composition ..................................... 3
- One Elective course from the English Department .............. 3
- One Elective course from the Humanities Department .......... 3

Math-Science Requirements
- Structure of the Number System I and II (NEM 103 and NEM 104) ..... 6
- One Elective course from either the Mathematics or Natural and Applied Sciences Departments ................. 3
- (MAT 100 and MAT 101 do not satisfy this requirement.)

Social Science Requirement
- SSI 100—Introduction to Social Science ............................ 3

Cooperative Education Requirements
- Four Internship Seminars. 3 credits each .......................... 12

Educational Associate Curricula
- SSY 101—General Psychology ........................................ 3
- SSS 102—Urban Sociology ........................................... 3
- SSD 210—Philosophical and Social Foundations of Education .... 3
- SSS 120—Principles and Practices of Early Childhood ......... 3
- SSS 260—Sociology of the Family ................................... 3

Psychology:
- SSY 230—Abnormal Psychology or SSY 250—Social Psychology or SSY 260—Group Dynamics: Small Group Processes

Total Credits: 66

**BUSINESS MANAGEMENT PROGRAM (A.A.S. DEGREE)**

(for students interested in immediate career goals upon graduation)

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

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

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

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

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

**Electives (must include one intensive):**
- Liberal Arts Electives (from Social Science, Natural and Applied Sciences, English, Mathematics, or Humanities Departments) ............ 6
- Unrestricted or Business Electives: ............................. 17

Total Credits: 66

Note: ENG 102 (Writing through Literature) and/or MAT 200 (Pre-calculus) will be accepted as graduation requirements for this program in lieu of ENG 112 and/or MAT 100. However, the listed requirements will prepare the student better for transfer to a junior college. Students needing additional skill development in reading, writing, and mathematics will be required to take certain Basic Skill courses not included in the above program. These Basic Skill requirements are determined by the students' scores on the College's Placement Test. Any required Skill course must be included in the students' program of study in place of liberal arts electives. For more information on placement in Basic Skill courses, see page 52.
Education Associate Program—Specialization in Bilingual Education

The Education Associate Program with a Specialization in Bilingual Education awards the Associate Arts Degree (A.A.) to those who successfully complete the program. Students are encouraged to transfer to a Senior College after graduation. Students who apply for admission to the Program are selected by examination in English, Mathematics, and Spanish and by an oral interview.

Classes in major subject areas (Social Science, Psychology, Science, Mathematics) are offered bilingually (in English and Spanish, with a focus on Hispanic culture). In addition, the program provides field-based instruction in bilingual curriculum development and teaching methodology. Students who are not presently working as paraprofessionals will serve three 10-week internships in bilingual schools. Working classroom paraprofessionals may utilize their current placement to fulfill the internship requirement. The internships are accompanied by seminars designed to assist students with problems they encounter in their teaching internships. The seminars available to program participants include the following: Social Science in the Bilingual Program; Realities of your Career Choice; TAR—Bilinguals and the World of Work; and Independent Research.

EDUCATION ASSOCIATE (A.A. Degree)
With a specialization in Bilingual Education

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

| Electives                           | 9       |

<table>
<thead>
<tr>
<th>Math-Science Requirements</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 103 and MAT 104—Structure of the Number Systems I, II*</td>
<td>6</td>
</tr>
<tr>
<td>One elective course from the following:</td>
<td></td>
</tr>
<tr>
<td>MAT 107—Topics in Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>MAT 108—Topics in Physical Sciences</td>
<td></td>
</tr>
<tr>
<td>MAT 109—Topics in Biological Sciences</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Science*</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSI 100 Introduction to Social Science</td>
<td></td>
</tr>
<tr>
<td>SSS 101 General Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following: 3
SSY 102—Urban Sociology
SSY 261—Group Dynamics
SSS 281—Sociology of the Family

<table>
<thead>
<tr>
<th>Cooperative Education Requirements</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three internships and seminars (3 credits each) in Educational Institutions requiring Bilingual Skills</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bilingual Education Associate Curricula*</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUB 101—Introduction to Bilingualism</td>
<td>3</td>
</tr>
<tr>
<td>HUB 102—The Hispanic Child in the Urban Environment; Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HUB 103—Principles and Practices of Bilingual Education</td>
<td>3</td>
</tr>
<tr>
<td>HUB 201—Bilingual Language Arts</td>
<td>2</td>
</tr>
<tr>
<td>HUB 202—Bilingual Instructional Materials</td>
<td></td>
</tr>
<tr>
<td>HUB 203—Classroom Dynamics in the Bilingual School</td>
<td>2</td>
</tr>
</tbody>
</table>

*Taught in Bilingual Mode.
**Students who have had Developmental Psychology I should see Instructor before registering.

<table>
<thead>
<tr>
<th>Electives</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three required courses to be selected from the following:</td>
<td></td>
</tr>
<tr>
<td>THUS 103—Intermediate Spanish</td>
<td></td>
</tr>
<tr>
<td>THUS 105—Spanish for Fluent Speakers</td>
<td></td>
</tr>
<tr>
<td>THUS 201—Advanced Spanish Composition</td>
<td></td>
</tr>
<tr>
<td>THUS 202—Social Themes in Latin American Literature I</td>
<td></td>
</tr>
<tr>
<td>THUS 203—Social Themes in Latin American Literature II</td>
<td></td>
</tr>
<tr>
<td>THUS 270—Literature of the Caribbean</td>
<td></td>
</tr>
</tbody>
</table>

| Total Credits                      | 66      |

*Taught in Spanish only.

Majors needing additional skill development in reading and writing will be required to take Basic Skill courses. These requirements are not included in the above program. The number of credits required and the particular courses the student must successfully complete are determined by the scores on the College's Placement Test. Any required Basic Skill courses must be included in the students' program in place of unrestricted electives.
Human Services Program

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

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

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

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

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

HUMAN SERVICES—CHILD DEVELOPMENT CONCENTRATION
(Liberal Arts A.A. Degree with Specialization in Human Services)

<table>
<thead>
<tr>
<th>English and Humanities Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101—Basic Composition</td>
<td>3</td>
</tr>
<tr>
<td>HUA 101—Introduction to Art</td>
<td>3</td>
</tr>
<tr>
<td>HUM 101—Introduction to Music</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math-Science Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 103—Structure of the Number System</td>
<td>3</td>
</tr>
<tr>
<td>SCB 101—Topics in Biological Sciences</td>
<td>3</td>
</tr>
<tr>
<td>SCP 101—Topics in Physical Sciences</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Science Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSI 100—Introduction to Social Science</td>
<td>3</td>
</tr>
<tr>
<td>SSY 101—General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SSY 240—Developmental Psychology I: Childhood</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cooperative Education Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six Part-Time Internships, 1½ credits each</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Human Services Core Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC 101—Orientation to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HSC 102—Principles in Human Relations</td>
<td>3</td>
</tr>
<tr>
<td>HSC 103—Community Dynamics: Impact on Human Services (Usually offered as an Intensive)</td>
<td>3</td>
</tr>
</tbody>
</table>

(If students do not take an Intensive within their program requirements, one of their elective courses must be an Intensive.)

<table>
<thead>
<tr>
<th>Child Development Concentration Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSD 110—Developmental Activities for Young Children in Social Living</td>
<td>3</td>
</tr>
<tr>
<td>HSD 111—Developmental Activities for Young Children in Language</td>
<td>2</td>
</tr>
<tr>
<td>HSD 112—Developmental Activities for Young Children in Mathematical Understandings</td>
<td>2</td>
</tr>
<tr>
<td>HSD 113—Developmental Activities for Young Children in Scientific Attitudes and Concepts</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives (Departments of Natural and Applied Sciences, Mathematics, English, Humanities, and Social Science)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts Electives*</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Credits: 66

*Human Services majors who need additional skill development in reading, writing, and mathematics will be required to take Basic Skill courses. These requirements are not listed in the above program. The number of credits required and the particular courses the students must successfully complete are determined by their scores in the College's Placement Test (see page 53). When any required Basic Skill courses are taken, they must be included in the student's program in place of electives.
HUMAN SERVICES—MENTAL HEALTH CONCENTRATION
(Liberal Arts A.A. Degree with Specialization in Human Services)

English and Humanities Requirements

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

Math-Science Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCB 101—Topics in Biological Sciences (Students may substitute SCB 203, 204 Fundamentals of Human Biology I, II; or SCB 204 by permission of the Chairperson of the Department of Natural and Applied Sciences on the recommendation of the Chairperson of the Human Services Department)</td>
<td>6</td>
</tr>
<tr>
<td>One additional course from the Departments of Mathematics or Natural and Applied Sciences</td>
<td>3</td>
</tr>
</tbody>
</table>

Social Science Requirements

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

Cooperative Education Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six part-time Internships, 1½ credits each</td>
<td>9</td>
</tr>
</tbody>
</table>

Human Services Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>HSC 102—Principles in Human Relations</td>
<td>3</td>
</tr>
<tr>
<td>HSC 103—Community Dynamics: Impact on Human Services (Usually offered also as an Intensive)</td>
<td>3</td>
</tr>
</tbody>
</table>

Mental Health Concentration Courses

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

Electives

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

Total Credits: 66

*Human Services majors who need additional skill development in reading, writing, and mathematics will be required to take Basic Skill courses. These requirements are not listed in the above program. The number of credits required and the particular courses the student must successfully complete are determined by their scores in the College's Placement Test (see page 53). When any required Basic Skill courses are taken, they must be included in the students program in place of electives.

Occupational Therapy Assistant Program (Offered through the Department of Natural and Applied Sciences)

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

This is an approved program of the American Occupational Therapy Association and leads to eligibility for the certification examination.

OCCUPATIONAL THERAPY ASSISTANT (A.S. Degree)

English Requirement

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

Cooperative Education Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Arts as Therapy or waiver</td>
<td>3</td>
</tr>
<tr>
<td>SCO 290—Clinical Placement in Psychosocial Dysfunction</td>
<td>3</td>
</tr>
<tr>
<td>SCO 291—Clinical Placement in Physical Dysfunction</td>
<td>3</td>
</tr>
</tbody>
</table>

Occupational Therapy Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCO 201—Occupational Therapy: Theory and Practice in Psychosocial Dysfunction</td>
<td>3</td>
</tr>
<tr>
<td>SCO 202—Occupational Therapy: Theory and Practice in Physical Dysfunction</td>
<td>3</td>
</tr>
<tr>
<td>SCO 230—Functional Pathology</td>
<td>3</td>
</tr>
<tr>
<td>SCN 195—Community Health Intensive</td>
<td>2</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCO 210—General Crafts, Textiles and Leather</td>
<td>3</td>
</tr>
<tr>
<td>SCO 211—Wood and Ceramics</td>
<td>3</td>
</tr>
<tr>
<td>SCO 212—Life Tasks</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts Electives (from any department)</td>
<td>11</td>
</tr>
</tbody>
</table>

*Occupational Therapy majors needing additional skills development in reading, writing and mathematics will be required to take Basic Skill courses. These requirements are not included in the above program. The number of credits required and the particular courses the students must successfully complete are determined by their scores on the College's Placement Test. Any required Basic Skill courses must be included in the student's program in place of electives. For more information on placement in Basic Skill courses see page 52.
Mortuary Science Program (Department of Natural and Applied Sciences)

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

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

Students spend their first year at LaGuardia completing 33 liberal arts credits. The second year of the program is taught at AAMI, where the necessary practical training and coursework in Mortuary Science are completed. At the end of the second year at AAMI, students have earned an additional 33 credits, completing the requirements for an Associate in Applied Science Degree.

Following receipt of the Degree from LaGuardia Community College, the graduates serve one-year residencies at funeral homes. Upon completion of the residency, the graduate is qualified to take the New York State licensing examination.

Counseling and financial aid services are available to the students during both years in the program. During their first year at LaGuardia students pay all tuition and fees to the College bursar; during the second year at AAMI, students pay AAMI tuition charges to the AAMI bursar.

MORRATORY SCIENCE PROGRAM (A.A.S. DEGREE)

English and Humanities Requirements
ENG 101—Basic Composition ........................................ 3
HUC 101—Oral Communication ....................................... 3

Social Science Requirements
SSI 100—Introduction to Social Science .......................... 3
SSY 101—General Psychology ....................................... 3

Business and Accounting Requirements
AMM 150—Small Business Management .......................... 3
AMA 101—Accounting I .............................................. 2

Natural and Applied Science Requirements
SCC 101—Topics in Chemistry .................................... 3
SCB 201-202—Fundamentals of Biology I, II ..................... 8

Math Requirements
MAT 101—Basic Math II ............................................. 11

Unrestricted Electives (Depending on Developmental Skills Level) ........................................... 2

Total Credits: 66

**Mortuary Science majors needing additional skill development in reading, writing, and mathematics will be required to take Basic Skill courses. These requirements are not included in the above program. The number of credits required and the particular courses the student must successfully complete are determined by scores on the College's Placement Test. Any required Basic Skill courses must be included in the student's program in place of electives. For more information on placement in Basic Skill courses see page 52.

Liberal Arts Program

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

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

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

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

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

Course descriptions for the Humanities Department can be found on pages 123-139.

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

Course descriptions for the English Department can be found on pages 102-109.

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

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

The goals of the Department’s faculty are:

(1) To foster in students an awareness of the decisions that shape and control their lives, and to provide the tools and knowledge that are prerequisites to achieving active participation in those decisions.

(2) To provide students with the bases for understanding the major social dimensions of their environment: (a) individual growth and development; (b) institutions in urban society; and (c) comparative cultures.

(3) To develop in students appropriate techniques and skills that are basic to the social sciences, and that will enable them to understand the dynamics and context of both their work experience and urban society.

Course descriptions for the Social Sciences Department can be found on pages 110-119.

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

The general goals of the Natural Science curriculum are:

(1) To enable students in the business and liberal arts areas to increase their understanding of the role of science in today’s society, while obtaining transferable laboratory science credits.

(2) To give students with a deeper interest in science an opportunity for more extensive investigation of the different natural science areas.

(3) To provide a foundation for students interested in health careers.

(4) To provide science courses of general interest.

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

Course descriptions for the Natural and Applied Sciences Department and Occupational Therapy can be found on pages 96-100.

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

The mathematics curriculum accomplishes two major goals:

(1) It provides students in career and liberal arts programs with the
skills they need to succeed in the fields of their choice.

(2) It provides students with the opportunity to gain a deeper understanding of the realities of mathematics that are beyond mere computation, realities that define the nature of the world we inhabit.

Course descriptions for the Mathematics Department can be found on pages 119-122.

LIBERAL ARTS AND SCIENCE (A.A. Degree)

English Requirements

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

English and/or Humanities Requirement

Elective courses

(ENG 100 does not satisfy this requirement)

Social Science Requirements

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

Math-Science Requirements

Elective courses from the Departments of Natural and Applied Science and/or Mathematics

(MAT 100 and MAT 101 do not satisfy this requirement)

Cooperative Education

Three Internships, 3 credits each

**Total Credits: 66**

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

*One of the elective courses must be an intensive.

**Liberal Arts majors needing additional skill development in reading, writing, and mathematics will be required to take Basic Skill courses. These requirements are not included in the above program. The number of credits required and the particular courses the student must successfully complete are determined by scores on the College's Placement Test. Any required Basic Skill courses must be included in the student's program in place of electives. For more information on placement in Basic Skill courses see page 52.

LIBERAL ARTS AND SCIENCE (A.S. Degree)

This is a program recommended but not required for students who plan to transfer to a senior college after graduation and continue their education in a science, health or engineering curriculum. In all cases, students are advised to consult with their counselors on the specific details of the A.S. Degree programs. There are four suggested course sequences which will fulfill the requirements for the Liberal Arts and Science A.S. Degree. They include Mathematics, Chemistry, Physics and pre-Engineering, and Biology and Health Sciences.

PHYSICS AND PRE-ENGINEERING*

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

English and/or Humanities (ENG 100 not included)

Social Science Requirements

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

Mathematics Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 201 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 202 Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 203 Calculus III</td>
<td>4</td>
</tr>
</tbody>
</table>

Natural and Applied Science Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BDP 220 Fortran Processing</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credits: 66**

BIOLOGY AND HEALTH SCIENCES*

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

English and/or Humanities (ENG 100 not included)

Social Science Requirements

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

Mathematics Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 100 Algebra</td>
<td>3</td>
</tr>
</tbody>
</table>

Natural and Applied Science Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BDP 220 Fortran Processing</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credits: 66**

*Liberal Arts majors needing additional skill development in reading, writing, and mathematics will be required to take Development Skill courses. These requirements are not included in the above program. The number of credits required and the particular courses the student must successfully complete are determined by scores on the College's Placement Test. Any required Basic Skill courses must be included in the student's program in place of electives. For more information on placement in Basic Skill courses see page 52.
### COURSE DESCRIPTIONS

#### Cooperative Education
**CEP 000 COOPERATIVE EDUCATION 3 credits**

This course includes both a full-time internship (for the entire quarter) and the internship seminar. All full-time day students, as well as all Extended Day Students in the Occupational Therapy and Bilingual Education curricula, register for this course three times in order to fulfill the Cooperative Education requirement for graduation. Students need a permit to register, which is available from their Co-op Adviser. Students register with their Co-op Adviser for the Internship Seminars, which include the following:

#### First Internship Seminar

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

#### Second Internship Seminar

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

*This means that the student is typically committed to the full time working hours of the internship placement (normally 35 hours per week), plus the class session and preparation requirements of the internship seminar.

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

Any required Basic Skill courses must be included in the student’s program in place of electives. For more information on placement in Basic Skill courses see page 52.
Third Internship Seminar

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

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

Department of Communication Skills

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

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

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

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

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

Department of Secretarial Science

SEC 100 STENOGRAPHY I, GREGG 4 periods, 2 credits
Prerequisite: None
Students who have not previously studied shorthand receive an intensive presentation of the basic theory of Gregg Shorthand, Diamond Jubilee series. At the conclusion of the quarter, students are expected to have mastered the basic principles and to have acquired a writing speed of 40 words a minute and the ability to read shorthand from textbook plates and homework notes.

SEC 101 STENOGRAPHY I, PITMAN 4 periods, 2 credits
Prerequisite: None
Students who have studied Pitman Shorthand for at least six months but less than two years will receive an intensive review and reinforcement of Pitman Shorthand theory. Students are expected to master the basic principles of the system, attain a writing speed of at least 40 words a minute, and read fluently from textbook plates and homework notes.

SEC 102 STENOGRAPHY I, MACHINE 4 periods, 2 credits
Prerequisite: None
A presentation of the basic keyboard of the stenographic machine known as "Touch Shorthand." In addition to keyboard theory, correct stroking technique, practice in rapid reading of touch notes, and abbreviations are emphasized. Final speed goal is 40 words a minute.

SEC 103 STENOGRAPHY I, ABC 4 periods, 2 credits
Prerequisite: None
A presentation of the basic theory of the Landmark ABC shorthand system. Students are expected to master the basic principles of the system, attain a writing speed of at least 40 words a minute, and to read fluently from textbook plates and homework notes. (Not available for Legal Option.)

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

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

SEC 111 STENOGRAPHY II, PITMAN 4 periods, 2 credits
Prerequisites: SEC 101 or equivalent and ENG 100, if required

SEC 112 STENOGRAPHY II, MACHINE 4 periods, 2 credits
Prerequisites: SEC 102 or equivalent and ENG 100, if required

SEC 113 STENOGRAPHY II, ABC 4 periods, 2 credits
Prerequisites: SEC 103 or equivalent and ENG 100, if required
This course is a review of the basic principles of Gregg, Pitman, Machine, or ABC Shorthand and provides for speedbuilding in both reading and writing of shorthand. Final writing speed goal is 60 words a minute. Pre-transcription drills are commenced in preparation for typewritten transcription.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Duration</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEC 120</td>
<td>STENOGRAPHY III, GREGG</td>
<td>4 periods</td>
<td>2 credits</td>
<td>SEC 110 or equivalent</td>
</tr>
<tr>
<td>SEC 121</td>
<td>STENOGRAPHY III, PITMAN</td>
<td>4 periods</td>
<td>2 credits</td>
<td>SEC III or equivalent</td>
</tr>
<tr>
<td>SEC 122</td>
<td>STENOGRAPHY III, MACHINE</td>
<td>4 periods</td>
<td>2 credits</td>
<td>SEC 112 or equivalent</td>
</tr>
<tr>
<td>SEC 123</td>
<td>STENOGRAPHY III, ABC</td>
<td>4 periods</td>
<td>2 credits</td>
<td>SEC 113 or equivalent</td>
</tr>
<tr>
<td>SEC 140</td>
<td>TYPEWRITING I</td>
<td>4 periods</td>
<td>2 credits</td>
<td>None</td>
</tr>
<tr>
<td>SEC 141</td>
<td>TYPEWRITING II</td>
<td>4 periods</td>
<td>2 credits</td>
<td>SEC 140 or equivalent</td>
</tr>
<tr>
<td>SEC 142</td>
<td>TYPEWRITING III (SPECIALIZED DOCUMENTS)</td>
<td>3 periods</td>
<td>2 credits</td>
<td>SEC 141 or equivalent</td>
</tr>
<tr>
<td>SEC 145</td>
<td>INTRODUCTION TO WORD PROCESSING</td>
<td>4 periods</td>
<td>2 credits</td>
<td>SEC 141 or equivalent</td>
</tr>
<tr>
<td>SEC 200</td>
<td>OFFICE TECHNIQUES AND TRENDS</td>
<td>4 periods</td>
<td>2 credits</td>
<td>SEC 140 or equivalent</td>
</tr>
<tr>
<td>SEC 210</td>
<td>TRANSCRIPTION I, GREGG</td>
<td>8 periods</td>
<td>4 credits</td>
<td>SEC 120, SEC 141 or equivalents</td>
</tr>
<tr>
<td>SEC 211</td>
<td>TRANSCRIPTION I, PITMAN</td>
<td>8 periods</td>
<td>4 credits</td>
<td>SEC 121, SEC 141 or equivalents</td>
</tr>
<tr>
<td>SEC 215</td>
<td>TRANSCRIPTION I, ABC</td>
<td>8 periods</td>
<td>4 credits</td>
<td>SEC 123, SEC 141 or equivalents</td>
</tr>
<tr>
<td>SEC 216</td>
<td>TRANSCRIPTION II, GREGG</td>
<td>8 periods</td>
<td>4 credits</td>
<td>SEC 210</td>
</tr>
<tr>
<td>SEC 221</td>
<td>TRANSCRIPTION II, PITMAN</td>
<td>8 periods</td>
<td>4 credits</td>
<td>SEC 211</td>
</tr>
<tr>
<td>SEC 225</td>
<td>TRANSCRIPTION II, ABC</td>
<td>8 periods</td>
<td>4 credits</td>
<td>SEC 215</td>
</tr>
<tr>
<td>SEC 212</td>
<td>LEGAL STENOGRAPHY I, GREGG</td>
<td>8 periods</td>
<td>4 credits</td>
<td>SEC 120, SEC 141, AAM 110 or equivalents</td>
</tr>
<tr>
<td>SEC 213</td>
<td>LEGAL STENOGRAPHY I, PITMAN</td>
<td>8 periods</td>
<td>4 credits</td>
<td>SEC 121, SEC 141, AAM 110 or equivalents</td>
</tr>
</tbody>
</table>

This course is designed to cover non-stenographic specializations requiring technical competency for employable job performance. Students will have opportunities to develop command of related business skills such as telephone techniques, mail procedures, filing and duplicating processes, machine transcribers, office machines and office organization. This course should be taken prior to the first internship.

This final course in stenographic training brings students to a professional level of competence. Stenographic dictation at 110 words a minute, typewriting speed of 55-60 words a minute, and transcription rate of 25-35 words a minute are the end goals for this course. Office style dictation is included and emphasis is placed on production of accurate, attractive, correctly proofread transcripts, ready for signature. In the Extended Day program this course is offered over two sequential quarters. Students enrolling for the course in the Extended Day must complete both quarters in order to receive credit for the course.

This course is designed to provide basic training in the preparation of legal documents and letters. Emphasis will be on stenographic aspects of such documents, but common legal forms will also be used.
SEC 214  LEGAL STENOGRAPHY I, MACHINE  8 periods, 4 credits  
PrerequIsites: SEC 122, SEC 141, AAM 110 or equivalents  
Corequisite: SEC 230

SEC 222, 223, 224  LEGAL STENOGRAPHY II  8 periods, 4 credits  
This course is designed to provide additional training in the preparation of legal documents and letters, building upon the work completed during the first quarter. Emphasis will be on stenographic aspects of such documents, but common legal forms will also be used.

SEC 222  LEGAL STENOGRAPHY II, GREGG  8 periods, 4 credits  
PrerequIsites: SEC 212, SEC 230 or equivalents  
Corequisite: SEC 240

SEC 223  LEGAL STENOGRAPHY II, PITMAN  8 periods, 4 credits  
PrerequIsites: SEC 213, SEC 230 or equivalents  
Corequisite: SEC 240

SEC 224  LEGAL STENOGRAPHY II, MACHINE  8 periods, 4 credits  
PrerequIsites: SEC 214, SEC 230 or equivalents  
Corequisite: SEC 240

SEC 230  LEGAL VOCABULARY I, GREGG, PITMAN, MACHINE  3 periods, 3 credits  
PrerequIsites: Stenography III, SEC 141, AAM 110 or equivalents  
Corequisite: Legal Stenography I  
This course is designed to provide the student with the vocabulary and background information required to prepare legal documents. Stenographic rendition, development of dictation speed, spelling, and punctuation will be stressed.

SEC 240  LEGAL VOCABULARY II, GREGG, PITMAN, MACHINE  3 periods, 3 credits  
PrerequIsite: SEC 230  
Corequisite: Legal Stenography II  
This course is a continuation of Legal Vocabulary I. It includes more advanced terminology and legal documents, further development of dictation speed, and continued exercises in spelling and punctuation.

Department of Data Processing

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

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

BDP 200  COBOL PROGRAMMING II  4 periods, 3 credits  
PrerequIsite: BDP 106  
This is an advanced course for students majoring in data processing. The course broadens the study of the COBOL language to include the handling of tape and disk files and the use of table structures. Students write and document programs involving the use of these techniques. The subject matter is woven into the business environment and experience with a variety of applications involving inventory control, accounting, payroll and personnel records.

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

BDP 121  SYSTEM/370 ASSEMBLER LANGUAGE II  4 periods, 3 credits  
PrerequIsite: BDP 120  
This course is designed to provide additional knowledge of Assembler Language Programming techniques with emphasis on the following areas: looping and indexing; data conversion; translate and editing operations; subroutine and subprogram linkages; input/output operations; introduction to macroinstructions; data set creation and updating using appropriate ALP macros (sequential and indexed sequential organization).

BDP 103  DATA PROCESSING APPLICATIONS I  4 periods, 2 credits  
PrerequIsite: AMA 101  
This course is a general introduction to electronic data processing for students in Accounting, Business Administration or Business Management. Various computerized applications such as accounts receivable, inventory, sales analysis and payroll are analyzed. The laboratory portion of the course allows the student to receive "hands-on" experience as a "user" of computerized accounting packages.

BDP 104  DATA PROCESSING APPLICATIONS II  4 periods, 2 credits  
PrerequIsite: BDP 103 and AMA 102  
A continuation of BDP 103. The student will study CPU concepts of data communication systems and minicomputers: the latest state of the art for data entry including point of sale technology; and an introduction to COBOL programming.
During the laboratory portion of the course, the student will continue to gain experience in the use of a computerized Accounting "package" as well as design, code and debug Accounting Application programs.

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

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

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

BDP 290  COMPUTER ELECTRONICS  6 periods, 4 credits
Prerequisite:  None
This is a fundamental course in digital electronics and electricity, which will provide a basis for further study and concentration in computer maintenance and repair. Among the topics to be considered are Logic and Boolean Algebra, Direct Current Series & Parallel Circuits, Diodes & Transistors, Arithmetic Circuits and Electronic Measurements Theory. The laboratory portion of the course will include a Logic Trainer, The Cathode Ray Oscilloscope and the Volt Meter.

BDP 270  COMPUTER OPERATIONS I  4 periods, 3 credits
Prerequisite:  BDP 100
The study of the operation of computer systems with special attention given to computer organization, operation of peripheral units and terminals, and scheduling and documentation. The students will be required to demonstrate their operational and organizational skills at the Computer Center.

BDP 275  COMPUTER OPERATIONS II  4 periods, 3 credits
Prerequisite:  BDP 270
The study of the operation of computer systems and the utilization by the operator of assembler language, operating system commands, and utility programs in loading, executing, and diagnosing system faults of jobs run in a typical production environment. The students will demonstrate their operational skills on IBM 367/370 series computer equipment.

BDP 230  OPERATING SYSTEMS  4 periods, 3 credits
Prerequisites:  BDP 106 and BDP 120
This is an advanced course designed to introduce the facilities of the computer operating system to the student. It includes the definition and objectives of an operating system and a detailed description of Job Management. Task Management and Data (Information) Management. There is heavy emphasis on using the control language (JCL) of the IBM Computer, including the use of multiple step job stream and catalog procedures. Topics included are the JOB, EXEC, DD, FPROC, PEND, DELIMITER and NULL and comments statements and the various parameters used on these statements, instream procedures and use of the IBM utilities IEBGENER, IEBPTPCH to create and retrieve disk data sets.

BDP 210  PL/I PROGRAMMING  4 periods, 3 credits
Prerequisite:  BDP 100
In this course a student will learn the rules and structure of this higher level programming language. It will be assumed that the student already has some familiarity with compiler-oriented languages, and therefore will be expected to program and document problems of a more complicated nature than in earlier data processing courses. The student will be encouraged to learn how to read core dumps to find out where the "bugs" are. Each student will proceed at his/her own pace, thereby simulating conditions in commercial data processing installations.

BDP 220  FORTRAN PROGRAMMING  4 periods, 3 credits
Prerequisite:  BDP 100
This course introduces the student to the FORTRAN programming language, which is used primarily in the fields of mathematics and science. Topics covered include definition of constants, variables and expressions, real and integer arithmetic, input/output, control statements, looping, arrays and subprograms.

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

BDP 110  SYSTEMS ANALYSIS AND DESIGN  4 periods, 3 credits
Prerequisite:  BDP 120
The analysis of existing manual and electronic data processing systems and the design of computer based systems to replace them, with consideration given to organizational structures, form design, file design, data structures, scheduling, operations research techniques and hardware and software organization. Actual and simulated case studies will be utilized. The student will program and document a comprehensive systems study.
BDP 260  INTRODUCTION TO TELEPROCESSING  4 periods, 3 credits  
Prerequisite:  BDP 120  
This course examines the area of data transmission and how it is used to communicate with the computer. Topics covered include the nature of the communication links and of the hardware attached to them; common carriers and their services; configuring data communication systems including a description of the codes, modems, terminals, software and methods of line organization. Both a project and a case study are integral elements of the course and are carried out as a part of laboratory assignments.

BDP 265  MINICOMPUTER PROGRAMMING  4 periods, 3 credits  
Prerequisite:  BDP 120  
This course will introduce the student to the special attributes of minicomputers and to the particular applications for which minicomputers are appropriate. The student will write programs for the Data General Nova 1/2 Minicomputer and will learn both hardware and software systems.

Department of Accounting/Managerial Studies

AMA 101  PRINCIPLES OF ACCOUNTING I  4 periods, 2 credits  
Prerequisite:  CSE 101 and MAT 100 (or waiver)  
Corequisite:  HUC 100 (or waiver)  
This course introduces the student to the entire accounting cycle as illustrated by service and merchandising concerns using the single proprietorship form of business organization. The course reviews the fundamental concepts and techniques of recording transactions in special journals, summarizing the transactions, adjusting and closing the accounts, and the preparation of financial statements. The student is also introduced to deferrals and accruals and their relationship to periodic reports.

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

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

AMA 104  MINICOMPUTER PROGRAMMING  4 periods, 3 credits  
Prerequisite:  BDP 120  
This course will introduce the student to the special attributes of minicomputers and to the particular applications for which minicomputers are appropriate. The student will write programs for the Data General Nova 1/2 Minicomputer and will learn both hardware and software systems.

AMA 105  PRINCIPLES OF ACCOUNTING IV  4 periods, 2 credits  
Prerequisite:  AMA 103  
This course continues the study of the concepts and principles of the corporate form of business organization and includes such topics as: the nature and formation of a business corporation; stock transactions; elements affecting retained earnings; long-term liabilities and investments in stocks and bonds. Basic theoretical concepts and principles are also explored and related to accounting practice. The second part of the course introduces the student to the accounts and statements used by manufacturing concerns; cost and revenue relationships as well as reports and analysis used by management for decision purposes; the need for, preparation of, and use of the statement of changes in financial position; and basic analytical procedures and tools available for financial statement analysis.

AMA 106  MINICOMPUTER PROGRAMMING  4 periods, 3 credits  
Prerequisite:  BDP 120  
This course will introduce the student to the special attributes of minicomputers and to the particular applications for which minicomputers are appropriate. The student will write programs for the Data General Nova 1/2 Minicomputer and will learn both hardware and software systems.

AMA 107  PRINCIPLES OF ACCOUNTING V  4 periods, 2 credits  
Prerequisite:  AMA 106  
The first part of the course examines accounting techniques and principles of the corporate form of business organization and includes such topics as: the nature and formation of a business corporation; stock transactions; elements affecting retained earnings; long-term liabilities and investments in stocks and bonds. Basic theoretical concepts and principles are also explored and related to accounting practice. The second part of the course introduces the student to the accounts and statements used by manufacturing concerns; cost and revenue relationships as well as reports and analysis used by management for decision purposes; the need for, preparation of, and use of the statement of changes in financial position; and basic analytical procedures and tools available for financial statement analysis.

AMA 108  MINICOMPUTER PROGRAMMING  4 periods, 3 credits  
Prerequisite:  BDP 120  
This course will introduce the student to the special attributes of minicomputers and to the particular applications for which minicomputers are appropriate. The student will write programs for the Data General Nova 1/2 Minicomputer and will learn both hardware and software systems.

AMA 109  PRINCIPLES OF ACCOUNTING VI  4 periods, 2 credits  
Prerequisite:  AMA 108  
The first part of the course examines accounting techniques and principles of the corporate form of business organization and includes such topics as: the nature and formation of a business corporation; stock transactions; elements affecting retained earnings; long-term liabilities and investments in stocks and bonds. Basic theoretical concepts and principles are also explored and related to accounting practice. The second part of the course introduces the student to the accounts and statements used by manufacturing concerns; cost and revenue relationships as well as reports and analysis used by management for decision purposes; the need for, preparation of, and use of the statement of changes in financial position; and basic analytical procedures and tools available for financial statement analysis.
AMM 101 INTRODUCTION TO BUSINESS 3 periods, 3 credits
Prerequisite: CSE 101 and ENG 100 (or waiver)
Corequisite: HUC 100 (or waiver)
An introductory course designed to acquaint the student with the role of business in our economy, the forms of organization, and the various business functions such as management, personnel, marketing, and finance. Career opportunities in the business world are also explored. This course should be taken prior to any other Business courses.

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

AMM 103 PRINCIPLES OF MANAGEMENT 3 periods, 3 credits
Prerequisite: AMM 101
An analysis of the role of the manager and the functions of management in an enterprise. Consideration is given to the interlocking nature of these functions and the principles which are the basis for the practice of management. Attention is given to the impact of the external environment on the development of the managerial role and on managerial practice. This course is required for Business Administration and Management students prior to their first internships.

AMM 104 PRINCIPLES OF MARKETING 3 periods, 3 credits
Prerequisite: AMM 101
This course explores the vital role of marketing in our economy. The factors of consumer behavior and motivation are covered to provide an understanding of market planning. The system of distribution of goods from producer to consumer is discussed by relating theory to actual case histories.

AMM 105 PRINCIPLES OF INSURANCE 3 periods, 3 credits
Prerequisite: AMM 101
The course covers the nature of risk and risk bearing, functions of insurance organizations, the fundamentals of insurance contracts, the major types of insurance and the basic laws covering insurance policies. It is designed for the student as an individual and as a prospective business manager.

AMM 106 PRINCIPLES OF RETAILING MANAGEMENT 3 periods, 3 credits
Prerequisite: AMM 101
An introductory course dealing with basic retail principles and merchandising practices. Retail store organization and operations in large and small establishments are explored.

AMM 107 PRINCIPLES OF REAL ESTATE 3 periods, 3 credits
Prerequisite: AMM 101, AMM 110
This course covers the social and economic impact of real estate, the nature and instruments of property rights, various types and aspects of property ownership, real estate brokerage operations, and discussion of urban planning needs. Those students who are interested in taking the New York State examination for the Real Estate Salesman license will receive additional assignments geared toward that examination.

AMM 110 BUSINESS LAW I 3 periods, 3 credits
Prerequisite: CSE 101 and ENG 100 (or waiver)
Corequisite: HUC 100 (or waiver)
This course introduces the student to the areas of "Law and Society" and "contracts." The course will encompass sources of the law, legal rights of individuals, the federal, state, and city judicial systems, criminal and tort law as it relates to business problems, contractual capacity, offer and acceptance, consideration, legality, form of contract, assignments, fraud, discharge, breach of contract, and damages.

AMM 111 BUSINESS LAW II 3 periods, 3 credits
Prerequisite: AMM 110
This course encompasses agency-creation and termination, principal and agent, personal property, bailments, sales, franchises, warranties, product liability, consumer protection, secured transactions, partnerships and corporations.

AMM 115 BASICS OF ADVERTISING 3 periods, 3 credits
Prerequisite: AMM 101
This course gives a broad overview of advertising, its role 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.

AMM 120 OFFICE & PERSONNEL MANAGEMENT 3 periods, 3 credits
Prerequisite: CSE 101 and ENG 100 (or waiver)
Corequisite: HUC 100 (or waiver)
This course, designed for Secretarial Science majors, is an introduction to the principles and practices of office management including such topics as space and equipment layout for efficient workflow, selection, training and supervision of personnel, psychology of human relations and control of operating costs. Particular emphasis is placed upon the scientific analysis of such office procedures as purchasing and correspondence.

AMM 121 PERSONNEL ADMINISTRATION 3 periods, 3 credits
Prerequisite: AMM 101
An introduction to the principles and practices of personnel administration including such topics as the personnel management system recruitment, selection, training and development of employees, management-labor relations, renumeration and security, evaluation methods and leadership development. Particular emphasis is placed upon the analysis of leadership and supervision.

AMM 150 ORGANIZING AND OPERATING A SMALL BUSINESS 3 periods, 3 credits
Prerequisite: AMM 101 and 103 (or approval of Chairperson)
This course is an introduction to the principles and practices of selling as a profession including such topics as the sales job, the sales environment, the sales process, and sales training. The dominant theme is professionalism and contemporary selling.
AMH 105 HOSPITAL ADMINISTRATION 3 periods, 3 credits
Prerequisites: AMM 101 and AMM 103
This course introduces the student to the principles and practices of planning and operations, as well as the procedures basic to the successful fusion of clinical and administrative services of hospitals. It is open to all interested students but is specifically designed as an option for Business Administration majors intending to pursue further study at a senior college in the health administration field.

AMH 115 LEGAL ASPECTS OF HEALTH CARE 3 periods, 3 credits
Prerequisites: AMM 101 and AMM 110
This course introduces the student to legal aspects of health care including the rights of patients, legal remedies, types and sources of laws governing hospitals, health insurance programs, and other related topics. It may be taken as an elective but is specifically designed as an option for Business Administration majors who intend to pursue further study in the health administration field at a senior college.

Department of Human Services

Human Services Core Curriculum*

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

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

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

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

Child Development Curriculum

HSD 000 COOPERATIVE EDUCATION, CHILD DEVELOPMENT
1/2 credits
Prerequisites: HSC 101 and HSC 102; or current employment in an approved child development setting
The cooperative education program for Human Service students consists of 13-week part-time internships for each of six quarters with coordinated internship seminars. Students learn to interrelate practice with theory through the internship taken each quarter along with other Human Service courses.

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

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

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

*Human Services Core Courses (HSC 101, 102, and 103) are available as electives to all College students.
HSM 000 COOPERATIVE EDUCATION, MENTAL HEALTH
1 ½ credits
Prerequisites: HSC 101 and HSC 102; or current employment in an approved mental health setting.
The Cooperative Education program for Human Service students consists of 13-week part-time internships for each of six quarters with coordinated internship seminars. Students learn to interrelate with theory through the internship taken each quarter along with other Human Services courses.

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

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

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

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

Human Services Electives*

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

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

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

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

Biology Courses

SCS 100  TOPICS IN ECOLOGY  4 periods, 2 lectures, 2 labs, 3 credits
Prerequisite:  CSE 101
A study of the scientific method, origin and organization of life, reproduction and ecology. The relevance of modern biological theory to human life in particular areas (urban pollution, population control, etc.) will be emphasized.

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

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

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

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

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

SCB 203:  Chemistry of life, the cell, skeletal, muscular and circulatory systems (Fall, Winter)

SCB 204:  Nervous, endocrine, respiratory, digestive, excretory and reproductive systems. (Winter, Spring)

Chemistry

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

SCC 140:  BIOLOGICAL CHEMISTRY
4 periods, 2 lectures, 2 labs, 3 credits
Prerequisite:  CSE 101 or waiver; MAT 100 or waiver
An introduction to the chemical basis of life. Topics will include an introduction to basic chemical principles, atomic structure, bond formation, and structure and mechanisms in organic and biochemical systems. These will be related to the basic life processes of reproduction, development, growth, nutrition and health.

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

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

SCC 202:  Solutions, acid-base theory, chemical equilibrium, electrochemistry; (Spring, Summer)

Physics

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

SCP 120  CONCEPTS IN ELECTRICITY
4 periods, 2 lectures, 2 labs, 3 credits (Offered during Fall and Winter only)
Prerequisites:  MAT 101 or waiver; CSE 101
A basic course covering theoretical and applied concepts in electricity and magnetism. Topics include basic electric currents and circuits; magnets and electromagnetism. Demonstration of these concepts in the laboratory will be stressed.
SCP 201, 202 FUNDAMENTALS OF PHYSICS I, II
3 periods, 1 recitation, 2 lab periods (each quarter), 4 credits
Prerequisites:
For SCP 201: CSE 103 or equivalent, MAT 110 or consent of instructor
For SCP 202: SCP 201
A two-quarter sequence covering the basic laws of physics with an emphasis on laboratory experience and mathematical solutions of problems. This is a basic course for students intending to continue their studies in the physical and biological sciences since more advanced courses in the natural sciences assume knowledge of this material. Among the topics studied are: SCP 201: The basic concepts of mechanics; kinematics; Newton's gravitation; conservation of momentum and energy; heat, emphasizing the kinetic theory; and electrostatics: charge, forces, fields; electrical energy. (Fall, Winter) SCP 202: The basic concepts of electrodynamics (currents and magnetism; electromagnetism); optics (wave theory; lenses); and modern physical (relativity; atomic physics; quantum mechanics). (Spring, Summer)

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

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

Cultural and Health Science Courses

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

SCH 111 AGING AS A HEALTH PROCESS 3 periods, 3 credits
Prerequisite: ENG 101
This course will discuss the aging process and the effect of biological changes on the mental processes and functioning of the individual. The relationship between aging and chronic disease will be reviewed with special consideration given to prevention of the effects of physical and mental deterioration. Role 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.

SCH 120 THERAPEUTIC APPROACHES IN PEDIATRICS IN THE COMMUNITY 2 periods, 2 credits
Prerequisites: SCH 195; O.T. major or students with an equivalent background upon receipt of permission from the instructor.
Corequisites: ENG 101
This course is designed as a basic orientation to therapeutic approaches in pediatrics. Topics will include: types of disabilities; types of facilities; roles of the therapist working with a pediatric population; the relationship of various members of the health care team; specific approaches to therapeutic technology, e.g., modification, perceptual motor training and future trends in pediatric services.

SCH 150 FUNDAMENTALS OF PHYSICS I, II
3 periods, 1 recitation, 2 lab periods (each quarter), 4 credits
Prerequisites:
For SCH 150: CSE 101, or consent of instructor
For SCH 151: SCH 150
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

Intensives

SCN 197 GETTING SICK IN NEW YORK 3 credits
Prerequisite: CSE 101, ENG 100
A study of the interaction between science and society in the modern world. Topics are to be chosen from underdevelopment, use and misuse of technology, medical care, computers and unemployment, pollution, present day genetics, funding for science, and alienation from science and technology. No scientific background is needed.

SCN 111 SCIENCE AND MODERN SOCIETY 3 periods, 3 credits (Offered during Fall and Winter only)
Prerequisite: CSE 101
This course is designed to promote understanding of and positive attitudes toward personal health practices. The focus will be on the prevention and treatment of every-day health problems common to students. Laboratory sessions will include discussions with a physician and nurse, a comprehensive First Aid training program leading to certification, and home health care sessions.

SCN 198 INTERACTION BETWEEN SCIENCE AND SOCIETY 3 credits
Prerequisite: CSE 101, ENG 100
A consideration by means of speakers, films, field trips, reading and participation of the problems of applying modern technology and science to contemporary society.

SCN 195 COMMUNITY HEALTH 2 credits
Prerequisite: permission of instructor or Allied Health major
A basic orientation to the organization of health care delivery patterns and the position of the health care worker within these systems. Topics will include: health careers, the nature of health and disease, type of facilities, payment sources, medical care available, and future trends. Visits to health facilities will be included.
Natural Science-Special Courses
SCB 290  PRINCIPLES OF CARDIOLOGY CARE
2 periods, 3 credits
Prerequisite:  SCB 204 (or equivalent) and SCC 201 (or equivalent); and permission of Chairperson.
This course will acquaint the student with various aspects of heart disease and their treatment methods. Topics will include: the normal and abnormal physiology of the heart; classification of heart diseases and their effects on the rest of the body; methods of treatment in cases of emergency and means of prevention. The course will consist of lectures, discussions, reading and slide demonstrations. A midterm and a final exam will be required.
Special information: This course is offered under the joint auspices of LaGuardia Community College and the Queens Licensed Practical Nurses Association. Classes are held at Queens Licensed Practical Nurses Association, Inc., 23-16 30th Avenue, Astoria, New York. Lectures are conducted on 13 consecutive Saturdays from 11:00 A.M. to 1:00 P.M. and Wednesday evenings from 8:30 P.M.-10:30 P.M. For information call (212) 932-8082.

SCB 291  PRINCIPLES OF RESPIRATORY DISEASE CARE
2 periods, 3 credits
Prerequisite:  SCB 204 (or equivalent) and SCC 201 (or equivalent); and permission of Chairperson.
This course will acquaint the student with various aspects of respiratory disease, their diagnoses and methods of treatment. Topics will include: the functional anatomy of the lung; the normal and pathological physiology of respiration; classification of respiratory diseases; and basic procedures in respiratory care. The course consists of 10 lectures, accompanied by discussions, films and slides. Practical demonstrations of various treatment methods in hospital settings will be included.
Special information: This course is offered under the joint auspices of LaGuardia Community College and the Queens Licensed Practical Nurses Association. Classes are held at Queens Licensed Practical Nurses Association, Inc., 23-16 30th Avenue, Astoria, New York. Lectures are conducted on Tuesday evenings from 7:00 P.M.-9:00 P.M. For additional information call (212) 932-8082.

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

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

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

SCO 211  OCCUPATIONAL THERAPY MEDIA AND APPLICATION II— WOOD AND CERAMICS
1 recitation, 4 labs, 3 credits
Prerequisite:  SCO 210
This course provides a basic experience in woodworking and ceramics, with emphasis on their uses as therapeutic media.

SCO 212  OCCUPATIONAL THERAPY MEDIA AND APPLICATION III— LIFE TASKS
1 recitation, 4 labs, 3 credits
Prerequisite:  SCO 210, ENG 101
Identification and examination of those roles and skills essential for the individual's adaptation to the home situation. Assessment of the nature and level of work and recreational capacities and self-care skills. Activities include splinting, activities of daily living training, homemaking for the handicapped, adaptive equipment and administration of pre-vocational tests.

SCO 230  FUNCTIONAL PATHOLOGY
3 periods, 3 credits
Prerequisite:  SCB 204
This course will review the organ systems of the human body and the ways in which they malfunction. Basic symptoms, the course of illness and treatment will be discussed.

SCO 232  HEALTH AND HUMANITIES—CREATIVE ARTS THERAPY
3 periods, 3 credits
Prerequisite:  Permission of Instructor
This course will focus on how such areas as art, drama, dance, music, are used in activities therapy as an adjunctive means of achieving health-related goals. The student will explore career opportunities available in the activity therapies, and will review their academic and clinical requirements. In addition, the student will become familiar with the competencies of specific activity therapists, and learn how such knowledge and skills facilitate the patient's development. On-site practical periods and/or Co-op Placements (ranging from 3 partial days/week to full time for the quarter) will provide the student with an opportunity to critically observe and analyze the practical application of the creative arts therapies as an approach to health care.

SCO 290  CLINICAL PLACEMENT IN PSYCHOSOCIAL DYSFUNCTION
1 Quarter full-time, 3 credits
Prerequisite:  SCO 201 and permission of O.T. coordinator
The student is assigned to a clinical facility full-time under professional supervision. There will be opportunities for practice in and exposure to the nature of clients with psychosocial dysfunction, techniques, and use of media. An alternate week seminar provides reinforcement.
SCO 201  CLINICAL PLACEMENT IN PHYSICAL DYSFUNCTION
1 Quarter full time, 3 credits
Prerequisite: SCO 202 and permission of O.T. coordinator
Field work experience in physical dysfunction will take place in a clinical facility under professional supervision as a practicum in the methods taught in SCO 202. Opportunities to observe and communicate with other members of the rehabilitation team will be provided. An alternate week college seminar is required.

Department of English

Requirements

All students are given the California Achievement Test (CAT) and a writing sample upon admission to the College. Based on the results of these tests, students are required to take one or both of the following courses: ENG 100 Fundamentals of Writing; and/or ENG 101 Basic Composition I: An Introduction to Expository Writing.

Most students, depending upon their major, are also required to take ENG 102 Basic Composition II: Writing Through Literature, and/or ENG 112 Writing for Business.

The English Department will consider waivers from writing courses only under the most exceptional circumstances. Requests should be addressed to the Chairperson or the Director of Composition.

Special Services: The Writing Center

The Writing Center offers students the opportunity to receive one-to-one tutorial help in all areas of writing, from basic grammar through complex essays and reports. The Center's aim is not only to reinforce what has been learned in the classroom but also to provide an alternative to the more traditional approaches to learning—a relaxed and friendly atmosphere where exchanges of information take place freely. The English Department also offers peer-tutoring courses for LaGuardia students interested in learning to tutor their fellow students, thus sharing their skills with their classmates and increasing their own writing abilities.

Writing Courses

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

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

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

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

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

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

Journalism Courses

ENG 216  JOURNALISM IN THE PRIVATE SECTOR: THE HOUSE ORGAN, PUBLIC RELATIONS AND ADVERTISING  3 hours, 3 credits
Prerequisite: ENG 101
Private sector journalism is an examination of house-and-group organ publications and their impact upon the people they are designed to serve. The course will also cover public relations and advertising history and their growth as institutions. Elements of copywriting for these journalism-related industries will be practiced, as well as planning for simulated advertising and public relations campaigns.
**ENG 217** ELEMENTS OF BROADCAST JOURNALISM: RADIO AND TELEVISION WRITING AND PROGRAMMING  3 periods, 3 credits  
Prerequisite: ENG 101  
This course deals with news writing for radio and television. It also examines the history of these communications media and their impact on American society. Full-coverage news programming will be studied and written. Areas to be covered include the traditional news shows, public and community affairs, music and educational offerings. Students will work with the College radio station, WLG, and will simulate television news programs with available equipment.

**ENG 214** JOURNALISM: ITS SCOPE AND USES  3 hours, 3 credits  
Prerequisite: ENG 101  
The course is an overview of journalism, with emphasis on print and related areas, such as publicity, in-house publications and public relations. Also to be covered are the history, techniques and impact of journalism as an institution. Newswriting, editing, production, organization and management methods are to be practiced through assignment to various College publications. Working press visitors to the classroom, and field trips to newspaper and magazine offices are course components.

**ENG 215** JOURNALISM: THE CRAFT OF GATHERING AND REPORTING THE NEWS  3 hours, 3 credits  
Prerequisite: ENG 101  
This course emphasizes investigative techniques and old fashioned legwork. In addition to working on at least one major investigative and several other writing assignments, in teams or individually, students will be involved in rewriting, editing and headwriting. Students will be assigned to College publications. Field trips and working press visitors are elements of the course.

**Literature Courses**

**ENG 250** THE SHORT STORY  3 periods, 3 credits  
Prerequisite: ENG 100 or waiver and CSE 102 or waiver  
An examination of the development and conventions of the short story, this course provides an analysis of representative short stories in the context of their biographical, social, intellectual, and artistic backgrounds. Such authors as Edgar Allan Poe, Nathaniel Hawthorne, Anton Chekov, Joseph Conrad, Flannery O'Connor, F. Scott Fitzgerald, and Grace Paley will be studied.

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

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

**ENG 266** SHAKESPEARE  3 periods, 3 credits  
Prerequisites: ENG 100 or waiver and CSE 102 or waiver  
This course is designed to help students appreciate Shakespeare. It is a survey that briefly looks at Elizabethan society in order to help the students understand Shakespeare's world. A selection of sonnets are examined to familiarize the class with the special language of the age. The course concentrates on approximately five representative plays from the history plays, the comedies, the romances and the tragedies. Plays studied might include Henry IV, Part I; Twelfth Night; Hamlet; A Midsummer Night's Dream; As You Like It; Romeo and Juliet; King Lear; Anthony and Cleopatra.

**ENG 213** JOURNALISM: ITS SCOPE AND USES  3 periods, 3 credits  
Prerequisite: ENG 100 or waiver and CSE 102 or waiver  
This course introduces students to the pleasures and rewards of poetry. The basic elements of poems will be studied. Students will read many kinds of poems from different countries and different historical periods. Such poets as William Shakespeare, William Blake, Walt Whitman, Emily Dickinson, Robert Frost, e. e. cummings, W. B. Yeats, Langston Hughes, and Adrienne Rich may be studied.

**ENG 260** LITERATURE OF THE CITY  3 periods, 3 credits  
Prerequisites: ENG 100 or waiver and CSE 102 or waiver  
This course is designed to introduce students to the city in literature and make them more aware of the power, richness, and complexity of urban life. Attention will be given to important urban social issues and cultural developments as seen in novels, short stories, poems, and plays. Popular art forms like journalism, songs, and films will also be examined from an urban perspective. Such major city writers as Carl Sandburg, Charles Dickens, Jonathan Swift, Ben Jonson, Nathaniel West, Hart Crane, Alfred Kazin, John Rechy, Lorraine Hansberry, Dorothy Parker, and Edna St. Vincent Millay will be considered.

**ENG 201** SOCIAL CURRENTS IN AMERICAN LITERATURE I  3 periods, 3 credits  
Prerequisites: ENG 100 or waiver and CSE 102 or waiver  
This course presents the American literary heritage from the perspective of its social and political foundations. The course focuses on the period from 1492 to 1876. Such significant social and political subjects and themes as exploration and colonization, the Revolutionary War, the frontier experience, and slavery and the Civil War will be examined against their literary backdrops. Included are the works of early Spanish, French, and English explorers, Anne Bradstreet, Washington Irving, Henry David Thoreau, Fredrick Douglass, Benjamin Franklin, James Fenimore Cooper, American Indian poets, and others.

**ENG 202** SOCIAL CURRENTS IN AMERICAN LITERATURE II  3 periods, 3 credits  
Prerequisites: ENG 100 or waiver and CSE 102 or waiver  
This course, a continuation of ENG 201, presents the American literary heritage from the perspective of its social and political crosscurrents from 1876 to the present. Such significant social and political topics as the Progressive Era, the rise of the modern industrial city, World War I and Prohibition, the Jazz Age, the Depression, World War II and its aftermath, will be examined against their literary backdrops. Included are the works of W.E.B. DuBois, Hart Crane, Willa Cather, James T. Farrell, Ernest Hemingway, Gertrude Stein, Langston Hughes, John Dos Passos, John Steinbeck, Norman Mailer, and others.
ENG 203 WORK, LABOR AND BUSINESS IN AMERICAN LITERATURE
3 periods, 3 credits
Prerequisite: ENG 100 or waiver and CSE 101 or waiver
This course examines the development of American literature from the perspective of work, organized labor, and business. Such major themes in American literature as the Protestant ethic, the Horatio Alger myth, and the commercial spirit will be investigated in the context of social, economic, and political framework that influenced them. The course will survey colonial times to the present; such major American writers as Franklin, Douglass, Davis Cather, Fitzgerald and Steinbeck will be included.

ENG 245 IMAGES OF WOMEN IN LITERATURE
3 periods, 3 credits
Prerequisites: ENG 100 or waiver and CSE 102 or waiver
This course is designed to familiarize the student with the ways in which the role of women has been portrayed in literature. By identifying various stereotypes and certain recurring themes, students will be made aware of how literature reflects and sometimes determines societal expectations. Works by both male and female authors will be examined, including such authors as Henrik Ibsen, D. H. Lawrence, Edward Albee, Tennessee Williams, Jean Rhys, Edna O'Brien, Toni Morrison, Lorraine Hansberry, and the prose of Sylvia Plath.

ENG 247 THE WOMAN WRITER: HER VISION AND HER ART
3 periods, 3 credits
Prerequisites: ENG 100 and CSE 102 or waiver
This course will explore the unique experience of the woman writer. Studying works written by women from a variety of ethnic groups, geographic locations and historical periods, will reveal how being a woman has influenced the woman writer's creative interpretation of the human condition. Writers such as Charlotte Bronte, Kate Chopin, Edith Wharton, Willa Cather, Tillie Olsen, Carson McCullers, Joyce Carol Oates, Nikki Giovanni, Anne Sexton, Alice Walker, May Sarton, Rita Mae Brown and the poetry of Sylvia Plath may be studied.

ENG 255 THE TRAGIC VISION IN AMERICAN LITERATURE
3 periods, 3 credits
Prerequisites: ENG 100 and CSE 102 or waiver
Although America traditionally has been termed the land of promise and opportunity, its literature suggests a darker and more complex vision. In this course, such potentially tragic themes as the violation of nature, racial conflict, the menace of technology, the horrors of war, and the destruction of innocence, will be investigated in the American context. Such authors as Herman Melville, Edith Wharton, Eugene O'Neill, Flannery O'Connor, William Faulkner, Richard Wright and Alice Walker will be studied.

ENG 280 CHILDREN'S LITERATURE
3 periods, 3 credits
Prerequisites: ENG 100 and CSE 102 or waiver
This course is designed to familiarize the student with various types of children's literature, including folklore, modern fantasy, poetry, picture books and realistic fiction. Students also learn how to evaluate the literature and how to choose books to share with children from pre-school through elementary school. Through a study of the works of such authors as Hans Christian Anderson, E. B. White, A. A. Milne, Robert McCloskey and Maurice Sendak, among others, the basic themes of children's literature are explored.

ENG 225 AFRO-AMERICAN LITERATURE
3 periods, 3 credits
Prerequisite: ENG 100 and CSE 102 or waiver
This course is a survey of Black literature in America from its earlier writers (Phyllis Wheatley, Frederick Douglass) to important modern figures (Ralph Ellison, Richard Wright, Imamu Baraka, Gwendolyn Brooks). Key writers of the Harlem Renaissance will be considered, as will popular anonymous forms of Black literature such as spirituals and work songs. Writers to be studied might include Daniel Walker, Charles Chestnutt, James Weldon Johnson, Langston Hughes, Jean Toomer, Claude McKay, Countee Cullen, W. E. B. DuBois, Rober Hayden, Toni Cade Bambara, Chester Himes, John A. Williams, James Baldwin, Maya Angelou and Ishmael Reed.

ENG 243 THE PRICE OF PATRIOTISM: LITERATURE OF WAR
3 periods, 3 credits
Prerequisites: ENG 100 and CSE 102 or permission of the instructor
This course is designed to trace the experiences of the men who had to go to war and the women who had to stay behind, from the American Revolution and Civil War through the two World Wars and the Vietnam War. By studying works of literature focusing on the phenomenon of warfare, we hope to understand such differing responses as heroism, madness, escape, mutilation, resignation, loss, pacifism, and triumph. Readings will include works by Vonnegut, Isherwood, Owen, Hemingway, Whitman, Remarque, Brooke, Edna St. Vincent Millay, Ann Frank, and selected contemporary writings of Vietnam veterans.

ENG 212 FORMS AND TECHNIQUES OF POPULAR WRITING
3 periods, 3 credits
Prerequisites: ENG 100 or CSE 102 or waiver
This course focuses on how to inform, persuade and entertain in newspaper reportage, magazine articles, advertisements, movie and TV reviews, fliers and leaflets. The theme of this course may be varied, using the detective and spy story, sports writing, science fiction, the occult and magic, romance and the erotic, and the best seller to explore popular writing.

English Intensives

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

ENI 198 CREATIVE WRITING WORKSHOP
3 credits
Prerequisite: ENG 101 or waiver
Students who enroll in this intensive should be prepared to submit creative work and to offer technical assistance (typing, editing, layout and design) in the preparation of a literary magazine. Initial meetings will be devoted to organizational discussions and to an examination of the rudiments of creative writing and photography. Subsequent sessions will be given over to readings and discussions of stories, poems, plays, and literary and photographic essays that individual members have produced. The final intensive week will be reserved for editorial selection and the actual preparation and distribution of the magazine.
ENN 197 MEDIA ARTS WORKSHOP 3 credits
Prerequisite: ENG 100 or waiver
An investigation of the methods of media production. During the intensive week, there might be field trips to a newspaper production plant and a television studio. During the quarter, students will select as a class unit some activity for development in one of the media; as a group students will be responsible for preparation, advertising, casting (if any), and production of an original project for presentation.

ENN 196 URBAN ARTS WORKSHOP 3 credits
Prerequisite: ENG 100 or waiver
An exploration of the City's social and technological impact on artists. The first week will include visits from writers and film makers, and trips to magazine production facilities. Projects will be in such areas as the photo essay, film, and creative writing.

ENN 195 VIOLENCE IN AMERICAN ART AND CULTURE 3 credits
Prerequisite: ENG 100 or waiver
An investigation of the aura of violence in contemporary American life and institutions, and an appraisal of the ways in which various art forms reveal and frequently reinforce it. Serious forms of literature—history, the novel, and drama—will be carefully scrutinized. Moreover, special emphasis will be placed on the mass media (newspapers, film, and television and on popular literature, including the detective novel and the comics.) Members of the class will work on creative term projects, either individually or in conjunction with other people who want to examine a common problem.

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

ENN 190 RURAL AMERICA FROM AN URBAN PERSPECTIVE* 3 credits
Prerequisite: ENG 100 or waiver
This course provides an investigation of the role that the wilderness has played in shaping American thought, culture and literary life. Special attention will be devoted to the interrelation of rural and urban problems, and to the impact of industry and tourism on wilderness areas.
In an effort to experience directly the complex issues of conservation and industrial development, the class will spend the Intensive Week in discussions with nearby rural residents, authorities, and guest speakers who will examine the personal, aesthetic, political and economic forces involved in the current struggle to preserve the wilderness. During the quarter students will read from books by Thoreau, Stewart Udall, Robert Frost, James Dickey, Loren Eiseley, and others. Students are expected to develop a project that explores the force of the artist's environment on his work.

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

ENN 191 ART, POLITICS, AND PROTEST 3 credits
Prerequisite: ENG 100 or waiver
This course is designed as an introduction to the study of political and/or protest art as expressed in literature, film, song and other visual arts. Examples from the work of such artists as Orwell, Wright, Rand, Brecht, Pontecorvo, Costa-Gavras, Goya, O'Casey, Rivera and Kazan will be discussed.

ENGLISH AS A SECOND LANGUAGE
The courses in English as a Second Language prepare students for academic work in English and include all the language skills necessary to succeed in college. These English skills include listening, speaking, reading, and writing. Students are placed into courses based on tests that they take when they first apply to LaGuardia. The courses cover three levels (beginning, intermediate, and advanced).

If a student does not know English well enough to take the beginning course, he or she may enter special two-quarter sections of Beginning English as a Second Language and Listening, Speaking and Pronunciation.

ESL 097 BEGINNING ENGLISH AS A SECOND LANGUAGE
4 lectures, 2 labs, 1 credit
Corequisite: ESL 087 or faculty waiver
This course is designed for entering students whose first language is not English. It is designed to develop basic proficiency in hearing, speaking, reading and writing for academic purposes. Students must demonstrate overall proficiency in the language in oral and written situations.

ESL 098 INTERMEDIATE ENGLISH AS A SECOND LANGUAGE
3 lectures, 2 labs, 1 credit
Prerequisite: Successful completion of ESL 097 or placement by means of an essay given at the time of admission. Reading scores are also factors in this placement when needed.
Corequisite: ESL 089 or faculty waiver.
This course is designed to introduce the intermediate structures of English needed for academic purposes.

ESL 099 ADVANCED ENGLISH AS A SECOND LANGUAGE
3 lectures, 2 labs, 1 credit
Prerequisite: Successful completion of ESL 098 or placement by means of an essay given at the time of admission. Reading scores are also factors in this placement when needed.
Corequisite: ESL 089 or faculty waiver.
This course is designed to introduce and provide extensive written practice in the use of complex English grammatical structures. The primary focus is to enable students to develop the ability to express their ideas in written English for academic purposes.

ESL 087 LISTENING, SPEAKING, AND PRONUNCIATION
3 lectures, 1 credit
Corequisite: ESL 097 or faculty designation
This course is an introduction to English sounds. It is designed to enable students both to understand and produce spoken English. Special attention will be given to establishing the relationship between the spoken and written word. Additional practice will focus on how to listen carefully as well as how to improve one's pronunciation.
ESL 088 CONVERSATION AND ORAL SKILLS
Prerequisite: ESL 097 or direct placement
Corequisite: ESL 098 or faculty designation
This course is designed to build mastery of spoken English, both in understanding an English conversation and in carrying on a sustained English conversation. The relationship between speaking and writing will be emphasized. Additional practice will focus on how to use idiomatic English fluently, correctly, and appropriately.

ESL 089 READING AND DISCUSSION
3 lectures, 1 credit
Prerequisite: ESL 098 or direct placement
Corequisite: ESL 099 or faculty designation
The course is designed to develop comprehension of written English and to stimulate discussion. Students will develop English vocabulary by studying it within sentences and paragraphs. Reading assignments will focus on increasing efficiency for academic purposes. Selected prose styles will be examined.

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

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

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

Economics
SSE 101 INTRODUCTORY ECONOMICS I
3 periods, 3 credits
Prerequisite: For Business majors: none, for all others, SSI 100
This course serves as an introduction to some of the major economic principles, institutions and policies in the United States. Among the topics included are: the nature and methods of economics; the historical development of the market and other systems; supply and demand; the roles of industry and government in the market place; money and banking; income levels; and the problems of inflation and unemployment.

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

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

SSE 120 URBAN ECONOMICS
3 periods, 3 credits
Prerequisite: SSE 101
This course examines important economic problems which face cities. Placing emphasis on New York City, the course investigates the economics of basic urban issues such as urban growth and development; the ghetto economy; employment and unemployment; housing; transportation and health, education and welfare. It also discusses the role of unions and state and federal governments.

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

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

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

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

SSH 250 HISTORY OF MINORITIES
3 periods, 3 credits
Prerequisite: SSI 100
The course will focus on the waves of immigration that brought minority and ultimately majority groups into the United States. More specifically the students will study the old world experiences of such groups as Afro-Americans, German-Americans, Hispanic-Americans, and Asian-Americans. The causes for immigration and the new world experience will be related to the unique ethnic experience of each group. Contributions that each group have made to the American culture will be an important part of this course. The goal is for each student to understand the unique immigrant experience of the many ethnic groups that have entered the U.S.

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

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

SSH 231 AFRO-AMERICAN HISTORY
3 periods, 3 credits
Prerequisite: SSI 100
An introduction to some of the basic issues in the black American's struggle against slavery and racist oppression in the United States. Special attention is given to the methods that blacks have used in their attempts to bring about social change; to important persons and institutions from the African beginning to the present; and to the contributions blacks have made to American society.

SSH 220 CURRENT EVENTS IN HISTORICAL PERSPECTIVE
2 periods, 2 credits
Prerequisite: SSI 100
The subject of this course will be determined by the instructor before registration and will be chosen from among the important and crucial events occurring in the world at the time the course is offered. The event will be discussed in terms of its historic roots. The causes of this event will be examined in terms of economics, politics and ideology. The class will be directed toward trying to solve or understand the present in terms of the past.

SSH 210 LABOR HISTORY
3 periods, 3 credits
Prerequisite: SSI 100 or SSE 101
This course will investigate the changing circumstances of American labor from the Colonial Period to the present. It will cover the relationship of women and minority groups to the mainstream labor market as well as the rise of organized labor. The course will analyze the labor and management viewpoints will be considered in studying the philosophy of key labor leaders, the changing aims and methods of the labor movement, and contemporary issues such as the right to strike and labor as a factor in politics, economics, and international relations.

Political Science

SSP 230 URBAN POLITICS
3 periods, 3 credits
Prerequisite: SSI 100
This course will analyze the political dimensions, problems and possibilities of the American city. Among the topics discussed are machine politics; alternative forms of urban government; financial and racial problems; the city in American history; home rule for cities; and regional planning for such issues as education, housing, police and mass transit.

SSP 240 CRIME AND PUNISHMENT
3 periods, 3 credits
Prerequisite: SSI 100
This course deals with the purposes and problems of penal systems comparing various approaches to crime (old and new, national and international). The course will investigate the relationship between the criminal, punishment, society, and politics. Selected famous cases will be studied in detail as will the American criminal justice system and the issue of the death penalty.
SSY 101 POWER AND POLITICS IN AMERICA
3 periods, 3 credits
Prerequisite: SSI 100
This course analyzes the relationship between the theory, form, and practice of American government. The course studies the strengths and weaknesses of the American political system. A major concern of the course is the nature of power in America and the options for reforming the American political system.

SSY 200 COMPARATIVE POLITICAL SYSTEMS
3 periods, 3 credits
Prerequisite: SSI 100
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.

SSY 245 THE LAW, POLITICS, AND THE INDIVIDUAL
3 periods, 3 credits
Prerequisite: SSI 100
This course will introduce students to the concept of the living law. Emphasizing changing legal interpretations of the Bill of Rights, students will explore major Supreme Court cases and Constitutional Amendments dealing with such topics as the suffrage, discrimination, freedom of speech and religion, economic opportunity, the right to bear arms and rights in wartime. Legal policy will be viewed in the context of practical politics, the American constitutional design and the contributions of famous legal theorists. The class will focus on the relationship between the individual and the political community; that is, on the rights and duties of citizens.

Psychology

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

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

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

SSY 250 SOCIAL PSYCHOLOGY
3 periods, 3 credits
Prerequisites: SSI 100, SSY 101
An introduction to the social aspects and determinants of behavior emphasizing individual behavior within large and small social groups and society at large. Areas of study will include: group process, leadership, social and sex roles, obedience, conformity, attitude change, racism and prejudice, and violence and human conflict. Social problems will be discussed from the psychological perspective.

SSY 260 GROUP DYNAMICS: SMALL GROUP PROCESSES
3 periods, 3 credits
Prerequisite: SSI 100
This course will examine traditional and contemporary conceptions of the "abnormal" personality, stressing the social implications of a variety of approaches to evaluation, diagnosis, and treatment of maladaptive behavior. Selected theories of psychopathology will be presented, including the psycho-analytic behaviorist alternatives, cognitive theories, and factor-analytic and situational approaches. Crucial topics and issues in the study of personality will be discussed in the context of divergent theoretical orientations: personality development, personality assessment relations between the "normal" and "abnormal" personality, conflict adjustment, defense, and the implications of personality theory for social systems, social change, and psychotherapy.
SSY 280 BLACK PSYCHOLOGY
3 periods, 3 credits
Prerequisite: SSI 100
This course is designed to introduce the student to the issues and perspectives in the study of the psychological development of Black people in America. It begins with African philosophy as the foundation of Black Psychology; examines the effects of slavery and racism upon the development of personality, and critically examines the genetic deficiency and cultural deficit models offered by Euro-American psychology to explain the behavior of Black people.

Sociology

SSS 101 URBAN SOCIOLOGY
3 periods, 3 credits
Prerequisite: SSI 100
An analysis of the profound influence of the urban life style. This course examines the unique social history and emerging ecological structure of metropolitan areas; problems of urban education; religion and family organization; the welfare system, the impact of urban culture on human personality and growth. Opportunities for field study projects are provided.

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

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

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

SSS 245 SOCIOLOGY OF EDUCATION
3 periods, 3 credits
Prerequisite: SSI 100
An examination and analysis of the social relations involved in educational institutions and processes; the reciprocal influences of family, school, economic, political and other social institutions; and the relationships between societal change and movements for educational change.

SSS 150 SOCIAL CHANGE AND COMMUNITY DEVELOPMENT
3 periods, 3 credits
Prerequisite: SSI 100
A description and analysis of action programs, with emphasis on organizational strategies and local economic development. A study of business and community interaction, of recent projects in community development corporations, social marketing, cooperatives, credit unions, planning and funding. The relationship of job programs to community needs is examined. Theoretical foundations and practical models are discussed.

SSS 175 SOCIOLOGY OF COMPLEX ORGANIZATIONS
3 periods, 3 credits
Prerequisite: SSI 100
A sociological analysis of large-scale organizations and an examination of the relationship between external environment and internal social worlds and an examination of interaction of formal and informal structures and processes and bureaucratic structures and the individual personality are analyzed. The course focuses on the corporation, government and labor unions.

Anthropology

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

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

Intensives

SSI 198 THE EFFECTS OF CROWDING
3 credits
Prerequisite: SSI 100
A review and evaluation of the current research and theory on the socio-psychological effects of living in urban areas. Emphasis will be on the interpersonal and intergroup relations dimensions as they relate to housing, transportation, medical care, education, food supply and work.
SSI 197 COMMUNITY CONTROL
3 credits
Prerequisite: SSI 100
An analysis of major institutions in the United States, and especially in New York City, from the perspective of decision-making and power. The development, goals, and strategies of community organizations are examined in the area of schools, health agencies, government, housing, and work. Field study of community development and decentralization projects helps to clarify strengths and weaknesses.

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

SSI 195 THE INDIVIDUAL AND THE URBAN CRISIS
3 credits
Prerequisite: SSI 100
An exploration of the alienation of people from one another and from the institutions of their social environment. Included will be an analysis of current attempts to overcome the process of alienation such as women's liberation and countercultural movements.

SSI 194 RELIGION AND SOCIAL CHANGE
3 periods, 3 credits
Prerequisite: SSI 100
An opportunity to study the functions and roles that religions play in the life of contemporary urban people. The interaction of society and religious organizations and ideas is seen in the context of both the more established and familiar religious institutions and the more recently arrived or popularized movements. Field projects will be stressed.

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

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

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

SSI 199 NEIGHBORHOOD HISTORY
3 periods, 3 credits
Prerequisite: SSI 100
This course will study the social, economic and political changes of the neighborhoods of the students taking the course. The focus will be on the people who migrated into, lived and then moved out of these neighborhoods. Through quantitative and/or qualitative methods, each student will look closely at such things as immigration, housing, government legislation, small merchant shops, large factories and mass transit lines that have had significant effects on neighborhood changes. In addition, the history of the neighborhood will be related to historic forces in the city, state and nation. The students' neighborhood will be related to other neighborhoods and the more general urban environment.

Interdepartmental Offering

BDP 105 COMPUTERS AND SOCIETY
Prerequisite: None
Students who enroll in this course (see description p. 86) may receive Social Science credit to fulfill distribution requirements if they have satisfactorily completed SSI 100 (Introduction to Social Science).

Department of Mathematics

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

Note: This course should not be used as an elective unless it is a Basic Skills requirement.

MAT 101 BASIC MATHEMATICS II
4 periods, 3 lectures, 1 lab, 3 credits
Prerequisite: MAT 100 or waiver
Students will reinforce their basic arithmetic skills through the study of elementary algebra, consumer mathematics and the metric system. Students are required to pass a Departmental Final Examination.

Note: This course should not be used as an elective unless it is a Basic Skills requirement.
MAT 103 STRUCTURE OF THE NUMBER SYSTEM I
3 periods, 3 credits
Prerequisite: MAT 100 or waiver
The first of a two-quarter sequence devoted to the study of the structure of the real number system and its sub-systems, this course is of particular value to prospective elementary school teachers and Human Services Child Development majors. Among the topics studied are: sets, natural numbers, systems of numeration, number bases, mathematical activities and the operations of arithmetic.

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

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

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

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

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

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

MAT 132 HISTORY OF MATHEMATICS
3 periods, 3 credits
Prerequisite: MAT 101 or waiver
An examination of the theoretical developments of mathematics from antiquity to the end of the last century. Mathematical thought will be studied in relation to the social, economic and technological forces of various critical periods in history. Among the topics treated historically are systems of numeration, logic (including an introduction to modern formalism), geometry from Euclid through Riemann, and the development of the modern computer beginning with primitive instruments.

MAT 150 ASTRONOMY AND MATHEMATICS
3 periods, 3 credits
Prerequisite: MAT 200 or its equivalent by waiver
Corequisite: SCP 150. Note: SCP 150 and MAT 150 must be taken together as paired courses.
A course in the fundamentals of astronomy, with emphasis on modern discoveries and theories, integrated with the basic applied mathematics introduced to the student in MAT 150. The topics in astronomy and mathematics are combined so that each is used to help develop and illustrate the other. Topics in astronomy include the solar system, laws of planetary motion, evolution of stars, structure of galaxies, and origin, shape and destiny of the universe. Topics in mathematics to be presented in MAT 150 and used for astronomical computations include concepts from basic algebra, geometry and trigonometry.

MAT 200 PRECALCULUS
4 periods, 4 credits
Prerequisite: MAT 110 or waiver
This course is intended as a preparation for the study of the calculus. Topics to be covered include a study of coordinate geometry and the analysis of the following functions: polynomial, exponential, logarithmic, circular, and trigonometric.

MAT 201 CALCULUS I
4 periods, 4 credits
Prerequisite: MAT 200 or its equivalent by waiver
First of a three-quarter sequence designed to provide students with an appreciation of the usefulness and power of calculus. Emphasis will be placed on the application of calculus to various disciplines. Among the topics studied are: functions, limits, derivatives, maxima-minima problems, velocity and acceleration problems and antiderivatives.
MAT 202  CALCULUS II
4 periods, 4 credits
Prerequisite: MAT 201 or waiver
The second course in the calculus sequence designed to provide students with an appreciation of the usefulness and power of calculus. Emphasis will be placed on the application of calculus to various disciplines. Among the topics studied are: the definite integral, area, formal integration, applications of integration and polar coordinates.

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

MAT 204  ELEMENTARY DIFFERENTIAL EQUATIONS
4 periods, 4 credits
Prerequisite: MAT 202 or its equivalent by waiver
Corequisite: MAT 203
This course will examine solutions of first and second order differential equations. Problems from biology, chemistry, physics, and business are modeled and solved by the Analog computer method. An integrated laboratory and lecture experience will be utilized.

MAT 199  MATHEMATICS IN NATURE AND SOCIETY
Intensive
3 periods, 3 credits
Prerequisite: MAT 100 or waiver
This course will present the student with some of the more unusual roles mathematics plays in both the natural and man-made environments. Topics to be covered include: geometric structure and function, number patterns in nature, elementary computer programming, statistics, and psychological studies of art and commercials. Students will participate in measurement projects, field trips, and other related activities.

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

Department of Humanities

Introductory Art

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

Studio Art Courses

HUA 103  BEGINNING DRAWING
3 periods, 3 credits
Prerequisite: None
An introduction to drawing through the basic visual fundamentals of line, texture, value, space and form. Problems in descriptive and imaginative drawing will be explored. There will be individual and group criticism. Sketchbooks are required.

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

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

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

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

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

HUA 180 LIFE DRAWING
3 periods, 3 credits
Prerequisite: Beginning Drawing recommended but not required
Problems in descriptive and interpretive drawing will be explored. Special emphasis will be placed on drawing from the human figure. Textbook readings, studies in human anatomy, and sketchbooks will be required.

HUA 210 INTERMEDIATE PAINTING
3 periods, 3 credits
Prerequisite: HUA 110 or permission of the instructor
A continuation of the investigations of landscape and unconventional still-life and their implicit abstract qualities. Special emphasis will be placed on the function of surface, color saturation, scale and multiple relations in contemporary painting. Studio projects will be analyzed and evaluated.

HUA 220 INTERMEDIATE SCULPTURE
3 periods, 3 credits
Prerequisite: HUA 120 or permission of the instructor
Exploration of two- and three-dimensional sculpture in fiberglass, polyester resin, wood, metal, and other materials. Group projects in environmental and outdoor sculpture may be involved.

HUA 230 INTERMEDIATE PHOTOGRAPHY
4 hours: 1 lecture, 3 labs, 3 credits
Prerequisite: HUA 130
An intermediate course in photographic instruction, darkroom technique and aesthetics. Students will be exposed to classic examples of photojournalism, nature and portrait photography, and instructed in appropriate techniques in each area. Students will begin to build a portfolio in a chosen area. Each person will be expected to have a camera.

HUA 290 STUDIO ART WORKSHOP
3 periods, 3 credits
Prerequisites: Completion of one of the following: HUA 110, HUA 120, HUA 103, HUA 150, HUA 180 or consent of instructor. Portfolio required.
Students work on independent art projects in drawing, painting, sculpture or graphics. The nature and direction of the art project will be established during the first week of class by the student with direction from the studio instructor. The course encompasses special assignments including a research report and sketchbooks. There will also be discussions and group critiques.

Studio Art Intensive

HUI 199 NEW YORK MUSEUM WORKSHOP
3 periods, 3 credits
Prerequisites: Completion of one of the following: HUA 110, HUA 120, HUA 103, HUA 150, HUA 180 or consent of instructor. Portfolio required.
Students establish an independent art project based on studies and observations made in New York museums and galleries during the Intensive Week. This art project is then developed in depth during the regular quarter. Research report, sketchbooks and final portfolio required.

Art and Culture

HUA 200 ART OF THE 20th CENTURY
3 periods, 3 credits
Prerequisite: CSE 102
This course explores the history of various styles and forms of Western art from the Impressionist period to the present. Such diverse styles of Modern Art as Cubism, Dada and Surrealism, Expressionism, and the more recent styles of Pop and Op Art will be discussed and explained. Consideration will be given to the understanding of abstract and non-objective art as well as the influences which African and Eastern art have had on the development of modern art styles. Illustrated with slides. Museum visits required.

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

HUA 216 THE ART OF AFRICA, OCEANIA, AND PRE-COLUMBIAN AMERICA
3 periods, 3 credits
Prerequisite: CSE 102
An examination of the art of Africa, Oceania, and Pre-Columbian America. Such art forms as Dogon masks, Navajo sand paintings, and Aztec temples will be considered in terms of social function and stylistic qualities. The training and patronage of the artist in former times will be compared to conditions for the artist in contemporary society. Illustrated with slides. Textbook readings and museum visits required.
HUA 217 GREEK AND ROMAN ART
3 periods, 3 credits
Prerequisite: CSE 102
This course explores Greek and Roman Art from a contemporary point of view. Modern urban centers such as New York City and Washington, D.C., will be contrasted to the ancient cities of Pompeii, Rome, Athens, and Olympia. Such art forms as the Greek temple, civic and military architecture, wall painting, and sculpture of the human figure will be considered. Emphasis will be placed on the stylistic and formal qualities of an art form as well as its function in society. Illustrated with slides. Textbook readings and museum visits required.

Art and Culture Intensive
HUI 192 ART AND SOCIETY 3 credits
Prerequisite: CSE 102
The course deals in a variety of ways with the relationships between art and society. Students will engage in class discussions, field trips, and independent projects in an attempt to experience directly the philosophical and practical aspects of the visual art in a number of different settings.

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

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

HUC 101 ORAL COMMUNICATION
3 periods, 3 credits
Prerequisite: None
This course is designed to introduce the student to communication concepts, theories and skills which people use in personal and in professional settings. Topics include: What is communication? How does culture affect communication patterns? What does self-disclosure mean? What are effective response styles? How do language choices and 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 job interview?

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

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

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

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

HUC 150 THE ART OF FILM 4 periods, 3 credits
Prerequisite: None
This course provides an overview of film history and theory. The student learns about aesthetic and technological innovations in the medium, while developing critical skills through screening films selected as representative of a type of concept.

HUC 165 FILM AND THE SUPERNATURAL
4 periods, 3 credits
Prerequisite: None
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.
HUC 180 CREATIVE DRAMA 3 periods, 3 credits
Prerequisite: CSE 102
This course examines the theories, procedures, and means of assessing improvisational drama in such 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.

HUC 190 ACTING AND ACTORS 3 periods, 3 credits
Prerequisite: HUC 170 recommended but not required
This course examines major cinema genres which reflect and project American attitudes and values. Through readings and the viewing of a selection of American films, the student analyzes such topics as deification of the cowboy, spirits and the spiritual, gangsters and superheroes and minority groups.

Communication Arts (Theater Courses)
HUC 170 ART OF THEATRE 3 periods, 3 credits
Prerequisite: CSE 102
This course introduces the student to the theories, techniques, and literature of the theatre. Readings, seminars, field-trips to New York theatres, and class projects provide the student with an understanding of theatre as a social force and as an art form.

HUC 180 CREATIVE DRAMA 3 periods, 3 credits
Prerequisite: CSE 102
This course examines the theories, procedures, and means of assessing improvisational drama in such 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.

HUC 190 ACTING AND ACTORS 3 periods, 3 credits
Prerequisite: HUC 170 recommended but not required
This course examines the theoretical perspectives and the practical demands of acting as an art form. Readings in theory are supplemented by student presentations of short scenes and possible seminar visits to New York theatres.

Foreign Languages
French
HUF 101 ELEMENTARY FRENCH I
5 periods, 3 lectures, 2 labs, 3 credits
Prerequisite: None (A student must successfully complete HUF 102 before credit is granted for Elementary French I).
An intensive course for beginners designed to develop comprehension, speaking, reading, and writing skills through work in the classroom and language laboratory.

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

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

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

German
HUG 101 ELEMENTARY GERMAN I
5 periods, 3 lectures, 2 labs, 3 credits
Prerequisite: None (A student must successfully complete HUG 102 before credit is granted for Elementary German I).
An intensive course for beginners designed to develop comprehension, speaking, reading, and writing skills through work in the classroom and language laboratory.

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

Greek
HUK 101 ELEMENTARY MODERN GREEK I
5 periods, 3 lectures, 2 labs, 3 credits
Prerequisite: None (A student must successfully complete HUK 102 before credit is granted for Elementary Modern Greek I).
An intensive course for beginners designed to develop comprehension, speaking, reading, and writing skills through work in the classroom and language laboratory.

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

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

HUH 101 ELEMENTARY MODERN HEBREW I
5 periods, 3 lectures, 2 labs, 3 credits
Prerequisite: (A student must successfully complete HUH 102 before credit is granted for Elementary Modern Hebrew I).
An intensive course for beginners designed to develop comprehension, speaking, reading, and writing skills through work in the classroom and the language laboratory.

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

Italian

HUI 101 ELEMENTARY ITALIAN I
5 periods, 3 lectures, 2 labs, 3 credits
Prerequisite: (A student must successfully complete HUI 102 before credit is granted for Elementary Italian I).
An intensive course for beginners designed to develop comprehension, speaking, reading, and writing skills through work in the classroom and the language laboratory.

HUI 102 ELEMENTARY ITALIAN II
5 periods, 3 lectures, 2 labs, 3 credits
Prerequisite: HUI 101 or permission of instructor
This course is a continuation of Italian I.

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

HUI 104 ITALIAN LIFE AND INSTITUTIONS
4 periods, 3 lectures, 1 lab, 3 credits
Prerequisite: HUI 103 or permission of instructor
Italian Life and Institutions involves the advanced development of oral and written skills through an in-depth study of the history and culture of Italy. Films and reading texts will be used in exploring Italian thought and attitudes. Students will learn to comment critically on reading texts within the cultural context and to make comparisons within their own background and experience.

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

Spanish

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

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

HUS 111 SPANISH FOR THE CLASSROOM TEACHER I
5 periods, 3 lectures, 2 labs, 3 credits
Prerequisite: None
Not open to students who have taken HUS 101 (A student must successfully complete HUS 112 before credit is granted for Spanish for the Classroom Teacher I).
The course is designed to develop oral competency in Spanish for those students planning to work in school or social work settings with Spanish-speaking children and their parents. Through simulated situations, students will develop confidence in giving and obtaining basic information in Spanish and in conducting simple interviews with parents.

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

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

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

HUS 107 CONVERSATIONAL SPANISH
3 periods, 3 credits
Prerequisites: HUS 102 or permission of instructor.
An intermediate course designed to increase fluency in the spoken language through intensive oral and aural practice in discussions, oral exercises, conversations, and occasional field trips. Simulated and real life situations allow the student to develop and reinforce aural comprehension and speaking skills in Spanish.
HUS 160 THE BARRIO
3 periods, 3 credits
Prerequisite: HUS 103 or permission of instructor
(In addition, HUN 194 is recommended as preparation.)
An examination of the Puerto Rican community as an ethnic minority in New York City. Tracing the roots in the Island and rapidly changing life styles, family structures and style of self-expression, the student will have the opportunity to become aware of the contributions, problems, and challenges faced by one of New York City's largest minorities.

HUS 200 SOCIAL THEMES IN LATIN AMERICAN LITERATURE I
3 periods, 3 credits
Prerequisite: HUS 204 or permission of instructor
An introduction to Latin American literature and its relationship to the dynamics of social change. Through readings, individual research, and attendance at plays and films, the student will have the opportunity to explore the different forms of literary expression and the social values they reflect. Topics include Indian literature, colonization and exploration, the independence movement, and abolition.

HUS 201 SOCIAL THEMES IN LATIN AMERICAN LITERATURE II
3 periods, 3 credits
Prerequisite: HUS 204 or permission of instructor
A continuation of HUS 200, the second term deals with urbanization, social consciousness, alienation, black awareness, and the new revolution.

HUS 204 HISPANIC LIFE AND INSTITUTIONS
3 periods, 3 credits
Prerequisite: HUS 105 or HUS 210 or permission of instructor
An in-depth study of people and institutions of Latin America and through examination of literary sources dealing with a variety of themes related to everyday life. Films, speakers, and life styles from countries throughout Spanish-speaking Latin America. Students will learn to comment critically within the context of Latin culture and to make significant comparison with their own backgrounds and experiences.

HUS 210 ADVANCED SPANISH COMPOSITION
3 periods, 3 credits
Prerequisite: HUS 105 or permission of instructor
This course is designed to enable the student already familiar with basic Spanish grammar to express himself/herself in Spanish in a coherent and organized manner. The focus of the course is on the development of analytic skills in critical writing and the development of research techniques. In addition, the student will be introduced to the major literary movements.

HUS 270 LITERATURE OF THE CARIBBEAN
3 periods, 3 credits
Prerequisite: HUS 204 or permission of instructor
A comparative study of the novel, drama, poetry and essay of Puerto Rico, Cuba, and the Dominican Republic. In addition to reading and other class assignments, students will attend poetry readings and theatrical productions. Representative authors are de Hostos, Llorens Torres, Tapia y Rivera, Villaverde, Heredia, Marti, Carpentier, and Bosoh.

HUF 150, HUG 150, HUI 150, HUK 150, HUS 150
SKILL MAINTENANCE IN FOREIGN LANGUAGES
1 credit, 2 lab hours
Prerequisite: None
A laboratory course designed to maintain foreign language skills during an interruption in the study sequence. Individual instruction is directly related to student's particular field of interest. Hours individually arranged.

HUN 194 THE PUERTO RICAN COMMUNITY: A MINORITY GROUP EXPERIENCE (Intensive)
Prerequisite: None
This course studies the similarities and differences in the socio-cultural patterns of large waves of immigration and their impact on the urban environment. Particular emphasis will be placed on the Puerto Rican community in order to provide an enhanced awareness of and sensitivity to the values systems of New York City's minorities. Throughout the quarter, students will participate directly in the experiences of the Puerto Rican community. Relevant books will also be assigned.

Music
HUM 101 INTRODUCTION TO MUSIC
3 periods, 3 credits
Prerequisite: None
This course is designed to develop an understanding and appreciation of various forms of music. Emphasis will be placed on the elements of musical organization, expression and style. Students will gain understanding by listening to selections and by discussing significant features of musical compositions from the Middle Ages to the present time. In addition, students will have the opportunity to learn the rudiments of musical notation and develop elementary skill on the recorder.

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

HUM 103 HISTORY OF KEYBOARD INSTRUMENTS
3 periods, 3 credits
Prerequisite: HUM 102
A survey course which traces by sight and sound the history of keyboard instruments from the development of the key mechanism through such instruments as the monochord, the clavichord, the spinet, the virginal, the harpsichord, and acoustic piano, the electric piano, the pipe organ, the chamber organ, the reed organ, the electric organ and keyboard synthesizers.
HUM 110 HISTORY OF JAZZ
3 periods, 3 credits
Prerequisite: None
This course is concerned with an historical study of jazz as a folk art. Its origins in both African and European musical traditions, including field hollers (cries), work songs, religious music and marching bands, will be studied. An overview of the music and characteristics of the various emerging styles of jazz, studied through the great performers/composers of the art, will be developed, including: blues, early New Orleans Dixieland, ragtime, Chicago-style Dixieland, boogie-woogie, swing, bop, cool, funky, eclectic and jazz/rock. The course will involve outside reading and listening, as well as performances and lecture/demonstrations.

HUM 111 THEORY OF MUSICAL IMPROVISATION
3 periods, 2 credits
Prerequisites: Any one of the following: HUM 150, HUM 155, HUM 160 or HUM 165
This course will be concerned with the art of performing music as an immediate response to creative ability; that is, without the aid of manuscript, sketches or memory. Students will study the technique of spontaneous composition and improvisation, and learn how to extemporise on their principal instrument (including the singing voice).

HUM 120 AMERICAN MUSIC
3 periods, 3 credits
Prerequisite: HUM 101
This exploration of musical development in America over the past 350 years will concentrate on three major areas: the origins and changing form and character of American folk music, musical theater and “pop” music, and the evolution of the American symphonic tradition. These will be examined in the light of present and probable future developments in each area.

HUM 140 MUSIC THEORY I
3 periods, 3 credits
Prerequisite: HUM 180 or equivalent
This course is concerned primarily with learning to read music. A study will be made of both the sight and sound of major scales. Diatonic intervals, primary chords and key signatures also will be emphasized, and students will learn to write simple melodies in staff notation from melodic dictation.

HUM 141 MUSIC THEORY II
3 periods, 3 credits
Prerequisite: HUM 140 with grade of “C” or better
This course is a continuation of HUM 140. A study will be made by sight and sound of melodic, harmonic and natural minor scales. Key signatures and intervals in minor modes will be emphasized. Secondary chords and their inversions as well as suspensions and passing tones will be introduced in both major and minor keys. Students will learn to write melodies in minor keys and will learn to use both primary and secondary chords and their inversions in harmonizing melodies. Students will analyze music for keys, modulations, and chord progressions.

HUM 150 CHOIR
3 periods, 1 credit
Prerequisite: by audition only (ability to read music equivalent to HUM 101)
Emphasis is on the preparation of choral music for performance. The repertory will include traditional masterpieces of choral literature, Broadway show tunes and currently popular works. Choir will provide the student with an opportunity to learn and perform masterpieces of the choral literature from ancient chants to the latest contemporary works. Choir members will study the form and structure of choral works from different historical periods and learn to recognize their stylistic differences. In addition to classwork (rehearsals), the students will be prepared for public performances before audiences and on radio and TV.

A student may take Choir five quarters for credit, or audit without credit. A student may earn a total of 10 credits in performance groups. Choir will be offered fall, winter and spring quarters.

HUM 155 BEGINNING VOICE CLASS
3 periods, 3 credits
Prerequisite: HUM 101 or HUM 150 (or equivalent)
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 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.

HUM 156 INTERMEDIATE VOICE CLASS
3 periods, 3 credits
Prerequisite: HUM 101 or HUM 150 or equivalent; HUM 155 or equivalent
Based on foundations and experience in HUM 155, 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 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 a singing chorus, techniques of memorization, and overall production and publicity responsibilities. Additional rehearsal hours are part of the course requirement.

HUM 201 THE AMERICAN MUSICAL THEATER: A PRODUCTION WORKSHOP
4 periods, 3 credits
Prerequisites: HUM 140 or 180, and both HUM 155 and HUM 156
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 a singing chorus, techniques of memorization, and overall production and publicity responsibilities. Additional rehearsal hours are part of the course requirement.
HUM 160  BAND
3 periods, 1 credit
Prerequisite: By audition only (ability to read music; performance techniques equivalent to grade 5 music)
The Band will provide the student with an opportunity to learn and perform masterpieces of the instrumental literature from the Renaissance to the latest contemporary works of today. Members of the band will study the form and structure of instrumental works from different historical periods and learn to recognize their stylistic differences.
In addition to classwork (rehearsals), the students will be prepared for public performances before audiences and on radio and TV. A student may take Band for 5 quarters for credit, or audit without credit. A student may earn a total of 10 credits in performance groups. Band will be offered fall, winter and spring quarters.

HUM 165  BEGINNING WIND CLASS
3 periods, 3 credits
Prerequisite: None, HUM 101 recommended
Open to all students interested in playing a wind instrument but who have had no previous experience. Students in this class will develop ensemble and solo performance skills on an instrument of their choice. Skills include tone production, intonation, posture, breathing, embouchure, fingering, rhythm, articulation, and scales, and the use of these skills in expressive performance.

HUM 166  INTERMEDIATE WIND CLASS
3 periods, 3 credits
Prerequisite: HUM 165 or equivalent; HUM 101 desirable but not required
Corequisites: HUM 160 desirable but not required
A continuation of HUM 165. Students will continue to develop ensemble and solo performance skills on the instrument of their choice. Special emphasis will be placed on advanced concepts of tone, intonation, tone, embouchure, breathing, breath control, rhythm, articulation, scales, improvisation and composition. Students will use these skills in expressive musical performance.

HUM 180  BEGINNING PIANO
3 periods, 3 credits
Prerequisites: none
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.

HUM 181  INTERMEDIATE PIANO
3 periods, 3 credits
Prerequisites: HUM 180 with grade of “C” or better, or by audition
A continuation of “Beginning Piano” (HUM 180), 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.

Music Intensive

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

Philosophy

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

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

HUP 220  POLITICAL AND SOCIAL PHILOSOPHY 3 credits, 3 hours
Prerequisite: HUP 101
The course will explore the following questions: What are sources of political authority? What are the limits of political authority? What are the rights and duties of the individual in relation to the state? How do social institutions influence human personality? What is the nature of social control? What are its consequences? These questions will be examined in terms of both a logical and a normative point of view.

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

HUP 240  FREEDOM AND LIFE EXPERIENCE 3 periods, 3 credits
Prerequisites: HUC 100, ENG 100, CSE 102, HUP 101
This course applies the concept freedom, as developed in HUP 101, across the spectrum of one’s daily activities, including work, leisure, time with family and time alone. Analyses of concepts such as work, leisure and obligation provide the framework within which students maintain logs of their daily activities and assess these activities from the standpoint of freedom.
**Bilingual Education Associate Courses**

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

**HUB 102  THE HISPANIC CHILD IN AN URBAN ENVIRONMENT EDUCATIONAL PSYCHOLOGY**  
6 periods, 3 credits  
Prerequisite: SSY 101, HUB 101  
An examination of the psychology theories of learning and motivation as they apply to the Hispanic child. It will review the general concepts of psychology specifically as they apply to bilingual education. Theories of learning and motivation, cognition, learning disabilities will be examined in the context of preadolescent development in an urban setting. In addition to class sessions, a 3 hour field lab and a case study log are required. Students who have had Developmental Psychology I (SSY 240) should see the instructor of HUB 103.

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

**HUB 201  BILINGUAL LANGUAGE ARTS**  
4 periods, 2 credits  
Prerequisites: HUB 103, HUS 210, ENG 101*  
This course is designed to provide an integrated introduction to the basic concepts and application of reading as a total experience in the life of the elementary school child. Basic theories of reading, speaking, listening and writing will be examined. Story-telling materials appropriate for bilingual children will be considered as well as interpretation and critical studies of literature suitable for this population. Special attention will be paid to the evaluation and adoption of selected adult readings to the child's level of comprehension. In addition to classroom assignments the student will design and implement a 4-week language arts unit as part of the field component. A two hour field lab is required.

**HUB 202  BILINGUAL INSTRUCTIONAL MATERIALS**  
4 periods, 2 credits  
Prerequisites: HUB 103, HUS 104, ENG 101*  
This course will present a review of available materials used in bilingual instructional programs. The cultural orientation of materials imported from Spain, Latin America, and Puerto Rico will be discussed in view of their relevance to bilingual Spanish-speakers in mainland schools. The use and incorporation of the commonly used forms of instructional technology will be an integral part of the course. In addition to classwork the student will design and implement a bilingual audiovisual unit as part of the field component. A two hour field lab is required.

**HUB 203  CLASSROOM DYNAMICS IN A BILINGUAL SCHOOL**  
4 periods, 2 credits  
Prerequisite: HUB 202, 203, Prerequisite ENG 102*  
A survey of contemporary theories of school and classroom management as they apply to a Bilingual school. Factors such as language acquisition, status and maintenance, poverty and health will be surveyed in terms of the bilingual learner. Particular attention will be given to the urban environment of bilingual learners in determining methods and techniques in planning to meet the needs of a bilingual urban population. A special field project demonstrating ability to prepare and implement a lesson with a group of 10 children is required. A two hour field lab is required.

*Approval pending.
NOTICE TO ALL STUDENTS AND FORMER STUDENTS

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

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

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

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

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

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

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

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

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

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

CODE OF CONDUCT OF THE BOARD OF HIGHER EDUCATION

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

RULES AND REGULATIONS FOR MAINTENANCE OF PUBLIC ORDER

PURSUANT TO ARTICLE 129A OF THE EDUCATION LAW

The tradition of the university as a sanctuary of academic freedom and center of informed discussion is an honored one, to be guarded vigilantly. The basic significance of the sanctuary lies in the protection of intellectual freedoms: the rights of professors to teach, of scholars to engage in the advancement of knowledge, of 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 respect to his educational unit shall:

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

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

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

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

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

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

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

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

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

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

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

II. PENALTIES

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

2. Any tenured or non-tenured faculty member, or tenured or non-tenured member of the administrative or custodial staff engaging in any manner in conduct prohibited under substantive Rules 1-8 shall be subject to the following range of penalties: warning, censure, restitution, fine not exceeding those permitted by law or by the Bylaws of the Board of Higher Education, or suspension with/without pay pending a hearing before an appropriate college authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities. In addition, in the case of a tenured faculty member, or tenured member of the administrative or custodial staff engaging in any manner in conduct prohibited under substantive Rules 1-8 shall be entitled to be treated in accordance with applicable provisions of the Education Law or Civil Service Law.

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

APPENDIX

SANCTIONS DEFINED

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

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

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

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

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

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

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

H. COMPLAINT TO CIVIL AUTHORITIES

I. EJECTION.

RESOLVED. That a copy of these rules and regulations be incorporated with each college bulletin.

RESOLVED. That these rules and regulations be filed with the Regents of the State of New York and with the Commissioner of Education.

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

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

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

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

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

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

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

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

3. The student shall be notified of the time, place and date of the hearing at least five school days prior thereto unless the student consents to an earlier hearing. The notice may be personally delivered except that the hearing panel by first-class mail to the address appearing on the college records.

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

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

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

7. As soon after the conclusion of the hearing as may be practical the hearing panel shall make a decision and shall communicate it to the President and to each student involved. The decision shall be made in writing within fifteen days after the delivery of the hearing panel's decision. This requirement may be waived in particular case for good cause by the Board Committee.

8. The hearing panel shall consist of such persons as the Chancellor may designate. One such person shall be designated by the Chancellor as the presiding officer. One person shall be a student selected from a roster submitted by the University Student Senate, but such student shall not be from the college attended by the student under charges. One member shall be a member of the permanent instructional staff selected from a roster submitted by the University Faculty Senate, but such faculty member shall not be from the college attended by the student under charges. In the event that no roster has been submitted by the University Student Senate or by the University Faculty Senate, or in the event that no person on one or the other of such rosters is available or willing to serve in a particular case, the Chancellor shall designate a student or a member of the permanent instructional staff, as the case may be, to serve on the hearing panel. The presiding officer shall be in charge of the hearing and shall make such rulings in the course of the hearing as he deems appropriate for a fair hearing. The presiding officer shall be empowered to proceed in the absence of the faculty member or student member or both.

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

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

Adopted by the Board of Higher Education at its meeting held November 23, 1970.
PROCEDURE FOR MEETING WITH THE ADJUDICATOR

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

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

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

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

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

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

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

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

PROCEDURE FOR THE STUDENT FACULTY REVIEW BOARD HEARING

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

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

APPELLEE PROCEDURE FOR THE ACCUSED

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

Appeals shall be of two types:
Type I—
On appeal from the decision of the SFRB after a finding of guilty.
Type II—
On appeal from the decision of the SFRB after a plea of guilty.

If the appeal to the President is from Type I appeal, the President shall have the power to:
1) Affirm the decision of the SFRB in which case the decision is final.
2) Reduce the sentence imposed by the SFRB.
3) Remand the case to the SFRB with recommendation for a re-hearing on the sentence imposed.

If the accused takes issue with the decision of the SFRB on remand he may appeal the decision to the President who shall have the power to:
1) Affirm the decision of the SFRB.
2) Reduce the sentence imposed by the SFRB.

The decision of the President in the case is final.

If the appeal to the President is from a Type II appeal, the President shall have the power to:
1) Affirm the sentence imposed by the SFRB in which case the decision is final.
2) Reduce the sentence imposed by the SFRB.
3) Remand the case to the SFRB with recommendation for a re-hearing on the sentence imposed.

If the accused takes issue with the decision of the SFRB on remand he may appeal the decision to the President who shall have the power to:
1) Affirm the decision.
2) Reduce the sentence imposed by the SFRB.

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

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

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

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

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

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

SUSPENSION OR DISMISSAL

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

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

COLLEGE COMMUNITY DEFINED:

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

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

Any and all persons, contracted or otherwise, employed by the College in any and all areas of the College’s operation, shall fall under the category of faculty and administration.
McGaughey, Judith
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### Department of Natural and Applied Sciences

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Title</th>
<th>Education</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAMADA, GEORGE S.</td>
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<td>BABIN, VIVIAN</td>
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</tr>
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</tr>
<tr>
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<td>McPhee, Joseph R. III</td>
<td></td>
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<tr>
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</tr>
<tr>
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<td></td>
</tr>
<tr>
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<td>M.A., Columbia University</td>
</tr>
</tbody>
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### Department of Secretarial Science

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Title</th>
<th>Education</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>O'PRAY, ROBERT</td>
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<td></td>
</tr>
<tr>
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</tr>
</tbody>
</table>

### Department of Social Science

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Title</th>
<th>Education</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>JACOBS ON, JANICE</td>
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<tr>
<td>PINTO, GERTRUDE</td>
<td>Certified Occupational Therapy Assistant—AOTA, New York</td>
<td></td>
<td></td>
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<tr>
<td>STORK, BYRON</td>
<td>College Laboratory Technician</td>
<td>B.S., C.U.N.Y., City College</td>
<td>A.M., New York University</td>
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</table>

### Division of Student Services

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Title</th>
<th>Education</th>
<th>Institution</th>
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<tr>
<td>KLEINBERG, JEFFREY</td>
<td>Dean, Associate Professor</td>
<td>B.S., C.U.N.Y., Brooklyn College</td>
<td>M.A., Ph.D., Columbia University</td>
</tr>
<tr>
<td>ADES MAN, ALICE</td>
<td>Associate Professor</td>
<td>B.A., New York University</td>
<td>Director of Admissions B.A., M.A., New York University</td>
</tr>
<tr>
<td>ANDRITSI, PIERINNA</td>
<td>Assistant Professor</td>
<td>B.A., Manhattanville College</td>
<td>M.D., M.A., Columbia University</td>
</tr>
<tr>
<td>BANREY, VINCENT</td>
<td>Higher Education Intern</td>
<td>Higher Education Intern</td>
<td>Coordinator of Office of Student Activities A.S., C.U.N.Y., LaGuardia Community College</td>
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<tr>
<td>BIGGYER, MERYL</td>
<td>Higher Education Intern</td>
<td>Higher Education Intern</td>
<td>Coordinator of Office of Student Activities A.S., C.U.N.Y., Queens College</td>
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<tr>
<td>BYK, LYNH</td>
<td>Lecturer</td>
<td>B.A., C.U.N.Y., Queens College</td>
<td>M.A., Queens College</td>
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<tr>
<td>CEARA, AIDA</td>
<td>Instructor</td>
<td>B.S., University Madre Y Maesta, Dominican Republic</td>
<td>M.A., St. Louis University</td>
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</table>
CRESPI, ELSA
Higher Education Intern
Assistant to Work Study Coordinator
A.A., C.U.N.Y., New York City
B.A., John Jay College

DAVIDSON, WINSTON
Assistant Professor
B.A., Yale College
M.Div., Yale Divinity

DESLA, ARTHURINE F.
Instructor
B.A., St. John's University
M.A., C.U.N.Y., Hunter College

DUCAT, DIANE
Assistant Professor
B.A., Rutgers University, New Jersey
M.Ed., University of Florida

DURANT, LOUISE
Higher Education Intern
TAP Coordinator
A.A., LaGuardia Community College

DURFEE, ROBERT
Instructor
B.A., LeMoyne College
M.S. Ed., C.U.N.Y., Hunter College

EDMONS, JOAN
Assistant Professor
B.A., M.S. Ed., C.U.N.Y., City College

HAVRILLA, HELEN
Higher Education Intern
Assistant Administrator
A.A., C.U.N.Y., LaGuardia Community College

HOLMES, J. RICHARD
Assistant Professor
B.A., University of Connecticut
M.A., Newark State College

MARTIN, ANGELIQUE
Assistant to Higher Education Officer
Director of Admissions
B.S., M.A., C.U.N.Y.
John Jay College of Criminal Justice

MINTER, JEROLD Y.
Assistant Professor
B.S., M.S., C.U.N.Y.

SCHULMAN, JANE
Instructor
B.S., S.U.N.Y., New Paltz
M.S., C.U.N.Y., Brooklyn College

SEABROOKS, KENNETH R.
Assistant to Higher Education Officer
Assistant to Director of Financial Aid
B.A., M.S.Ed., C.U.N.Y., City College

SEPULVEDA, RAUL
Assistant Professor
B.A., Inter-American University, Puerto Rico
M.S., C.U.N.Y., City College

SURIYA, WILLIAM
Assistant Professor
B.A., C.U.N.Y., Bronx Community College
M.A., C.U.N.Y., City College

TAWICK, LAVERNE
Assistant Professor
B.A., S.U.N.Y., Albany
M.S. Ed., C.U.N.Y., Graduate Center

WIGGINS, GLORIA
Higher Education Intern
Basic Grants Coordinator
A.A., C.U.N.Y., Bronx Community College
B.S., C.U.N.Y., City College

Office of the Dean of Faculty
MOED, MARTIN
Dean of Faculty
Professor
B.A., Long Island University
M.A., Columbia University
Ph.D., New York University

HOBAN, MICHAEL
Assistant Dean of Faculty
Professor
B.A., Iona College
M.S., Notre Dame University
M.S., Fordham University
Ph.D., Columbia University

BROWN, STEPHEN
Assistant Dean of Faculty
Assistant Professor
Director of Instructional Administration
B.A., C.U.N.Y., City College
M.A., New York University

MANTUSO, FLORA
Assistant Dean of Faculty
Professor
B.A., M.A., Ph.D., New York University

BERGER, KENNETH
Research Coordinator for
Program Evaluation
Higher Education Associate
B.S., Columbia University
M.A., C.U.N.Y., City College
Ph.D., Hofstra University

EHRICH, DAN J.
Director of Institutional Research
Professor
B.A., Clark University, Massachusetts
M.Sc., Ph.D., McGill University, Canada

McEVANS, AUDREY
Research Assistant
B.A., University of California

SCHOENBERG, RAYMOND
Associate Registrar
B.A., C.U.N.Y., Hunter College

STANOWSKI, CHRISTINE
Research Assistant
B.S., C.U.N.Y., Hunter College

WAS, CATHERINE SAILER
Assistant to Registrar
Higher Education Intern
A.A., S.U.N.Y., LaGuardia Community College

WIST, GREGORY
Associate Registrar
B.A., M.A., S.U.N.Y., Stonybrook

Division of Administration
STAPLETON, JOSEPH
Administrator of Administrative Services
Higher Education Officer
B.A., Wagner College
M.B.A., New York University

BARNETT, LEO
Higher Education Associate
Director of Computer Services
B.A., M.S., New York University

CRUZ, RAUL D.
Assistant to Higher Education Officer
Administrative Assistant to the Director of Campus Environmental Services
B.A., M.A., LaGuardia Community College

CRUZ, WILLIAM
Higher Education Assistant
Day Assistant Director of Operational Services
A.A., Nassau Community College
B.A., S.U.N.Y., Cortland

FARRELL, RAUL
Higher Education Intern
Operations Coordinator
A.A., C.U.N.Y., LaGuardia Community College

FISCHER, BARBARA
Higher Education Associate
Senior Systems Analyst
B.S., M.S., Purdue University, Indiana

GROSS, MARYLYN
Higher Education Program/Analyst
B.A., Yeshiva University

HENRY, EDGAR
Assistant Business Manager
B.A., Canal Zone College

HOROWITZ, ROSLYN
Higher Education Intern
Accounts Payable Unit Assistant
A.A., C.U.N.Y., LaGuardia Community College

KREUTER, DEBRA R.
Research Assistant
Supervisor of Mail Room
Office Services

LONGOBARDI, ALFRED C.
Higher Education Associate
Director of Operational Services
A.A.S., B.S., M.A., C.U.N.Y.,
John Jay College

LORIBASAC, THETA
Assistant to Higher Education Officer
Assistant to Director of Campus Environmental Services
B.S., University of Illinois

MIDHA, SUBASH
Assistant Business Manager
B.S., Punjab University, India
M.S., Murut University, India
M.S., M.B.A., S.U.N.Y., at Buffalo

MOLINARO, LOUIS
Higher Education Intern
Assistant to the Director of Operational Services
A.A., B.S., C.U.N.Y., John Jay College
MURRAY, EILEEN
Higher Education Assistant
Assistant to the Administrator of Administrative Services
B.A., Mercy College

O'SHAUGHNESSY, JOHN M.
Higher Education Associate
Director of Office Services
B.A., St. John's University

PAN, WILLIAM C.
Higher Education Associate
Director of Campus Environmental Services
B.S.M.E., University of Washington
B.Arch., M.Arch., Massachusetts Institute of Technology

ROUDE, JOAN
A.A.S., C.U.N.Y., LaGuardia Community College

SANDERS, MOSES
Assistant to the Higher Education Officer
Assistant to Director of Operational Services

SMITH, THOMAS
A.A., Temple University

ARMIGER, SUSAN
Higher Education Officer
Assistant Dean of the College
Assistant to the Administrator of Administrative Services
B.A., Beaver College, Pennsylvania
M.A., Columbia University

KAMEN, RICHARD
Higher Education Associate
Director of Athletic Programs and Facilities
B.S., M.S., C.U.N.Y., Brooklyn College
Ph.D., Ohio State University

MceVIEGH, ROBERT J.
Higher Education Associate
Assistant to the President for Communications
B.S., Utica College of Syracuse University

MENTON, EILEEN
Assistant to Higher Education Officer
Assistant Director of Athletic Programs
B.A., M.S., C.U.N.Y., Queens College

NEWTON, JOAN B.
Assistant to Higher Education Officer
Grants Fiscal Coordinator
A.B., C.U.N.Y., Lehman College

SALENO, WILLIAM T.
Higher Education Assistant
Grants Officer
B.A., C.U.N.Y., Queens College
M.A., University of Wisconsin

SAUL, JOHN
Assistant to Higher Education Officer
Assistant to the Assistant Dean of the College
B.A., C.U.N.Y., City College

Middle College

High School Faculty

GREENBERG, ARTHUR
Director
B.B.A., C.U.N.Y., City College
M.A., New York University
M.S., Pace University

AMAKER, DONALD
B.S., New York University

ANTOSOFFSKY, RUTH
B.A., C.U.N.Y., Brooklyn College
M.A., Hofstra

BORN, TERESA
B.A., C.U.N.Y., Hunter College
M.A., New York University

BRANDT, ELAINE
B.S., C.U.N.Y., City College
M.S., University of Maryland

CHAMBLOSS, GEORGE
B.A., C.U.N.Y., City College
M.A., Hunter College

COSTA, JUDITH
B.A., M.A., Hunter College

BERLIN-DICKMAN, MINDY
B.A., C.U.N.Y., Queens College

DRUCKER, MARILYN
B.A., C.U.N.Y., Hunter College

GOLDSMITH, BARRY
B.A., C.U.N.Y., Queens College
M.A., New York University

GRANT, GABRIELLE
B.S., M.A., Columbia University

JABLON, PAUL
B.S., Manhattan College

VECCIO, MONICA
B.A., M.A., C.U.N.Y., Hunter College

WONG, EILEEN
B.A., C.U.N.Y., Queens College

LAITEMON, EMILY
B.S., Boston Stetson University
M.A., New York University
M.S., C.U.N.Y., Hunter College

OLIVENSTEIN, ROSLYN
B.A., M.A., C.U.N.Y., Queens College

ROSENBERG, BURL
B.A., M.A., C.U.N.Y., Queens College

ROSENBERG, HAROLD
B.S., C.U.N.Y., City College
M.S., University of Oregon

ROSIN, SHIRLEY
Associate Degree, C.U.N.Y., Queensboro Community College

ST. HILL, WINSTON
B.A., M.A., C.U.N.Y., City College

SENA, THOMAS
B.A., C.W. Post College
M.S., C.U.N.Y., Queens College

SOBELMAN, AARON
B.S., Ph.D., New York University

TEPER, IRA
B.A., C.U.N.Y., City College

VAGLIO, CATHERINE
B.A., Pace University

Human Services Program

Mental Health Preceptors

AFZAL, NASEERA
Bird S. Coker Hospital

Balfour, AMMON
Transitional Services of New York

BOD, NOMI
Queens Hospital Center

CROSS, BARBARA
Pomonok Neighborhood Center

GOLDFARB, NAOMI
Sunnyside Community Center

GUGEL, RITA NACKEN
Goldwater Hospital

HAGAN, SANDRA
Under 21—Covenant House

HORNE, SARAH
Queens Hospital Center

HUTH, EDWARD T.
Kingsborough Psychiatric Center

JOHNSON, PENELIPE
Hillside Eastern Queens Mental Health Clinic

KANE, ROSE MARY
Hamilton-Madison House

KING, REBECCA
Young Adult Institute

LAZAR, SYDDELE
Herbert Birch School

MEDNICK, MURRAY
Brooklyn Developmental Services

MEEHAN, MAUREEN
Kings County Alcohol Detoxification Hospital

NEWBALL, LEO
LaGuardia Human Development Center

NURSE, LAURA
Union Settlement

PEREZ, BERTHA
United Cerebral Palsy of Queens

REDHEAD, OLSON
Adult Learning Center at the Queens House of Detention

ROSENBLUM, PAULINE
Lifeline Center

SAMOWITZ, PERRY
Young Adult Institute

SCHUBERT, PAT
New York Foundling Hospital

SEAMON, GAILARD
Washington Heights Community Services

SILVERBERG, SHIRLEY
Roosevelt Hospital

WADSWORTH, ANN
Bellevue Hospital Psychiatry

WASHINGTON, EARNEST
Ottie Home for Children

WEISS, EARNEST
Ottie Home for Children

WEISS, PAULA
Bernard Fineson Developmental Services

Human Services Program

Child Development Preceptors

BERRY, NANCY
Montauk, D.C.C.

BODNER, BELLE
People's United Methodist Church

BRADSHAW, CLAUDIA (SISTER)
Frank Alessi Child Care Center

BROOKS, ROCHELLE
Malcolm X D.C.C.
BUCHENHOLZ, GRETCHEN
Merricats Castle Nursery School
School Holy Trinity Church
DIGENNARO, LOUISE ANN (SISTER)
St. Ignatius of Loyola D.C.C.
EDWARDS, ANNIE
Queensbridge D.C.C.
FEINBERG, ESTHER
North Queens D.C.C.
FLAX, CATHY
Boys' Harbour School Age D.C.C.
GLOVER, AGNES
Hallet Cove D.C.C.
GOLDSMITH, MARJORIE
Jackson Heights Children's Center
GOLLOBIN, JEANNE
Children's Energy Center
GOODMAN CAROLYN (DR.)
Bronx Psychiatric Center
Pace Family Center
GREEN, PAT
Bank Street School for Children
HAIR, JOSEPHINE
Glenmore D.C.C.
Samuel Wright D.C.C.
INCE, ISABELLE
East Elmhurst D.C.C.
KELLY, SONIA
Look-Up D.C.C.
KUHLMAN, ELIZABETH
Lexington School for the Deaf
LUI, EFFIE
Hamilton-Madison House
MARALTZ, CHARLES
Astoria Park Pre-School Center
MENNA, MARION
Fun Nursery
NAVARRO, HOPE
Campus, D.C.C.
NELSON, ETHelyn
Queensbridge D.C.C.
RIKLEEN, REBECCA
Red Balloon D.C.C.
SALIS, HILDA
Brevoort Child Care Center
SHEPPARD, JANET
Brownstone School
SPAULDING, ISABEL
The Lighthouse (N.Y. Association for the Blind)
TAMBAC, ESTELLE
River Park Nursery School
TOMLINSON, WINIFRED
Starlight D.C.C.
TREGER, NANCY
Forest Hills Jewish Center
TYLER, IRENE
Jamaica D.C.C.
WARD, MARGARETTE
Merrick Y D.C.C.
WOOD, KAREN
Bronx Psychiatric Center

Occupational Therapy
Field Work Centers And
OTR Supervisors of Students

FERRANTE, VIRGINIA
THOWDIS, HARRIET
A. Holly Patterson Home
YASUMURA, MICH
Bellevue Hospital
GREENWALD, BARBARA
Beth Abraham Hospital
MEADOWS, MAURENE ROSE
Bronx Lebanon Hospital
RIKOON, HELEN
Bronx Psychiatric Center
CHANE, MARILYN
Brooklyn Developmental Center
FLICK, MURIEL
Brunswick Hospital Center
AARONS, SARA
DeBear, Kirsten
Bureau of Handicapped Children
UPMANIS, ILGA
Bird S. Coler Hospital
ALPERIN, L
GOLDBERG, LINDA
Columbus/Hospital of Cabrini
SHELLY, ELEANOR
Columbia Presbyterian Hospital
BROD, HELEN
Coney Island Hospital
JOHNSON, TERRY
Creedmoor Psychiatric Center
MILLER, MARILYN
Daughters of Jacob Nursing Home
ORTNER, SANDY
DeWitt Nursing Home
GAINES, MARGIE
MADDIWAR, B.
Bernard Fineson Development Center
ABELESON, AMY
SELDMAIR, MARIA
Fordham Day Hospital/Misericordia

MCDANIEL, SUSAN
Gracie Square Hospital
PUZIO, ROSEMARY
Greater Harlem Nursing Home
CHANDLER, DOLORES
Harlem Hospital Center
GAUGHAN, PHYLLIS
Hebrew Home for Chronic Sick
DAVIS, JUNE
Hempstead General Hospital
PIERCE, JULIE
The Henry Street Settlement
LOW, BARBARA
ICD/Rehab. & Research Center
ABELLA, MERCEDES
Institute of Rehab. Medicine
GANS, SUSAN
Jacobi Hospital
TAVON, EDITH
Jewish Home & Hospital
JACOBS, NANCY
Kessler Institute of New Jersey
WEINGARTEN, EDITH
Kingsboro Psychiatric Center
VANENBURG, SAMMIE
STRAUSSBERG, A.
Kings County Psychiatric Center
WAINMAN, SANDRA
Kings Harbor Health Center
PETROLINO, PHILIP
Hillside Division/Long Island
Jewish Hospital
ALEXANDER, JOAN
Mercy Hospital
CHAWLA, RINA
Metropolitan Hospital
CAVANAUGH, KATHERINE
Metropolitan Jewish Geriatric
O'DONNELL, MARY BETH
Montefiore Hospital
LEVIN, MARIAN
Morningside House Nursing Home
TAKAI, VALERIE
Mt. Sinai Hospital & Medical Center

MILLER, MARION
Nassau County Medical Center
MILLMAN, SUSAN
Sarah Newman Nursing Home
WARYHA, JOYCE
Park Crescent Nursing Home
PAPPAS, OLYMPIA
Pilgrim State Psychiatric Center
FRIERSON, ADA
Queens Hospital Center
BYRD, ELIZABETH
Rockefeller University Hospital
NIKIRK, YVONNE
Roosevelt Cerebral Palsy Center
FAIRCERVIS, JOAN
Roosevelt Hospital
MESTRE, ROZ
Samuel Shulman Institute/
Brookdale Hospital
DEJESUS, JANICE
St. Barnabas Administration
GOLDMAN, ISIDORE
St. Barnabas Hospital
HENRYSON, BARBARA
St. Luke's Hospital Center
SIMMONS, ANITA
THUELL, JENNIFER
St. Vincent's Hospital
CHAZANI, ALIZA
South Beach Psychiatric Center
BALLARD, HERBERT
South Oaks Psychiatric Center
DAVIS, ALICE
Suffolk Development Center
JONES, CLEOPATRA
Margaret Tietz Center for
Nursing Care
DZIELAK, MARY ANN
Trump Pavilion of Jamaica
Hospital
KADANOFF, ILENE
ORD, MARILYN
United Cerebral Palsy of Brooklyn
GAFFNEY, DIANE
United Cerebral Palsy of Staten Island
The following is an official list of State approved programs, H.E.G.I.S. (Higher Educational General Information System) codes and approved degrees.

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

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

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

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

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

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

FROM TIMES SQUARE: ... OR 5th AVENUE AND 42nd STREET ... OR GRAND CENTRAL: Take Flushing Main Street Train Uptown to Rawson Street Station ... or take BMT “RR” Train to Queensborough Plaza, change to Flushing Main Street Train Uptown to Rawson Street Station.

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

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

It is the policy of LaGuardia Community College to recruit, employ, retain and promote employees, and to admit and provide services to students without regard to race, color, religion, sex, age, national origin, veteran's status or physical disability.

LaGuardia Community College is in compliance with Executive Order 11246, Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.
EQUAL OPPORTUNITY STATEMENT

It is the policy of LaGuardia Community College to recruit, employ, retain and promote employees, and to admit and provide services to students without regard to race, color, religion, sex, age, national origin, veteran's status or physical disability.

LaGuardia Community College is in compliance with Executive Order 11246, Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.