THE COVER

The organizations presented on the cover represent twelve of the nearly 400 companies currently participating in the college's unique work/study cooperative education internship program. These companies, however, have the added distinction of being both prominent New York employers and long-time participants in the program. We salute them as well as all of our employers for the special contribution they are making to our students' education. The photographs are by Randy Fader-Smith.
ADMISSIONS
For admissions information or to request an application, contact: Admissions Office: 626-5588
Or you may also contact: CUNY Office of Admission Services
101 West 31st Street
New York, NY 10001
868-6200

INFORMATION CENTER/
SPANISH SPOKEN:
For general information about the college, college activities and programs, call: 626-8742, Monday through Thursday, 9 am-8 pm and Friday and Saturday, 9 am-1:30 pm.

OTHER FREQUENTLY CALLED NUMBERS:
Call from outside Queens, add Area Code: 718.
Accounting & Managerial Studies Dept. 626-5553
Bursar's Office 626-8523
College Discovery Office 626-5095
Continuing Education Non-credit Courses 626-5057
Cooperative Education Program 626-5484
Counseling (Student Development Center) 626-8562
Data Processing Dept. 626-5510
English Dept. 626-5571
English Language Center (ESL) 626-2718
Financial Aid Office 626-5515
Medical Aid 626-5592
Nursery School (Day Care Center) 626-8571
Registrar's Office 626-8517
Secretarial Science Dept. 626-5547
Security Desk 626-5583
Social Science Dept. 626-5541
When LaGuardia Community College accepted its first students in 1971, it wanted to be what the words in its name promised. It wanted to be both a college and a community.

The idea is simple, really. LaGuardia was founded by people who believed that a college should be more than a place students attend until they graduate. They believed a college is also a human experiment created by different people who share a common goal.

Beyond that, they believed that a college is more than the community it creates within its walls. A college is also part of the community in which it is located. In fact, that first thing the founders of this college did was talk to people in the neighborhoods nearby about the kind of college the people wanted built here.

Naturally, if this is the kind of college you want to be, it will affect the way you do your work.

How does the college want to do its work?

First, the college believes it has a responsibility to go beyond merely providing students with the opportunity for an education. The college must also make it possible for students to succeed and even to excel.

Of course, every college wants the same for its students. Here at LaGuardia that desire is matched by a special level of commitment.

To put it very simply, we believe in the possibility of excellence. We look for it in the people who work here and in the programs we offer. We look for it in students. The question is: how can a college make the possibility of excellence real for its students?

LaGuardia saw part of the answer in an idea we all know to be true: that in this life, people learn in many different ways. We took that idea and said: what is true in life should also be true in college.

To make a college education true to life, however, means taking students out of the classroom and into the workplace.

Unlike any other community college before it, this college was the first to require students to complete off-campus work/study internships as a requirement for graduation.

But the college does not simply put students into a job and say: "See you next quarter."

The college works with its students through a unique program merging classroom instruction, work experience, and career-related seminars. As a result, when LaGuardia students graduate, they have more than a degree. They have a resume. That was the beginning of cooperative education at the college. It has grown to become a central feature of the LaGuardia experience.
But expanding a college education into the workplace is only part of what it takes to make a LaGuardia education work. Just as important—a college must be able to narrow its focus to a single student where there is an individual need.

For example, some of our students have mastered the material taught in some of our classes before they ever get to college. To them we offer an alternative degree program and give them credit for what they already know.

Other students need special help with reading, writing, mathematics, and communication skills. To them we offer a basic skills program of small classes and special tutoring where they have a new chance to learn these essential skills.

For all of our students, however, whatever their skills, we know college is a demanding experience. For this reason the college provides many kinds of counseling services—opportunities to talk about their school work, their career plans, their personal lives.

LaGuardia, however, is surrounded by a community which needs more from it than college degrees. The college has responded, with a great deal more.

For example, the Division of Continuing Education offers programs for community residents at the college and in the neighborhoods where they live. It provides training for older people and small business people. For people who are deaf and people who are blind. For veterans and prison inmates. For those who want a career change, a high school equivalency diploma, or an auto repair class.

Other people, however, prefer sports. For these people the college operates a recreation program which mixes community residents and college students.

For other people, a community college is a community center. For these people a classroom can be a conference room. Or a theatre can be a meeting hall.

The college plays host to dozens of such events each year.

For all these people, this college is all these things.

Still, is this all a college can be? This college thought not.

So for a student with a young child, LaGuardia is also a day care center. While the parent goes off to class, the child attends a city-licensed nursery school located at the college and paid for by the students.

For a youngster from the local public schools who is thinking of dropping out, LaGuardia is also an alternative high school. Unfulfilled in the normal school setting, these students come to LaGuardia's Middle College High School. After three years here, instead of dropping out, most go on to college—often at LaGuardia!

Why are we telling you all of this here?

Fiorello LaGuardia could have told you why. As mayor of New York, LaGuardia was a plainspoken crusader and perhaps the most popular figure in the city's political history. "Forget the details," he once told an aide with impatience "Get to the reasons why!"

A college catalog cannot completely forget the details, of course. This one contains a great many, and they all begin on the next page.

But along with the details, we also want to state our reason why—why this college is here, and what it is we are trying to do.

After that, there seems only this to say:
Welcome to the college and the community.
Welcome to the experiment.
# Table of Contents

## Academic Programs & Policies
- **Academic Curricula**: 7
- Accounting: 8
- Animal Health Technician: 10
- Bilingual Education Associate: 12
- Data Processing: 14
- Dietetic Technician: 16
- Human Services: 18
- Liberal Arts & Sciences: 20
- Managerial Studies: 23
- Mortuary Science: 26
- Nursing: 27
- Occupational Therapy Assistant: 28
- Physical Therapy Assistant: 29
- School Foodservice Management: 30
- Secretarial Science: 31

## Academic Programs: 34
- Academic Requirements: 34
- Basic Skills Program: 34
- Liberal Arts Elective Restrictions: 35
- Urban Study Requirement: 36
- Independent Study & Individualized Courses: 36

## Academic Policies: 37
- Cooperative Education: 44
- Individualized Program of Preparation & Placement: 44
- Internship as an Educational Experience: 45
- Cooperative Education Under the Optional Plan: 46
- Placement Office: 47
- Cooperative Education Policies: 47

## Admissions, Tuition & Financial Aid
- **Student Admissions**: 49
- Admission Requirements for Degree Candidates: 49
- Admission Requirements for Non-degree Applicants: 49
- Application Procedures for Matriculated Status: 49
- College Discovery Program: 50
- Credit Banking for High School Students: 50
- Leave of Absence: 41
- Transfers to Senior Colleges and Universities: 50

## Financial Aid: 52
- Tuition Assistance Program (TAP): 56
- Regents College Scholarships: 57
- Regents Awards for Children of Deceased or Disabled Veterans: 57
- State Aid to Native Americans: 57

- Guaranteed Student Loan Program: 58
- Parent Loan for Undergraduate Students (PLUS): 59
- Auxiliary Loans to Assist Students (ALA): 59
- College Discovery (CD): 59
- Work Incentive Program (WIN): 59
- Pell Grants (Formerly BEOG): 52
- Supplemental Education Opportunity Grants (SEOG): 52
- National Direct Student Loan Program (NDSL): 53
- College Work-Study Program (CWS): 53
- Social Security Payments to Children of Deceased or Disabled Parents: 54
- United States Bureau of Indian Affairs Aid to Native Americans: 54
- Veterans Administration Educational Benefits: 55
- Office of Veterans Affairs: 55

## Tuition & Fees: 60
- Cost of Education: 60
- Tuition: 61
- Tuition Refunds: 61
- Fees: 62
STUDENT SERVICES & SPECIAL PROGRAMS

Continuing Education/65
Extended Day Session/65
Noncredit Programs/66
Campus-Based Programs/66
Outreach Programs/68
Student Services/69
Counseling/69
Student Activities Fees, Programs & Services/70
Health Services/71
Special Programs/71
Laboratory Facilities/71
Middle College/73
Library/72
Recreation/72
Writing Center/71

COURSE DESCRIPTIONS

Accounting/Managerial Studies Dept./74
Accounting/74
Managerial Studies/76
Urban Study/77
Communication Skills Dept./77
Cooperative Education Division/78
Counseling Program/79
Data Processing Dept./79
English Dept./82
Journalism/82
Literature/82
Writing/84
Urban Study/86
Humanism & Technology: Liberal Arts Seminar/86
English as a Second Language/86
Humanities Dept./87
Art/88
Bilingual Education/89
Communication Arts/90
Foreign Languages/92
Music/93
Philosophy/96
Humanism & Technology: Liberal Arts Seminar/96
Urban Study/97
Human Services Dept./97
American Sign Language/98
Child Development/98
Gerontology/99
Mental Health/99
Urban Study/100
Library-Media Resources Center/100
Mathematics Dept./100
Humanism & Technology: Liberal Arts Seminar/102

Natural & Applied Sciences Dept./102
Animal Health Technician/103
Dietetic Technician/103
School Foodservice Management/105
Occupational Therapy/106
Biology/107
Chemistry/108
General Science/109
Health Science/109
Physics/109
Urban Study/110
Humanism & Technology: Liberal Arts Seminar/110
Secretarial Science Dept./111
Social Science Dept./116
Anthropology/116
Economics/117
History/117
Political Science/118
Psychology/119
Sociology/120
Urban Study/120
Humanism & Technology: Liberal Arts Seminar/121

STAFF

Instructional Staff/122
Divisional Staff/135
Departmental Staff/138

INDEXES/144
Course code index/147
General index/144
Map/151
Calendar/Inside back cover
ACADEMIC PROGRAMS

The academic programs offered by the college are presented in alphabetical order. They are:

Accounting/9
Animal Health Technician/10
Bilingual Education Associate/12
Data Processing/14
Dietetic Technician/16
Human Services/18
Liberal Arts and Sciences/20
Managerial Studies/23
Mortuary Science/26
Nursing/27
Occupational Therapy Assistant/28
Physical Therapist Assistant/29
School Foodservice Management/30
Secretarial Science/31

ACADEMIC REQUIREMENTS

Basic Skills/34
Liberal Arts/35
Urban Study/36

COOPERATIVE EDUCATION

Co-op optional plan/46
Co-op policies/47
Internship policies/46
Internship Seminar/45
Placement Office/47

ACADEMIC POLICIES

Academic appeals/40
Academic probation/40
Academic standards/39
Attendance policy/40
Foreign language credit/43
Grading system/38
Graduation requirements/41
Leave of absence/41
Transfer policies/42
Withdrawal policies/40
LaGuardia Community College is designed to provide its students with a wide range of learning opportunities in the areas of personal growth, academic achievement, and career preparation. To meet these goals the college has created a variety of academic programs both traditional and experimental, which can be summarized in this way.

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

### ASSOCIATE IN ARTS
- Bilingual Education Associate
- Human Services—child care, mental health, and gerontology options
- Liberal Arts

### ASSOCIATE IN APPLIED SCIENCES
- Accounting—career and transfer patterns
- Animal Health Technology
- Business Management
- Credit Management
- Data Processing—operations and programming options
- Mortuary Science
- Nursing
- Physical Therapist Assistant
- Secretarial Science—administrative office assistant, bilingual, executive and legal options

### ASSOCIATE IN SCIENCE
- Business Administration
- Computer Science
- Dietetic Technician
- Foodservice Management
- Dietetic Technician
- Nutrition Care Services
- Occupational Therapy Assistant
- School Foodservice Management

### CERTIFICATE PROGRAM
- Word Processing
The Accounting Program, coordinated by the Accounting and Managerial Studies Department, offers a course of study leading to an Associate in Applied Science Degree (AAS).

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

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

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

Regardless of the post-graduation goals, the student is able to complete three internships from numerous job opportunities available through 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.

Students who need additional skill development in reading, writing, mathematics, and communication will be required to take basic skills courses. These courses are not listed in the required courses section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. When basic skills courses are required, they are included in the program in place of elective courses. For more information on the basic skills requirements see page 34.
# Accounting Curriculum

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>Writing through Literature ENG102</td>
<td>3</td>
</tr>
<tr>
<td>(Recommended for transfer students)</td>
<td></td>
</tr>
<tr>
<td>Writing for Business ENG112</td>
<td>3</td>
</tr>
<tr>
<td>(Recommended for career students)</td>
<td></td>
</tr>
<tr>
<td>Algebra MAT110</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>Pre-Calculus MAT200</td>
<td>3-4</td>
</tr>
<tr>
<td>(Recommended for transfer students)</td>
<td></td>
</tr>
<tr>
<td>Elementary Statistics MAT120</td>
<td></td>
</tr>
<tr>
<td>(Recommended for career students)</td>
<td></td>
</tr>
<tr>
<td>Introductory Economics SSE101</td>
<td>3</td>
</tr>
<tr>
<td>Accounting/Managerial Studies:</td>
<td></td>
</tr>
<tr>
<td>Introduction to Business AMM101</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Accounting I AMA101</td>
<td>2</td>
</tr>
<tr>
<td>Principles of Accounting II AMA102</td>
<td>2</td>
</tr>
<tr>
<td>Principles of Accounting III AMA103</td>
<td>2</td>
</tr>
<tr>
<td>Accounting Applications for Microcomputers AMA110</td>
<td>3</td>
</tr>
<tr>
<td>Business Law I AMM110</td>
<td>3</td>
</tr>
<tr>
<td>Select three of the following:</td>
<td></td>
</tr>
<tr>
<td>Intermediate Accounting I AMA201</td>
<td>9</td>
</tr>
<tr>
<td>Intermediate Accounting II AMA202</td>
<td></td>
</tr>
<tr>
<td>Cost Accounting I AMA210</td>
<td></td>
</tr>
<tr>
<td>Cost Accounting II AMA211</td>
<td></td>
</tr>
<tr>
<td>Individual Income Tax Procedures AMA150</td>
<td></td>
</tr>
<tr>
<td>Partnership and Corporation Tax Procedures AMA155</td>
<td></td>
</tr>
<tr>
<td>Cooperative Education/78</td>
<td></td>
</tr>
<tr>
<td>(Optional for Extended Day students)</td>
<td></td>
</tr>
<tr>
<td>Three internships, three credits each</td>
<td>9</td>
</tr>
<tr>
<td>Data Processing/79</td>
<td></td>
</tr>
<tr>
<td>Introduction to Data Processing BDP100</td>
<td>3</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>14-15 credits</td>
</tr>
</tbody>
</table>

**If students do not take an urban study course within their program requirements, one of their electives must be an urban study course.**

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal arts electives—for restrictions, see page 35, 7-8</td>
<td></td>
</tr>
<tr>
<td>(Number of credits required depends on Math and English courses chosen)</td>
<td></td>
</tr>
<tr>
<td>Unrestricted electives</td>
<td>7</td>
</tr>
<tr>
<td>(Transfer students are advised to take liberal arts courses from any department. Career students should select courses from the Accounting and Managerial Studies Department.)</td>
<td></td>
</tr>
</tbody>
</table>

Total credits: 66
The Animal Health Technician Program provides for both classroom and clinical training in the areas of small and large animal care, and laboratory animal science. It is coordinated by the Department of Natural and Applied Science and leads to the Associate in Applied Science Degree (AAS). The program is designed to meet requirements set forth by the New York State Department of Education and the American Veterinary Medical Association, and will prepare the graduate for a career as an Animal Health Technician.

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

Students will spend 3 of their 8 quarters working in veterinary practices and research animal facilities. A number of New York City practicing veterinarians will provide work experience for students. Students will also work with research animals at the Laboratory Animal Research Center of Rockefeller University.

There are a wide variety of employment opportunities for Animal Health Technicians in the metropolitan area. These include animal research laboratories, private veterinary practices, pet shops, testing laboratories and animal shelters. The LaGuardia Community College program will prepare students with training to meet the requirements for New York State licensure as animal health technicians. Students will also be prepared for a certifying examination given by the American Association for Laboratory Animal Science. The program is not recommended for students planning to enter veterinary college.

Students who need additional skill development in reading, writing, mathematics, and communication will be required to take basic skills courses. These courses are not listed in the required courses section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. When basic skills courses are required, they are included in the program in place of elective courses. For more information on the basic skills requirements see page 34.
# Animal Health Technology Curriculum

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Course page number</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/85</strong></td>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td><strong>Social Science/116</strong></td>
<td>Introduction to Social Science SSI100</td>
<td>3</td>
</tr>
<tr>
<td><strong>Humanities/90</strong></td>
<td>Oral Communication HUC101</td>
<td>3</td>
</tr>
<tr>
<td><strong>Mathematics/101</strong></td>
<td>Elementary Statistics I MAT120</td>
<td>3</td>
</tr>
<tr>
<td><strong>Natural &amp; Applied Science/108</strong></td>
<td>Biological Chemistry SCC140</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Comparative Vertebrate Anatomy and Physiology SCB210</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>General Microbiology SCB260</td>
<td>4</td>
</tr>
<tr>
<td><strong>Cooperative Education/78</strong></td>
<td>Research Animal Practice SCV290</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Small Animal Practice SCV291</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Selected Advanced Internship SCV292</td>
<td>3</td>
</tr>
<tr>
<td><strong>Animal Health Technology/103</strong></td>
<td>Introduction to Animal Health Technology SCV101</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Research Animal Technology SCV201</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Veterinary Medical Nursing I SCV210</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Veterinary Surgical Nursing II SCV211</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Radiography SCV212*</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Clinical Laboratory Techniques SCV213</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Farm Animal Nursing SCV214*</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9 credits</td>
</tr>
</tbody>
</table>

Total credits: 66

*Course will be taught at an off campus location.

---

Gladys Volmar '83
Assistant
Triborough Animal Hospital
Interned:
Rockefeller Laboratory
Animal Research Center
ASPCA
The Education Associate Program with a specialization in Bilingual Education is administered by the Department of Humanities and awards the Associate in Arts degree (AA). 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.

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

Students who are not currently working as paraprofessionals will serve three 10-week internships in bilingual schools. Working classroom paraprofessionals may use their current employment site to fulfill the internship requirement.

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

Students who need additional skill development in reading, writing, mathematics, and communication will be required to take basic skills courses. These courses are not listed in the required courses section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. When basic skills courses are required, they are included in the program in place of elective unrestrictive courses.
# Bilingual Education Associate Curriculum

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/85</td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td></td>
</tr>
<tr>
<td>Writing Through Literature ENG102</td>
<td></td>
</tr>
<tr>
<td>Mathematics/Sciences/101</td>
<td></td>
</tr>
<tr>
<td>Early Concepts of Math for Children I MAB103</td>
<td></td>
</tr>
<tr>
<td>Mathematics in Elementary Education II MAB104</td>
<td></td>
</tr>
<tr>
<td>Social Sciences/116, 119</td>
<td></td>
</tr>
<tr>
<td>Introduction to Social Science SSB100 (bilingual mode)</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology SSY101 (bilingual mode)</td>
<td></td>
</tr>
<tr>
<td>Group Dynamics: Small Group Processes SSY260</td>
<td></td>
</tr>
<tr>
<td>Humanities/93</td>
<td></td>
</tr>
<tr>
<td>These courses taught in Spanish only.</td>
<td></td>
</tr>
<tr>
<td>Advanced Spanish Composition HUS210</td>
<td></td>
</tr>
<tr>
<td>Latin American Civilization HUS204</td>
<td></td>
</tr>
</tbody>
</table>

54 credits

**Bilingual Education Associate Curricula/89, 90**

(Taught in bilingual mode)

<table>
<thead>
<tr>
<th>Course</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin American Literature I HUS200</td>
<td>3</td>
</tr>
<tr>
<td>Latin American Literature II HUS201</td>
<td></td>
</tr>
<tr>
<td>Literature of the Caribbean HUS270</td>
<td></td>
</tr>
<tr>
<td>Latin American Literature I HUS200</td>
<td>3</td>
</tr>
<tr>
<td>The Bilingual Child in the Urban Environment: Educational Psychology HUB102*</td>
<td>3</td>
</tr>
<tr>
<td>Principles and Practices of Bilingual Education HUB103</td>
<td>3</td>
</tr>
<tr>
<td>Bilingual Language Arts HUB200</td>
<td>3</td>
</tr>
</tbody>
</table>

**Cooperative Education/78**

Three internships, three credits each, in educational institutions requiring bilingual skills.

9 credits

**Elective Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts Electives: for restrictions see page 35.</td>
<td>9</td>
</tr>
<tr>
<td>Unrestricted electives</td>
<td>3</td>
</tr>
</tbody>
</table>

Total credits: 66

--

*Students who have had Developmental Psychology SSY240 should see instructor before registering.*
The Data Processing Program, coordinated by the Department of Data Processing, awards the Associate in Applied Science (AAS) degree in either computer programming or computer operations, and in addition, for students interested in a more theoretical course of study, the department offers an Associate in Science (AS) degree in computer science. All options prepare students for careers in data processing as well as transfer options to senior colleges.

The program has two objectives: first, to provide students with technical competence in the field of data processing and, second, to provide a basic understanding of business organization and the role of data processing in support of the management process.

Students at LaGuardia can select from among three options.

The concentration in computer programming provides training for entry level jobs as well as for transfer to a senior college as a business or information sciences major. Graduates of this option may qualify for positions as a junior programmer or programmer trainee.

The concentration in computer operations prepares students to operate computer equipment. Students will qualify after graduation for positions as input/output control clerk, computer operator, and console operator.

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

Students who need additional skill development in reading, writing, mathematics, and communication will be required to take basic skills courses. These courses are not listed in the required courses section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. When basic skills courses are required, they are included in the program in place of elective courses. For more information on the basic skills requirements see page 34.

**Computer Science Option**

**Curriculum: AS Degree**

<table>
<thead>
<tr>
<th>Required Courses/Course page number</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics/101-102</td>
<td>63-64</td>
</tr>
<tr>
<td>Precalculus MAT200</td>
<td>4</td>
</tr>
<tr>
<td>Students not requiring MAT200 should select one elective from:</td>
<td></td>
</tr>
<tr>
<td>Linear Algebra MAT210</td>
<td></td>
</tr>
<tr>
<td>Elementary Differential Equations MAT204</td>
<td></td>
</tr>
<tr>
<td>Mathematical Probability and Statistics, I, II MAT220, 221</td>
<td>12</td>
</tr>
<tr>
<td>Calculus, I, II, III MAT201, 202, 203</td>
<td></td>
</tr>
<tr>
<td>Introduction to Discrete Mathematical Structures MAT230</td>
<td>4</td>
</tr>
<tr>
<td>Data Processing/80-81</td>
<td></td>
</tr>
<tr>
<td>Introduction to Computer Science BDP101</td>
<td></td>
</tr>
<tr>
<td>Structured Programming Techniques with COBOL BDP195</td>
<td>4</td>
</tr>
<tr>
<td>Basic Assembler Language for Computer Science BDP196</td>
<td>5</td>
</tr>
<tr>
<td>Computer Architecture BDP295</td>
<td>4</td>
</tr>
<tr>
<td>Two electives to be selected from:</td>
<td></td>
</tr>
<tr>
<td>Operating Systems BDP230</td>
<td></td>
</tr>
<tr>
<td>Pascal BDP285</td>
<td></td>
</tr>
<tr>
<td>Fortran BDP220</td>
<td></td>
</tr>
<tr>
<td>PL-1 BDP210</td>
<td></td>
</tr>
<tr>
<td>Minicomputers BDP265</td>
<td></td>
</tr>
<tr>
<td>Systems Analysis and Design BDP110</td>
<td></td>
</tr>
<tr>
<td>Accounting/Managerial Studies/76</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Business AMM101</td>
<td></td>
</tr>
<tr>
<td>English/85</td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Composition II ENG102</td>
<td>3</td>
</tr>
<tr>
<td>Social Science/116</td>
<td></td>
</tr>
<tr>
<td>Introduction to Social Science SS100</td>
<td></td>
</tr>
<tr>
<td>Cooperative Education/78</td>
<td>9</td>
</tr>
<tr>
<td>Three internships, three credits each</td>
<td></td>
</tr>
<tr>
<td>Elective Courses</td>
<td>3</td>
</tr>
<tr>
<td>Liberal arts electives</td>
<td></td>
</tr>
<tr>
<td>The liberal arts elective must be an Urban Study course.</td>
<td></td>
</tr>
</tbody>
</table>

Total credits: 66-67
### Operations Option Curriculum: AAS Degree

**Required Courses / Course page number**  
**52 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/Humanities /85</strong></td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>One additional course from the English or Humanities Departments</td>
<td>3</td>
</tr>
<tr>
<td><strong>Mathematics /101</strong></td>
<td></td>
</tr>
<tr>
<td>Algebra MAT110</td>
<td>3</td>
</tr>
<tr>
<td>Students who have previously completed a year of algebra will be placed in Elementary Statistics. It is recommended that students elect an additional course in statistics.</td>
<td></td>
</tr>
<tr>
<td>One additional course in the Mathematics Department. (MAT098 and 099 do not satisfy this requirement.)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Social Science /116</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction to Social Science SSI100</td>
<td>3</td>
</tr>
<tr>
<td><strong>Accounting and Business /74, 76</strong></td>
<td></td>
</tr>
<tr>
<td>Principles of Accounting I AMA101</td>
<td>2</td>
</tr>
<tr>
<td>Principles of Accounting II AMA102</td>
<td>2</td>
</tr>
<tr>
<td>Introduction to Business AMM101</td>
<td>3</td>
</tr>
<tr>
<td><strong>Cooperative Education /78</strong></td>
<td></td>
</tr>
<tr>
<td>(Optional for Extended day students)</td>
<td></td>
</tr>
<tr>
<td>Three internships, three credits each</td>
<td>9</td>
</tr>
<tr>
<td><strong>Data Processing /79-81</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction to Data Processing BDP100</td>
<td>3</td>
</tr>
<tr>
<td>Cobol Programming I BDP106</td>
<td>3</td>
</tr>
<tr>
<td>System 370/Assembler Language I BDP120</td>
<td>3</td>
</tr>
<tr>
<td>Operating Systems BDP230</td>
<td>3</td>
</tr>
<tr>
<td>Computer Operations I BDP270</td>
<td>3</td>
</tr>
<tr>
<td>Computer Operations II BDP275</td>
<td>3</td>
</tr>
<tr>
<td>RPG Programming BDP108</td>
<td>3</td>
</tr>
<tr>
<td><strong>Elective Courses</strong></td>
<td></td>
</tr>
<tr>
<td>Data Processing elective (Teleprocessing is a recommended elective for computer operations students.)</td>
<td>3</td>
</tr>
<tr>
<td>If students do not take an urban study course within their program requirements, one of their electives must be an urban study course.</td>
<td></td>
</tr>
<tr>
<td>Liberal arts electives—for restrictions, see page 35.</td>
<td>5</td>
</tr>
<tr>
<td>Unrestricted electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total credits</strong></td>
<td><strong>66</strong></td>
</tr>
</tbody>
</table>

---

**Manmeet Singh Sra ’84**  
Student, Computer Science  
Queens College  
Interned:  
IBM—Yorktown  
IBM—White Plains

### Programming Option Curriculum: AAS Degree

**Required Courses / Course page number**  
**55 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/Humanities /85</strong></td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>One additional course from the English or Humanities Departments</td>
<td>3</td>
</tr>
<tr>
<td><strong>Mathematics /101</strong></td>
<td></td>
</tr>
<tr>
<td>Algebra MAT110</td>
<td>3</td>
</tr>
<tr>
<td>Students who have previously completed a year of algebra will be placed in Pre-Calculus. 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.</td>
<td></td>
</tr>
<tr>
<td>One additional course from the Mathematics Department. (MAT098 and 099 do not satisfy this requirement.)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Social Science /116</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction to Social Science SSI100</td>
<td>3</td>
</tr>
<tr>
<td><strong>Accounting and Business /74, 76</strong></td>
<td></td>
</tr>
<tr>
<td>Principles of Accounting I AMA101</td>
<td>2</td>
</tr>
<tr>
<td>Principles of Accounting II AMA102</td>
<td>2</td>
</tr>
<tr>
<td>Introduction to Business AMM101</td>
<td>3</td>
</tr>
<tr>
<td><strong>Cooperative Education /78</strong></td>
<td></td>
</tr>
<tr>
<td>(Optional for Extended Day students)</td>
<td></td>
</tr>
<tr>
<td>Three internships, three credits each</td>
<td>9</td>
</tr>
<tr>
<td><strong>Data Processing /79-81</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction to Data Processing BDP100</td>
<td>3</td>
</tr>
<tr>
<td>Cobol Programming I BDP106</td>
<td>3</td>
</tr>
<tr>
<td>Cobol Programming II BDP200</td>
<td>3</td>
</tr>
<tr>
<td>System 370/Assembler Language I BDP120</td>
<td>3</td>
</tr>
<tr>
<td>System 370/Assembler Language II BDP121</td>
<td>3</td>
</tr>
<tr>
<td>Operating Systems BDP230</td>
<td>3</td>
</tr>
<tr>
<td>Systems Analysis and Design BDP110</td>
<td>3</td>
</tr>
<tr>
<td>Choose one from the following:</td>
<td></td>
</tr>
<tr>
<td>PL/1 Programming BDP210</td>
<td>3</td>
</tr>
<tr>
<td>RPG Programming BDP108</td>
<td></td>
</tr>
<tr>
<td>Fortran Programming BDP220</td>
<td></td>
</tr>
<tr>
<td>Teleprocessing BDP260</td>
<td></td>
</tr>
<tr>
<td>Minicomputer Programming BDP265</td>
<td></td>
</tr>
<tr>
<td><strong>Elective Courses</strong></td>
<td></td>
</tr>
<tr>
<td>Data Processing elective (Teleprocessing is a recommended elective for computer operations students.)</td>
<td>3</td>
</tr>
<tr>
<td>If students do not take an urban study course within their program requirements, one of their electives must be an urban study course.</td>
<td></td>
</tr>
<tr>
<td>Liberal arts electives—for restrictions, see page 35.</td>
<td>5</td>
</tr>
<tr>
<td>Unrestricted electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total credits</strong></td>
<td><strong>66</strong></td>
</tr>
</tbody>
</table>
Dietetic Technician
Foodservice Management

The Dietetic Technician Program, coordinated by the Department of Natural and Applied Sciences, leads to the Associate of Science (AS) degree. The program is approved by the American Dietetics Association, the national professional accreditation organization. It is designed to train individuals to assume supervisory responsibilities in foodservice operations in health care related facilities such as hospitals and nursing homes. Such responsibilities include menu planning for institutional use, food purchasing, equipment selection, personnel supervision, evaluation, and training.

The program provides management courses which deal with the direct application of management theories to foodservice operations and basic science courses which include human anatomy, physiology, microbiology, and nutrition.

During their second year, students complete a required clinical affiliation experience at health care facilities in the New York metropolitan area. This experience provides the opportunity to combine classroom learning with practical work experience.

Successful graduates qualify for immediate employment in hospitals, nursing homes, and other business and community food service operations. They also may enroll in bachelor's degree programs at various senior colleges.

Graduates are eligible for Technician membership in the American Dietetic Association and the Health, Institution, and Educational Food Service Society.

Students who need additional skill development in reading, writing, mathematics, and communication will be required to take basic skills courses. These courses are not listed in the required courses section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. When basic skills courses are required, they are included in the program in place of elective courses. For more information on the basic skills requirements see page 34.

Dietetic Technician
Foodservice Management
Curriculum

<table>
<thead>
<tr>
<th>Required Courses/Course page number</th>
<th>58 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Humanities/85</td>
<td>3</td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td></td>
</tr>
<tr>
<td>One course from the Humanities Department</td>
<td>3</td>
</tr>
<tr>
<td>Social Science/116, 120</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Social Science SSI100</td>
<td></td>
</tr>
<tr>
<td>Sociology of Organizations: Health Care Delivery Systems SSI175</td>
<td>3</td>
</tr>
<tr>
<td>Natural Sciences/108, 110</td>
<td>4</td>
</tr>
<tr>
<td>Fundamentals of Human Biology I SBB203</td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Human Biology II SBB204</td>
<td>4</td>
</tr>
<tr>
<td>General Microbiology SBB260</td>
<td>4</td>
</tr>
<tr>
<td>Community Health SBB195</td>
<td>2</td>
</tr>
<tr>
<td>Managerial Studies/77</td>
<td>3</td>
</tr>
<tr>
<td>Personnel Administration AMM121</td>
<td></td>
</tr>
<tr>
<td>Cooperative Education/78, 104-105</td>
<td>0</td>
</tr>
<tr>
<td>Co-op Prep</td>
<td></td>
</tr>
<tr>
<td>Dietetic Field Experience I, II, III, IV SCD260, 261, 262, 263</td>
<td>4</td>
</tr>
<tr>
<td>Practical Experience in Food Systems Management SCD264</td>
<td>3</td>
</tr>
<tr>
<td>Dietetic Technology/103-105</td>
<td>3</td>
</tr>
<tr>
<td>Foods SCD100</td>
<td></td>
</tr>
<tr>
<td>Nutrition I SCD210</td>
<td>3</td>
</tr>
<tr>
<td>Nutrition II SCD211</td>
<td>3</td>
</tr>
<tr>
<td>Dietetic Management Systems I SCD250</td>
<td></td>
</tr>
<tr>
<td>Dietetic Management Systems II SCD251</td>
<td>3</td>
</tr>
<tr>
<td>Dietetic Management Systems III SCD252</td>
<td>3</td>
</tr>
<tr>
<td>Dietetic Management Systems IV SCD253</td>
<td>3</td>
</tr>
<tr>
<td>Dietetic Seminar SCD270</td>
<td>1</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>8</td>
</tr>
<tr>
<td>Liberal arts electives—for restrictions, see page 35.</td>
<td>8</td>
</tr>
<tr>
<td>Total credits: 66</td>
<td></td>
</tr>
</tbody>
</table>
Dietetic Technician Nutrition Care Services

The Nutrition Care Services Dietetic Technician Program leads to an Associate in Science (A.S.) degree. It is approved by the American Dietetic Association, the national professional accreditation organization.

The program prepares individuals to work under the supervision of a Registered Dietitian in health care related facilities. Nutrition Care Dietetic Technicians become competent in the provision of nutrition services which include: assessment of the patient/client situation; planning, communication, and implementation of a care plan; and evaluation of the nutrition services provided.

The program provides training in two major areas: nutrition and basic sciences. The nutrition course sequence deals with the theory and application of nutrition knowledge. Basic science courses include human biology (anatomy and physiology), and chemistry. Students will also take courses in foodservice management, social sciences, and the humanities to broaden their educational experiences and to further develop practitioner competency.

During each of four quarters, students complete 200 hours of clinical fieldwork experiences in health care facilities and nutrition related programs in the New York City area. Under the supervision of a dietitian, students apply classroom learning in a practical work setting.

Graduates will be eligible for immediate employment in such facilities as hospitals, nursing homes, community programs, and nutrition-related businesses. They also may enroll in bachelor degree programs at various senior colleges. Graduates are eligible for Technician membership in the American Dietetic Association and the Health, Institution, and Educational Food Service Society.

Students who need additional skill development in reading, writing, mathematics, and communication will be required to take basic skills courses. These courses are not listed in the required courses section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. When basic skills courses are required, they are included in the program in place of elective courses. For more information on the basic skills requirements see page 34.

Angelique Daniel ’82
Dietetic Technician
New York University Medical Center

Interned:
Brooklyn Veterans Administration Medical Center
Bellevue Medical Center
Kings County Medical Center

Dietetic Technician Nutrition Care Services Curriculum

<table>
<thead>
<tr>
<th>Required Courses / Course page number</th>
<th>64 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Humanities / 85</td>
<td></td>
</tr>
<tr>
<td>Composition ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Science / 116, 120</td>
<td></td>
</tr>
<tr>
<td>Introduction to Social Science SS100</td>
<td>3</td>
</tr>
<tr>
<td>Sociology of Organizations: Health Care</td>
<td>3</td>
</tr>
<tr>
<td>Delivery Systems SS175</td>
<td>3</td>
</tr>
<tr>
<td>Sociology of Education SS185</td>
<td>3</td>
</tr>
<tr>
<td>Natural Sciences / 108, 110</td>
<td></td>
</tr>
<tr>
<td>Fundamentals Human Biology I SCB203</td>
<td>4</td>
</tr>
<tr>
<td>Fundamentals Human Biology II SCB204</td>
<td>4</td>
</tr>
<tr>
<td>Essentials of Inorganic Chemistry SCC200</td>
<td>4</td>
</tr>
<tr>
<td>Essentials of Organic Chemistry SCC250</td>
<td>4</td>
</tr>
<tr>
<td>Community Health SCN195</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics / 101</td>
<td></td>
</tr>
<tr>
<td>Algebra MAT110</td>
<td>3</td>
</tr>
<tr>
<td>Dietetic Technician / 103-105</td>
<td></td>
</tr>
<tr>
<td>Foods SCD100</td>
<td>3</td>
</tr>
<tr>
<td>Nutrition I SCD210</td>
<td>3</td>
</tr>
<tr>
<td>Nutrition II SCD211</td>
<td>3</td>
</tr>
<tr>
<td>Nutrition III SCD212</td>
<td>3</td>
</tr>
<tr>
<td>Nutrition IV SCD213</td>
<td>3</td>
</tr>
<tr>
<td>Dietetic Management Systems I SCD250</td>
<td>3</td>
</tr>
<tr>
<td>Dietetic Management Systems IV SCD253</td>
<td>3</td>
</tr>
<tr>
<td>Dietetic Seminar SCD270</td>
<td>1</td>
</tr>
<tr>
<td>Cooperative Education / 78</td>
<td></td>
</tr>
<tr>
<td>Co-op Prep</td>
<td>0</td>
</tr>
<tr>
<td>Nutrition Field Experience I SCD220</td>
<td>1.5</td>
</tr>
<tr>
<td>Nutrition Field Experience II SCD221</td>
<td>1.5</td>
</tr>
<tr>
<td>Nutrition Field Experience III SCD222</td>
<td>1.5</td>
</tr>
<tr>
<td>Nutrition Field Experience IV SCD223</td>
<td>1.5</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>3</td>
</tr>
</tbody>
</table>

Liberal Arts electives

Note: This program’s courses begin after completion of the basic skills and ESL courses, if necessary.
The Human Services Program, coordinated by the Department of Human Services, leads to an Associate in Arts degree (AA) with a special orientation toward the helping professions. Students may select concentrations in either child development or mental health or gerontology. The curriculum is designed to prepare students either for career objectives or for transfer to senior colleges.

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

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

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

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

Students who need additional skill development in reading, writing, mathematics, and communication will be required to take basic skills courses. These courses are not listed in the required courses section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. When basic skills courses are required, they are included in the program in place of elective courses. For more information on the basic skills requirements see page 34.

### Child Development Curriculum

<table>
<thead>
<tr>
<th>Required Courses/Course page number</th>
<th>54 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/Humanities/85, 88, 93</strong></td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Art HUA101</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Music HUM101</td>
<td>3</td>
</tr>
<tr>
<td><strong>Mathematics/Science/101, 107, 109</strong></td>
<td></td>
</tr>
<tr>
<td>Early Concepts of Math for Children MAT103</td>
<td>3</td>
</tr>
<tr>
<td>Topics in Biological Sciences SCB101</td>
<td>3</td>
</tr>
<tr>
<td>Topics in Physical Sciences SCP101</td>
<td>3</td>
</tr>
<tr>
<td><strong>Social Science/116</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction to Social Science SS1100</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology SSY101</td>
<td>3</td>
</tr>
<tr>
<td>Developmental Psychology I: Childhood SSY240</td>
<td>3</td>
</tr>
<tr>
<td><strong>Cooperative Education/78</strong></td>
<td></td>
</tr>
<tr>
<td>Two half-time internships and two full-time internships</td>
<td>9</td>
</tr>
<tr>
<td><strong>Human Services/98</strong></td>
<td></td>
</tr>
<tr>
<td>Orientation to Human Services HSCI01</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Human Relations HSCI02</td>
<td>3</td>
</tr>
<tr>
<td>Community Dynamics: Impact on Human Services HSN103</td>
<td>3</td>
</tr>
<tr>
<td><strong>Child Development/98</strong></td>
<td></td>
</tr>
<tr>
<td>Integrated Curriculum A: The Developing Child HSD170</td>
<td>3</td>
</tr>
<tr>
<td>Integrated Curriculum B: Developing Problem-Solving Skills HSD171</td>
<td>3</td>
</tr>
<tr>
<td>Integrated Curriculum C: Developing Creativity HSD172</td>
<td>3</td>
</tr>
<tr>
<td><strong>Elective Courses</strong></td>
<td>12 credits</td>
</tr>
<tr>
<td>Liberal arts electives—for restrictions, see page 35:</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total credits</strong>: 66</td>
<td></td>
</tr>
</tbody>
</table>

Alice Comperiati '83
Student, Human Services
Lehman College
*Interned:* Midway Nursing Home Calvary Hospital
### Gerontology Curriculum

#### Required Courses / Course page number | 48 credits

<table>
<thead>
<tr>
<th>English/Humanities/85</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition I ENGI01</td>
<td>3</td>
</tr>
<tr>
<td>Composition II ENGI02</td>
<td>3</td>
</tr>
<tr>
<td>Social Science/116, 119</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Social Science</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology SY100</td>
<td>3</td>
</tr>
<tr>
<td>Psychology of Aging SY290</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science/107, 109</td>
<td>3</td>
</tr>
<tr>
<td>Topics in Biology SCB101</td>
<td>3</td>
</tr>
<tr>
<td>Aging as a Health Process SCH111</td>
<td></td>
</tr>
<tr>
<td>Cooperative Education/78</td>
<td>9</td>
</tr>
<tr>
<td>Two half-time internships and two full-time internships, one full time serving the elderly</td>
<td></td>
</tr>
</tbody>
</table>

#### Human Services/98

| Orientation to Human Services HSCI01 | 3 |
| Principles in Human Relations HSCI02 | 3 |
| Community Dynamics: Impact on Human Services HSN103 | 3 |

#### Gerontology/98-99

| Introduction to Gerontological Services HSG150 | 3 |
| Activities for Human Services Settings HSCI30 | 3 |
| Human Services Roles and Systems HSCI35      | 3 |

#### Elective Courses | 18 credits

| Two of the three courses listed below are suggested: | 6 |
| Economics of Aging                                  |   |
| Nutrition I SCD210                                  |   |
| The Minority Aged in the Inner City SS1240         |   |
| Liberal arts electives—for restrictions, see page 35. | 12 |

**Total credits: 66**

### Mental Health Curriculum

#### Required Courses / Course page number | 51 credits

<table>
<thead>
<tr>
<th>English/Humanities/85</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition I ENGI01</td>
<td>3</td>
</tr>
<tr>
<td>One additional course from either the English or Humanities Departments</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics/Science/107</td>
<td>3</td>
</tr>
<tr>
<td>Topics in Biological Sciences SCB101</td>
<td></td>
</tr>
<tr>
<td>Social Science/116, 119</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Social Science</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology SY101</td>
<td>3</td>
</tr>
<tr>
<td>Developmental Psychology I: Childhood SY240</td>
<td>3</td>
</tr>
<tr>
<td>Group Dynamics: Small Group Processes SY260</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Cooperative Education/78

| Two half time internships and two full time internships | 9 |

#### Human Services/98

| Orientation to Human Services HSCI01 | 3 |
| Principles in Human Relations HSCI02 | 3 |
| Community Dynamics: Impact on Human Services HSN103 | 3 |

#### Mental Health/98-99

| Survey of Psychological Treatment Approaches HSM120 | 3 |
| Activities for Human Services Settings HSCI30    | 3 |
| Human Services Roles and Systems HSCI35          | 3 |

| Elective Courses | 15 credits

| Liberal arts electives—for restrictions, see page 35. | 12 |
| Unrestricted electives                                  | 3 |

**Total credits: 66**
The Liberal Arts and Science Program is designed for students who want to transfer to senior colleges and to engage in studies leading to careers in the arts and sciences. Students in these programs choose from a wealth of courses offered by the Departments of English, Humanities, Mathematics, Natural and Applied Sciences, and Social Science.

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

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

In the Introductory Cluster, an interdisciplinary approach to the liberal arts, A.A. students learn how to use the tools of thought which are helpful in making meaningful connections among different areas of study. Through core courses, students gain knowledge of liberal studies necessary for transfer.

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

Liberal Arts and Sciences Program majors have specifically appointed faculty advisors to help with the planning of their programs. Students are requested to consult each quarter with their faculty advisors.

Students who need additional skill development in reading, writing, mathematics, and communication will be required to take basic skills courses. These courses are not listed in the required course section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. When basic skills courses are required, they are included in the program in place of elective courses. For more information on the basic skills requirements see page 34.

Anthony Jamison '83
Student, TV production
Howard University
Interned:
WKHK-FM
Beth Israel Medical Center
### Liberal Arts: AS Degree Curriculum

#### Required Courses/Course page number

<table>
<thead>
<tr>
<th>Course Category</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/Humanities</strong></td>
<td>33 credits</td>
<td></td>
</tr>
<tr>
<td>Composition I</td>
<td>ENGl01</td>
<td>3</td>
</tr>
<tr>
<td>Composition II</td>
<td>ENGl02</td>
<td>3</td>
</tr>
<tr>
<td>Electives from the English and/or Humanities Departments</td>
<td>ENG098 and ENG099 and HUC098 and 099 do not satisfy this requirement</td>
<td>6</td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Introduction to Social Science</td>
<td>SSI00</td>
<td>3</td>
</tr>
<tr>
<td>Electives from the Social Science Department</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Liberal Arts</strong></td>
<td>121</td>
<td></td>
</tr>
<tr>
<td>Humanism and Technology: Liberal Arts Seminar</td>
<td>LIB200</td>
<td>3</td>
</tr>
<tr>
<td><strong>Cooperative Education</strong></td>
<td>78</td>
<td></td>
</tr>
<tr>
<td>(Optional for Extended Day students)</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

#### Mathematics/Science Elective Concentrations

- Students must complete 27 credits in math and science. At least one math course and one lab science course must be included. All math courses must be at or above the level of MAT110. Students may follow one of the suggested patterns listed below:

##### Pre-Engineering/110
- General Physics I, II, III SCP240, 241, 242 | 12
- Engineering Mechanics: Dynamics SCP251 | 2
- Calculus I, II, III MAT201, 202, 203 | 12
- Differential Equations MAT204 | 4

##### Biology/Health Services/108
- Fundamentals of Biology I, II SCB201, 202 | 8
- Fundamentals of Chemistry I, II SCC201, 202 | 8
- Electives from Natural and Applied Sciences Department | 15
- Algebra MAT110 | 3

##### Chemistry/108
- Fundamentals of Chemistry I, II SCC201, 202 | 8
- Organic Chemistry I, II SCC251, 252 | 10
- Calculus I, II MAT201, 202 | 8
- Electives from Natural and Applied Sciences and/or Math Departments | 8

##### Mathematics/101-102
- Precalculus MAT200 (if needed) | 3
- Calculus I, II, III MAT201, 202, 203 | 12

##### General Elective Courses

- Total credits: 66

- To be chosen individually by the student and faculty advisor.
**Liberal Arts: AA Degree Curriculum**

**General Requirements/Course page number**

<table>
<thead>
<tr>
<th>Area</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/85</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Composition II ENG102</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Writing the Research Paper ENG103</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>English/Humanities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One English Department elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>One Humanities Department elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>One English or Humanities elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(ENG098 and 099 and HUC098 and 099 do not satisfy these requirements.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics/Science</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One Math Department elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>One Natural and Applied Sciences lab elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>One Math or Natural and Applied Sciences elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(MAT098 and 099 do not satisfy these requirements.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Science/116</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Social Science SSI100</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Two Social Science Department electives</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Liberal Arts/121</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanism and Technology: Liberal Arts Seminar LIB200</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Cooperative Education/78</strong></td>
<td>(Optional for Extended Day students)</td>
<td></td>
</tr>
<tr>
<td>Three internships, three credits each</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

**Cluster Requirement**

**Introductory Cluster:** AA students must take an introductory cluster (see Schedule of Classes) during the quarter they take Composition I ENG101 and/or Introduction to Social Science SSI100. (The introductory cluster is required for day students only)

**Core Requirement**

**Liberal Arts and Sciences General Core:** All students must select 12 credits of the above requirements from the courses listed below. One course must be taken in each of four of the following areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Science/116-120</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Themes in American History to 1865 SSH101</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>General Psychology SSV101</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Cultural Anthropology SSA101</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Power and Politics SSP101</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Introductory Economics SSE101</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Urban Sociology SSV101</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Science/109</strong></td>
<td>(Liberal Arts majors must take one lab science course. SCS101 and SCS111 do not fulfill the lab science requirement.)</td>
<td></td>
</tr>
<tr>
<td>History of Science SCS101</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Science and Modern Society SCS111</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Topics in Astronomy SCP140</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Topics in Biological Sciences SSB101 (lab)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Topics in Chemistry SCC101 (lab)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Topics in Physical Sciences SCP101 (lab)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics/101</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics and the Modern World MAT107</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>History of Mathematics MAT132</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Logic and Computers MAT135</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elementary Statistics I MAT120</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Precalculus MAT200</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Humanities/88-96</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Art HUA101</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Introduction to Music HUM101</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Art of Theatre HUC170</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Art of Film HUC150</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Mass Media and Their Evolution HUC120</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Introduction to Philosophy HUP101</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>English/83-84</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Short Story ENG250</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>The Novel ENG260</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>The Drama ENG265</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Introduction to Poetry ENG270</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Elective Courses**

<table>
<thead>
<tr>
<th>Area</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>Elective Career Preparation Patterns: Students may choose to use elective courses to complete one of the career preparation patterns, which include, journalism, fine arts, film production and performance, cinema studies, jazz performance, vocal performance, legal studies, aging, community, studies, child development, Latin-American studies, or a business minor in secretarial studies, data processing, or accounting/managerial studies. See the Liberal Arts Handbook for courses in these patterns.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective Courses</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>If students do not take an urban study course within their program requirements, one of their electives must be an urban study course.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberal arts electives (no studio courses) see page 35.</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Unrestricted electives</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Total credits: 66</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MANAGERIAL STUDIES

The Managerial Studies Programs, coordinated by the Department of Accounting and Managerial Studies, are designed to acquaint the student with the range of opportunities in the business world and to introduce the student to the various functional areas of business.

The Business Administration Program leads to an Associate in Science (AS) degree and is designed for students who intend to transfer to a senior college after graduating from LaGuardia. The Business Management Program leads to an Associate in Applied Science (AAS) degree and is designed for students who are interested in immediate full-time employment upon graduation.

The Credit Management Program is specifically designed to introduce the student to the place of Commercial Credit in today’s business world. The program will examine the role of the credit department within a company, and the career possibilities within the department. It will prepare the student to work as a collector in a credit department by explaining specialized terminology, collection policy, principles and procedures and necessary legal concepts. In addition to factoring firms, employment opportunities exist in manufacturing, banks and retail establishments. Employment opportunities are excellent.

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

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

Students who need additional skill development in reading, writing, mathematics, and communication will be required to take basic skills courses. These courses are not listed in the required courses section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. When basic skills courses are required, they are included in the program in place of elective courses. For more information on the basic skills requirements see page 34.

Ted Zavitsanos ’84
Student, Finance and Investment, Baruch College

INTERNS:
Chemical Bank, Epicurean Restaurant
### Business Administration Curriculum: AS Degree

<table>
<thead>
<tr>
<th>Required Courses/Course page number</th>
<th>52 credits</th>
</tr>
</thead>
</table>

**English/85**  
Composition I ENGI01  
Writing Through Literature ENGI02*  

**Mathematics/101**  
Algebra MAT110  
Pre-Calculus MAT200*  

**Cooperative Education/78**  
(Optional for Extended Day students)  
Three internships, three credits each  

**Social Science/117**  
Introductory Economics ISSE101  

**Accounting/Managerial Studies/74-76**  
Principles of Accounting I AMAI01  
Principles of Accounting II AMAI02  
Principles of Accounting III AMAI03  
Accounting Applications for Microcomputers AMAI10  
Introduction to Business AMM101  
Principles of Finance AMM102  
Principles of Management AMM103  
Principles of Marketing AMM104  
Business Law I AMM110  

**Data Processing/79**  
Introduction to Data Processing BDPI00  

**Elective Courses**  
14-15 credits  

If students do not take an urban study course within their program requirements, one of their electives must be an urban study course.  
Liberal arts elective  
(Number of credits required depends on Math and English courses chosen.)  

Total credits: 66-67

*Writing for Business ENGI12 and/or Elementary Statistics MAT120 will be accepted as graduation requirements for this program in place of ENGI12 and/or MAT120. However, the listed requirements will prepare the student better for transfer to a senior college.

### Business Management Curriculum: AAS Degree

<table>
<thead>
<tr>
<th>Required Courses/Course page number</th>
<th>45 credits</th>
</tr>
</thead>
</table>

**English/85**  
Composition I ENGI01  
Writing for Business ENGI12*  

**Mathematics/101**  
Algebra MAT110  
Elementary Statistics MAT120*  

**Cooperative Education/78**  
(Optional for Extended Day students)  
Three internships, three credits each  

**Social Science/116**  
Introductory Economics ISSE101  

**Accounting/Managerial Studies/74-76**  
Principles of Accounting I AMAI01  
Principles of Accounting II AMAI02  
Principles of Accounting III AMAI03  
Accounting Applications for Microcomputers AMAI10  
Introduction to Business AMM101  
Principles of Management AMM103  
Business Law I AMM110  

**Data Processing/79**  
Introduction to Data Processing BDPI00  

**Elective Courses**  
21 credits  

If students do not take an urban study course within their program requirements, one of their electives must be an urban study course.  
Liberal arts electives  
(Number of credits required depends on Math and English courses chosen.)  
Unrestricted electives  

Total credits: 66

*Writing through Literature ENGI12 and/or Pre-Calculus MAT120 will be accepted as graduation requirements for this program in place of ENGI12 and/or MAT120. However, the listed requirements will prepare the student better for immediate career goals upon graduation.
**Credit Management Curriculum**

<table>
<thead>
<tr>
<th>Required Courses/Course page number</th>
<th>54 credits</th>
</tr>
</thead>
</table>

| English/85                      |            |
| Composition I ENG101            | 3          |
| Writing for Business ENG112    | 3          |

| Mathematics/101                |            |
| Algebra MAT110                 | 3          |
| Elementary Statistics MAT120   | 3          |

| Cooperative Education/78       |            |
| Three internships (three credits each) | 9 |

| Social Science/117             |            |
| Introductory Economics I SSE101| 3          |

| Accounting/Managerial Studies/74-77 |            |
| Principles of Accounting I AMA101 | 2          |
| Principles of Accounting II AMA102| 2          |
| Principles of Accounting III AMA103| 2          |
| Introduction to Business AMM101  | 3          |
| Principles of Management AMM103  | 3          |
| Business Law I AMM110            | 3          |
| Accounting Applications for the Microcomputer AMA110| 3 |

**Credit Management/77**

- Introduction to Credit Management AMM140 3 credits
- Principles of Commercial Credit and Collection 2 credits
- Financial Statement Analysis 2 credits
- Accounts Receivable Financing 2 credits

**Data Processing/79**

- Introduction to Data Processing BDP100 3 credits

**Elective Courses**

<table>
<thead>
<tr>
<th>12 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts Electives 9 credits</td>
</tr>
<tr>
<td>Unrestricted Electives 3 credits</td>
</tr>
</tbody>
</table>

One Liberal Arts or unrestricted Elective must be an Urban Study Course

**Total credits: 66**

*Taken at New York Institute of Credit while on internship.*
The Mortuary Science Program, coordinated by the Department of Natural and Applied Sciences, leads to an Associate in Applied Science (AAS) degree and career preparation as a funeral service practitioner. The funeral service practitioner has responsibility for reposing and burial procedures carried out according to statutes, religious codes, and traditions. This includes embalming, restorative arts, and coordinating funeral services. Students in the Mortuary Science Program are given both a theoretical and a practical understanding of funeral home operation and are taught the public health roles of the funeral director and embalmer.

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

Students spend their first year at LaGuardia completing 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 AAMI, students earn an additional 33 credits, completing the requirements for the Associate in Applied Science degree. Graduates serve one-year residencies at funeral homes, and take the National Funeral Services Board Examination for New York State Licensure.

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

**Mortuary Science Curriculum**

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course page number</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Humanities/85, 90</td>
<td></td>
<td>28-29</td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Oral Communication HUC101</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Social Science/116, 119</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Social Science SS100</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Psychology SSY 101</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Business and Accounting/74-77</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Small Business Management AMM150</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Accounting I AMA101</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Natural and Applied Sciences/108</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Biological Chemistry SCC140</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Fundamentals of Biology I SCB201</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Fundamentals of Biology II SCB202</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Mathematics/100</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Basic Mathematics II MAT099</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Unrestricted electives</td>
<td></td>
<td>4-5</td>
</tr>
<tr>
<td>Suggested electives:/74-77</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Accounting II AMA102</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Business Law I AMM110</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Office and Personnel Management AMM120</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Mortuary Science Courses (taken at AAMI)</td>
<td></td>
<td>33</td>
</tr>
<tr>
<td>Anatomy 41, 42, 43, 44</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Chemistry 41, 42, 43, 44</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Embalming 41, 42, 43, 44</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Funeral Service Principles 41, 42, 43, 44</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Law 31, 32, 33</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Restorative Arts 31, 32, 33</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Pathology 23, 24</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Psychology 23, 24</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Microbiology 21, 22</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Total credits: 66-69
The Nursing Program, coordinated by the Department of Natural and Applied Sciences, offers a course of study leading to the Associate in Applied Science (AAS) degree.

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

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

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

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills courses. These courses are not listed in the required courses section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. For more information on the basic skills requirements see page 34.

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

National League for Nursing Accreditation of the program will be sought as soon as possible.

### Nursing Curriculum

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Course page number</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics/Science</td>
<td>108</td>
<td>67</td>
</tr>
<tr>
<td>Biological Chemistry</td>
<td>SCC140*</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Human Biology I</td>
<td>SCB203*</td>
<td>4</td>
</tr>
<tr>
<td>Fundamentals of Human Biology II</td>
<td>SCB204</td>
<td>4</td>
</tr>
<tr>
<td>General Microbiology</td>
<td>SCB206</td>
<td>4</td>
</tr>
<tr>
<td>Drug Dosage Calculations</td>
<td>MAT100*</td>
<td>1</td>
</tr>
<tr>
<td>English/Humanities</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>Composition I</td>
<td>ENGL101*</td>
<td>3</td>
</tr>
<tr>
<td>Composition II</td>
<td>ENGL102</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>119</td>
<td></td>
</tr>
<tr>
<td>General Psychology</td>
<td>SYY101*</td>
<td>3</td>
</tr>
<tr>
<td>Developmental Psychology</td>
<td>SYY240</td>
<td>3</td>
</tr>
<tr>
<td>Elective—Select from Urban Sociology, Cultural Anthropology or Sociology of Organizations</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Nursing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Didactic and clinical components of nursing courses are taught concurrently and are considered one unit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to the Nursing Process</td>
<td>SCN101</td>
<td>4</td>
</tr>
<tr>
<td>Nursing Process I: Meeting Basic Need of Childbearing Families, Infants &amp; Young Children</td>
<td>SCN201</td>
<td>4</td>
</tr>
<tr>
<td>Nursing Process II: Meeting Needs of Adults with Mental Health Problems</td>
<td>SCN205</td>
<td>4</td>
</tr>
<tr>
<td>Nursing Process III: Meeting Needs of Adults and Children with Physical Health Problems</td>
<td>SCN250</td>
<td>4</td>
</tr>
<tr>
<td>Nursing Process IV: Meeting Needs of Adults and Children with Complex Physical Health Problems</td>
<td>SCN255</td>
<td>4</td>
</tr>
<tr>
<td>Nursing Seminar: Transition to Practice</td>
<td>SCN295</td>
<td>2</td>
</tr>
<tr>
<td>Clinicals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to the Nursing Process</td>
<td>SCN102</td>
<td>1</td>
</tr>
<tr>
<td>Nursing Process Clinical I: Childbearing Families, Infants and Young Children</td>
<td>SCN202</td>
<td>2</td>
</tr>
<tr>
<td>Nursing Process Clinical II: Mental Health Problems</td>
<td>SCN206</td>
<td>2</td>
</tr>
<tr>
<td>Nursing Process Clinical III: Physical Health Problems</td>
<td>SCN251</td>
<td>3</td>
</tr>
<tr>
<td>Nursing Process Clinical IV: Complex Physical Health Problems</td>
<td>SCN256</td>
<td>3</td>
</tr>
</tbody>
</table>

Total credits: 67

Graduates of the program may take the New York State Board of Nursing Examination. Passing the Examination results in Licensure in New York State.

*Pre Nursing Sequence

Note: The Nursing course code is subject to change.

Adriana Sierra '86
Student
The Occupational Therapy Assistant Program, coordinated by the Department of Natural and Applied Sciences, offers a course of study leading to the Associate in Science (AS) degree.

Graduates work with occupational therapists providing services to persons with problems caused by physical injuries, developmental impairment, aging, or psychological disabilities.

Such services include: using developmental and play activities to help the child who has growth problems and learning disabilities develop the skills to manage school and social learning; assisting the elderly and others with diminished physical endurance to perform essential tasks of daily living and achieve maximum independence; working with patients who have lost a limb to use a new prosthesis and master normal skills; designing and fabricating hand splints and instructing the client in their use; helping a depressed client feel more positively 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 to sit for the certification examination for occupational therapy assistants (COTA).

Students who need additional skill development in reading, writing, mathematics, and communication will be required to take basic skills courses. These courses are not listed in the required courses section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. When basic skills courses are required, they are included in the program in place of elective courses. For more information on the basic skills requirements see page 34.

### Occupational Therapy Assistant Curriculum

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Course page number</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/85</td>
<td>Composition 1 ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Science/108</td>
<td>Biology: Fundamentals of Human Biology I SCB203</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Biology: Fundamentals of Human Biology II SCB204</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Community Health SCN195</td>
<td>2</td>
</tr>
<tr>
<td>Psychology/119</td>
<td>General Psychology SSY101</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Abnormal Psychology SSY230</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Developmental Psychology I: Childhood SSY240</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Developmental Psychology II: From Adolescence Though Senescence SSY241 or Psychology of Aging SSY290</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Group Dynamics: Small Group Processes SSY260</td>
<td>3</td>
</tr>
<tr>
<td>Occupational Therapy Media and Applications I, II, III: 106</td>
<td>General Crafts, Textiles, and Leather SCO210</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Physical and Developmental Aspects of Therapeutic Activity SCO220</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Occupational Therapy Skills and Applications II SCO225</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Occupational Therapy Skills and Applications III SCO212</td>
<td>3</td>
</tr>
<tr>
<td>Occupational Therapy/106</td>
<td>Occupational Therapy: Theory and Practice in Psychosocial Dysfunction SCO201</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Functional Pathology SCO230</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Occupational Therapy: Theory and Practice in Physical Dysfunction SCO202</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative Education/106-107</td>
<td>Introductory Co-op in Occupational Therapy Psychosocial Dysfunction CEO201</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>Introductory Co-op in Occupational Therapy Physical Dysfunction CEO202</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>Clinical Placement in Psychosocial Dysfunction SCO290</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Clinical Placement in Physical Dysfunction SCO291</td>
<td>3</td>
</tr>
</tbody>
</table>

### Elective Courses

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
</tr>
</tbody>
</table>

Liberal arts electives—for restrictions, see page 35. 14 credits

Total credits: 66

Linda Daugherty '82
Therapy Assistant, Allen Learning Center
Interned:
West Palm Beach County Home; South Oaks Psychiatric Center
The Physical Therapist Assistant Program leads to an Associate in Applied Science (AAS) Degree. Upon accreditation and approval of the program, graduates will be eligible for certification by the American Physical Therapy Association and the New York State Licensure Board.

Some of the treatment procedures carried out by the physical therapist assistant under the supervision of a physical therapist are therapeutic exercise, massage, hydrotherapy, and electrical modalities. The physical therapist assistant may work in a variety of settings such as nursing homes, general hospitals, sports medicine programs, rehabilitation centers, developmental centers and private physical therapy practices. The patients serviced could include those with cerebral palsy, mental retardation, stroke, fractures, arthritis, head or spinal cord injuries or temporary conditions such as low back pain, bursitis, or burn injuries.

The program consists of both classroom and laboratory courses at the College, as well as clinical placements in three different types of physical therapy settings. In addition students will learn to use a therapeutic pool, whirlpool, and related hydrotherapy procedures in a clinical facility.

The Physical Therapist Assistant Program was approved by the Board of Trustees of the City University of New York in March 1984. It is expected that approval from the New York State Education Department will be granted by Fall 1984.

### Physical Therapist Assistant Curriculum

<table>
<thead>
<tr>
<th>Required Courses/Course page number</th>
<th>54 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Humanities/85</td>
<td></td>
</tr>
<tr>
<td>Composition I ENGI01</td>
<td>3</td>
</tr>
<tr>
<td>Social Science/119</td>
<td></td>
</tr>
<tr>
<td>General Psychology SSY101</td>
<td>3</td>
</tr>
<tr>
<td>Developmental Psychology I SSY240</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science/108-110</td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Human Biology I SCB203</td>
<td>4</td>
</tr>
<tr>
<td>Fundamentals of Human Biology II SCB204</td>
<td>4</td>
</tr>
<tr>
<td>Community Health SCN195</td>
<td>2</td>
</tr>
<tr>
<td>Functional Pathology SCO230</td>
<td>3</td>
</tr>
<tr>
<td>Aging as a Health Process SCH111</td>
<td>3</td>
</tr>
<tr>
<td>Therapeutic Approaches in Pediatrics SCH120</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Physical Therapist Assistant: Courses to be developed

- Theory of Physical Therapist Assisting SCT101 | 2
- Functional Activities for Physical Therapist Assistants SCT201 | 3
- Physical Therapy Modalities SCT205 | 3
- Massage and Related Procedures SCT210 | 3
- Therapeutic Exercise SCT250 | 4
- Hydrotherapy and Special Procedures SCT255 | 1

#### Cooperative Education: Courses to be developed

- Physical Therapist Assistant Internship & Seminar in Geriatrics or Chronic Disease SCT290* | 3
- Physical Therapist Assistant Internship & Seminar in Pediatrics or Developmental Dysfunction SCT291 | 3
- Physical Therapist Assistant Internship & Seminar in Rehabilitation Medicine or Sports Medicine SCT292 | 3
- Physical Therapist Assistant Fieldwork Preparation (Co-op Prep) CPP035 | 0

### Elective Courses

<table>
<thead>
<tr>
<th>12 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts</td>
</tr>
<tr>
<td>Unrestricted electives</td>
</tr>
</tbody>
</table>

Total credits: 66

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

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

Cooperative education internships begin the second academic quarter at the College. They are completed at the student's school work site under the direction of their district supervisor. The internships are accompanied by workshops known as internship seminars, designed to assist students with problems and to provide reinforcement for technical and human relations skills.

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

### School Foodservice Management Curriculum

<table>
<thead>
<tr>
<th>Required Courses/Course page number</th>
<th>60 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/Humanities/85, 90</strong></td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing for Business ENG112</td>
<td>3</td>
</tr>
<tr>
<td>Oral Communication HUC101</td>
<td>3</td>
</tr>
<tr>
<td><strong>Social Science/116, 119, 120</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction to Soc. Sci. SSI101</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology SSY101</td>
<td>3</td>
</tr>
<tr>
<td>Urban Sociology SSS101</td>
<td>3</td>
</tr>
<tr>
<td><strong>Natural Sciences/107, 110</strong></td>
<td></td>
</tr>
<tr>
<td>Community Health SCN105</td>
<td>2</td>
</tr>
<tr>
<td>Foods Microbiology SCB105</td>
<td>4</td>
</tr>
<tr>
<td><strong>Mathematics/101</strong></td>
<td></td>
</tr>
<tr>
<td>Elementary Statistics I MAT120</td>
<td>3</td>
</tr>
<tr>
<td><strong>Managerial Studies/76</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction to Business AMM101</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Management AMM103</td>
<td>3</td>
</tr>
<tr>
<td><strong>Dietetic Technology/103-104</strong></td>
<td></td>
</tr>
<tr>
<td>Foods SCD100</td>
<td>3</td>
</tr>
<tr>
<td>Nutrition I SCD210</td>
<td>3</td>
</tr>
<tr>
<td>Foodservice Management Systems I SCF250</td>
<td>3</td>
</tr>
<tr>
<td>Foodservice Management Systems II SCF251</td>
<td>3</td>
</tr>
<tr>
<td>Foodservice Management Systems III SCF252</td>
<td>3</td>
</tr>
<tr>
<td>Foodservice Management Systems IV SCF253</td>
<td>3</td>
</tr>
<tr>
<td><strong>Cooperative Education/105-106</strong></td>
<td></td>
</tr>
<tr>
<td>School Foodservices Management I (2x1.5)</td>
<td>3</td>
</tr>
<tr>
<td>School Foodservices Management II (2x1.5)</td>
<td>3</td>
</tr>
<tr>
<td>School Foodservices Management III (2x1.5)</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>6 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts electives</td>
<td>6</td>
</tr>
<tr>
<td>(Recommended electives: Principles in Human Relations HSCI102; Mass Communication HUC130 or Public Speaking HUC106)</td>
<td></td>
</tr>
</tbody>
</table>

Total credits: 66

Dolores Dowling '82
School Foodservice Manager
P.S. 20
Interned:
P.S. 20, Flushing
P.S. 189, Flushing
The Secretarial Science Program, coordinated by the Department of Secretarial Science, leads to the Associate in Applied Science (AAS) degree through one of four courses of study: the legal option, the executive option, the bilingual concentration, or the Administrative Office Assistant option.

The legal option prepares students for secretarial positions in law departments, private and corporate law offices, and judicial agencies. (This option is not offered in Extended Day.)

The executive option prepares students for positions as executive, supervising, and administrative secretaries in government and private industry.

The bilingual concentration offers preparation for secretarial positions requiring fluency in Spanish and English, both in language skills and in typewriting and stenography.

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

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

Students who need additional skill development in reading, writing, mathematics, and communication will be required to take basic skills courses. These courses are not listed in the required courses section of the curriculum. The number of credits and the particular courses students must successfully complete are determined by their scores on the college placement test. When basic skills courses are required, they are included in the program in place of elective courses. For more information on the basic skills requirements see page 34.

**Administrative Office Assistant Option**

<table>
<thead>
<tr>
<th>Required Courses/ Course page number</th>
<th>59 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/85</strong></td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing for Business ENG112</td>
<td>3</td>
</tr>
<tr>
<td>Writing the Research Paper ENG103</td>
<td>2</td>
</tr>
<tr>
<td><strong>Mathematics-Science</strong></td>
<td></td>
</tr>
<tr>
<td>One elective course</td>
<td>3</td>
</tr>
<tr>
<td><strong>Social Science/116</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction to Social Science SS100</td>
<td>3</td>
</tr>
<tr>
<td><strong>Cooperative Education/78</strong></td>
<td></td>
</tr>
<tr>
<td>3 Internships—5 credits each</td>
<td>9</td>
</tr>
<tr>
<td><strong>Secretarial Science/111-113</strong></td>
<td></td>
</tr>
<tr>
<td>Typewriting I SEC140</td>
<td>2</td>
</tr>
<tr>
<td>Typewriting II SEC141</td>
<td>2</td>
</tr>
<tr>
<td>Typewriting III SEC142</td>
<td>2</td>
</tr>
<tr>
<td>Select one course sequence from the following:</td>
<td>7</td>
</tr>
<tr>
<td>Stenography I, II, III Gregg SEC100, 110, 120</td>
<td></td>
</tr>
<tr>
<td>Stenography I, II, III Pitman SEC101, 111, 121</td>
<td></td>
</tr>
<tr>
<td>Stenography I, II, III ABC SEC103, 113, 123</td>
<td></td>
</tr>
<tr>
<td>Office Techniques &amp; Trends I SEC200</td>
<td>2</td>
</tr>
<tr>
<td>Office Techniques &amp; Trends II SEC201</td>
<td>2</td>
</tr>
<tr>
<td>Word Processing I SEC145</td>
<td>2</td>
</tr>
<tr>
<td>Administration of Word Processing Center SEC147</td>
<td>3</td>
</tr>
<tr>
<td><strong>Accounting/Business Management/76-77</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction to Business AMM101</td>
<td>3</td>
</tr>
<tr>
<td>Secretarial Accounting I AMA120</td>
<td>2</td>
</tr>
<tr>
<td><strong>Communication Arts/90, 119</strong></td>
<td></td>
</tr>
<tr>
<td>Oral Communication HUC101</td>
<td>3</td>
</tr>
<tr>
<td>Public Speaking HUC106 or General Psychology SSY101</td>
<td>3</td>
</tr>
<tr>
<td><strong>Data Processing/79</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction to Data Processing BDP100</td>
<td>3</td>
</tr>
<tr>
<td><strong>Elective courses</strong></td>
<td>7</td>
</tr>
<tr>
<td>One of the following must be an urban study course:</td>
<td></td>
</tr>
<tr>
<td>Liberal arts electives—for restrictions, see page 35.</td>
<td>3</td>
</tr>
<tr>
<td>Unrestricted electives</td>
<td>4</td>
</tr>
<tr>
<td>Total credits: 66</td>
<td></td>
</tr>
</tbody>
</table>

*Any required Basic Skills or ESL courses should be included in the student's program in place of electives.

Avis Yvonne Yates '75
Account Executive
Exxon Corp.
Interned:
Exxon Corp.
### Bilingual Concentration Curriculum

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/85</td>
<td>62-65 credits</td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing for Business ENG112</td>
<td>3</td>
</tr>
<tr>
<td>Humanities/93</td>
<td>3</td>
</tr>
<tr>
<td>Spanish for Fluent Speakers HUS105</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Spanish Composition HUS210</td>
<td>3</td>
</tr>
<tr>
<td>Commercial Spanish HUS220</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics/Science</td>
<td>62-65 credits</td>
</tr>
<tr>
<td>One course from either the Mathematics or Natural and Applied Sciences Department (MAT098 and 099 do not satisfy this requirement.)</td>
<td>3</td>
</tr>
<tr>
<td>Social Science/116</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Social Science SS100</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative Education/78</td>
<td>3</td>
</tr>
<tr>
<td>(Optional for Extended Day students)</td>
<td>3</td>
</tr>
<tr>
<td>Three internships, three credits each</td>
<td>9</td>
</tr>
<tr>
<td>Secretarial Science/112-113</td>
<td>3</td>
</tr>
<tr>
<td>Typewriting I, II, III SEC140, 141, 142</td>
<td>6</td>
</tr>
<tr>
<td>Stenography I, II, III: Gregg SEC100, 110, 120</td>
<td>7</td>
</tr>
<tr>
<td>Spanish Stenography I, II SEC105, 115</td>
<td>4</td>
</tr>
<tr>
<td>Bilingual Transcription I, II SEC218, 219</td>
<td>8</td>
</tr>
<tr>
<td>Office Techniques and Trends I, II SEC200, 201</td>
<td>4</td>
</tr>
<tr>
<td>Managerial Studies/76</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Business AMM101</td>
<td>3</td>
</tr>
<tr>
<td>Office and Personnel Management AMM120</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Courses**

- One of the following must be an urban study course:
  - Liberal arts electives—for restrictions, see page 35. 1-4

**Total credits:** 66

### Executive Option Curriculum

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/85</td>
<td>51 credits</td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing for Business ENG112</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics/Science</td>
<td>3</td>
</tr>
<tr>
<td>One course from either the Mathematics or Natural and Applied Sciences Department (MAT098 and 099 do not satisfy this requirement.)</td>
<td>3</td>
</tr>
<tr>
<td>Social Science/116</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Social Science SS100</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative Education/78</td>
<td>3</td>
</tr>
<tr>
<td>(Optional for Extended Day students)</td>
<td>3</td>
</tr>
<tr>
<td>Three internships, three credits each</td>
<td>9</td>
</tr>
<tr>
<td>Secretarial Science/112-115</td>
<td>3</td>
</tr>
<tr>
<td>Typewriting I, II, III SEC140, 141, 142</td>
<td>6</td>
</tr>
<tr>
<td>Introduction to Business AMM101</td>
<td>3</td>
</tr>
<tr>
<td>Office and Personnel Management AMM120</td>
<td>3</td>
</tr>
<tr>
<td>Office Techniques and Trends I, II SEC200, 201</td>
<td>4</td>
</tr>
<tr>
<td>One course from each of the following:</td>
<td>7</td>
</tr>
<tr>
<td>Typewriting I, II, III Gregg SEC100, 110, 120</td>
<td>3</td>
</tr>
<tr>
<td>Stenography I, II, III Pitman SEC101, 111, 121</td>
<td>3</td>
</tr>
<tr>
<td>Stenography I, II, III ABC SEC103, 113, 123</td>
<td>3</td>
</tr>
<tr>
<td>Managerial Studies/76</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Business AMM101</td>
<td>3</td>
</tr>
<tr>
<td>Office and Personnel Management AMM120</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Courses**

- One of the following must be an urban study course:
  - Liberal arts electives—for restrictions, see page 35. 11
  - Unrestricted electives 4

**Total credits:** 66
## Legal Option Curriculum

**Required Courses/Course page number** | 55 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/85</td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing for Business ENG112</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics/Science</td>
<td></td>
</tr>
<tr>
<td>One course from either the Mathematics or Natural and Applied Sciences Department (MAT098 and 099 do not satisfy this requirement.)</td>
<td>3</td>
</tr>
<tr>
<td>Social Science/116</td>
<td></td>
</tr>
<tr>
<td>Introduction to Social Science SS100</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative Education/78</td>
<td></td>
</tr>
<tr>
<td>(Optional for Extended Day students)</td>
<td></td>
</tr>
<tr>
<td>Three internships, three credits each</td>
<td>9</td>
</tr>
<tr>
<td>Secretarial Science/111-115</td>
<td></td>
</tr>
<tr>
<td>Typewriting I, II, III SEC140, 141, 142</td>
<td>6</td>
</tr>
<tr>
<td>Legal Vocabulary I, II SEC230, 240 or SEC231, 241</td>
<td>6</td>
</tr>
<tr>
<td>Business Law AMM100</td>
<td>3</td>
</tr>
<tr>
<td>Office Techniques and Trends I, II SEC200, 201</td>
<td>4</td>
</tr>
<tr>
<td>Select one group of courses from the following:</td>
<td>7</td>
</tr>
<tr>
<td>Stenography I, II, III</td>
<td></td>
</tr>
<tr>
<td>Gregg SEC100, 110, 120</td>
<td></td>
</tr>
<tr>
<td>Pitman SEC101, 111, 121</td>
<td></td>
</tr>
<tr>
<td>Machine SEC102, 112, 122</td>
<td></td>
</tr>
<tr>
<td>Select one group of courses from the following:</td>
<td>8</td>
</tr>
<tr>
<td>Legal Stenography I, II</td>
<td></td>
</tr>
<tr>
<td>Gregg SEC212, 222</td>
<td></td>
</tr>
<tr>
<td>Pitman SEC213, 223</td>
<td></td>
</tr>
<tr>
<td>Machine SEC214, 224</td>
<td></td>
</tr>
</tbody>
</table>

**Elective Courses** | 11 credits

One of the following must be an urban study course:
Liberal arts electives—for restrictions, see page 35. | 11 |

Total credits: 66

## Word Processing Certificate Curriculum

This concentrated one-year certificate program is intended to give the student a general overview of the fast-developing field of word processing.

The student learns the basic and more advanced operating techniques of various word processing keyboarding and printing machines. Through field trips, lectures, and special class projects, the student is given a practical understanding of the administrative duties involved in running and/or working in a word processing center.

An important part of this one-year program is the simulated word processing center where the student is exposed to office-type situations involving production work and administrative responsibility.

This program is available to evening students.

**Required Courses/Course page number** | 30 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Humanities/85, 90</td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Writing for Business ENG112</td>
<td>3</td>
</tr>
<tr>
<td>Oral Communication HUC101</td>
<td>3</td>
</tr>
<tr>
<td>Managerial Studies/76</td>
<td></td>
</tr>
<tr>
<td>Introduction to Business AMM101</td>
<td>3</td>
</tr>
<tr>
<td>Secretarial Science/112-113</td>
<td></td>
</tr>
<tr>
<td>Typewriting I SEC140 (qualified students exempt)</td>
<td>2</td>
</tr>
<tr>
<td>Typewriting II SEC141</td>
<td>2</td>
</tr>
<tr>
<td>Typewriting III SEC142</td>
<td>2</td>
</tr>
<tr>
<td>Concepts of Word Processing SEC144</td>
<td>2</td>
</tr>
<tr>
<td>Word Processing I SEC145</td>
<td>2</td>
</tr>
<tr>
<td>Word Processing II SEC146</td>
<td>2</td>
</tr>
<tr>
<td>Administration of Word Processing Center SEC147</td>
<td>3</td>
</tr>
<tr>
<td>Simulation of Word Processing Center SEC148</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Courses** | 3 credits

Liberal arts electives—for restrictions see page 35. | 3 |

Total credits: 33
ACADEMIC PROGRAMS

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 below:

BASIC SKILLS PROGRAM

To be successful at LaGuardia, all students must be able to use reading, writing, oral and mathematical skills. The college offers a comprehensive program to help students achieve success in their college careers. 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; and
3. Extensive counseling help in making academic, vocational, and personal decisions.

Since basic skills courses are designed to teach skills needed in other subjects, the students are required to attend these courses regularly and to complete these courses during their first 36 credits attempted at the college.

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.

EVALUATION AND PLACEMENT

The basic skills course requirements for each student are determined by scores on the placement tests. These tests in reading, writing and mathematics are part of CUNY's Freshman Skills Assessment Program. 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.

Students who do not pass one or more of the three placement tests of the FSAP will be required to take a retest when they complete their basic skills courses in that area. All three of the tests must be passed while at LaGuardia if a student wishes to transfer to a four-year college in CUNY.

BASIC SKILLS COURSES

For detailed descriptions of these courses, including credits and tuition units, please refer to the course description section of the catalog.

Writing: The Basic Writing sequence consists of three courses: Basic Writing I (ENG097), Basic Writing II (ENG098) and Basic Writing III (ENG099, ENX099).

Reading: The Basic Reading sequence consists of four courses: Basic Reading Workshop (CSE096), Basic Reading I (CSE097), Basic Reading II (CSE098), Basic Reading III (CSE099). CSE096 and CSE097 are not offered in the Extended Day session. Students are required to complete the sequence from the point of initial placement.

Mathematics: The Basic Mathematics sequence consists of two courses: Basic Mathematics I (MAT098), Basic Mathematics II (MAT099). MAB098 and MAB099 are the bilingual Spanish/English versions of these courses. Students are required to complete the sequence from the point of initial placement.

Oral Communication: The Basic Oral Communication sequence consists of two courses: Basic Communication Strategies Workshop (HUC098), Basic Communication Strategies (HUC099). Students are required to complete the sequence from the point of initial placement. These courses are not offered in the Extended Day session.

English as a Second Language: The ESL sequence consists of four courses: ESL Workshop (ESL096), ESL I (ESL097), ESL II (ESL098), ESL III (ESL099). Additionally, ESL for Selected Readers (ESR098) is offered to some new students by special placement procedure.

TUTORIAL LABORATORIES AND SERVICES

Each of the basic skills departments provides, in addition to classroom instruction, individual or small-group tutoring services.

The Writing Center offers help in all areas of writing—from grammar through complex essays and reports. Peer tutors, students who have successfully completed ENG104, provide a portion of the tutoring services.

The mathematics labs, the reading labs, and the communications labs, all provide personal tutoring, as well as audio-visual aids to help students master basic skills and concepts necessary for success in college and for a career.
PAIRS AND CLUSTERS The College may link, at times, sections of two or more courses in "pairs" or "clusters." The purpose of this linking is to enable students to see connections between subjects by offering an integrated, multidisciplinary, educational experience.

Depending on their initial placement and/or career goals, students may be required to register for a pair or cluster of courses. In other instances, they may select unpaired or unclustered sections when offered.

LIBERAL ARTS ELE!CTIVE RESTRICTIONS

In general, courses offered by the departments of English, Human Services, Humanities, Mathematics, Natural and Applied Sciences, and Social Sciences are considered liberal arts courses and may be used to fulfill the liberal arts elective requirements specified in each degree program. The following courses do not meet the liberal arts course requirements. They may, however, be used as unrestricted electives.

These courses do, however, continue to satisfy departmental distribution requirements, if a student completes 20 liberal arts credits for an A.A.S. degree, 30 liberal arts credits for an A.S. degree and 45 liberal arts credits for an A.A. degree.

COMMUNICATION SKILLS:
CSE103 Advanced Reading and Study
CSE200 Speed Reading

ENGLISH
ENGL12 Writing for Business
ENGL197 Media Arts Workshop

HUMANITIES

ART:
HUA103 Beginning Drawing
HUA110 Beginning Painting
HUA120 Beginning Sculpture
HUA130 Beginning Photography
HUA150 Beginning Printmaking
HUA160 Commercial and Advertising Art
HUA170 Printmaking Workshop: Etching and Engraving
HUA180 Life Drawing
HUA205 Design and Color
HUA210 Intermediate Painting
HUA220 Intermediate Sculpture
HUA230 Intermediate Photography
HUA290 Studio Art Workshop
HUA195 New York Museum Workshop

BILINGUAL EDUCATION:
HUB102 The Bilingual Child in an Urban Environment: Educational Psychology
HUB103 Principles and Practices of Bilingual Education
HUB201 Bilingual Language Arts

COMMUNICATION ARTS

MEDIA:
HUC240 Media Production Workshop
HUC195 Theatre Production

FOREIGN LANG UAGES:
HUS220 Commercial Spanish

MUSIC:
HUM150 Choir
HUM151 Vocal Ensemble
HUM155 Voice Class I
HUM156 Voice Class II
HUM160 Band
HUM165 Wind Instruments I
HUM166 Wind Instruments II
HUM180 Piano I
HUM181 Piano II
HUM183 Piano III
HUM201 The American Musical Theatre: A Production Workshop
HUM200 Electronic Music

HUMAN SERVICES

CHILD DEVELOPMENT:
HSD170 Integrated Curriculum A: Framework for the Developing Child
HSD171 Integrated Curriculum B: Developing Problem-Solving Skills
HSD172 Integrated Curriculum C: Developing Creativity

MENTAL HEALTH:
HSC130 Activities for Human Service Settings
HSC135 Human Services Roles and Systems

HUMAN SERVICES ELECTIVES:
HSE104 Health Services Delivery Systems
HSE109 Principles and Practices of Early Childhood

NATURAL AND APPLIED SCIENCES

BIOLOGY:
SCB290 Principles of Cardiology Care
SCB291 Principles of Respiratory Disease Care

GENERAL SCIENCE:
SCN195 Community Health

HEALTH SCIENCE:
SCH101 Topics in Personal Health
SCH111 Aging as a Health Process
SCH120 Therapeutic Approaches: Pediatrics in the Community

PHYSICS:
SCP120 Concepts in Electricity

ANIMAL HEALTH TECHNICIAN:
All Courses

DIETETIC TECHNICIAN:
All Courses except Nutrition I

OCCUPATIONAL THERAPY:
All Courses.

SOCIAL SCIENCE:
SSY245 Industrial Psychology

35
Academic Programs

Urban Study Requirement

Replaces The Intensive Requirement

The purpose of the Urban Study Requirement as stated in the original charge of the College is to encourage multidisciplinary approaches to the environment. Classroom learning will be applied and reinforced through direct experience in the surrounding city.

At least one urban study course must be completed by each candidate for graduation. Additional urban study courses would count as electives. Some urban study courses will be offered every academic quarter. The criteria for urban study courses are:

1. To focus primarily on aspects of urban life and to help students understand some aspects—cultural, historical, political, sociological, economic, ecological, etc.—of New York City.
2. To explore systematically and visit resources within New York City in order to introduce and/or reinforce course concepts. At least two or more field trips will be made during the quarter.
3. To be scheduled in a mode which facilitates the use of the city as a learning laboratory and permits follow-through of conceptual material in the classroom.

Following is a list, by department, of urban study courses:

Accounting/Managerial Studies:
- AMN195 Profile and Prospects of Business in New York City

English:
- ENN191 Art, Politics and Protest
- ENN195 Violence in American Art and Culture
- ENN198 Creative Writing
- ENN/SSN193 Ideal Societies

Human Services:
- HSN103 Community Dynamics: Impact on Human Services

Humanities:
- HUN101 Introduction to Bilingualism
- HUN192 Art and Society
- HUN194 Puerto Rican Community: Minority Group Experience
- HUN245 The New York Theatre Experience

Natural and Applied Sciences
- SCN195 Community Health
- SCV/N101 Introduction to Animal Health

Social Sciences
- SSN188 Archeology
- SSN189 The Urban Economy
- SSN190 Leadership
- SSN192 Practical Politics in New York City
- SSN/ENN193 Ideal Societies
- SSN194 Religion and Social Change
- SSN195 Urban Social Problems
- SSN196 Psychology at Work in the Community
- SSN198 The Effects of Crowding
- SSN199 Neighborhood History

Independent Study and Individual Courses

Independent Study

The college offers the possibility for students to pursue independent study. This format is designed for the student who is self-motivated, self-disciplined, and capable of doing advanced work.

Before registering, students interested in pursuing independent study must secure the permission of the instructor and the departmental chairperson on the completed Request to Register Form specifying the number of credits to be earned for the course. The formal learning contract must be developed with the instructor and submitted to the Registrar's office before the end of the third week of classes. In addition:

1. The student must have successfully completed 36 credits.
2. The student must meet the requirements for independent study set by the individual department.
3. Contract may involve an in-depth exploration of a special topic not within an existing course or it may involve an in-depth exploration of a specific topic within (but not duplicating) an existing course.
4. Students may take a maximum of six credits of independent study and may not engage in more than three credits of independent study per quarter. (A request for waiver may be made to Dean Matthews, Associate Dean of Faculty, or designee.)

Individualized Course

At the discretion of the department, for certain courses and under certain conditions, the college offers students the chance to accomplish the goals of preexisting courses in a non-traditional mode. The project must be based on and fulfill the instructional and performance objectives of the existing courses. Students interested in pursuing such a project must meet departmental prerequisites for the existing courses, must provide a transcript of work already completed to his/her sponsor, must secure the written permission of the instructor and the departmental chairperson on the completed Request to Register Form specifying the number of credits to be earned for the course. The formal learning contract must be developed with the instructor and submitted to the Registrar before the end of the third week of classes. The course may be offered if any of the following conditions are met:

1. Student needs course to graduate in next two quarters.
2. The course is required for the student's progress in sequences.
3. The course has been dropped.
4. The course won't be offered in this quarter or the next quarter.
5. Students may take a maximum of six credits of individualized courses and may not engage in more than 3 credits of individualized course study per quarter. (A request for waiver may be made to Dean Matthews, Associate Dean of Faculty, or designee.) In addition:
1. The student must meet departmental requirements of prerequisites for individualized course study.
2. The student and faculty member must have met and formalized a learning contract within stated time requirements.
3. The course must be among those listed as being offered for individualized course study by the department.
4. All of the above depend upon faculty consent.

PROCEDURES FOR INDEPENDENT STUDY AND INDIVIDUALIZED COURSES

In order to pursue Independent Study or an Individualized Course, the student must read the catalog description to see if he/she is eligible. If eligible, the student must complete the following steps:

FACTORY APPROVAL Consult a faculty member who is willing to serve as an instructor for the student. Complete the Request to Register form. The form must be signed by instructor, student, and chairperson.

REGISTRATION Submit the signed request form at registration so the course can be put on a roster.

PLANNING THE CONTRACT Meet with the instructor at a planning session to be held during the first 2 weeks of the quarter. The purpose of this planning session is to complete the contract form. For independent study a detailed description of course requirements must be listed on the contract. For an individualized course, the course outline must be attached and the material to be covered during the session should be noted. Student and instructor should determine dates for future meetings. A minimum of 7 hours and a maximum of 10 hours must be spent in discussing course work during predetermined sessions with the instructor.

RECORDING THE CONTRACT The signed contract must be submitted to the Registrar’s Office by either the instructor or the chairperson of the department by the end of the 3rd week of classes.

CONSEQUENCES FOR FAILING TO MAKE OR CARRY OUT THE PLAN If a contract is not received by the Registrar before the deadline, the student will automatically receive a “W” grade and his/her financial aid may be affected. If the contract once filed is not completed satisfactorily, the student will receive an “F” or “I” grade.

ACADEMIC POLICIES

In this section you will find general information regarding semester credits and credit loads as well as specific information about the grading system and policies, academic standards, attendance policies, graduation, basic skills program, transfer credits, and permit students.

SEMESTER CREDITS LaGuardia Community College divides its calendar year into four quarters. However, we schedule our classes so that each instructional “hour” is 70 minutes long instead of the traditional 50 minutes. In this way we are able to offer the same total number of instructional hours in a quarter as other colleges offer in a semester. Consequently, LaGuardia awards semester credits for all of our courses. Students transferring from LaGuardia should have all credits evaluated as semester credits, despite our quarterly calendar.

CREDIT LOAD The College does not require that students enroll for a minimum number of credits. A full-time program however, is considered to be between 7.0 and 12.0 credits or credit equivalents per quarter. Many financial aid programs depend on full-time status. For further information consult with the Financial Aid Office.
ACADEMIC POLICIES

RESIDENCY REQUIREMENTS A student must successfully complete a minimum of 36 credits toward his or her degree of the 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.

GRADING SYSTEM The following grading symbols are included in the calculation of Grade Point Averages (GPA):

- **A** = 90-100%
- **B** = 80-89%
- **C** = 70-79%
- **D** = Lowest passing grade (see D Grade Policy below)
- **F** = Failure (see note below)
- **WU** = Unofficial Withdrawal (see note below)

The following symbols are also used on the official transcript:

- **CR** Exemption credit (credit earned). Students with demonstrated competence in specific areas may be granted credit for courses related to these areas. (see exemption policies on page...)
- **E** Excellent. (Used prior to Fall, 1975 with GPA value of 4.00)
- **F** The failure grade is used when an instructor evaluates a student’s work as not having met the standards for the course. Ordinarily the student is expected to retake the course. A student who has received an F twice for the same course must consult with and receive permission from the department chairperson or designee before attempting the course again.
- **FIN** An INC grade which has been converted to a failing grade will appear as a FIN grade.
- **G** Good. (Used prior to Fall, 1975 with GPA value of 3.00)

INC The Incomplete Grade may be awarded to students who have not completed all of the required course work. An INC grade can be changed to a passing or failing grade by the instructor during the quarter after which the INC was 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 a FIN. Instructors giving INC grades must inform students in writing of the conditions under which they may receive passing grades. The student should not re-register for the course.

NC No credit (Currently used only for high school students enrolled in college-level courses. Used for all students prior to March, 1977. Calculated as an F in the GPA if earned between September, 1976 and March, 1977. Not calculated for any other period.)

P Passing. (Used prior to Fall, 1975. Not calculated in GPA.)

R The R grade is awarded only in Basis Skills courses and only if a student has not reached the level required to pass the course at the end of the quarter. In general, the student has satisfactorily completed all assignments and has demonstrated satisfactory progress towards the goal of the course. The course must be repeated the following quarter.

S Satisfactory. (This grade is used only in Freshman Seminar and Coop Prep.)

TCR The TCR grade is given to students who have transferred into LaGuardia with credits earned at other accredited colleges, provided these credits are comparable to those meeting degree requirements of the students' curriculum. Transfer credits are evaluated by the Registrar's Office (M-101) prior to or during the first quarter of...
The maximum number of exemption credits that can be counted toward graduation is ten. Credits transferred from other collegiate institutions or in cooperative education are in addition to the ten exemption credits mentioned above.

Note: These credits may be applied towards the 36.0 credit residency requirement.

**EXEMPTION CREDITS IN COOPERATIVE EDUCATION** All matriculated students admitted through the regular university application procedure must meet the nine-credit cooperative education requirement. The cooperative education requirement for the Education Associate Program is twelve credits. 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, and
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.

**COOPERATIVE 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 by the college in general and agreed upon in particular by the student and the co-op advisor. The co-op advisor 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 advisor. Further appeal is to the Dean of Cooperative Education or designee. Final appeal is to the Academic Standing Committee. The decision of the Academic Standing Committee is final.

In order to receive a passing grade, students must schedule a Final Evaluation conference with the co-op advisor for each internship.

**ACADEMIC STANDARDS**

**Grade Point Average (GPA):** The GPA is a numerical computation of a student’s academic record and is used to determine graduation eligibility, graduation honors, inclusion on the Dean’s List, probation, and suspension. The GPA is also used to determine continued eligibility for some financial aid programs. The GPA is calculated quarterly and cumulatively. The GPA is computed as follows:

1. Multiply the credit value of each course with a grade of A, B, C, D, F, FIN, or WU by the numerical value of the grade for that course. Numerical values are A=4.00, B=3.00, C=2.00, D=1.00, FIN, F & WU=0.00. Total the results of the multiplication.
2. Total the number of credits for all of the courses involved.
3. Divide the result of Step 1 by the result of Step 2 to obtain the GPA (calculated to two decimal places).
ACADEMIC POLICIES

ACADEMIC APPEALS/CHANGE OF GRADE

A student who desires to request a change of 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 (including requests for medical leaves of absence). Appeal forms are available from Day Counseling (M-149) or Extended Day Counseling (M-103).

ACADEMIC PROBATION

If a student does not meet the minimum grade point average (G.P.A.) they will be placed on academic probation and will be given two quarters to achieve the appropriate G.P.A. If the minimum G.P.A. is not achieved during the following two quarters, the student will be suspended by the College.

SUSPENSION

The student who has been suspended is not eligible to register for courses at the college for two quarters. They may appeal the suspension in writing to the chairperson of the Academic Standing Committee. Appeal forms are available in the Day Counseling Office and the Extended Day Counseling Office. If the appeal is approved, the student must maintain a quarterly average of 3.00 (“B”) each quarter, until such time as the student’s cumulative G.P.A. reaches a 2.00 (“C”). All decisions of the Academic Standing Committee are final.

REINSTATEMENT

If a student is on academic suspension he or she may apply in writing for reinstatement during the second quarter of suspension. Applications may be obtained and returned to the Registrar’s Office. Applications must be returned eight weeks prior to the beginning of the quarter for which a student is eligible to return.

There is a $10 non-refundable reinstatement processing fee (even if the application is rejected) payable to the Bursar. If reinstated, the student must maintain a quarterly G.P.A. of 3.00 (“B”), until such time as the student’s cumulative G.P.A. reaches a 2.00 (“C”).

ATTENDANCE POLICY

Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of student attendance. The maximum number of unexcused absences is limited to 15% of the number of class sessions. (For example, if a course meets three times per week, the maximum number of absences is four.)

Note: Absences are counted from the first day of class even if they are a result of late registration or change of program.

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 class after the second week of instruction.

Special Note: No students will be permitted to register for a course taught in the intensive mode after the first day of classes.

WITHDRAWAL FROM COURSES

Normally, students may not drop courses after the second week of the quarter. When a student withdraws from a course before the end of the fifth week, a grade of W is given. The student must have an official withdrawal form signed by the instructor indicating a passing grade of the time of the withdrawal. A student who stops attending after the official day of withdrawal will receive an F grade.

ACADEMIC RETENTION POLICY

All matriculated students must have a minimum cumulative grade point average (G.P.A.) to remain in good standing at the college.

DEAN’S LIST

The Dean’s List is established every quarter to honor those students who have achieved academic excellence.

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

1. Earned 4.0 credits or more,
2. Achieved a grade point average (G.P.A.) of 3.50 for the quarter,
3. Not received grades of: F, INC, FIN, WU, Z, R, and S, and U are not included in calculating the GPA.
4. Not enrolled in any of the following courses: CSE096, CSE097, CSE098, ENG097, ENG098, ENG099, ENX099, ESL096, ESL097, ESL098, ESL099, ESR098, HUC098, HUC099, MAB098, MAB099, MAT098, MAT099, MAX099.

ACADEMIC REVIEW

The academic records of all students are reviewed each quarter. Letters are sent to students who do not meet the scholastic requirements at LaGuardia. All students, however, are responsible for maintaining the requirements even if they have not received a letter.

ACADEMIC PROBLEMS

If a student does not meet the minimum grade point average (G.P.A.) they will be placed on academic probation and will be given two quarters to achieve the appropriate G.P.A. If the minimum G.P.A. is not achieved during the following two quarters, the student will be suspended by the College.

SUSPENSION

The student who has been suspended is not eligible to register for courses at the college for two quarters. They may appeal the suspension in writing to the chairperson of the Academic Standing Committee. Appeal forms are available in the Day Counseling Office and the Extended Day Counseling Office. If the appeal is approved, the student must maintain a quarterly average of 3.00 (“B”) each quarter, until such time as the student’s cumulative G.P.A. reaches a 2.00 (“C”). All decisions of the Academic Standing Committee are final.

REINSTATEMENT

If a student is on academic suspension he or she may apply in writing for reinstatement during the second quarter of suspension. Applications may be obtained and returned to the Registrar’s Office. Applications must be returned eight weeks prior to the beginning of the quarter for which a student is eligible to return.

There is a $10 non-refundable reinstatement processing fee (even if the application is rejected) payable to the Bursar. If reinstated, the student must maintain a quarterly G.P.A. of 3.00 (“B”), until such time as the student’s cumulative G.P.A. reaches a 2.00 (“C”).

ATTENDANCE POLICY

Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of student attendance. The maximum number of unexcused absences is limited to 15% of the number of class sessions. (For example, if a course meets three times per week, the maximum number of absences is four.)

Note: Absences are counted from the first day of class even if they are a result of late registration or change of program.

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 class after the second week of instruction.

Special Note: No students will be permitted to register for a course taught in the intensive mode after the first day of classes.

WITHDRAWAL FROM COURSES

Normally, students may not drop courses after the second week of the quarter. When a student withdraws from a course before the end of the fifth week, a grade of W is given. The student must have an official withdrawal form signed by the instructor indicating a passing grade of the time of the withdrawal. A student who stops attending after the official day of withdrawal will receive an F grade.

ACADEMIC PROBATION

If a student does not meet the minimum grade point average (G.P.A.) they will be placed on academic probation and will be given two quarters to achieve the appropriate G.P.A. If the minimum G.P.A. is not achieved during the following two quarters, the student will be suspended by the College.

SUSPENSION

The student who has been suspended is not eligible to register for courses at the college for two quarters. They may appeal the suspension in writing to the chairperson of the Academic Standing Committee. Appeal forms are available in the Day Counseling Office and the Extended Day Counseling Office. If the appeal is approved, the student must maintain a quarterly average of 3.00 (“B”) each quarter, until such time as the student’s cumulative G.P.A. reaches a 2.00 (“C”). All decisions of the Academic Standing Committee are final.

REINSTATEMENT

If a student is on academic suspension he or she may apply in writing for reinstatement during the second quarter of suspension. Applications may be obtained and returned to the Registrar’s Office. Applications must be returned eight weeks prior to the beginning of the quarter for which a student is eligible to return.

There is a $10 non-refundable reinstatement processing fee (even if the application is rejected) payable to the Bursar. If reinstated, the student must maintain a quarterly G.P.A. of 3.00 (“B”), until such time as the student’s cumulative G.P.A. reaches a 2.00 (“C”).

ATTENDANCE POLICY

Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of student attendance. The maximum number of unexcused absences is limited to 15% of the number of class sessions. (For example, if a course meets three times per week, the maximum number of absences is four.)

Note: Absences are counted from the first day of class even if they are a result of late registration or change of program.

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 class after the second week of instruction.

Special Note: No students will be permitted to register for a course taught in the intensive mode after the first day of classes.

WITHDRAWAL FROM COURSES

Normally, students may not drop courses after the second week of the quarter. When a student withdraws from a course before the end of the fifth week, a grade of W is given. The student must have an official withdrawal form signed by the instructor indicating a passing grade of the time of the withdrawal. A student who stops attending after the official day of withdrawal will receive an F grade.
WITHDRAWAL FROM BASIC SKILLS COURSES Normally, students may not drop courses after the second week of the quarter. If a student feels that extenuating circumstances exist, the Drop Form must be signed first by a counselor and then by the course 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 advisor, 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 advisor, subject to normal grading procedures of review and appeal of cooperative education grades.

LEAVE OF ABSENCE Students who wish to leave the college for one or more quarters do not need to apply for a “leave of absence.” Normally, students attend the College for as many consecutive quarters as they need to complete their requirements and earn their degrees. Those students who wish to discontinue enrollment temporarily must go to the Registrar’s Office to drop any courses in progress prior to the quarterly deadline. When they wish to return, they must apply to the Registrar’s Office for readmission, observing the quarterly deadline listed in the calendar.

MEDICAL LEAVE OF ABSENCE Students are permitted to take a medical leave of absence provided there has been certification by the Director of the college’s Health Services Office, and a written statement from the student’s physician. Medical leave of absence forms are available in the Health Services Office.

READMISSION TO THE COLLEGE All students who have not registered for classes for one or more quarters must apply for readmission. This includes those students who have been on a medical leave of absence. Readmission forms are available in the Registrar’s Office, and must be completed and returned by the quarterly deadline (approximately 4 weeks prior to the quarter in which they would like to return). There is a non-refundable $10 readmission processing fee payable to the Bursar. Students who have registered for the Spring quarter but not the Summer quarter are exempt from this process. They are automatically invited to register for the Fall quarter.

Students returning to the College within one year (four quarters) will be readmitted to the college under the same curriculum (major) requirements which were in effect at the time the student was admitted to the college. However, students returning after one year will be readmitted under the curriculum requirements in effect at the time of their readmission. In exceptional cases, where the new requirements create an unnecessary hardship (such as graduating with an excess of 72 credits), students will be eligible to petition the requirement and seek possible exception to this policy to the Academic Standing Committee. The decision of the committee is final.

GRADUATION At LaGuardia, a 2.00 GPA (C) is required for graduation. A graduate whose cumulative G.P.A. 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 G.P.A. is 3.90 or better shall be graduated with high honors. The term “with high honors” will be inscribed on the student’s diploma and noted on the commencement program. All students must register for “Intent to Graduate” in order to have their records reviewed. This should be done when they register for their final quarter. Students wishing to appeal graduation requirements may submit a written appeal to the Academic Standing Committee. The decision of the committee is final.

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.
REGISTRAR The Registrar’s Office, located in the lobby of the Main building, room M-101, serves the students of LaGuardia in a variety of ways. In addition to coordinating and implementing the registration process, the Registrar’s Office also provides the following services: transcript requests, tuition refund requests, verification of attendance, change of data (name, address, etc.), maintenance of student records, transfer credit evaluations, CUNY assessment test scores, graduation checks, student enrollment data, readmission applications, and reinstatement applications.

TRANSFER POLICY
Transfer credits will be granted for courses taken at an accredited college that are equivalent to LaGuardia courses if a grade of C or better was earned or, if taken at another unit of City University, if a grade of D or better was earned.

TRANSFER CREDITS A student may transfer to LaGuardia credits earned at other accredited colleges, provided these credits are comparable to those meeting degree requirements of his or her curriculum. Transfer credits are evaluated by the Registrar’s Office (M-102) prior to or during the first quarter of attendance at LaGuardia. The maximum number of credits to be granted toward the degree is 30, and 10 toward a certificate.

TRANSFER (AND THE FSAP TEST) Transfer students from other CUNY colleges who do not have passing scores in all three areas are strongly advised to take the test again. Placement at LaGuardia is based solely on FSAP test results. Consequently, any student who has taken remedial level courses at another branch and hasn’t passed a retest in that area will be required to repeat the work at LaGuardia.

TRANSFER CREDIT IN COLLEGE-LEVEL COURSES Student who transfer having received credit from another college for a college-level course, but who, according to LaGuardia’s placement procedures, are required to take a course or courses below the level of the course previously taken, upon successful completion of the course(s) will be eligible to receive transfer credit for the college-level course previously taken.

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. 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 partial waiver of this requirement.

TRANSFER CREDITS IN HEALTH EDUCATION Transfer credit may be granted for coursework in health education taken at other institutions of higher education. The Natural and Applied Sciences Department will be responsible for approving transfer credits in health education.
TRANSFER CREDITS 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 CREDIT IN REMEDIATION
Students who transfer having received credit from another college for a remedial-level course in English, mathematics, reading, or oral communications, but who, according to college placement procedures, are required to take a course or courses of or below the level of the course previously taken, will not receive transfer credit for their remedial course previously taken.

PERMIT STUDENTS
LaGuardia students who are currently active and wish to take courses at other CUNY colleges must pick up a Permit Slip in the Registrar’s Office, M-101, obtain the appropriate departmental permissions and pay all tuition and fees at the LaGuardia Bursar’s Office. At the conclusion of the course, students must request an official copy of the grade (transcript) to be sent to LaGuardia. This course will appear on the LaGuardia transcript as transfer credit.

Students from other CUNY colleges who wish to attend LaGuardia on permit must obtain the required permissions and make payment at their home college. They are eligible to register on a space available basis.

CREDIT IN FOREIGN LANGUAGES

BASIC LANGUAGE COURSES
Students who start a new language must complete a minimum of six credits or two quarters of study before they are granted any credit at the elementary level.

INTERMEDIATE AND ADVANCED COURSES
Students who successfully complete a course at the intermediate and/or advanced level are granted all due credits immediately.

TRANSFER CREDITS
Students who have taken level 101 of the elementary sequence at another institution and wish to receive transfer credit, must complete level 102 at LaGuardia before the transfer credits are accepted.

ADVANCED STANDING CREDIT
LaGuardia is a member institution of the College Entrance Examination Board. The college has a policy governing the granting of credit to students who have taken the College Level Examination Program subject exams and the Advanced Placement exams.

College Level Examination Program
Students presenting scores in the 50th percentile or above in the subject area listed below, would receive the appropriate credits.

Advanced Placement
Students presenting scores of B or above will receive appropriate credit as indicated below:

College Placement Exam Program (Administered by the Board of Regents/State Education Department)
Students presenting scores the equivalent of Grade C or better in the subject examinations (those subject indicated under the CLEP heading) will receive credits as indicated under CLEP.

Social Science

CLEP Examination Title

General Psychology: 3 credits (for those students taking C.L.E.P. exams in General Psychology and Human Development, they must score in the 60th percentile or above for exemption).

Economics: 3 credits in the Economics courses, which are Macro-Economics, Micro-Economics and Micro-Macro Economics, the student must score in the 50th percentile or above for exemption credit. The student may use any one of the above for 3 exemption credits, but may not earn 9 credits through having taken all three of the Economic courses.

Accounting Managerial Studies

Introduction to Accounting: 50% or above-2 credits each; a total of 6 credits (AMA101, 102, 103).

Introduction to Business Management: 3 credits

Introduction to Marketing: 3 credits

Introduction to Business Law: 3 credits

Data Processing

Computer and Data Processing: 3 credits

Mathematics

Calculus with Analytic Geometry: A total of 8 credits (4 credits for Calculus I and Calculus II).

Natural and Applied Sciences

General Biology: 4 credits (SCB201 and 202)

General Chemistry: 4 credits (SCC201 and 202)

Humanities

Spanish level I-3 credits; Spanish level II-3 credits. The student must score in the 75th percentile or above in either.
The 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 at LaGuardia is designed to help students determine their individual goals and specifically to assist them in:

1. Exploring various career options or confirming career plans;
2. Applying classroom learning to real work situations; and
3. Practicing or strengthening interpersonal or work-related technical skills.

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 all students in specialized curricular areas such as Human Services, Occupational Therapy, Animal Health Technology, Dietetic Technology, Bilingual Education Associate and the Education Associate Program. The cooperative education requirement for the Education Associate Program is 12 credits.

In general, students take three 3-month internships—the field experiences. They combine these with internship seminar classes that relate academic skills and concepts to their work settings. 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 select internships from those developed by the co-operative education staff. In the course of the basic two-year program, a student will go out on three internships. The co-op sequences are determined for students individually depending on several criteria, including the availability of appropriate internships. Some typical sequences are:

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>Study</td>
<td>Study</td>
<td>Intern</td>
<td>Study</td>
</tr>
<tr>
<td>Student B</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Intern</td>
</tr>
</tbody>
</table>

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.

In three internship quarters, students accumulate nine months of valuable experience. Students are evaluated and graded for each internship according to the Cooperative Education grading system. For each successfully completed internship, students receive 3 credits, or a total of 9 credits toward the Associate Degree. (For more information see the section on academic and cooperative education policies on page 39.)

AN INDIVIDUALIZED PROGRAM OF PREPARATION & PLACEMENT

Each student works closely with a co-op coordinator throughout his/her stay at the college. The co-op coordinator 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 coordinator. This "Co-op Prep" course helps students:
1. Clarify the basic objective procedures, and requirements of the co-op program; 
2. Identify life accomplishments and the personal skills one has developed; 
3. Identify the needs/values one seeks to satisfy through work and outside of work; 
4. Clarify ideas about careers they are considering or are currently in; 
5. Identify the basic components of a resume and prepare a resume summarizing accomplishments and qualifications; 
6. Formulate personal objectives for the first internship, and make preliminary selections of those internships which will help achieve those objectives; 
7. Develop skills and techniques for successful employment interviewing; and 
8. Develop an understanding of the TAR approach (see below) to learning.

When students are ready for their internships, they work closely with their co-op coordinator to select internships that meet their career, personal, and educational objectives.

Once placed on internships, students are supervised by the employer and visited by the internship coordinator. Coordinators are available during the internship, should problems arise.

**THE INTERNSHIP AS AN EDUCATIONAL EXPERIENCE**

LaGuardia views the internship as a central feature of its entire 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 TAR (Teaching, Application, Reinforcement) curricula strategy, the classroom is linked directly with the work experience and thus makes both more meaningful to the student. The TAR approach is integral to all curricula. Specifically, introductory courses teach certain concepts appropriate to their particular field; workbooks help students apply these concepts during the course of their first internship; and the concepts are discussed and reinforced in the internship seminar.

**INTERNSHIP SEMINAR**

A distinctive educational component of LaGuardia's cooperative education program is the internship seminar. This class, taken during the evening concurrently with the field work experience, is designed to provide the educational bridge between the off-campus and on-campus experiences. It also permits students to discuss and compare their experiences with other students.

Specifically, the goals of the seminar are to:

1. Maximize student's ability to learn from their internships; 
2. Aid the students in relating the field experience to their career explorations and development; 
3. Help students relate previous classroom learning to their internship setting; and 
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 TAR approach, helping students to observe the applicability of the concepts learned in the introductory courses to their internship experience. The first seminar also helps students clarify their personal and work values in the context of the internship and to examine the organizational structure and dynamics of the workplace.

The second internship seminar provides students with the opportunity to research their career fields through interviewing and reviewing career information materials. The third internship seminar is an opportunity at an advanced level for the application of classroom learning to specific practical situations. (See specific listings under course descriptions.)

The seminar class, which is taken at the same time as the internship or field project, offers the working student an opportunity to do field assignments in the area of the student's major. It is necessary that the seminar accompany the work experience in order for the student to receive credit for Cooperative Education.
THE INTERNSHIP

LaGuardia students choose their internships from over 350 cooperating companies. The internships are in the world of business and industry as well as in the public, nonprofit, and service areas.

Students may select internships that are part of a three-quarter sequential training program leading to a position within an organization or may use the program as an opportunity to explore three different fields during three different internship quarters.

For example, a liberal arts student may be certain that social work is his or her area of interest, and may want to have three social work related internships. Another liberal arts student may not have clearly defined career plans and may use the internships to test different career possibilities.

Another example would be a student who would like to explore law and business by working in a law firm as a clerk in order to observe the structure and function of a large company. In doing so the student can become aware of the different types of career positions available, such as librarian, file clerk, paralegal, and lawyer. The student may also gain an understanding of the educational requirements and personal qualities needed to succeed in these fields.

In general, the Division of Cooperative Education develops the internships based on the interests and needs of the students and the realities of labor market conditions. The possibilities for unusual and individualized internships are unlimited. Students are encouraged to identify their own internships, propose unusual placements, and develop existing part-time jobs into full-time positions if they do, in fact, meet the program’s educational requirements and the student’s needs.

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, all transfer “advanced standing” students with less than 11 credits and Extended Day Students in some majors. Transfer advanced standing credit toward cooperative education must be approved by the Division of Cooperative Education.

Extended Day Students in Human Services, Occupational Therapy, Foodservice Management, Animal Health Technology, Education Associate and Bilingual Education Associate programs must complete the cooperative education requirements for those programs. Cooperative Education is optional for Extended Day students in other majors.

Evening students who are unemployed, working in the home or seeking a career change or promotion may be interested in the optional cooperative educational program.

Adults from a variety of special and off-campus programs offered by the college may also elect to take cooperative education. Co-op is currently offered through the District Council 37 program, the National Congress of Neighborhood Women, the Women’s Program, and the Alternative Degree Program. Students in the Extended Day session or in the extension center programs may take from three to nine credits of cooperative education.

Adult students in the optional program often work during the day and attend classes in the evening. The internship seminars have been structured to fit conveniently into the class schedules of Extended Day and Extension Program students.

THE INTERNSHIP

Adult students who are unemployed or who wish to change careers may elect a three-month internship to provide entry or reentry into a chosen field of work to practice specific skills or to further their personal growth. Students who are currently employed may design a learning experience in the context of their current job or a part-time volunteer work experience.

THE INTERNSHIP SEMINAR

The seminar class, which is taken at the same time as the internship or field project, is tailored to meet the needs of working adults, and offers an opportunity to do field assignments in the area of the student’s major.

OTHER OFFERINGS

Exemption credit is available to students with a minimum of six months of full-time work experience. Through the Alternative Degree Program, co-op offers preparation in utilizing experiential education, including application for credit for prior learning. Adult students seeking new permanent positions may use the services of the college’s Placement Office. For further information on co-op for adults, contact the Division of Cooperative Education or the Extended Day Office.
INTERNATIONAL EXCHANGE PROGRAM

The Division of Cooperative Education sponsors an International Exchange Program to provide students with the opportunity of understanding, on a first-hand basis, each country's economic and business systems, their societies and cultures. We are presently working with the University of Paris (France) Fachhochschule Fur Wirtschaft (West Germany) and National Institute of Higher Education (Ireland). This "sister relationship" is established with educational institutions that also have incorporated the philosophy of cooperative education and internships into their curricula. A unique feature of our Exchange Program is that exchanged students not only work at internships developed by the host institution, but have the option of taking courses at the exchanged school. Students are assisted in finding low-cost housing, thereby living amidst and enjoying the numerous social and cultural opportunities available to them. Open to all CUNY students including LaGuardia, in all majors, selection is based upon foreign language ability, grades and personal objectives. Contact the International Student Advisor in Room 214 for additional information.

INTERNATIONAL STUDENTS WITH A TEMPORARY (NON-IMMIGRANT) VISA

Students attending LaGuardia Community College on a temporary (non-immigrant) visa and who are full-time matriculated day students are required to take Cooperative Education and complete 3 internships in order to graduate. They must inform their Cooperative Education Prep Instructor of their visa status during Coop Prep. Students will be referred to the Cooperative Education International Student Advisor who will explain the steps to be taken to receive official authorization from Immigration to work. This must be done before the first internship is started. Refer to the "Student Guide to Coop" for more details.

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 she/he does not, but does pass the internship component, she/he receives an (I) (Incomplete) grade. To change the (I) 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 (I) 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 coordinator. Still further appeal is to the Dean of Cooperative Education or designee. Final appeal is to the chairperson of the Academic Standing Committee.
ADMISSIONS
Admission requirements/49
Application procedures/49
College Discovery Program/50
Credit banking/50
Transfer information/51

FINANCIAL AID
Federal Programs:
College Work-Study/53
Native Americans/54
NDSL/53
PELL/52
SEOG/52
Social Security Programs/54
VA Programs/55

State Programs:
Auxiliary loans/59
College Discovery/59
Guaranteed Student Loans/58
Native Americans/57
Regents Awards/57
Regent Scholarships/57
TAP/56
Work Incentive Program/59

TUITION AND FEES
Fees:
Noninstructional fees/63
Student Activities Fees/62
Waiver Fee/63

Tuition:
Foreign students/61
New York State residents/61
Non-state residents/61
Senior citizens/61
Tuition refunds/61
ADMISSION SERVICES

Information regarding admission to LaGuardia is available from the Admissions Office, located in room M-147, or by calling (212) 626-5588.

ADMISSION REQUIREMENTS FOR DEGREE CANDIDATES

Prospective students who plan to attend the college to earn a degree apply for "matriculated status" and may attend either the day or the extended day (evening) session.

NEW FRESHMAN Applicants who have not previously attended any college are required to have a high school diploma or its equivalent (GED). A high school certificate is not acceptable. Applicants who earn a United States Armed Forces Institute Diploma must submit proof of having earned a total score of 225 on the GED examination.

STUDENTS APPLYING WITH ADVANCED STANDING Applicants who have previously attended another accredited college or university having earned fewer than 24 college credits who wish to be considered for matriculated status to the college must submit a high school diploma or its equivalent (GED). Official college transcripts must also be submitted.

Credit is granted for courses taken and passed at other accredited colleges if such courses are comparable to those required to meet the degree requirements in the student's curriculum at LaGuardia. The determination of comparability is vested in the departments involved. A maximum of 30 transfer credits may be granted toward a degree and 10 credits toward a certificate program.

LaGuardia participates in both the New York State College Proficiency Examination Program and the College Entrance Examination Board's College Level Examination Program and Advanced Placement Program. Specific information regarding the granting of credit to students who have taken these examinations can be obtained in the Registrar's Office.

The acceptance of students requesting transfer to LaGuardia will be determined by the availability of seats and budget considerations. To be eligible for advanced standing, students should have been matriculated with good academic standing at their home college. In addition, they are required to meet City University standards of retention as a condition for admission.

ADMISSION REQUIREMENTS FOR NONDEGREE APPLICANTS

Prospective students who are not interested in earning a degree must apply for admission directly to the college. These application forms are available only from the College's Admissions Office, and must be completed by the quarterly deadline. Non-degree registration is on a space available basis each quarter. Non-degree students must have a high school diploma or equivalent, and are not eligible for financial aid.

APPLICATION PROCEDURES FOR MATRICULATED STATUS

United States citizens and permanent residents who have not attended a college or university previously may obtain an application from any of the admissions offices listed below. Current high school seniors in the New York City...
ADMISSIONS

public schools (and some parochial schools) must use the UAPC personalized application form which is obtained from the college advisor’s office in their high school.

United States citizens and permanent residents with previous college attendance must file an advanced standing (transfer) application. The application form may be obtained from either the LaGuardia Admissions Office or the university’s Office of Admissions Services at the addresses listed below.

Students with foreign educational experience may obtain applications from either the college or the university’s International Students Office at the address listed below.

Applicants who hold or expect to obtain temporary, nonimmigrant visas should apply for admission through the university’s International Students Office at the address listed below. Students who are permanent residents with foreign credentials must also apply to the International Students Office.

WHERE TO REQUEST AN APPLICATION

LaGuardia Community College Admissions Office
31-10 Thomson Avenue
Long Island City, NY 11101  (212) 626-5588

CUNY Office of Admission Services
101 West 31 Street
New York, N.Y. 10001  (212) 868-6200

CUNY International Students Office
101 West 31 Street
New York, NY 10001  (212) 868-6200

COLLEGE DISCOVERY PROGRAM

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

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

Important: Applicants will be considered only if they complete the College Discovery portion of the City University application at the time they made initial application to the college.

CREDIT BANKING FOR HIGH SCHOOL STUDENTS

The college offers high school seniors the opportunity to earn credits towards a college degree. Students who successfully complete LaGuardia courses will have the credits “banked” for them at the college. In addition, students from designated high schools which have articulated co-op programs with LaGuardia may earn advanced standing credits for co-op. On entering LaGuardia, credits earned through the Credit Banking Program will be credited toward the associate degree. A student can earn as much as one quarter’s credit through the program. Additional information about the program is available from the Office of High School/College Articulation.

TRANSFERS TO SENIOR COLLEGES AND UNIVERSITIES

Articulation agreements are in effect between many City University, State University, and some private senior colleges. These agreements make it possible for students who graduate from LaGuardia programs to transfer directly into the third year of a collaborating four-year institution without any loss of credit.
CUNY TRANSFER POLICIES FOR LAGUARDIA GRADUATES—LaGuardia graduates who earn the Associate in Arts or the Associate in Science degree and meet all other CUNY requirements, including the university’s Freshman Skills Assessment Tests in basic reading, writing, and mathematics skills, are guaranteed admission to a CUNY senior college with a minimum of 64 credits transferable to the admitting senior college.

Under ordinary conditions, it will not be necessary to earn more than 128 credits usually needed to earn a bachelor’s degree. Additional credits may be required if the major field is changed or prerequisites are lacking.

An Associate in Applied Science degree graduate who makes a change in the senior college into a program not directly related to the former major, or into a liberal arts program, cannot be assured a specific number of transfer credits. Additional credits may be needed for the new curriculum’s requirements.

Transfer students are not guaranteed admission to their first-choice senior college. Further, if the transfer is into a high demand program, graduates cannot be guaranteed their curriculum choice. In such cases, criteria for admission are established by the senior college according to seat availability.

CUNY TRANSFER POLICIES FOR NON-GRADUATES—Students who wish to transfer to another CUNY college before earning the associate degree must meet that unit’s entrance requirements, have completed a certain number of credits, and earned a minimum grade point index at LaGuardia before filing a transfer application. Specific guidelines vary from college to college.

Students are advised to contact LaGuardia’s Career and Transfer Resource Center or the admissions office of the college they wish to attend for specific requirements.

SUNY TRANSFER PROCEDURES—The State University of New York Transfer Guarantee Program pledges that, “a New York State resident who wishes to transfer from a State University of New York two-year college, including all community colleges throughout the state, and who possesses, or who will have, an Associate in Arts or Associate in Science degree at the time of transfer, is guaranteed an opportunity to continue education on a full-time basis at a senior campus of the University.” Students with an Associate in Applied Science degree or those who do not graduate are not guaranteed admission.

Students are advised to contact LaGuardia’s Career and Transfer Resource Center or the admissions office of the college they wish to attend for specific requirements.

PRIVATE COLLEGE TRANSFER POLICIES—Students who wish to transfer to a private college should check catalogues, directories, and other literature available at LaGuardia’s Admissions Office and/or Career and Transfer Resource Center. Information can also be obtained by contacting, directly, the college they wish to attend.

TRANSFER AGREEMENTS—The Office of the Dean of Faculty has made specific agreements with a number of senior colleges to guarantee acceptance of LaGuardia credits when students transfer to these colleges.

At the time of printing, the following colleges have established transfer agreements: Baruch College, College for Human Services, Hunter College, Lehman College, Long Island University, New York University, St. John’s University, SUNY at Old Westbury, and York College.

The agreements are published in the Articulation Transfer Handbook which is available in the Transfer and Career Resource Center and from counselors and faculty advisors and will contain additional agreements established after this Catalog was printed.
FINANCIAL AID

At LaGuardia every effort is made to help students overcome financial hardships. The Financial Aid Office, located in room MB-04, is staffed by professional counselors who assist students in securing financial aid.

In addition, financial aid counselors are also available to work with students on budgeting their incomes to meet their expenses.

What follows is a comprehensive description of each of the financial aid programs available to eligible students of the college.

FEDERAL PROGRAMS Pell Grants, Supplemental Educational Opportunity Grants, National Direct Student Loan Program, College Work/Study Program, Social Security Payments to Children of Deceased or Disabled Parents, U.S. Bureau of Indian Affairs Aid to Native Americans, Adult Vocational Training Program, and Veterans Administration Education Benefits Program.

Note: Where any question of eligibility exists for any of these programs, the student or prospective student should see a financial aid counselor.

NEW YORK STATE PROGRAMS Tuition Assistant Program, Regents College Scholarships, Regents Awards for Children of Deceased or Disabled Veterans, State Aid to Native Americans, Guaranteed Student Loan Program, College Discovery Program, and Work Incentive Program.

FEDERAL PROGRAMS

PELL GRANTS (FORMERLY BEOG)

Application Procedures: Applications and other materials are available in the financial aid office. The complete application should be submitted for processing according to the directions included on it. A calculated Student Aid Report will be sent to the applicant. Based on this, the amount of the applicant's award is determined by the financial aid office. Upon enrollment funds are paid directly to the applicant or credited to his/her college account.

Selection of Recipients and Allocation of Awards: The Pell Grant is an entitlement program. Eligibility and award amounts are based on need rather than academic achievement. The applicant must be enrolled at an approved postsecondary institution and must need financial assistance to continue his/her education, and must attend his/her classes.

Financial need is determined by a formula applied to all applicants. It was developed by the U.S. Office of Education and is reviewed annually by Congress. The student aid index is calculated by this formula.

Pell Grant awards are paid as long as a student is enrolled in a appointed program.

Copies of the booklets Determination of Basic Grant Aid Index In Academic Year 1984-85, the 1984-85 Student Guide: Basic Grants, and a list of approved eligible postsecondary institutions, may be obtained by writing to PELL at the following address: PELL, P.O. Box 84, Washington, D.C. 20044.

Award Schedule: 1984-85 awards ranged quarterly from $56.25 to $347.00, but not more than one half the total cost of attendance. The amount of the award will be affected by costs of attendance and full-or part-time enrollment status. The PELL award does not duplicate State awards.

Rights and Responsibilities of Recipients: The student must continue to make satisfactory academic progress in the program in which he/she is enrolled. The student must not owe any refunds on PELL Grants or other awards paid, or be in default on repayment of any student loan.

Before receiving payment, the student must sign an affidavit, available from the financial aid office which states that all money received will be used for the costs of attendance only.

Award payments made by check must be picked up by the student within a reasonable time. The financial aid office will notify the student of the availability of the award check, and where it is being held.

Beginning with the Summer 1980 Quarter, students will be eligible to receive PELL awards for summer attendance. This procedure is required by Federal regulations and will have the following effects:

Students will receive one fourth of their annual PELL award each quarter for which they enroll on a full time basis.

In order to receive the maximum allowable award for the year, students must enroll for all four quarters.

Students must attempt 24 credits during the academic year in order to earn the full PELL award. Therefore, enrollment status for PELL will be as follows: full-time—6 credits and 7 or more tuition hours (or equivalent); ¼ time—4.5 credits and 6 tuition hours (or equivalent); and ½ time—3 credits and any number of tuition hours (or equivalent).

Note: Recipients of Educational Veteran or Social Security benefits may not be eligible for PELL Grants starting in 1982-83.

SUPPLEMENTAL EDUCATION OPPORTUNITY GRANTS (SEOG)

Application Procedures: Application is through the financial aid office by completing the City University Student Aid Form (CSAF).

Selection of Recipients and Allocation of Awards: The applicant must be: 1) in exceptional financial need, to the extent that without a Supplemental Grant award his/her education could not be continued; 2) enrolled at least half-time as an undergraduate student in an approved postsecondary institution, and 3) enrolled in an institution
which will provide the applicant with additional financial assistance at least equal to the amount of the Supplemental Grant award.

**Award Schedule:** The awards ranged from $200 to $1000 in 1984-85. Normally an award may be paid for up to four years, or for five years for certain courses of study. However, the total amount that may be awarded is $4,500 for a four-year course of study; $5,000 for a five-year course of study.

**Rights and Responsibilities of Recipients:** The student must continue to make satisfactory academic progress.

**NATIONAL DIRECT STUDENT LOAN PROGRAM (NDSL)**

*Application Procedures:* Application is made through the financial aid office by completing the City University Student Aid Form (CSAF). Loan cancellation information for borrowers who go into certain fields of teaching or specified military duty is also available.

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

*Award Schedule:* Amounts which may be borrowed are: up to $1,500 by students who have completed fewer than two years of a program leading to a bachelor's degree or who are enrolled in a vocational program; up to $5,000 by students who have completed two years toward a bachelor's degree, to include any amount borrowed through on NDSL for the first two years of study; up to $10,000 for graduate study, to include any amount borrowed through on NDSL for undergraduate study.

*Rights and Responsibilities of Recipients:* Continued eligibility is dependent on maintenance of satisfactory academic progress. The current interest rate, payable during the repayment period, is 5 percent on the unpaid principal. Repayment begins six months after graduation or leaving school and may extend over a period of 10 years. Payment is not required for up to three years of active U.S. military service or service in the Peace Corps, VISTA, or similar national program.

**COLLEGE WORK-STUDY PROGRAM (CWS)**

*Application Procedures:* Application is made through the financial aid office by completing the City University Student Aid Form (CSAF). Eligibility is determined and work arrangements made at this point.

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

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

*Award Schedule:* The postsecondary institution arranges jobs on-campus or off-campus, with the public or private nonprofit agencies, such as hospitals, for up to 35 hours a week.

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

Level of salary must be at least 80 percent of the minimum wage; maximum wage is dependent on the nature of the job and applicant qualifications.

*Rights and Responsibilities of Recipients:* Satisfactory academic progress must be maintained.
SOCIAL SECURITY PAYMENTS TO CHILDREN OF DECEASED OR DISABLED PARENTS

Applicant Procedures: Application may be made at any Social Security Office. Applicant should present the Social Security card, if one has been issued, and provide the following information: name and address of the institution; dates of past attendance; student ID number if any; number of credit hours carried; and full- or part-time status planned for next academic period.

Selection of Recipients and Allocation of Awards: The applicant must be: 1) single and between 18 and 22 years of age; 2) financially dependent and have a deceased or disabled or retired parent who worked long enough to qualify for Social Security; and 3) enrolled in a post-secondary institution (including trade and vocational schools) as a full-time undergraduate.

Award Schedule: The amount of Social Security benefits may be affected by earnings for employment or self-employment, if these are greater than $3,000 per year. Earnings of a parent may also affect size of the applicant’s checks, even if the applicant is not employed. Checks can continue until the end of the academic period in which the student becomes 22.

Rights and Responsibilities of Recipient: Applicants already receiving benefits will be notified several months before turning 18, by the Social Security Administration, about what must be done upon becoming a full-time post-secondary student so that benefits will continue.

Applicants who become eligible for benefits after reaching 18, by the death, disability or retirement of a parent, must apply for benefits upon beginning full-time study.

Eligible applicants who apply late may receive back payments for up to 12 months.

Source: Social Security Checks for Students 18 to 22 U.S. Department of HEW, Social Security Administration HEW Publication No. (SSA) 77-10048.

UNITED STATES BUREAU OF INDIAN AFFAIRS AID TO NATIVE AMERICANS

HIGHER EDUCATION ASSISTANCE PROGRAM Application Procedures: Application forms may be obtained from the Bureau of Indian Affairs Office. An application is necessary for each year of study. An official needs analysis from the college financial aid office is also required each year.

Each first-time applicant must obtain tribal enrollment certification from the bureau, agency or tribe which records enrollment for the tribe.

Selection of Recipients and Allocation of Awards: to be eligible, the applicant must: 1) be at least one-fourth American Indian, Eskimo or Aleut; 2) be an enrolled member of a tribe, band or group recognized by the Bureau of Indian Affairs; 3) be enrolled in or accepted for enrollment in an approved college or university, pursuing at least a four-year degree; and 4) have financial need.

Rights and Responsibilities of Recipients: for grants to be awarded in successive years, the student must make satisfactory progress toward a degree, and show financial need. Depending on availability of funds, grants may also be made to graduate students and summer session students. Eligible married students may also receive living expenses for dependents.

ADULT VOCATIONAL TRAINING PROGRAM Application Procedures: (Same as Higher Education Assistance Program above).

Selection of Recipients and Allocation of Awards: the Vocational Training Program is for short-term vocational training (up to two years).

To be eligible, the applicant must fulfill the requirements listed in (1) and (2) above, and: 3) must reside on a reservation; 4) be enrolled in or accepted for enrollment in an approved training school; and 5) have financial need.
Rights and Responsibilities: For a grant to be awarded the following year, the student must make satisfactory progress toward a degree, and show financial need.

Source: United States Department of Interior, Bureau of Indian Affairs, New York Liaison Office, Federal Building, Room 523, 100 South Clinton St., Syracuse, NY 13202.

VETERANS ADMINISTRATION EDUCATIONAL BENEFITS

Application Procedures: Application forms are available at all VA offices, the office of Veterans Affairs on campus, active duty stations and American embassies. Completed forms are submitted to the nearest VA office.

Selection of Recipients and Allocation of Awards: Persons who served over 180 days between January 31, 1955 and January 1, 1977 and; 1) continue on active duty, 2) were honorably discharged at the end of their tours of duty, or 3) who qualify because of service connected disabilities, are eligible for benefits. Veterans are entitled to benefits for full-time study at an approved postsecondary institution for 1½ months for each month of active service, up to 45 months. Eligible veterans who served for 18 continuous months are entitled to benefits for 45 months of full-time study. In each case, the equivalent in part-time study may be authorized.

Eligibility extends for 10 years after release from service, but not after December 31, 1989.

Children, spouses and survivors of veterans whose deaths or permanent total disabilities were service-connected, or who are listed as missing in action may be eligible for postsecondary-education benefits under the same conditions as veterans.

Award Schedule: Current monthly benefit rates are:

<table>
<thead>
<tr>
<th>Status</th>
<th>Dependents: None</th>
<th>1</th>
<th>2</th>
<th>Each Additional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>$342</td>
<td>$407</td>
<td>$464</td>
<td>$29</td>
</tr>
<tr>
<td>Three-quarters</td>
<td>257</td>
<td>305</td>
<td>348</td>
<td>22</td>
</tr>
<tr>
<td>Half-Time</td>
<td>171</td>
<td>204</td>
<td>232</td>
<td>21</td>
</tr>
</tbody>
</table>

Veterans enrolled in full-time study may agree to part-time employment under VA supervision and receive extra benefits. For 250 hours of work, the student will receive 250 x the minimum wage, but not less than $775. Lesser numbers of hours are paid proportionately.

Tutorial Benefits for Veterans: To be eligible for tutorial benefits, veterans must be receiving benefits on at least a half-time basis. A veteran is entitled to 12 months of tutorial benefits to a maximum of $76.00 per month.

Veterans Work Study: Veterans must be receiving full-time benefits to be eligible to work up to 750 hours per year. The hourly rate is $3.35. Placements are in areas which directly affect the student veteran population.

Vocational Rehabilitation. This is available to veterans who have at least a 10% disability rating from the Veterans Administration and includes payment for tuition, fees, and a monthly stipend. Full-time and part-time veteran students are eligible.

Benefits for Dependents of Veterans: There are numerous programs available to dependents of disabled veterans. If you're interested in learning more about these programs, please visit the Office of Veterans Affairs.

Note: Veterans are required to report their classroom attendance on a weekly basis in order to maintain their eligibility for benefits. The attendance status of each veteran is reported to the Veterans Administration on a regular basis.
STATE PROGRAMS

TUITION ASSISTANCE PROGRAM (TAP)

Application Procedures: Applicants must apply annually to the New York State Higher Education Services Corporation (HESC), Tower Building, Empire State Plaza, Albany, NY 12255. The application deadline is March 31, 1985. Application forms will be mailed, beginning in May 1984; to all: 1) students who received a TAP grant or Regents Scholarship award in 1983-84; 2) high school seniors who applied for a 1983-84 Regents Scholarship and 3) approved postsecondary institutions and high schools in New York State.

Before submitting the application, the applicant should review it with a financial aid counselor.

The Higher Education Services Corporation determines the applicant’s eligibility and mails an award certificate directly to the applicant indicating the amount of the grant. The applicant presents the institutional copy of the certificate to the Bursar’s Office as soon as it is received.

Selection of Recipients and Allocation of Awards: Tuition Assistance Program is an entitlement program. There is neither a qualifying examination nor a limited number of awards.

The applicant must: 1) be a New York State resident and a U.S. citizen or permanent resident alien; 2) be enrolled full-time and matriculated at an approved New York State postsecondary institution; 3) have, if dependent, a family net taxable income below $29,001, or if independent and single with no tax dependents, a net taxable income below $5,667; and 4) be charged a tuition of at least $200 per year.

The current definition of independent status is as follows: (independent status under the state definition does not necessarily insure independent status for federal aid programs).

1) Thirty-five years of age or older on July 1, 1984; or
2) Twenty-two years of age or older on July 1, 1984 and not:
   a) resident in any house, apartment, or building owned or leased by parents for more than 2 consecutive weeks in calendar years 1983, 1984, 1985;
   b) claimed as a dependent by parents on their Federal or State income tax returns for 1983, 1984, 1985;
3) Under 22 years of age on July 1, 1984 and meeting all other requirements of (2) above, and in addition able to meet at least one of the following requirements:

   Both parents deceased, disabled or incompetent; receiving public assistance other than Aid as a Dependent Child (ADC) or food stamps; ward of a court; unable to ascertain parents’ whereabouts; or unable, due to an adverse family situation, to submit parents’ income.

Undergraduate students may generally receive TAP awards for four years of study. Students enrolled in approved five-year programs may receive undergraduate awards for five years. No student may receive awards for more than a total of eight years of undergraduate and graduate study.

Award Schedule: The amount of the TAP award is scaled according to level of study, tuition charge, and net taxable income. The income measure is the family’s (or independent student’s) net taxable income from the preceding tax year plus certain non-taxable income, and (for dependent students) support from divorced or separated parents. This income is further adjusted to reflect other family members enrolled full time in postsecondary study.
REGENTS COLLEGE SCHOLARSHIPS

Application Procedures: Applicants may obtain information and application forms from the high school and file them with the high school principal.

Selection of Recipients and Allocation of Awards: Regents College Scholarships are awarded competitively for full-time postsecondary study in New York State in: 1) an approved degree, certificate or diploma program offered by a college or other degree granting institution; 2) a hospital school program leading to licensure or certification; and 3) a two-year program in a registered business school not authorized to grant a degree.

Basis of the award is the Scholastic Aptitude Test (SAT) or American College Testing Program Assessment (ACT) score. A registration fee, currently $7.25, is charge for either of these examinations. A limited number of fee waivers is available for economically disadvantaged applicants. These examinations may be taken more than once, with the highest score used as the basis for the award.

A total of 18,843 scholarships is allocated by county. Additional scholarships are allocated to insure that each approved high school has at least one scholarship for each 40 graduates of the previous year.

The applicant must: 1) have been a legal resident of New York State for at least one year immediately preceding the first term for which application of an award is made; 2) either graduated from high school by the end of the school year in which the examination was taken or be accepted as a full-time matriculated student at a college or other approved school located in New York State by September of that year; and 3) not previously have competed for a Regents Scholarship. Requirement two and three may be waived for reasons satisfactory to the Commissioner of Education.

Award Schedule: The award is $5250 per year, for up to five years, depending on the normal length of the program in which the recipient is enrolled.

Source: Division of Educational Testing, New York State Education Department.

REGENTS AWARDS FOR CHILDREN OF DECEASED OR DISABLED VETERANS

Application Procedures: A special application may be obtained from the Native American Education Unit, New York State Education Department, Albany, NY 12234. The completed application form should be forwarded by the applicant to the Native American Education Unit along with the following materials: 1) official transcript of high school record or photostat of General Equivalency Diploma; 2) letter(s) of recommendation from one or more leaders in the community attesting to personality and character; 3) personal letter, setting forth clearly and in detail educational plans and desires; 4) signatures of the parents of minor applicants, approving education plans, and 5) official tribal certification form.
FINANCIAL AID

Selection of Recipients and Allocation of Awards: The applicant must be 1) a member of one of the Native American tribes within New York State; 2) have graduated from an approved high school, or have earned a General Equivalency Diploma, or be enrolled in a program in an approved postsecondary institution leading to degree-credit status and the General Equivalency Diploma; and 3) enrolled in an approved postsecondary institution in New York State.

State Aid to Native Americans is an entitlement program. There is neither a qualifying examination nor a limited number of awards.

Award Schedule: The award is $1,100 per year for a maximum of four years of full-time study, with a minimum of 12 credit hours per semester. Students registered for fewer credit hours will be funded at approximately $46 per credit hour.

Rights and Responsibilities of Recipients: Students are responsible for notifying the Native American Education Unit in writing of any change in student status or program or institutional enrollment.

Source: Native American Education Unit, New York State Education Department, Albany, NY 12234.

GUARANTEED STUDENT
LOAN PROGRAM

Application Procedures: The student should obtain a loan application from a participating New York State lending institution (bank, credit union, etc.) in his/her area of permanent residence. The complete application is presented to the financial aid officer. The application is then routed to the lending institution and the Higher Education Services Corporation.

A counseling session or an interview, or both, may be required. When the loan is approved, a promissory note is signed by the student.

Selection of Recipients and Allocation of Awards: To be eligible for a guaranteed loan a student must be: 1) a U.S. citizen or permanent resident alien; and 2) enrolled in or admitted as a matriculated, at least half-time student at an approved college, university or other postsecondary institution in any of the United States or a foreign country.

Loan Schedule: An undergraduate may borrow up to $2,500 per class year: for example, $2,500 during the student's freshman year, $2,500 during the sophomore year, etc. All students are eligible to receive interest benefits on their loans unless they choose to waive them. The student is eligible for a full interest subsidy, during the time he/she is in school, and for a following six month grace period before repayment must begin. An annual insurance premium of 5 percent of the loan amount is subtracted in full at the time the check is issued. Interest payments are as follows: Adjusted family income—all; rate of interest and fee—8% student in school and during grace period—8%; NYS in school and during grace period—8%; by student in school and during grace period—1%; rate of interest during repayment—8%.

Rights and Responsibilities of Recipients: A student may borrow at a relatively low interest rate (currently 8%) with no repayment as long as he/she remains enrolled at least half-time, and for six months after he/she ceases to be at least a half-time student. Payment of principal may further be deferred during study under a graduate fellowship program approved by the U.S. Commissioner of Education, during up to three years of active U.S. armed forces service, during up to three years as a full-time Peace Corps or VISTA or similar national program volunteers.

If a student applies for an additional loan, application must be made to the original lending institution.

Four months after ceasing to be at least a half-time student, the borrower must make formal arrangements with the lending institution to begin repayment. The following regulations apply:
1. Depending on the amount of the loan, the minimum monthly payment will be $50 plus interest. Under unusual and extenuating circumstances the lender, on request, may permit reduced payments.
2. The maximum repayment period is 10 years.
3. The maximum period of a loan from date of the original note may not exceed 15 years, excluding authorized deferments of payments.
4. Repayment in whole or part may be made at any time without penalty.

Source: New York State Higher Education Services Corporation, Tower Building, Empire State Plaza, Albany, NY 12255.
PARENT LOAN FOR UNDERGRADUATE STUDENTS (PLUS)

PLUS enables either natural or adoptive parents of dependent undergraduate students to borrow up to $3,000 per child for each academic year in order to help meet the costs of postsecondary education at federally-approved schools. The amount borrowed in any year cannot be greater than the cost of going to school during that year, minus all other financial aid received for the period of the loan. Costs that may be covered include; tuition and fees, room and board, books, travel, and an allowance for personal expenses. The total amount borrowed for any one student may not exceed $15,000.

The annual interest rate is currently 12 percent. Repayment of the loan must begin within 60 days after the date funds are disbursed. Borrowers have ten years to repay. There is an Insurance Premium of 1 percent, payable at the time of disbursement. Applications may be obtained from participating New York State lending institutions. Parents will be eligible for the same authorized deferments described in the Guaranteed Student Loan Program.

AUXILIARY LOANS TO ASSIST STUDENTS (ALAS)

ALAS enables independent undergraduate and graduate or professional students at federally approved schools to borrow money in the following amounts:

<table>
<thead>
<tr>
<th>Category of Student</th>
<th>Annual Limit</th>
<th>Aggregate Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Undergraduate</td>
<td>2,500</td>
<td>12,500</td>
</tr>
</tbody>
</table>

The limits for independent undergraduates include any amounts borrowed under the GLS Program. The total amount borrowed in any year cannot be greater than the cost of going to school in that year, minus all other financial aid received for the period of the loan. Costs that may be covered include: Tuition and fees, room and board, books, travel, and an allowance for personal expenses.

The annual interest rate is currently 12 percent. You will be billed quarterly for interest payments while you are in school. Repayment of the loan principal is deferred only while you remain in full-time attendance at your school.

COLLEGE DISCOVERY (CD)

Application Procedures: Application is made by completing the appropriate section of a form available from, and returned to the University Application Processing Center of The City University of New York.

Selection of Recipients and Allocation of Awards: The applicant must be: 1) a resident of New York City; 2) academically disadvantaged according to guidelines approved by the Board of Trustees of the City University of New York; 3) economically disadvantaged according to guidelines approved by the Board of Regents and the Director of the Budget and 4) an applicant for admission to one of the two-year colleges of CUNY. Eligible applicants, after screening for academic potential, are offered admission to the CUNY community college of their first choice, on a space available basis.

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

WORK INCENTIVE PROGRAM (WIN)

Application Procedures: Application is through the New York State Department of Social Services, which determines eligibility for Aid to Dependent Children (ADC). ADC recipients may be eligible for WIN.

Selection of Recipients and Allocation of Awards: As part of the achievement of the primary goal of the WIN program, to place eligible applicants in permanent unsubsidized employment, applicants may be registered with the New York State Department of Labor for institutional training. Training must be related to jobs which are or are likely to become, available in the WIN Project area. WIN registrants may be placed in training programs which do not exceed one year, e.g., to be considered for the program, a registrant wishing to complete a bachelor’s degree must have completed 3 years toward this goal and be enrolled in a vocationally oriented curriculum.

Award Schedule: Tuition and books are paid for by WIN. Registrants are paid $2 per day for training related expenses, plus an incentive allowance of up to $30 a month which is not included in ADC assistance payment computations. Child care costs may also be paid.

Rights and Responsibilities of Recipient: Each participant in the institutional training component of the WIN program has the responsibility of attending training, doing the best he/she can to complete training and obtained regular unsubsidized employment.

Source: Employment Services Superintendent, Manpower Services Division, New York State Department of Labor.
THE COST OF EDUCATION

Cost is an important consideration for most students when they are deciding which educational program is best suited to their goals and aspirations.

The following information will help students calculate the cost of attending the City University of New York. By performing some basic calculations, a student can develop his/her own "student budget."

Generally, a student budget consists of the direct educational costs of tuition, fees, books and supplies, as well as those costs which are incurred by virtue of attendance, such as transportation and lunch. In addition, all students have costs related to recreation and personal expense.

DEVELOPING A BUDGET

Students who depend on some other person to provide a substantial portion of their support are generally defined as dependent students. For these students, the costs, defined below, represent the total out-of-pocket cost which results from college attendance.

For self-supporting students, who do not depend upon some other person for support, the out-of-pocket costs must be considered in addition to the regular cost of living, which the student incurs as a result of being dependent upon his/her own resources. A general description of these living costs is described in the section under the heading below.

TYPICAL EXPENSES

Following is an itemized estimation of the educationally-related expenses a student is likely to incur for a nine-month (three quarter) period. It is expected that during the student's internship quarter, their salary will cover the expenses. Most students receive some form of financial assistance to help meet these expenses.

DEPENDENT AND CERTAIN INDEPENDENT STUDENTS

Dependent students, those who receive assistance from family or other sources, can expect to pay, in addition to $1306 annual tuition and fees, the following costs during the 1984-85 academic year: books and supplies, $250, transportation, $488, lunches, $540, personal items, $450, and $1100 for miscellaneous expenses. The total is $4,134.

INDEPENDENT STUDENTS

Independent students and dependent students living away from home for 12 months during the 1984-85 academic year can expect the following expenses based on the number of students from a family living under those conditions:
Typical Expenses for Independent Students and Dependent Students Living Away from Home for 12 Months in Academic 1984-85

<table>
<thead>
<tr>
<th>Number in Family</th>
<th>Each additional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Tuition, fees</td>
<td>$1,306</td>
</tr>
<tr>
<td>Books, supplies</td>
<td>250</td>
</tr>
<tr>
<td>Rent, utilities</td>
<td>3,564</td>
</tr>
<tr>
<td>Transportation</td>
<td>664</td>
</tr>
<tr>
<td>Food</td>
<td>1,248</td>
</tr>
<tr>
<td>Clothing</td>
<td>450</td>
</tr>
<tr>
<td>Personal</td>
<td>900</td>
</tr>
<tr>
<td>Medical</td>
<td>320</td>
</tr>
</tbody>
</table>

$8,702 $11,471 $13,345 $1,607

7 Tuition units* or more $306.25
Cooperative education internship $306.25
Fewer than 7 tuition units* $40/unit

| TUITION |

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 university’s Board of Trustees without prior notice. In the event of any increase in the fees or tuition charges, payments already made to the college will be treated as partial payments and notification will be given of the additional amount due and the time and method 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.

| TUITION PER QUARTER |

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

7 tuition units* or more $306.25
Cooperative education internship $306.25
Fewer than 7 tuition units* $40/unit

NON-STATE RESIDENTS AND FOREIGN STUDENTS

7 tuition units* or more $506.25
Cooperative education internship $506.25
Fewer than 7 tuition units* $76/unit

SENIOR CITIZENS (Enrollment on space available basis.)

Tuition free
General fee $12.50
Senate fee .25

*Tuition units represent the number of credits plus compensatory hours required in a course as listed in the Schedule of Classes.

CUNY BA PROGRAM

Tuition and student activities fees for all students in the CUNY Baccalaureate program are billed for and collected by the Graduate School and University Center. A student is billed according to the fee schedule in effect at his home college.

PERMIT STUDENTS

All tuition and student activities fees are payable to the college in accordance with its fee schedule. No additional payment of tuition or fees is required at the college where the course is taken.

TUITION WAIVERS

Senior citizen residents of New York City 65 years and older are permitted to enroll in undergraduate courses on a space available basis, tuition free. Staff members of City University, including professional staff, instructional staff, and Gittleson employees (with six months of employment prior to the first day of classes), may also attend on the same basis.

TUITION REFUNDS

The date on which change of program, withdrawal and/or leave of absence forms are filed with the appropriate college office forms the basis for computing a refund to the student in accordance with the following refund schedule.
TUITION AND FEES

Non-instructional fees are nonrefundable. The student activity fee is also nonrefundable except when courses are cancelled by the college, a student’s registration is cancelled by the college, or if the student enters military, Peace Corps or Vista service.

Refunds of tuition for courses officially dropped by the student will be made as follows:
- Official withdrawal before the opening date of the quarter: 100%
- Official withdrawal on or before the fifth day of the quarter: 75%
- Official withdrawal on or before the eighth day of the quarter: 50%
- Official withdrawal on or before the eleventh day of the quarter: 25%
- Official withdrawal thereafter: None

Note: Saturday classes will be handled on an individual basis.

MILITARY, PEACE CORPS AND VISTA REFUNDS

The following guidelines govern all applications for refunds for students withdrawing from the college for service in the military, Peace Corps or Vista:

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

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.

Refund
If a student has enlisted in the armed services, the Peace Corps or Vista, does not attend classes for a sufficient time to qualify for a grade, but continues in attendance within two weeks of induction, refund of tuition and fees, except for the application fee, will be made as follows:
- Withdrawals before the fourth calendar week after scheduled opening of session: 100% refund withdrawals thereafter: 50% refund.

TAP REFUNDS

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

In order to obtain a TAP refund, students must fill out a Refund Request Form in the Bursar’s Office as soon as the TAP notification is received. A student may pick up the refund check at the Business Office, or, if the student chooses, the check will be mailed to his or her home.

At least 10 to 12 weeks are needed by the college to process the TAP refund because the State of New York does not send the college individual student checks, but sends one check which may cover the TAP awards for as many as 500 students. The college then must deposit the state check and prepare individual refund checks after verification is made that the student is in full-time attendance. Completing this process accounts for the 10 to 12 weeks of delay.

OTHER REFUNDS

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

FEES

STUDENT ACTIVITIES FEES

These are nonrefundable fees paid each quarter of registration.

Full-Time Students
- 7 tuition units or more*/$20
- Human Service Curriculum (third quarter and thereafter)/$10

Part-time Students
- 6.5 tuition units or less*/$2.50

Cooperative Education Internship/None

University Senate Fee/.25

*Tuition units represent the number of credits plus compensatory hours required in a course as listed in the Schedule of Classes.
NONINSTRUCTIONAL FEES
(NOT REFUNDABLE)
Application /$25
Late Registration /$15
Program Change /$10
Transcript /$4 (Transcript sent free with CUNY, cash or money order only.)
Readmission /$10
Penalty Fee for issuance of bad check /$15
Duplicate Diploma /$15
Duplicate ID /$5
Duplicate Bursar’s Receipt Fee Form /$4
Locker per year /$1
Special Examination:
First examination /$15
Each additional examination /$5
Maximum each quarter /$25
Library Fines
Overdue materials per day /10¢
Reserve materials
First hour overdue /50¢
For the rest of the day /50¢
For each succeeding day /50¢ (to maximum of $10)

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

WAIVER OF PROGRAM CHANGE FEE
No change of program fee will be charged if any one of the following conditions is met:
1. The college cancels or withdraws a course, whether or not the student substitutes another course;
2. The college changes the hours of the course or makes other substantive changes that provide the student with justification for a change;
3. The college requests that the student transfer from one section to another section of the same course; or
4. The college cancels the registration of the student for academic, disciplinary or other reasons.
## STUDENT SERVICES & SPECIAL PROGRAMS

### CONTINUING EDUCATION
- Adult Learning Center/67
- Astoria Center/68
- Campus-Based Programs/66
- Chinatown Center/69
- College for Children/67
- Deaf Adults Program/68
- Eastside Connection/69
- English Language Center/66
- Extended Day Session/65
- Noncredit Programs/66
- NYC Taxi Driver Institute/67
- Older Adults Program/69
- Outreach Programs/68
- Programs for Business/67
- Veterans Center/67
- Women’s Program/68

### STUDENT SERVICES
- Academic Advisement/70
- Career/Transfer Center/70
- Clubs, Organizations/70
- Freshman Seminar/69
- Graduation/71
- Health Services/71
- Nursery School/70
- Student Activities/70
- Student Council/71
- Tickets/70
- Workshops/70

### SPECIAL PROGRAMS
- Laboratory facilities/71
- Library/72
- Middle College High School/73
- Recreation/72
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 for a new career or to compete for better jobs, older adults seeking productive use of retirement years, veterans, recent immigrants and others with broader life experiences than those of the traditional student who enters college directly upon graduation from high school.

To meet the special needs and to accommodate the unique contributions of adult students, the Division of Continuing Education offers a variety of credit and noncredit programs which reflects the diversity of adult interests and needs in New York City generally and western Queens in particular.

Continuing education courses are offered in the day, during evening hours and on weekends, both at the college and at various off-campus locations. Off-campus sites include community centers, senior citizen centers, churches, high schools, union headquarters, 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 the Continuing Education Division welcomes 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 and noncredit courses for personal and professional development;
• Noncredit courses for educational preparation, skills training, and leisure pursuits; and
• Programs for special populations including children, visually impaired adults, veterans, unemployed and underemployed women.

For further information on any of these programs, visit our noncredit programs office in the college's main building, room M-103, or call 626-5057.

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 a variety of patterns which permit a student to take several courses two or three evenings a week. Some courses require attendance only one evening a week or on Saturday. Extended Day Students are governed by general college policies and regulations.

To Enroll in Extended Day Session

Persons interested should contact the college's Admissions Office at 626-5588 for assistance with the following procedures:
1. Complete an application form and submit a $25 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); and
   d. Alien registration card (if on immigrant visa).
2. Take the Freshman Skills Assessment 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.
CONTINUING EDUCATION

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/page 8
Business Administration/Management/page 23
Data Processing/page 14
Human Services/page 18
Liberal Arts/page 20
Secretarial Science/page 31

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. College policy provides adults and other extended day students several options for earning academic credit for work experience.

Questions? Any questions concerning the Extended Day Program can be directed to the college’s Extended Day Office at 626-5513.

NONCREDIT PROGRAMS

Noncredit programs are offered throughout the year, both on campus and at community locations. Courses are designed to meet the different interests and needs of a variety of individuals and groups.

Noncredit 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 noncredit courses are initiated and modified to meet new needs as they emerge, any printed listing of courses is incomplete. Current information on all noncredit programs may be obtained from our noncredit programs office by calling 626-5057. Below are some areas and courses which have remained popular.

Educational
High School Equivalency (in English and Spanish)
English as a Second Language
Adult Basic Education

Skills Development
Bookkeeping
Speed Reading
Data Processing
Real Estate
Typing
Word Processing

Personal Development and Leisure Pursuits
Art Workshop for Parents and Children
Assertiveness Training
Auto Repair
Yoga
Photography
Aerobics

Career Development
A series of workshops and seminars designed for the individual interested in making a career change or for those seeking increased job satisfaction.

CAMPUS-BASED PROGRAMS

ENGLISH LANGUAGE CENTER This center provide instruction in English in both noncredit and credit courses. 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 21 hours each week, is designed primarily to improve the English of those who hope to continue their education at an American college, university or vocational school, or who need immediate English improvement in their work. The full-time program qualifies a student to receive the immigration Form I-20 to request a foreign student visa.
The part-time courses, meeting four hours each week, are for students who wish to improve their English for occupational or personal reasons.

Both the full-time and part-time noncredit programs are supported by tuition fees. Credit courses (ESL 096, 097, 098 and 099) are open to regular first-year students registered at LaGuardia in preparatory, beginning, intermediate, and advanced levels. For further information visit the English Language Center or call 626-2718.

**VETERANS EDUCATION CENTER** This center provides academic preparatory courses and vocational counseling to discharged veterans. Full-time day and part-time evening students attend college preparatory courses emphasizing the reading, writing, and study skills necessary to succeed in college level work; courses in high school equivalency preparation, and regular vocational counseling sessions to plan vocational objectives and to develop personal skills related to 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 admission to other colleges. The Veterans Center works closely with the Office of Veterans Affairs to assist veterans in filing for VA educational benefits. For further information, visit the Veteran's Education Center or call 626-5536.

**ADULT LEARNING CENTER** This center offers courses in English and Spanish in preparation for the New York State High School Equivalency Test (offered in both English and Spanish). Reading and math skills improvement are also offered in English and Spanish in pre-high school equivalency preparation and in adult basic education courses. Day time as well as evening and Saturday courses are available throughout the year. Personal inquiries are welcome by phone (626-5057 or 626-8546) or by visiting the center, room E302, Executone Building.

**COLLEGE FOR CHILDREN** LaGuardia’s College for Children offers a combination of leisure and academic enrichment activities and courses on Saturdays. By providing this service, the College enables parents with children between the ages of six and twelve to attend school themselves while their youngsters are engaged in productive learning activities at the same location. Courses are low-cost and range from Children's Reading, Piano, and Computers for Kids to Math for Fun. For further information, call 626-2705.

**SMALL BUSINESS BOOKKEEPING/ACCOUNTING PROGRAM** This program, supported through VEA monies from the New York State Education Department, is designed to train persons in small business bookkeeping/accounting. Participants are drawn from Queens’ many ethnic communities. Courses in bookkeeping/accounting are taught with emphasis on applications to particular small business enterprises.

**PROGRAMS FOR BUSINESS** This program focuses on developing ongoing contact with businesses and industry in the Long Island City area. The division's major intent in developing sustaining contacts is to let local employers and employee organizations know more about LaGuardia and continuing education, while also learning more about employer/employee needs, especially in the educational realm. Depending on needs identified, the Division is open to further discussion regarding program development possibilities. Program offerings include: English as a Second Language, Supervisory Skills Development, High School Equivalency, human relations, and microcomputer applications. For more information call 626-8709.

**NEW YORK CITY TAXI DRIVER INSTITUTE** Part of the application process to become a New York City Taxi Driver includes a 20 hour course of study. The College is approved by the Taxi and Limousine Commission to offer this training. The program offered by the Division of Continuing Education holds classes on Fridays, Saturdays, and Sundays from 9:00 a.m. to 5:00 p.m. Course content covers the rules and regulations of the Taxi and Limousine Commission, navigation to the Taxi Industry, geography of New York City, Driver Safety Training and Driver/Passenger relations. A similar program is also offered weekday evenings by Federation Employment and Guidance Service. For further information on LaGuardia's program call: 626-5091.
CONTINUING EDUCATION

WOMEN’S PROGRAM This program provides an opportunity for mature working women to resume their formal education. Its recruitment efforts attract a diverse group of women who, in many instances, may not have considered themselves ready for college-level work. The program provides credit courses focusing on women’s issues, peer counseling, and career information to facilitate career entry, reentry, and mobility. The program also offers office automation training for women preparing for new careers, or wanting to increase their current job responsibilities. Call 626-8520 for information.

EDUCATION ASSOCIATE SUMMER PROGRAM This program enables paraprofessionals employed by the New York City Board of Education to enroll in a special 6 week summer session for college credit as non-degree students. Curriculum focus includes courses in the social sciences and human services.

OFFICE OF ALTERNATIVE EDUCATION This office provides counseling and placement for adult students interested in nontraditional and independent study approaches to earning college credits. The college offers an Alternative Degree Program which gives academic credit for knowledge gained through prior life experience. Past work experiences and individual accomplishments may be converted into academic credits which can be used toward meeting the requirements for 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.

PROGRAMS FOR DEAF ADULTS Since 1975, the college has sponsored a variety of programs and noncredit courses for deaf adults to assist them in developing skills to cope with the academic, social, and communication problems related to post secondary education and to independent living within the community and the world of work.

Services such as individual counseling, interpreter referral and tutoring are available to deaf students in both credit and noncredit programs. Classes and guided independent study in basic education and high school equivalence as well as American Sign Language and interpreting are offered to both hearing and deaf persons.

LaGuardia is the only college program within the City University with full-time professional staff composed of both hearing and deaf individuals who communicate fluently with deaf persons using American Sign Language. A full-time interpreter is also available for deaf professional staff and students. For more information, contact the Program for Deaf Adults, at 626-2706 (Voice) or 392-9240 (TTY).

OUTREACH 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 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 this area currently consists of the following programs:

ASTORIA ADULT EDUCATION CENTER Residents of Astoria may be interested in enrolling in noncredit classes offered at our conveniently located Astoria Center—at the corner of Ditmars Boulevard and 31st Street. Over 300 adults each quarter enroll in classes in English as a Second Language, Small Business and Restaurant Management, Bookkeeping, Real Estate and foreign languages. Classes are held during the day, in the evenings and on Saturdays. Further information can be obtained by calling 626-8594.

ADULT LEARNING CENTER AT THE QUEENS HOUSE OF DETENTION FOR MEN AND RIKERS ISLAND This center assists inmates in the areas of academic skills 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 programs at Rikers Island and the Queens House of Detention provide courses in preparation for the New York State High School Equivalency test in both Spanish and English, as well as courses in English as a Second Language and Test Taking Skills. The Adult Learning Centers also focus on the development of skills for coping with life problems in the areas of family, work, and community.

Funding is provided through the Correctional Education Consortium by the Department of Correction, City of New York.
CHINATOWN CENTER The Division of Continuing Education now offers courses in Chinatown to residents of the Chinatown community. Credit offerings include: English as a Second Language and introductory social science, math and business courses. Classes are held on weekday evenings in a public school facility centrally located in Chinatown. Adults who work in the Chinatown area during the day and who would like to begin college by attending evenings in a convenient location may find this program of particular interest. Further information may be obtained by calling: 626-5513 or 219-2534.

EASTSIDE CONNECTION The Division each quarter offers non-credit classes to staff of the University’s Central Office as well as upper Eastside residents. Offered weekdays after work at E.80th Street, current program selections include: aerobics, financial planning, low stress exercise and varying special events. For further information call: 626-8712.

PROGRAMS FOR OLDER ADULTS In cooperation with New York City Technical College’s Institute of Study for Older Adults, LaGuardia offers a wide variety of noncredit courses to adults within senior citizen centers in Queens. Classes are open to blind as well as sighted older adults.

In addition, adults, age 65 and over, may register for credit courses of study on-campus, on a space available basis, without tuition costs. Only a registration fee of $12.50 is required each quarter. The full range of services of the college are available to all students. For further information call: 626-8712.

S TUDENT SERVICES

The Division of Student Services offers programs designed to help students achieve goals that are essential to their academic, career, and personal development. These goals include:
1. Understanding the requirements for academic success;
2. Assessing personal interests and abilities in relation to 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; and
6. Personal and social growth.

COUNSELING

Central to the LaGuardia student’s educational experience are the support and information provided by the college’s counseling services. Student Services Division counselors assist students in making career choices, planning their academic programs, preparing for transfer to a four-year college or beginning a work career, and in dealing with personal and academic problems. The counseling staff also cooperates with the instructional faculty in academic advisement for registration.

The services to students made available through the counseling program are described below: There are three main counseling offices at the college:
DAY COUNSELING SERVICES (M-149)
EXTENDED DAY COUNSELING SERVICES (M-103)
COLLEGE DISCOVERY OFFICE (MB-46)

FRESHMAN SEMINAR: Counselors teach Freshman Seminar, which is required of all new students in their first quarter. Freshman Seminar introduces students to LaGuardia’s programs, policies, and requirements. It also helps students plan a successful college program and learn how to use the many resources available at the College to help them complete their program. Further, Freshman Seminar begins the process of career exploration and assessment which leads, for day students, into the Co-op Prep course and the Co-op Internship program. Evening students use these sessions to explore and evaluate their career and educational goals, and to consider whether or not to participate in the Co-op Program for Extended Day students.

COUNSELOR-ON-DUTY: Counselors are available to see students on a drop-in basis. During daytime hours, students who wish to see a counselor should go to Day Counseling Services in M-149. In the evening a counselor is available to see students in Extended Day Counseling Services (M-103). College Discovery students may see a counselor in the College Discovery Office in MB-46. Students can make an appointment to see a specific counselor by going to these offices.
INDIVIDUAL COUNSELING Students may see a counselor for individual counseling about education and career concerns, and also about family and personal matters. They may make an appointment with a counselor in any of the counseling offices listed above; students may, if they wish to, request an appointment with a particular counselor they already know.

WORKSHOPS FOR STUDENTS The counseling staff offers to students a variety of programs to develop their college skills and their skills for living. Group workshops are available on such topics as self-awareness, decision-making, career exploration, study skills, and probation. A complete schedule of the programs available each quarter can be obtained at the Information Center or at any of the counseling offices.

PEER COUNSELING Trained peer counselors are available to help students with academic and personal concerns. Students can meet with a peer counselor on a one-to-one basis or in small groups. Students who want to become peer counselors can receive training in human relations and microcounseling skills. Peer counselors can be contacted through Day Counseling Services in M-149.

CAREER AND TRANSFER 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 resources available in the Career and Transfer Resource Center. The center houses a library of occupational and educational information in MB-65. For more information on transfer policies, see pages 42 and 51.

ACADEMIC ADVISEMENT The counseling staff shares responsibility for academic advisement of students with the instructional faculty. Their goal is to assure that students receive accurate advisement on courses they must take and other requirements they must meet.

STUDENT ACTIVITIES FEES PROGRAMS AND SERVICES On May 20, 1981, students voted—and the College and the Board of Trustees approved—to designate portions of the activities fees to specific programs and services. The following is a brief summary of the programs and services funded by the activity fees.

CLUBS AND ORGANIZATIONS Clubs are dependent upon the interests of students involved. They plan and implement social, cultural, educational and creative ventures outside of the classroom. Formation of new clubs is made as easy as possible by the Student Activities Committee, room M115.

RECREATION The Recreation Department offers a host of on and off-campus intramural, athletic and leisure-time activities and programs. It provides a conducive environment for mental and physical growth and well-being. Contact the Recreation Department, room MB34, for further information. See page 72 for a complete program description of the Recreation Department.

MEDIA Media provides a variety of programs and activities for students interested in communications. A campus television video program, a printing office and a student newspaper/letter have been established to inform students about programs and activities of the College. Efforts are currently underway to re-establish the radio station (WLGC). If you are interested, contact the Student Activities Department, room M115.

NURSERY SCHOOL A child care facility is housed at the College for the children of LaGuardia students. Learning and play experiences are provided by the professional staff. For more specific information, contact the Nursery Program in room MB51.

TICKETS Reduced-price tickets to Broadway, Off-Broadway and other performing arts events taking place in New York City are provided for students. For details on the offerings of this area, please contact the Student Activities Department, room M115.
INCOME-GENERATING PROGRAMS
Off-campus activities, such as ski, camping and ranching trips, are offered each year at relatively low prices. For time and place of the next event from this area, contact the Student Activities Department, room M115.

GRADUATION
The annual Commencement Exercise and Honors Night Program are supported and funded by student fees. The rental of an auditorium, purchase of diplomas, invitations and awards are some of the specific items covered by this area. Please contact the Student Activities Office Room M115, or the Office of College and Community Relations, room M406, for additional information.

STUDENT COUNCIL
Student Council is an organization elected by students to represent the student body in interacting with the administration of the college faculty, student organizations and the general college community. Elections are held annually. Any student who wishes to become actively involved in student government should consider running for Student Council. For further information, contact Student Council in room M160.

HEALTH SERVICES
The Health Center offers a variety of services in response to the needs of the college community. Programs focusing on sexuality, family planning, weight reduction, abortion, venereal disease, and smoking are offered for groups and individuals. Health counseling and referral services for health problems, as well as first aid and emergency care, are provided free of charge by the college nurses and trained staff.

SPECIAL PROGRAMS

LABORATORY FACILITIES
- Accounting Lab provides scheduled lab sessions and serves as a tutorial center.
- Adult Learning Center Labs help students to improve their basic literacy skills or to prepare for G.E.D. exams.
- Child Development Lab is used for supplemental work in the Dept. of Human Services.
- Community Services Lab schedules use for developmental studies and assists hearing impaired students to develop study skills for basic education, G.E.D., and college preparation.
- Data Processing Dept. has two labs: the Microcomputer Lab, providing the laboratory component for several introductory courses, and the Computer Lab, focusing on computer use and programming beyond the introductory courses.
- English Language Center Lab is used in several credit courses in the English as a Second Language Program and is available on a drop-in basis for students’ independent work.
- Humanities Department contains the following labs: Foreign Language, Music, Piano, Music Center, Communication Arts, Photography, Art, Art Office, Painting and Drawing, Sculpture, and Design.
- Library Media Resources Center coordinates the College’s Audiovisual Equipment Resources.
- Math Lab supports all the courses offered by the Math Dept.
- Microcomputer Center of the Dean of Faculty’s Office is used in conjunction with several courses.
- Natural & Applied Sciences Dept. administers fourteen laboratory facilities which are located in the Sony and Main Buildings on Thomson Avenue.
- Reading Lab of the Communication Skills Department is used for all developmental reading courses; in addition, the lab is a resource center to help students in reading and study skills on their request.
- Secretarial Science Dept. administers a Stenography and Typing Lab, The Word Processing Lab, and the Audio-Visual Typing Lab and Practice Learning Center.
- Typing Lab is required for several non-credit Continuing Education courses and for an elective course to improve spelling skills for ESL students.
- Veterans’ Lab is required for several developmental courses, and assists students to prepare for G.E.D. Exams and exemption from basic skills courses upon entry into college.
- The Writing Center provides individual and group tutoring for all students in the College to work on grammar, paper revision, paper development and research papers for any course they are taking. Special tutors for the deaf and the learning disabled are available by appointment.
SUPPORT PROGRAMS

LIBRARY

In this complex world of information buying and selling, the one thing that every student at LaGuardia needs is access to a dynamic, current collection of information resources.

Our magazines and newspapers brief you on information about current events, new social issues, or people in the news. A popular form of absorbing information is via audio-visual material—such TV series as Earth, Sea, and Sky, Ascent of Man, and Everybody's Business, are but a few of our video programs.

The Library also provides textbooks, course readings, career information, study aids, research material, an employer pamphlet file, and much more. To make these varied treasures accessible to users, a team of eight Library faculty and four college laboratory technicians is on hand to see that you get what you need.

How do people get in touch with us? Basically, there are three ways we work together:

1. People use the resources of the Library on a walk-in, self-service basis. Last year people visited the Library over 264,000 times! The Library offers a book collection of 47,000 volumes, 10 percent of which constitute a richly useful core collection of reference works such as dictionaries and encyclopedias in a variety of subject areas. We currently receive 626 periodicals, including 12 newspapers. The non-print media collection of 2,100 items covers all subjects and all formats from audiocassettes to video recordings. Apart from the use that was made of these collections in the Library itself, people checked out over 20,000 books last year and used our media at over 5,600 show-times.

2. People approach Library faculty at the reference desk and ask for help one-on-one. This type of assistance can mean anything from a ten second reply to your question, to a quarter hour spent helping you start your research paper, term projects or regular course assignments. In 1982/83, the eight librarians collectively worked with users 9,164 times. This is where we feel we get to know people best—often by name, after the second or third acquaintance!

3. Library faculty teach information gathering skills through various forms of user education programs. These programs include tours, small group orientations, course related/course integrated Library instruction and a credit-bearing course on methods of Library research. Almost every student is exposed to a Library instruction class in conjunction with the English 101 program. This session helps to introduce users to what is in the collection, and how to find it with the help of the C.O.M. (microfiche) catalog or the various periodical indexes. The credit course (LRC 101) which is described below, is a more in-depth introduction to sources of information, not just at LaGuardia Community College, but as they exist in the professional world at large.

Do get to know your Library. We make it easy for you because we're located just off the main lobby, and we're open six days and four evenings a week (Mon-Thurs. 9am-9pm, Fri. 9am-5pm, Sat. 10am-2pm). A validated college ID is your Library card. The Library provides seating for studying and photocopy machines. You can even find a novel or a popular magazine for relaxation!

RECREATION

The Office of Recreation provides a wide variety of leisure-time experiences for the entire college population. The programs are designed to include many kinds of activities throughout the day, evening, and on Saturdays. A validated, LaGuardia student I.D. card, or a Recreation Pass, is your "membership" card to the facility. Recreation Passes are available to LaGuardia faculty and staff, Continuing Education students and community guests and may be obtained in the Business Office or at the gym control desk.

The facility, located on the basement level of the main building, includes a multi-purpose gymnasium that is equipped to accommodate, at different times: two regulation basketball courts, two indoor soccer fields, three volleyball courts, three paddle/handball courts, two tennis courts and two enclosed tennis/golf/baseball alleys complete with ball machines and video tape replay.

The gymnasium is complemented by a dance/exercise room featuring the Universal Gym exercise and weight training machine, barbell and dumbell training areas, hardwood floors, wall to wall mirrors and training bars. A game area for backgammon, chess, checkers and table tennis is located in the lobby outside the gymnasium entrance.

Equipment for these games may be obtained at the gym control desk. The locker complex consists of large daily lockers, to be used with your personal lock, towels, separate men's and women's saunas and bathrooms with hair drying facilities. The equipment and towel check-out is located immediately inside the entrance to the recreation facility.

The recreation program is divided into multiple categories.

OPEN RECREATION A portion of the gymnasium and exercise room is almost always scheduled for drop-in recreation for students, faculty and staff. Some of the activities available are rollerskating, basketball, volleyball, soccer, paddleball, dance, weight training, and table tennis. Your LaGuardia I.D. card allows you to check out equipment for use in the gymnasium or dance/exercise room.
INSTRUCTIONAL WORKSHOPS The workshop series provides professional instruction in such activities as modern dance, tennis, martial arts, weight training, aerobics, swimming and archery.

Sections are offered for all levels of skill, beginner to expert. Workshops are scheduled once or twice weekly and continue throughout the quarter. Registration for all workshops takes place at the gym control desk, and in the Main Lobby, during the first week of classes each quarter.

EXTRAMURAL SPORTS The Office of Recreation is currently developing an extramural, club sports program to provide competitive experiences for students against other schools and organizations. League play is planned in basketball, soccer, volleyball and cricket.

ANNOUNCEMENTS AND PUBLICITY Information governing hours of operation, scheduling, programs and activities is available at the gym control desk, or the Recreation Office, room MB34 and on bulletin boards posted outside student and faculty staff dining areas. The sports/recreation column in The Bridge, the official student publication, announces and reviews program highlights.

INTRAMURAL SPORTS ACTIVITIES AND SPECIAL EVENTS The intramural program provides competitive recreational experiences in such team sports as basketball, coed volleyball, and soccer. Tournaments, leagues, and special novelty events, such as student vs. faculty competitions, are scheduled every quarter. You may compete in the activities or participate as coach, official, statistician, or timekeeper. Awards are presented to intramural champions at the conclusion of an event.

Students may take courses both in the high school and in the college for high school credit. College level course credits are stored in a computer bank and may be counted toward the associate degree upon completion of high school.

Middle College High School is a cooperative venture between the Board of Education and the CUNY Board of Trustees. There is no tuition fee or charge for textbooks. Students who meet the criteria set by the City of New York are entitled to free lunch and transportation passes.

Students graduating from junior high schools in Districts 24 and 30 in northwest Queens who are not meeting their full academic potential are eligible to apply. 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 for one third of each school year as part of the graduation requirements. Students can investigate careers in depth in business technology, human services, and liberal arts and sciences. In some cases qualified high school seniors obtain 1st level college cooperative education internships, a number of which are paid.

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

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

Middle College students can participate in the after-school occupational skills program, and Shared Instructional Services Program.
The Accounting/Managerial Studies Department offers programs of study in business and accounting. The Business Administration Program leads to an Associate in Science (AS) degree and is designed for students who intend to transfer to a senior college after graduating from LaGuardia. The Business Management program leads to an Associate in Applied Science (AAS) degree and is designed for students who are interested in immediate full-time employment upon graduation. The Credit Management curriculum is an option under the Business Management Program which specifically prepares students for employment in the field of credit and collection.

The Accounting Program offers a course of study leading to an Associate in Applied Science (AAS) degree. Although an AAS degree program is usually designed for students with immediate career goals upon graduation, our experience has proven that a large percentage of accounting majors will continue their studies at a four-year college upon graduation. Therefore, the Accounting Program provides options for both the student who plans to transfer to a four-year college and the student whose immediate post-graduation goal is full-time employment.

Our Accounting Lab, which is equipped with modern audio-visual materials and tutorial support, is available to support instruction in the accounting courses.

Regardless of the program of study selected, all full-time day students are required to complete three internships (usually paid) before graduation. This is optional for part-time and extended day students. The Division of Cooperative Education works closely with the Accounting/Managerial Studies Department in the preparation, selection, and evaluation of students' internship experiences.

The department offers courses in: accounting, managerial studies, and urban study. They are presented in that order below.

**Instructional Staff:** James Cernigliaro, Robert Coiro, Jeffrey Davis, Charles Gibson, Allan Goldberg, Michael Hamilton, Elaine Leff, Nathaniel Leichter, Ernest Manshel, Ron Miller, Fernando Santamaria, Annette Siegel, Barry Silverman, Rosalee Snuggs, Howard Stitzer, Linda Tauber, Frank Timoni, David Wertheimer, Patrick Wharton, and Emil Wittek

**Main Room:** MB-13
**Telephone:** 626-5553

### Accounting

#### AMA101 Principles of Accounting I
4 hours; 2 credits

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 general journals, special journals, summarizing the transactions, adjusting and closing the accounts, and the preparation of financial statements. The student is also introduced to deferred and accruals and their relationship to periodic reporting. The student will prepare classified balance sheets and income statements.

**Prerequisite:** CSE098, MAT099

#### AMA102 Principles of Accounting II
4 hours; 2 credits

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.

**Prerequisite:** CSE099, ENG098, AMA101, MAT099
AMA103 Principles of Accounting III
4 hours; 2 credits

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.
Prerequisite: CSE098, G099, MAT099, AMA102

AMA110 Accounting Applications for the Microcomputer
3 lectures (1 voluntary lab hour); 3 credits

This course is designed to provide both reinforcement in Accounting Principles I and II and to provide a "hands on" experience with the microcomputer. It provides twenty separate computerized accounting applications including general ledger, financial statements, cash receipts, sales, accounts receivable, cash payments, purchases, accounts payable, and payroll. Accounting applications are integrated with the analysis of appropriate accounting systems.
Prerequisite: CSE098, ENG098, MAT099, AMA102, BDP100 or BDP101

AMA120 Secretarial Accounting
4 hours; 2 credits

This course is tailored to the accounting needs of the Secretarial Science student. It introduces the fundamentals of accounting and the entire accounting cycle. Emphasis is placed on the recording of transactions in special journals relating to cash receipts, cash payments, payroll, sales and purchase journals. The meaning and purpose of financial statements is explored. Students who wish to continue accounting studies can complete Audio Visual Tape units 12, 13, 17, 18, 24, 25, and 26 in order to be admitted to Accounting 102.
Prerequisite: CSE098 (or waiver), MAT098 (or waiver)

AMA150 Individual Income Tax Procedures
3 hours; 3 credits

This course introduces the fundamental concepts of individual income taxation, and the mechanics of Federal, New York State and City individual income tax return preparation. Some of the special topics are includable and excludable income, allowable deductions, personal exemptions and dependents, filing status, computation of tax and credits against tax. Students will complete a Federal income tax return practice set.
Prerequisite: CSE099, ENG099, MAT099

AMA155 Partnership and Corporate Tax Procedures
3 periods; 3 credits

The students will learn the basic principles of partnership and corporate taxation. This will include determination of income and the tax consequences of that income. Students will also become familiar with the preparation of Partnership and Corporation information and tax forms.
Prerequisite: CSE099, ENG099, MAT099, AMA150 and AMA103

AMA201 Intermediate Accounting I
4 hours; 4 credits

This course is designed to give an overview of the foundations of accounting theory, the problems of current practice and its relationship to accounting theory as expressed in the Financial Accounting Standards Board’s Opinions and the Financial Accounting Standards Board’s Statements. A review of the accounting cycle sets the stage for detailed exploration of the reporting process namely, the Balance Sheet, the Income Statement, the Retained Earnings Statement, and the Statement of Changes in Financial Position.

AMA202 Intermediate Accounting II
4 hours; 3 credits

This course is a continuation of Intermediate Accounting I. It explores the problems of current practice and its relationships to Financial Accounting Theory as expressed in AICPA Opinions and FASB Statements. Topics examined include inventories, long-term investments in stocks, tangible and intangible fixed assets, liabilities and income taxes, and leases. Present value concepts and their applications are also covered.
Prerequisite: CSE099, ENG099, MAT099, AMA201

AMA210 Cost Accounting I
4 hours; 3 credits

Cost accounting methods and procedures are studied, including job-order costing, process costing, payroll accounting and budgeting. Emphasis is placed on the importance of cost accounting to management in controlling and analyzing cost data and in the areas of decision-making and planning future operations.
Prerequisite: CSE099, ENG099, MAT099, AMA103

AMA211 Cost Accounting II
4 hours; 3 credits

This course continues the study of cost determination and analysis as taught in AMA210. Cost-volume relationships, systems designs, flexible budgets, standard costs, cost allocation, and applications of the contribution margin approach to decision-making are included. A continued emphasis is placed on the importance of cost data to management in the areas of decision-making and planning.
Prerequisite: CSE099, ENG099, MAT099, AMA210
AMA220 Internal Audit  
4 hours; 3 credits

This course explores the use of internal audit as a management tool that is used to evaluate the performance of a business. It focuses on the review of internal controls such as those used to safeguard company assets. The course also discusses audit tools such as the Audit Program which are used to evaluate various operational (e.g. payroll functions) and financial activities (e.g. preparation of balance sheets and other financial reports) of the organization. Topics include developing the audit program, sampling, field work, workpapers, computer auditing and report writing. (Note: This course is not always transferable.)
Prerequisite: CSE099, ENG099, MAT120 for career option students; MAT200 for transfer option students; BDP103 or BDP100, AMA103

Managerial Studies

AMM101 Introduction to Business  
3 hours; 3 credits

An introductory course designed to acquaint the student with the role of business in our economy, the forms of organization, and the various business functions such as management, personnel, marketing and finance. Career opportunities in the business world are also explored. This course should be taken prior to any other Business courses.
Prerequisite: CSE098 and ENG099 or waiver

AMM102 Principles of Finance  
3 hours; 3 credits

This course is a study of the monetary and credit systems of our economy and related policies and problems. In addition, the course addresses itself to the following: 1) commercial and non-commercial banking institutions and operations. 2) money and banking in relation to prices, economic growth, and international events.
Prerequisite: CSE098, ENG099, MAT098 or waiver, AMM101

AMM103 Principles of Management  
3 hours; 3 credits

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

AMM104 Principles of Marketing  
3 hours; 3 credits

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

AMM105 Principles of Insurance  
3 hours; 3 credits

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.
Prerequisite: AMM101

AMM106 Principles of Retailing Management  
3 hours; 3 credits

This course deals with basic retail principles and merchandising practices. Retail store organization and operations in large and small establishments are explored.
Prerequisite: AMM101

AMM107 Principles of Real Estate  
3 hours; 3 credits

This course introduces the student to the social and economic impact of real estate, the nature and instruments involved in real property rights, various types and aspects of real property ownership, real estate brokerage operations, urban planning and leasing. Real estate contracts and title closing are also covered in this course.
Prerequisite: CSE098, ENG099 or waiver, AMM101, AMM110

AMM110 Business Law I  
3 hours; 3 credits

This course introduces students to the areas of law & society, contracts and sales contracts. It includes legal rights & obligations, judicial systems, lawsuits, criminal and tort law and the law of contracts, sales contracts and an introduction to Article 2 of the Uniform Commercial Code.
Prerequisite: CSE098, ENG099 or waiver

AMM111 Business Law II  
3 hours; 3 credits

This course introduces the student to the important area of products liability, consumer law, secured transactions, partnerships, corporations, agency and bailments.
Prerequisite: CSE098, ENG099 or waiver, AMM110

AMM115 Basics of Advertising  
3 hours; 3 credits

This course gives a broad overview of advertising, its roles in marketing and as a motivational force in society. The nature of media and their creative and productive functions are discussed as they are related to advertising programs.
Prerequisite: AMM101
AMM120 Office and Personnel Management
3 hours; 3 credits
This course, designed for Secretarial Science majors, is an introduction to the principles and practices of office management and administration. It will include such topics as the office environment, employee/employer relations, job analysis and evaluation, fundamentals of motivation, the function of procedures and labor relations and grievances.
Prerequisite: CSE099, ENG099 or waiver

AMM121 Personnel Administration
3 hours; 3 credits
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, remuneration and security, evaluation methods and leadership development. Particular emphasis is placed on leadership and supervision.
Prerequisite: AMM101

AMM140 Introduction to Credit Management
3 hours; 3 credits
This course is designed for freshmen interested in beginning their career possibilities. In addition, it will cover the role of the credit department within a company, the positions with the department and the importance of small business, its status, problems, and requirements for success. The course covers, among other things, the decision to go into business for one's self, the preparation needed, the methods of launching the business, and management functions involved in operating the business.
Prerequisite: CSE098, ENG099, MAT098 or waiver, AMM101, AMA101

AMM150 Organizing and Operating a Small Business
3 hours; 3 credits
This course is a basic study of the importance of small business, its status, problems, and requirements for success. The course covers, among other things, the decision to go into business for one's self, the preparation needed, the methods of launching the business, and management functions involved in operating the business.
Prerequisite: CSE098, ENG099, MAT098 or waiver, AMM101, AMA101

AMM155 Salesmanship
3 hours; 3 credits
This course is an introduction to the principles and practices of selling as a profession including such topics as the sales job, the sales environment, the sales process, and sales training. The dominant theme is professionalism in contemporary selling.
Prerequisite: AMM101

Urban Study

AMN195 Profile and Prospects of Business in New York City
3 hours; 3 credits
This is an urban study course which examines the status of business in New York City using various sources of data and field assignments such as visitations to the New York Stock Exchange, major business corporations and various government agencies. Students will learn how to develop a profile of business in New York City in terms of employees, type of industry, and form of ownership. Students will also learn about various social responsibility programs being offered by the business community, and will examine the many different career opportunities available in the N.Y.C. area.
Prerequisite: MAT098 or waiver, AMM101

Communication Skills Department

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

Instructional Staff: Francine Brewer, Ira Epstein, Mary Fjeldstad, John Holland, Dominic Lofaro, Irma Lynch, Ernest Nieratka, Estelle Schneider, Judith Wambu, Hannalyn Wilkens, and Joyce Zaritsky

Main Room: S-139
Telephone: 626-5507

CSE096 Reading Workshop
5 hours; ½ credit
The 096 Reading Workshop provides intensive work in the basics of reading. Through various diagnostic approaches, students gain an understanding of their reading strengths and weaknesses. Students will be introduced to many types of materials and strategies appropriate to the demands of each type. There will also be focus on class dialogue, vocabulary development and study and note-taking techniques. Admission to this course is based on college placement test scores only.

CSE097 Basic Reading I
5 hours; ½ credit
This course helps students improve their reading ability. The course focuses on basic reading comprehension strategies, vocabulary development and study skills. Among the topics studied are: paraphrasing and summarizing, dictionary use, previewing, library research, test-taking, notetaking and time management. Admission to this course is based on college placement test scores only.
Prerequisite: CSE096 or waiver
The Division of Cooperative Education offers a chance for students to participate in off-campus, nonclassroom learning experiences. The "co-op" experience is a 9-credit degree requirement for full-time day students and all students in specialized curricular areas such as Human Services, Animal Health Technology, School Foodservice Management, Dietetic Technology, Bilingual Education Associate, and the Education Associate Program. The cooperative education requirement for the Education Associate Program is 12 credits.

Courses offered through the Division of Cooperative Education are listed below. For more details on the division, please see page 44.

**Instructional Staff:** Sharon Armstrong, Judy Bieber, Norman Cole, Janet Cyril, Steven Denniston, Ilana Dunner, Catherine Farrell, Irwin Feifer, Eleonore Gittens, Andrea Gould, Marguerite Green, Harry N. Heinemann, Joan Heitner, Freeman McMillan, Frank Miata, Fernando Oliver, Helen Perry, Lucy Sardell, Ted Theodorou, Margo Turkel, John Weigel, Jeffrey Weintraub, and Dorrie Williams.

**Main Room:** M-204
**Telephone:** 626-5484

**Co-op Prep**
1 hour; 0 credits

Students must successfully complete a Co-op Prep course as a prerequisite to their first internship. This course meets eight to ten times and is usually taken the second or third quarter at LaGuardia. The course objectives include: understanding the co-operative education program, understanding employer expectations, developing career and personal goals for the internships, learning resume preparation and interviewing skills. Part of the TAR sequence, the course teaches the career education concepts which will be applied in the internship.

**Pre- or Corequisite:** Introductory TAR course in major field

**CEP200 Cooperative Education**
7 hours; 3 credits

This course includes both the internship (for the entire quarter) and the internship seminar. The internship is a full-time field experience which provides the opportunity for students to attain one or more of the following objectives: apply academic and career education concepts and skills, to explore or confirm their career interests, and to develop new skills. All full-time day students, as well as all Extended Day students in the bilingual education curricula, register for this course three times in order to fulfill the cooperative education requirement for graduation. Extended Day students in other curricular areas may register for this course as an elective. Students need a permit to register, which is available from their co-op adviser.

Human Services majors register for CEC200 or 201 (child care) or CEM200 or 201 (mental health) in place of CEP200. See Department of Human Services course descriptions for details.

Occupational therapy majors register for SCD260, 261, 262, 263, and 264 in place of CEP200. Course descriptions can be found under Department of Natural and Applied Sciences Department.

Dietetic Technician majors register for SCD260, 261, 262, 263, and 264 in place of CEP200. Course descriptions can be found under Department of Natural and Applied Sciences.
Students register with their co-op adviser for the internship seminars, which include the following:

**First Internship Seminar**
- **Curriculum**
  - Accounting
  - Bilingual Ed. Assoc.
  - Data Processing
  - Human Services
  - Liberal Arts
  - Managerial Studies
  - Occupational Therapy
  - Secretarial Science
- **Title**
  - Accounting Information Systems
  - Bilingual Education: Theory and Application
  - Application of Data Processing to the Workplace
  - Human Relations Field Seminar
  - Applying Social Science Concepts in the Workplace
  - Management Principles
  - Clinical Affiliation in Therapeutic Field
  - Clinical Affiliation in Psychosocial Dysfunction
  - The Secretary in the Science Workplace

**Second Internship Seminar**
Career Opportunities within each major field (sections by curriculum)

**Third Internship Seminar**
Independent Research: The Application of Course Work to Reality (sections by curriculum)

---

**Counseling Program**

The Division of Student Services’ Counseling Program provides various programs for students seeking assistance with personal, academic and/or career concerns. The department also offers a Freshman Seminar, described below. For more details about the Counseling Program and all other Division of Students Services programs, please see page 69.


Day Counseling Services: M-149
Telephone: 626-8562

Extended Day Counseling Services: M-103
Telephone: 626-5059

College Discovery Counseling: MB-46
Telephone: 626-5094

---

**Freshman Seminar**

*1 hour; 0 credit*

Freshman Seminar is designed to provide an orientation for students to LaGuardia and to provide them with the knowledge and skills they need to be successful in college. Students will learn college policies and requirements; they will learn effective study skills and test-taking strategies. In addition, students will engage in the career exploration process and develop plans for relating classroom learning to cooperative education experiences.

---

**Data Processing Department**

The primary mission of the Data Processing Department is to prepare graduates for entry level positions in the data processing field as computer operator trainees or programmer trainees. In addition, the department offers a two-year Computer Science Transfer Program for students who wish to pursue a four-year degree.

The course, Introduction to Data Processing, is a prerequisite for all other data processing courses. It is also a required course for business administration, management, and accounting majors.

The course, Introduction to Computer Science, is a prerequisite for all other computer science courses.

The course, Computers and Society, is a general elective intended for liberal arts majors.

*Instructional Staff:* Mercedes Acosta, Donald Davidson, Dan Ehrlich, Alice Franklin, Janet Goldwasser, Joan Greenbaum, John Lopez, Gerald Meyer, Barbara Mulhill, Badimanyi Mulumba, Carol Okolica, Beverly Rosendorf, Toby Shatzoff, Natalie Siegelstein, Joseph Southern, Meryl Sussman, Herman Washington, and Robert Weidemann

Main Room: M-414
Telephone: 626-5510

---

**BDP100 Introduction to Data Processing**

*5 hours; 3 credits*

This course will introduce the student to the uses of data processing in the business world 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 for-
DATA PROCESSING

BDP/SSD105 Computers and Society
4 hours; 3 credits
This course examines the relationship between human values, society and technology. It begins with an explanation of how computers work and then investigates how technology effects such issues as jobs, privacy, and education. Lab work is included.
Prerequisite: CSE098, ENG099, MAT098 or waiver

BDP101 Introduction to Computer Science
5 hours; 4 credits
This is the first course in the computer science option. It is designed to provide a broad overview of the fields of computer science and data processing. An emphasis will be placed on the logic of computer programming using PASCAL as an illustrative language. This course will include topics such as data representation, organization and characteristics of computers, program structure, string processing, data structures and their applications, and trees. Not open to students who have taken BDP100.
Prerequisite: CSE099, ENG099 or waiver. Pre- or Corequisite: MAT200

BDP108 Report Program Generator
4 hours; 3 credits
This course introduces the student to RPG, a high-level computer language that can be used on a wide range of small-to-large computer systems for solving business problems. RPG, 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 wishes to learn RPG and RPG II as they are implemented on IBM Computer Systems.
Prerequisite: CSE099, ENG099, MAT099 or waiver
Pre- or Corequisite: BDP106

BDP110 Systems Analysis and Design
4 hours; 3 credits
This course introduces the student to 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.
Prerequisite: CSE099, ENG099, MAT099 or waiver, BDP120, ENG101

BDP120 Assembler Language I
5 hours; 3 credits
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 registers; index and displacement registers; fixed and variable length data formats; the condition code; interruptions and the program status word; arithmetic, logical, and branching operations; and writing assembler language programs.
Prerequisite: CSE099, ENG099, MAT099 or waiver, BDP106 or BDP105

BDP121 Assembler Language II
4 hours; 3 credits
The student will enhance his knowledge of BAL by writing sophisticated programs utilizing indexing, subroutines and linkage conventions and system and user defined macros. TR, EXEC, BXLE and logical instructions will be covered, as well as others.
Prerequisite: CSE099, ENG099, MAT099 or waiver, BDP120

BDP195 Structured Programming with Cobol
6 hours; 4 credits
This is the second course in the computer science program. Algorithms discussed in the introductory course will be coded in Cobol. A structured approach will be stressed in the analysis of control break logic, sequential file updates, random file processing, ISAM programs, table handling and subprogram linkage.
Prerequisite: CSE099, ENG099, MAT099, or waivers BDP101 or special permission required
Pre- or Corequisite: MAT200

BDP196 Basic Assembler Language for Computer Science
6 hours; 5 credits
This course is designed as a complete course in Basic Assembler Language covering most of the 360/370 instruction set as well as macros, conditional assembly and privileged instructions. Mathematical, scientific and business applications will be illustrated.
Prerequisite: CSE099, ENG099, MAT099, BDP195, MAT200 or waivers

BDP200 Cobol Programming II
4 hours; 3 credits
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.

**Prerequisite:** CSE099, ENG099, MAT099 or waiver, BDP106

---

**BDP210 PL/1 Programming**  
*4 hours; 3 credits*

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.

**Prerequisite:** CSE099, ENG099, MAT099 or waiver, BDP106 or MAT200

---

**BDP220 Fortran Programming**  
*4 hours; 3 credits*

This course introduces the student to the FORTRAN programming language, which is used primarily in the fields of mathematics and science. Topics covered include definition of constants, variables and expressions, real and integer arithmetic, input/output, control statements, looping, arrays and subprograms.

**Prerequisite:** CSE099, ENG099, MAT099 or waiver, BDP106 or MAT200

---

**BDP230 Operating Systems**  
*4 hours; 3 credits*

This is an advanced course designed to introduce the facilities of computer operating systems to the student. It includes the definition and objectives of an operating system and a detailed description of job management, task management, and data (information) management. There is heavy emphasis on using the control language (OS/JCL) of the IBM computer, including the use of multiple step job stream and catalog procedures. Topics included are the JOB, EXEC, DD, PROC, PEND, DELIMITER and NULL and comments statements and the various parameters used on these statements, instream procedures and use of the IBM utilities. IEBGENER and IEBTPCH to create and retrieve disk data sets.

**Prerequisite:** CSE099, ENG099, MAT099 or waiver, BDP106

---

**BDP260 Introduction to Teleprocessing**  
*4 hours; 3 credits*

This course examines the area of data transmission and how it is used to communicate with the computer. Topics covered include the nature of the communication links and of the hardware attached to them; common carriers and their services; configuring data communication systems including a description of the codes, modems, terminals, software and methods of line organization. Both a project and a case study are integral elements of the course and are carried out as a part of laboratory assignments.

**Prerequisite:** CSE099, ENG099, MAT099 or waiver, BDP120

---

**BDP270 Computer Operations I**  
*4 hours; 3 credits*

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 in the Computer Center.

**Prerequisite:** CSE099, ENG099, MAT099 or waiver, BDP100

---

**BDP275 Computer Operations II**  
*4 hours; 3 credits*

The student will study operating system concepts illustrated by applications on CP/M on a microcomputer. The student will study text editing, PIP, and other CP/M utilities. In addition, further coverage of IBM utilities on the mainframe will be included.

**Prerequisite:** CSE099, ENG099, MAT099 or waiver, BDP270

---

**BDP285 Pascal Programming**  
*4 hours; 3 credits*

This course is an introduction to the language of Pascal and a study of algorithms to solve mathematical and business applications. A structured approach will be used and the student will be required to flowchart, code, test and debug programs during the laboratory portion of the course.

**Prerequisite:** CSE099, ENG099, MAT099, BDP106 for DP majors, BDP106 or BDP220 for non-DP majors; Pre- or corequisite: MAT200

---

**BDP290 Computer Electronics**  
*6 hours; 4 credits*

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.

**Prerequisite:** MAT110 or waiver. Pre- or Corequisite: ENG099 or waiver

---

**BDP295 Computer Architecture**  
*5 hours; 4 credits*

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

**Prerequisite:** CSE099, ENG099, MAT099, or waivers; BDP120 or BDP106 or waiver, MAT200
English Department

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

Instructional Staff: Tuzyline Allan, Marian Arkin, Sarah Barber, Lenore Beaky, Alan Berman, Michael Blaine, Terry Cole, Nora Eisenberg, Berton Eisenstadt, Thomas Fink, Brian Gallagher, George Groman, Sandra Hanson, Margaret Johnson, Arlene Ladden, Elisabeth Lee, Daniel Lynch, Cecilia Macheski, Gilbert Muller, Andrew Pawlczak, Joan Richardson, John Silva, Eleanor O. Tignor, Leonard Vogt, Jan Wellmon, Harvey Wiener, and Elaine Zablotny

Main Room: M-117/118
Telephone: 626-5571

Journalism

ENG212 Feature Writing for Newspapers and Popular Magazines (Former Title: Forms and Techniques of Popular Writing)
3 hours; 3 credits

This course introduces students to a variety of feature story forms: the human interest story, investigative reporting, lifestyle columns and reviews. Students will learn how to conduct interviews, develop background information, organize articles and write in a lively style. Each student will write in his or her own area of interest—politics, fashion, sports or the arts—and will have an opportunity to publish work in the school newspaper, The Bridge. Prerequisite: CSE099 or waiver, ENG101

ENG214 Journalism: Its Scope and Uses
3 hours; 3 credits

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. Prerequisite: ENG101

ENG215 Journalism: The Craft of Gathering and Reporting The News
3 hours; 3 credits

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. Prerequisite: ENG101

ENG216 Journalism in the Private Sector: The House Organ, Public Relations and Advertising
3 hours; 3 credits

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. Prerequisite: ENG101

ENG217 Elements of Broadcast Journalism: Radio and Television Writing and Programming
3 hours; 3 credits

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 simulate television news programs with available equipment. Prerequisite: ENG101

Literature

ENG203 Work, Labor and Business in American Literature
3 hours; 3 credits

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 the social, economic, and political framework that influenced them. The course will survey colonial times to the present. Such major American writers as Franklin, Douglass, Cather, Fitzgerald and Steinbeck will be included. Prerequisite: ENG099 or waiver and CSE099 or waiver

ENG225 Afro-American Literature
3 hours; 3 credits

This course is a survey of Black literature in America from its earlier writers (Phyllis Wheatly, Frederick Douglass) to important modern writers (Ralph Ellison, Richard Wright, Imamu Baraka, Gwendolyn Brooks). Key writers of the Harlem Renaissance will be considered as well as popular anonymous forms of Black literature such as spirituals and work songs. Writers to be studied might include Daniel Walker,
This course is designed to introduce students to the literature of the city and make them more aware of the power, richness, and complexity of urban life. Attention will be given to important urban social issues and cultural developments as seen in novels, short stories, poems and plays. Popular art forms like journalism, songs and films may also be examined from an urban perspective. Such major city writers as Carl Sandburg, Charles Dickens, Daniel Defoe, Nathaniel West, Hart Crane, Lorraine Hansberry, Richard Wright and Ralph Ellison will be considered.

**Prerequisite:** CSE099, ENG099 or waiver

**ENG240 Literature of the City**

3 hours; 3 credits

This course provides an analysis of representative 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. Tillie Olsen, Carson McCullers, Joyce Carol Oates, Toni Morrison, Lillian Hellman, and Nadine Gordimer may be studied.

**Prerequisite:** CSE099, ENG099 or waiver

**ENG245 Images of Women in Literature**

3 hours; 3 credits

This course is designed to familiarize the student with the ways in which the role of women has been portrayed in literature. By identifying various stereotypes and certain recurrent themes, students will be made aware of how literature reflects and sometimes determines societal expectations. Works by both male and female authors will be examined including such authors as Henrik Ibsen, D.H. Lawrence, Ernest Hemingway, Tennessee Williams, Edward Albee, Sylvia Plath, Mary Gordon, Toni Morrison, Alice Walker, and Audre Lorde.

**Prerequisite:** CSE099, ENG099 or waiver

**ENG246 Shakespeare**

3 hours; 3 credits

This course explores the structure 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, Anton Chekhov, D.H. Lawrence, F. Scott Fitzgerald, James Joyce, Ernest Hemingway, Ralph Ellison and Nadine Gordimer will be studied.

**Prerequisite:** CSE099, ENG099 or waiver

**ENG247 The Woman Writer: Her Vision and Her Art**

3 hours; 3 credits

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. Tillie Olsen, Carson McCullers, Joyce Carol Oates, Toni Morrison, Lillian Hellman, and Nadine Gordimer may be studied.

**Prerequisite:** CSE099, ENG099 or waiver

**ENG250 The Short Story**

3 hours; 3 credits

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, Anton Chekhov, D.H. Lawrence, F. Scott Fitzgerald, James Joyce, Ernest Hemingway, Ralph Ellison and Nadine Gordimer will be studied.

**Prerequisite:** CSE099, ENG099 or waiver

**ENG260 The Novel**

3 hours; 3 credits

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, E.M. Forster, Ernest Hemingway, Ralph Ellison, John A. Williams, J.D. Salinger and Toni Morrison will be studied.

**Prerequisite:** CSE099, ENG099 or waiver

**ENG265 The Drama**

3 hours; 3 credits

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

**Prerequisite:** CSE099, ENG099 or waiver

**ENG266 Shakespeare**

3 hours; 3 credits

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.

**Prerequisite:** CSE099, ENG099 or waiver
This is a consideration and analysis of a selected number of major Afro-American fiction writers from 1952 to the present. Emphasis will be placed on both the survival of older fictional concerns (e.g., racism, violence, the search for identity) and the appearance of new trends (e.g., the employment of folklore materials, the revitalized use of Black dialects, the emergence of a group of women writers). Works by such authors as Ralph Ellison, James Baldwin, John Williams, Toni Morrison, Albert Murray, Alice Walker, Ernest Gaines and Ishmael Reed will be read.

Prerequisite: CSE099 or waiver, ENG099 or waiver

ENG275 The Great Writer
3 hours; 3 credits

This course studies the work of a single major author. Students will examine the author in depth, exploring the writer’s career, major works, literary influence, and cultural context in order to understand his or her contribution to literary history. The author selected might be Chaucer, Milton, Austen, Dickens, Whitman, Dickinson, Wright, Faulkner, Hughes or Morrison.

Prerequisite: CSE099, ENG099 or waiver

ENG280 Children’s Literature
3 hours; 3 credits

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, Louisa R. Shotwell, William H. Armstrong and Maurice Sendak, among others, the basic themes of children’s literature are explored.

Prerequisite: CSE099, ENG099 or waiver

ENG285 Literature for the Adolescent
3 hours; 3 credits

This course focuses on literature for the adolescent at the junior and senior high school level. Students will learn how to evaluate various genres on the basis of criteria for literary excellence and on the basis of appropriateness for and accessibility to the adolescent. Emphasis is placed on works of literature dealing with the rite of passage into adulthood, and students will explore the various cultural, racial, economic and religious contexts in which that passage is experienced. Readings will include works by Mark Twain, Sherwood Anderson, J.D. Salinger, John Knowles, Sylvia Plath, Nat Hentoff, James Baldwin, Alice Childress, Paul Zindel and others.

Prerequisite: CSE099 or waiver, ENG099 or waiver

Writing

ENG097 Basic Writing I
4 hours; ½ credit

This course is designed to introduce students to the elements of sentence and paragraph writing. The focus is on generating ideas and strategies for composition. Students will also apply basic grammatical principles in practicing proofreading skills. Work will be done individually and in groups both in the classroom and at the Writing Center. Admission to this class is based on college placement test scores only.

ENG098 Basic Writing II
4 hours; ½ credit

This course is designed to improve students’ fluency in writing through personal experience narratives. The focus is on the development of an idea into a paragraph. The course introduces the student to essential principles of grammar and sentence structure. Students receive personalized instruction in the classroom and in the Writing lab. In addition, students are encouraged to receive tutoring at the Writing Center. Admission to this course is based on college placement test scores only.

Prerequisite: ENG097 or waiver; ESL sequence (if previously required)
**ENG099 Basic Writing III**
4 hours; 1/2 credit
This course is designed to develop and/or reinforce students' rhetorical, organizational, and grammatical skills through an understanding of the writing process. The focus is on expressing ideas clearly in formal written English. Grammatical competency is reinforced throughout the term according to students' individual needs: both the classroom setting and the Writing lab are used for this purpose. In addition, students are encouraged to receive tutoring at the Writing Center. Students must write a series of passing in-class essays to complete the course. Admission to this course is based on college placement test scores only.
Pre-requisite: ENG098 or waiver

**ENX099 Basic Writing III**
5 hours; 1 credit
This course is equivalent to ENG099, but is offered in a five-hour format for new students in their first quarter at the College. See course description for ENG099 above. Admission to this course is based on college placement test scores only.

**ENG101 Composition I: An Introduction to Expository Writing**
3 hours; 3 credits
In this course students focus on the process of writing clear, correct and effective expository essays in response to selected prose readings. Emphasis is placed on using various methods of organization appropriate to the writer's purpose and audience. Students are introduced to argumentation and documentation. They write essays frequently both in and out of class. This course is required for all majors.
Pre-requisite: CSE098, ENG099 or waiver

**ENG102 Composition II: Writing Through Literature**
3 hours; 3 credits
A continuation of the work done in ENG101, this course provides a dual focus: intensified work in writing and an introduction to the study of fiction, poetry, and drama. Students are introduced to a variety of writing strategies common to the composition of a variety of different forms of literary works, and focuses on clarity, precision, brevity, inclusiveness, politeness and correct format. Students are introduced to a variety of different forms of business writing, like the memo, the resume, letters of application, complaint and adjustment letters. The students are also guided through the process of writing a longer research report.
Pre-requisite: ENG101 or waiver

**ENG103 Preparing and Writing the Research Paper**
2 hours; 2 credits
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. Students learn and practice the skills involved in research reports for such major disciplines as the Social Sciences, Humanities, Human Services, and English. These include: choosing an appropriate topic and limiting its focus; using library reference materials; outlining and taking notes; using quotations and paraphrases; preparing footnotes and bibliography; and, finally, incorporating these skills in the development of a typed manuscript.
Pre- or corequisite: ENG101 or waiver

**ENG104 Intermediate Writing: The Peer-Tutor Experience**
5 hours; 4 credits
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 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.
Pre- or corequisite: ENG101 or waiver

**ENG112 Writing for Business**
3 hours; 3 credits
This course introduces students to the principles of effective business writing and focuses on clarity, precision, brevity, inclusiveness, politeness and correct format. Students are introduced to a variety of different forms of business writing, like the memo, the resume, letters of application, complaint and adjustment letters. The students are also guided through the process of writing a longer research report.
Pre-requisite: ENG101 or waiver

**ENG196 The Arts of the City**
3 hours; 3 credits
This course will explore an entire range of the arts currently being performed, written and presented in the city. Students will visit writers reading their work, museums showing modern art, a current play, a music performance and a film. While experiencing the city's vibrant cultural life, students will develop a critical vocabulary and the ability to describe and analyze the various arts.
Pre-requisite: ENG099 or waiver

**ENG197 Media Arts**
3 hours; 3 credits
The chief aim of this course is to reach a fuller understanding of the workings, devices, and effects of four types of mass media: film, newspapers, television and drama. The section on film discusses the very complex questions of when film is fact and when it is fiction. Using this knowledge of film, the course analyzes the portrait of television to inform, cajole, and manipulate. Finally, filmed versions of plays will be compared to the written versions. Some creative work in one or another media, for those who wish it, is also possible.
Pre-requisite: ENG099 or waiver

*This course can only be used to fulfill the unrestricted elective requirement. It cannot be used to fulfill the liberal arts requirement.
Urban Study

ENN191 Art, Politics, and Protest
3 hours; 3 credits
This course examines political and/or protest art as expressed in literature, song, drama, and other arts. Issues in New York that stirred or are stirring artistic responses will be given special emphasis. Activities will include visits to museums such as the Metropolitan Museum of Art or the Museum of Modern Art, to galleries in Greenwich Village or Soho, to Ellis Island, to Broadway and off-Broadway productions and to individual communities.
Prerequisite: ENG099, GSE098 or waiver

ENN193/SSN193 Ideal Societies
3 hours; 3 credits
This course is designed to help students understand utopian movements in urban society from historical, psychological and sociological perspectives. This course will focus on both the causes for creating utopian experiments and the ways in which utopias approach family structure, religion, education, power, and economic organization. Literary versions of utopian communities will be studied. Field trips may be taken to such places as Roosevelt Island and Shaker Village.
Prerequisite: CSE099, ENG099, SS1100

ENN195 Violence in American Art and Culture
3 hours; 3 credits
This course investigates the atmosphere of violence in New York life as reflected in urban art forms. Through field trips to television studios, theaters, construction sites, subway stations and selected neighborhoods, students will examine art that reflects the sources and forms of urban violence. Special attention will be given to forms of popular culture such as films, newspapers, theaters, crime stories and subway art.
Prerequisite: ENG099

ENN198 Creative Writing Workshop
3 hours; 3 credits
This course introduces students to the elements of creative writing by using New York as a writer's laboratory. Field trips to city places such as schools, streets, parks will lead to writing that uses these places and the people in them as themes. Students will write a variety of creative pieces—sketches, brief narratives, poems, dramatic dialogues dealing with this glimpsed New York life. Reading of and visits with New York writers writing on New York themes will complement these activities.
Prerequisite: ENG101 or waiver

Departments of:
English, Humanities, Mathematics, Natural & Applied Sciences, and Social Sciences

LIB200 Humanism and Technology: Liberal Arts Seminar
3 hours; 3 credits
The Liberal Arts Seminar explores aspects of the relationship between humanism and technology. The course deals with such questions as: What does it mean to be a man or woman in a world of machines? Are the values we cherish in conflict with those imposed on us by mechanization? The course probes these and other issues in class discussions based on selected readings; student seminar reports and papers; attention to current developments as covered, for example, in The Science Times; and trips to various museums.
Prerequisite: CSE099, ENG099, MAT099, 39 credits and 1 internship

English as a Second Language

English as a Second Language courses make up the core of the English Language Center, a program within the Division of Continuing Education. All other Division of Continuing Education courses are listed in the catalog under Student Services and Support Programs.

The English Language Center provides instruction in English in both noncredit and credit courses. Noncredit 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 21 hours each week, is designed primarily to improve the English of those who hope to continue their education at an American college, university or vocational school, or who need immediate English improvement in their work.

The full-time program qualifies a student to receive the immigration Form I-20 to request a foreign student visa.

The part-time courses, meeting four hours each week, are for students who wish to improve their English for occupational or personal reasons.

Both the full-time and part-time noncredit programs are supported by tuition fees. Credit courses (ESL096, 097, 098 and 099) are open to regular first-year students registered at LaGuardia in preparatory, beginning, intermediate, and advanced levels.

Instructional Staff: Rashida Aziz, Donald R.H. Byrd, Gloria Gallingane, Judith Gex, Nancy Gross, Richard Henry, Jann Huizenga, Kathleen Karakassis, James Lydon, Ken Sheppard, Theresa Smith, and Carolyn Sterling

Main Room: E-720
Telephone: 626-2718/19
ESL096 English as a Second Language Workshop
9 hours; 1½ credits

This course is designed for students who do not know any English or have only a minimal knowledge. They receive intensive practice in the language through listening and reading activities. Pronunciation speaking and writing are also emphasized. At the end of the course, students are expected to show significant improvement in all of the skills, but especially in listening and reading.
Prerequisite: Admission to this course is based on college placement test scores only.

ESL097 English as a Second Language I
9 hours; 2½ credits

This course is for students who have some knowledge of English. Its purpose is to develop proficiency in all of the skills: listening, speaking, reading and writing, with pronunciation receiving careful attention. Special care is given to helping students recognize the similarities and differences between the spoken and written language. At the end of the course, students must demonstrate their overall proficiency in the use of the material covered in the course. Admission is automatic for students who have completed ESL096. For other students admission is based on the college placement test scores only.
Prerequisite: ESL096 or waiver

ESL098 English as a Second Language II
8 hours; 2½ credits

This course helps intermediate level ESL students to improve their reading and writing skills and also provides practice in listening and speaking. All of the activities focus on expanding the students’ knowledge of English and developing fluency in all of the skills. At the end of the course, students must demonstrate increased competency in writing as well as in reading, speaking, and listening. Admission is automatic for students who have completed ESL097. For other students, admission is based on the college placement test scores only.
Prerequisite: ESL097 or waiver

ESL099 English as a Second Language III
8 hours; 2½ credits

This course provides extensive practice in reading, writing, listening and speaking using college-level materials. It also helps students to increase their vocabulary and to develop their note-taking skills. Its primary purpose is to enable students to develop the ability to express their ideas in acceptable written and spoken English. At the end of the course, students must demonstrate competency in listening, speaking, reading, and writing. Final compositions, which are read by both ESL and English department faculty, determine placement in the sequence of English Department courses. Admission is automatic for students who have completed ESL098. For other students, admission is based on the college placement test scores only.
Prerequisite: ESL098 or waiver

ESR098 English as a Second Language for Selected Readers
8 hours; 2½ credits

This is an accelerated course which focuses on expository writing, critical reading skills, and speaking/pronunciation for the non-native speaker of English and is open only to those students who achieve a predetermined level based on the reading placement test. Oral presentations and/or themes will follow the discussion of reading selections used to improve the students’ ability to think critically. These selections and the students’ compositions will be used for grammar and vocabulary instruction. Students will practice all the language skills and at the end of the course are expected to use English with greater fluency and facility.
Prerequisite: Based on reading and writing scores achieved on college placement procedures.

ESL097 English as a Second Language II
9 hours; 2½ credits

This course is for students who have some knowledge of English. Its purpose is to develop proficiency in all of the skills: listening, speaking, reading and writing, with pronunciation receiving careful attention. Special care is given to helping students recognize the similarities and differences between the spoken and written language. At the end of the course, students are expected to show significant improvement in all of the skills, but especially in listening and reading.
Prerequisite: Admission to this course is based on college placement test scores only.

Humanities Department

The Humanities Department is composed of six areas: art, bilingual education, communication arts, foreign languages, music, and philosophy.

Courses are designed to assist students in understanding and evaluating the cultural and environmental conditions in which they live. More specifically, students learn effective oral communication, comprehension and appreciation of literature from non-English speaking cultures, artistic appreciation and expression, skills of music listening and performance, the fundamentals of philosophy, and the theory and practice of bilingualism.

The department offers courses in: art, (art and culture, and studio art), bilingual education, communication arts (communications, film, media, theater), foreign languages, (French, Greek, Italian, and Spanish), music, philosophy, and urban study. These courses are presented below in that order.

Instructional Staff: Alberta Arnold, Clare Borsic, Bruce Brooks, Peter Brown, John Chaffee, John Henry Davis, Dorothy Ellis, Esther Fernandez, Marguerita Grecco, Ana Maria Hernandez, Juan Izarra, Terence LaNoue, Pamela Parker, Manuel Ramos-Otero, Joyce Rheuban, Carol Rivera-Kron, Max Rodriguez, Nick Rossi, Neil Rossman, Hilda Vazquez, and John Williams.

Main Room: M-119/120
Telephone: 626-5572/73
Art

Art: Introductory Course

HUA101 Introduction to Art
(Former Title: Introduction to the Understanding of Art)
3 hours; 3 credits

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

Art and Culture

HUA200 Art of the Twentieth Century
3 hours; 3 credits

This course explores the history of various styles and forms of Western painting and sculpture from the Impressionist period to the present. Such diverse styles of Modern Art as Cubism, Dada and Surrealism, Expressionism and the more recent styles of Pop and Conceptual Art; will be examined and discussed. Consideration will be given to the understanding of abstract and non-objective art as well as the influences which African and Eastern art have had on the development of modern art styles. Illustrated with slides. Museum visits required.
Prerequisite: CSE099, ENG099

HUA201 Art in New York: A Museum Gallery Workshop
3 hours; 3 credits

Museum and gallery visits will comprise the major portion of this course. Through this first-hand experience, students will examine the form and content of contemporary painting, drawing and sculpture. The class will discuss selected art exhibits in an effort to explore the nature of art criticism. Prerequisite: CSE099, or waiver, ENG101, HUA200 or permission of the instructor.

HUA215 Art of the Renaissance in Italy
(Former Title: Nature and Human Nature in Western Art)
3 hours; 3 credits

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

Studio Art

HUA102 Design and Color*
3 hours; 3 credits

An introduction to the fundamentals of design through an investigation of the visual elements. Students produce creative designs in both two- and three-dimensional form. Special emphasis will be given to color. Design principles will be discussed and illustrated as they relate to a variety of visual art forms. Prerequisite: CSE098, ENG099, or waivers

HUA103 Beginning Drawing*
3 hours; 3 credits

This course is an introduction to drawing through the basic visual fundamentals of line, texture, value, space and form. Problems in descriptive drawing will be explored. There will be individual and group criticism. Sketchbooks are required.
Pre- or Corequisite: CSE098, ENG099

HUA110 Beginning Painting*
3 hours; 3 credits

This course is an introduction to painting techniques related to landscape, still life and abstract composition. Emphasis will be on color expression and color mixing. There will be individual and group critiques. Prerequisite: ENG099 or waiver

HUA120 Beginning Sculpture*
3 hours; 3 credits

Problems in three-dimensional form will be examined through projects in clay and papier-mache. There will be individual and group criticism. Prerequisite: CSE098, ENG099 or waiver

HUA130 Beginning Photography*
4 hours (1 lecture, 3 labs); 3 credits

This course is an introduction to photography covering the 35mm camera, lighting exposure, processing and printing. The creative use of photography techniques as they relate to individual expression will be considered. Special projects and final portfolio required. It is recommended that students provide their own 35mm cameras. Prerequisite: MAT098 or waiver
Pre- or Corequisite: CSE098, ENG099 or waivers
Note: An additional hour of lab is required per week so that students may practice technique in the darkroom. Proficiency in basic photography developing and printing is the goal of this scheduling. The additional lab hour is supervised by a college technician.

*This course can only be used to fulfill the unrestricted elective requirement. It cannot be used to fulfill the liberal arts requirement.
HUA150 Beginning Printmaking*
3 hours; 3 credits
This course is an introduction to printmaking. Students work to produce original designs in relief and collagraph printing techniques. Operation of the printing press, registration, inking and other printing techniques in black and white and color will be demonstrated. Edition printing and final portfolio required. Pre- or Corequisite: CSE098, ENG099 or waiver

HUA160 Commercial and Advertising Art*
3 hours; 3 credits
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.) Prerequisite: MAT098 or waiver
Pre- or Corequisite: CSE098, ENG099 or waivers

HUA170 Printmaking Workshop: Etching and Engraving*
3 hours; 3 credits
This course is 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 and inking in producing 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. Pre- or Corequisites: CSE098, ENG099 or waiver; HUA150 recommended but not required

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

HUA190 Technical Drawing*
3 hours, 3 credits
This drawing course is designed to meet the needs of both art and pre-engineering students. It begins with the concept that technical drawing is a communicative tool, and proceeds to explore the major areas of drafting. Students taking this course will develop a proficiency in multi-view projection and pictorial drawing by learning the proper use of basic drafting equipment. Prerequisite: CSE099, ENG099, MAT099

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

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

HUA230 Intermediate Photography*
4 hours (1 lecture, 3 labs); 3 credits
An intermediate course in photographic instruction, darkroom technique and aesthetics. Students will be exposed to classic examples of photojournalism, and instructed in appropriate techniques in each area. Students will begin to build a portfolio in a chosen area. Each person will be expected to have a camera. Prerequisite: HUA130, MAT098, CSE098, ENG099

HUA290 Studio Art Workshop*
3 hours; 3 credits
Students work on independent art projects in drawing, painting, or sculpture. 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. Students will learn techniques in drawing, painting, or sculpture. Projects will be determined during the first week of class by the student with the direction from the instructor. The course encompasses special assignments including a research report and sketchbooks. There will also be discussions and group critiques. Prerequisite: CSE098, ENG099 or waiver, HUA110, HUA120, HUA103, HUA180 or consent of instructor; Portfolio required

Bilingual Education

HUN101 Introduction to Bilingualism
3 hours; 3 credits
This course will cover the basic rationale, principles and applications of a bilingual philosophy of learning. A historical overview will be presented which will include a review of present and past legislation affecting the present bilingual education movement. Specific emphasis will be given to the social and psychological factors of bilingual education. Theories of language acquisition will also be studied with special focus on the application of these
This course deals with b) learning the
ciences of bilingual education
of language to transitional bilingual children, c) the nature of
language acquisition as well as the influence of
and writing, as well as the influence of
culture on language development.
Course work involves developing and
presenting mini-lessons and designing a
four-week language arts unit. In addition,
students will evaluate materials and present written and oral reports. A
three-hour weekly field experience is required.
Prerequisite: CSE098, ENG099, HUB103,
ENG101

Communication

Arts

HUC098 Basic Communication
Strategies I

4 hours; ½ credit

This course will introduce students to a
core of fundamental communication
concepts and skills needed to express
ideas and feelings with confidence and
clarity. Students will explore such
issues as: perception of self and others,
listening skills, speaking standard
American English and nonverbal
communication. The course is taught
together with basic reading and writing
courses and is designed to reinforce
reading and writing skills. This course
prepares students for HUC099.
Prerequisite: based on college placement
procedures

HUC099 Basic Communications
Strategies

4 hours; ½ credit

This course builds on the communication
concepts and skills introduced in
HUC098. Students will continue to
practice their communication skills of
listening effectively and speaking
standard American English and will
explore such issues as: distinguishing
between facts and opinions, developing
specificity in language and practicing
effective interviewing techniques. The
course is taught together with basic
reading and writing courses and is
designed to reinforce reading and writing
skills.
Prerequisite: based on college placement
procedures.
**HUC110 Communication and the Non-Native Speaker**  
4 hours; 3 credits

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

Prerequisite: ESL097 or permission

**HUC210 Group Communication**  
3 hours; 3 credits

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

Prerequisite: CSE098, ENG099, HUC101 or waiver

**Film**

**HUC150 The Art of Film**  
4 hours; 3 credits

This course provides an overview of film history and theory. The student learns about aesthetic and technological innovations in the medium, while developing critical skills through screening films selected as representative of a type or concept.

Prerequisite: CSE098, ENG099, or waivers

**HUC165 Film and the Supernatural**  
4 hours; 3 credits

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.

Prerequisite: CSE098, ENG099, or waivers

**HUC270 American Film (Former Title: American Film and Its Genres)**  
4 hours; 3 credits

This course is a survey of artistic, technological, and industrial developments of cinema in America. The films screened are representative of major developments in American film history: technological, aesthetic, industrial and sociocultural. Through readings and screenings, the student considers such topics as: major genres which reflect and project American attitudes and values, the work of the great American film artists, and the role of films by Black Americans.

Prerequisite: CSE098, ENG099 or waiver, HUC150 is recommended but not required

**HUC/ENG272 Literature and Film**  
4 hours; 3 credits

This course studies the similarities and differences between literature and film by comparing and contrasting literary works (complete and excerpts) with films, the course illuminates the methods, structures and contents of the two media, as well as their interrelationship. Writers to be considered may include Shakespeare, Keats, Dickens, Dickinson, Wright, and West; films to be viewed may include those made by Griffith, Chaplin, Eisenstein, Riefenstahl, Flaherty and Resnais.

Prerequisite: CSE098, ENG102, HUC150 or HUC270

**HUC275 American Film Comedy**  
4 hours; 3 credits

This course surveys American film comedy through the study of comic performers and comic styles of filmmaking. It explores such areas as the difference between physical and verbal comedy and why we laugh at slapstick. The course includes in-class screenings and discussions. Contributions by comedians from a variety of ethnic backgrounds are highlighted. Suggested comic artists include Charlie Chaplin, Bill Cosby, W.C. Fields, the Marx Brothers and Mae West.

Prerequisite: CSE099, ENG101  
Prerequisite/Corequisite: HUC150 or HUC270 are recommended but not required

**Media**

**HUC120 Mass Media and Their Evolution**  
3 hours; 3 credits

This course historically traces the development of such mass media as radio, television, newspapers, recordings, and film, and examines the functions and limitations of each medium. Special attention is given both to the role of mass communication in reflecting and projecting society, and to the form and functions of mass media systems of the future.

Prerequisite: CSE098, ENG099, or waivers

**HUC130 Mass Communication and Society**  
3 hours; 3 credits

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

Prerequisite: CSE098 or waiver, ENG099 or waiver, HUC120 recommended but not required
HUC240 Media Production Workshop*
4 hours; 3 credits
The course seeks to provide a broad and rigorous orientation to the theory, principles, vocabulary, and processes of media production. Projects and research may include such media as video, film or T.V. The nature and design of these projects will be determined during the first week of class by the student with the instructor's consultation.
Prerequisite: CSE098, ENG099, or waivers

Theater

HUC170 Art of Theatre
3 hours; 3 credits
This course introduces the student to the theories, techniques, and literature of the theatre. Subject matter includes the fundamental tools of playwriting, basic techniques of acting, function of the designer, and evaluation and criticism of performance. Readings, seminars, field trips to New York theatres, and class projects provide the student with an understanding of theatre as a social force and as an art form.
Prerequisite: CSE099, ENG099, or waivers

HUC180 Creative Drama
3 hours; 3 credits
This course examines the theories, procedures, and means of assessing improvisational drama in such non-traditional settings as day-care centers, rehabilitation centers, and a variety of social-work areas. Also explored is the relation of creative drama to such fields as occupational therapy, geriatrics, media, and education. In addition, the student will have an opportunity to develop a resource file of dramatic materials applicable to his or her chosen field.
Prerequisite: CSE099, ENG099 or waiver

HUC190 Acting
3 hours; 3 credits
This course examines the theoretical perspectives and the practical demands of acting as an art form. Readings in theory are supplemented by student presentations of short scenes and possible seminar visits to New York theatres.
Prerequisite: CSE098, ENG099, HUC170 recommended but not required

HUC195 Theatre Production*
4 hours; 3 credits
This course will involve the study and practical application of the basic aesthetic and technical aspects of theatrical production. Through the students' own class production they will begin to develop such aesthetic and technical skills as talent selection and coordination, direction and staging, set design and lighting, make-up and costume, business management, advertising and promotion.
Prerequisite: CSE099, ENG099 or waivers; HUC170, HUC190 recommended but not required

Foreign Languages

French

HUF101 Elementary French I
4 hours (3 lectures, 1 lab); 3 credits
This course for beginners is designed to develop listening, speaking, reading, and writing skills through work in the classroom and the language laboratory.
Prerequisite: CSE098, ENG099 or waiver. A student must successfully complete HUF102 before credit is granted for HUF101 Elementary French I.

HUF102 Elementary French II
4 hours (3 lectures, 1 lab); 3 credits
This is a continuation of Elementary French I (HUF101).
Prerequisite: CSE098, ENG099, HUF101 or permission of chairperson

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

Greek

HUK103 Intermediate Greek
3 hours; 3 credits
This course is designed to further develop language skills. The relationship between speaking, reading and writing is emphasized.
Prerequisite: CSE098, ENG099, HUK102 or permission of chairperson

Italian

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

HUI102 Elementary Italian II
4 hours (3 lectures, 1 lab); 3 credits
This is a continuation of Elementary Italian I (HUI101).
Prerequisite: CSE098, ENG099, HUI101 or permission of chairperson

Spanish

HUS101 Elementary Spanish I
4 hours (3 lectures, 1 lab); 3 credits
This course for beginners is designed to develop listening, speaking, reading, and writing skills through work in the classroom and the language laboratory.
Prerequisite: CSE098, ENG099 or waiver. A student must successfully complete HUS102 before credit is granted for HUS101 Elementary Spanish I

HUS102 Elementary Spanish II
4 hours (3 lectures, 1 lab); 3 credits
This is a continuation of Elementary Spanish I (HUS101).
Prerequisite: CSE098, ENG099

*This course can only be used to fulfill the unrestricted elective requirement. It cannot be used to fulfill the liberal arts requirement.
HUS103 Intermediate Spanish
4 hours (3 lectures, 1 lab); 3 credits
This course is designed to further develop language skills. The relationship between speaking, reading and writing is emphasized.
Prerequisite: CSE098, ENG099, HUS102 or permission of chairperson

HUS105 Spanish for Fluent Speakers I
4 hours (3 lectures, 1 lab); 3 credits
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.
Prerequisite: HUS102 or permission of instructor

HUS200 Latin American Literature I
3 hours; 3 credits
This course deals with an introduction to Latin American literature and its relationship to the dynamics of social change. The course also traces the influence of European, North American, African, and pre-Columbian elements on Latin American literary movements. Topics include pre-Columbian literatures, colonization and exploration, the wars of independence, and abolition.
Prerequisite: HUS105 or placement test

HUS201 Latin American Literature II
3 hours; 3 credits
This course is a continuation of HUS200. The second term deals with urbanization, social consciousness, alienation, black awareness, and the new revolutions.
Prerequisite: HUS105 or placement test.

HUS204 Latin American Civilization
3 hours; 3 credits
This course deals with an in-depth study of the peoples and cultural institutions of Latin America through the examination of selected topics such as caudillo, machismo, mestizaje, honor, slavery, and aboriginal traditions as reflected in different forms of literary and artistic expression. Students will learn to comment critically on Latin American civilization and to make significant comparisons with their own backgrounds and experiences.
Prerequisite: HUS105 or permission of instructor

HUS210 Advanced Spanish Composition
3 hours; 3 credits
This course is designed as an introduction to the study of fiction and stylistics in the Spanish language. Students learn to identify and utilize effective communicative strategies in written Spanish. They also build an adequate vocabulary for career or academic purposes. Weekly assignments will stress critical and composition skills.
Prerequisite: HUS105 or exemption exam

HUS220 Commercial Spanish*
3 hours; 3 credits
This course is designed to reinforce advanced composition and research techniques in the field of business. Emphasis is placed on types of business communications and the preparation and analysis of research reports. Students will become familiar with the main similarities and differences between commercial terminology in Spanish and English.
Prerequisite: CSE098, ENG099, ENG101, HUS210 or placement exam

HUS2270 Literature of the Caribbean
3 hours; 3 credits
This course deals with a comparative study of the novel, drama, poetry, and essay of the countries in the Caribbean basin. Course content will change according to instructor and student preferences. Representative authors may include Marti, Hostos, Llorens Torres, Guillen, Lezama Lima, Mir, Bosch, Cesaire, Carpentier, and Fanon.
Prerequisite: HUS105 or placement test

HUF150, HUI150, HUK150, HUS150 Skills Maintenance in Foreign Language
2 lab hours; 1 credit
This laboratory course is designed to maintain foreign language skills during an interruption in the study sequence. Individual instruction is directly related to students' particular field of interest. Hours individually arranged.
Prerequisite: CSE098, ENG099

Music

HUM101 Introduction to Music
3 hours; 3 credits
This course is designed to develop an understanding and appreciation of various forms of music. Emphasis will be placed on the elements of musical organization, expression and style. Students will gain understanding by listening to selections and by discussing significant features of musical compositions from the Middle Ages to the present time.
Prerequisite: CSE098, ENG099, or waivers

HUM102 Music History
3 hours; 3 credits
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.
Prerequisite: CSE098, ENG099, or waivers

HUM105 Music of Africa
3 hours; 3 credits
This survey course will convey a sense of the general nature of the sound of African music as well as an understanding of how music "works" in the average African day, both past and present.

*This course can only be used to fulfill the unrestricted elective requirement. It cannot be used to fulfill the liberal arts requirement.
A study also will be made of differing types of musical instruments to be found in the various cultures of Africa and the ways in which these instruments have evolved.

**HUM110 Introduction to Jazz**
3 hours; 3 credits

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

**Prerequisite:** CSE098, ENG099, or waivers

**HUM111 Theory of Musical Improvisation**
3 hours; 2 credits

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 extemporize on their principal instrument (including the singing voice).

**Prerequisite:** CSE098, ENG099, MAT098, or waivers. Any one of the following:
HUM150, HUM155, HUM160, HUM165, or HUM180

**HUM141 Music Theory II**
3 hours; 3 credits

This course is a continuation of HUM140. 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.

**Prerequisite:** HUM140 with grade of "C" or better

**HUM140 Music Theory I**
3 hours; 3 credits

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.

**Prerequisite:** HUM180 or equivalent

**HUM150 Choir**
3 hours; 1 credit

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.

**Prerequisite:** CSE098, or waivers. Any one of the following:
HUM150, HUM155, HUM160, HUM165, or HUM180

**HUM151 Contemporary Vocal Ensemble**
3 hours; 1 credit

Emphasis is on the preparation for public performance of contemporary choral music for small vocal ensemble with two to four voices on each part. The repertory will include arrangements in a variety of contemporary vocal idioms: gospel, musical theatre, jazz. Performances of original works will also be encouraged. Enrollment will be limited to 20 students.

**Prerequisite:** CSE098. A student may take Contemporary Vocal Ensemble five quarters for credit, or audit without credit. (A student may earn a total of 10 credits in Choir, Band and/or Contemporary Vocal Ensemble.)

**HUM155 Voice Class I**
3 hours; 3 credits

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

**Prerequisite:** ENG099, MAT098, or waivers

**HUM156 Voice Class II**
3 hours; 3 credits

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

Public performance on campus is required. Opportunities for auditions in New York City for professional and semi-professional engagements are provided.

**Prerequisite:** HUM101 or HUM150 or equivalent; HUM155 or equivalent

---

*This course can only be used to fulfill the unrestricted elective requirement. It cannot be used to fulfill the liberal arts requirement.*
HUM160 Band*
3 hours; 1 credit
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.
Prerequisite: CSE098, ENG099, MAT098 or waivers. By audition only (ability to read music; performance techniques equivalent to grade 5 music)

HUM165 Wind Instruments I*
3 hours; 3 credits
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.
Prerequisite: CSE098, ENG099, MAT098, or waivers; recommended: HUM101

HUM166 Wind Instruments II*
3 hours; 3 credits
A continuation of HUM165. 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, fingering, embouchure, breathing, breath control, rhythm, articulation, scales, improvisation and composition. Students will use these skills in expressive musical performance.
Prerequisite: HUM165 or equivalent; HUM101 desirable but not required

HUM180 Piano I*
3 hours; 3 credits
Open to all students interested in playing the piano but who have had no previous experience. Students in this class will develop the ability to play simple melodies and learn simple accompanying techniques for folk songs, sight read at the keyboard, and to play easy piano literature from a variety of stylistic eras.
Prerequisite: CSE098, ENG099, MAT098, or waivers

HUM181 Piano II*
3 hours; 3 credits
A continuation of "Piano I" (HUM180), this course will train students to play more complex compositions. Students also will learn to sight read more difficult musical selections, and will learn to improvise simple accompaniments for folk songs.
Prerequisite: HUM180 with grade of "C" or better, or by audition

HUM182 Piano III*
3 hours; 3 credits
A continuation of Piano II, this course is designed to give the student an increased technical and reading capability. The student will learn about scales and finger exercises which will aid in the study of pieces representative of the various periods of musical composition. Upon completion of the course, the student should be able to play pieces appropriate for the advanced beginner from both the classical and popular repertoire.
Prerequisite: Piano I and II or audition

HUM200 Electronic Music*
3 hours; 3 credits
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.
Prerequisite: CSE098, ENG099, MAT098, or waivers

HUM201 The American Musical Theater: A Production Workshop*
4 hours; 3 credits
The student will participate in the preparation and public performance of a Broadway musical. Emphasis will be placed on individual and group learning experiences, and specific techniques required for performing in musicals, including such techniques as characterization, coordination of acting and body movement with singing, transition from speech to song, group movement for singing chorus, techniques of memorization, and overall production and publicity responsibilities. Additional rehearsal hours are part of the course requirement.
Prerequisite: HUM140, HUM155 and HUM156

HUM210 American Music History I
3 hours; 3 credits
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.
Prerequisite: HUM101

*This course can only be used to fulfill the unrestricted elective requirement. It cannot be used to fulfill the liberal arts requirement.
HUMANITIES

Philosophy

HUP100 Critical Thought Skills
3 hours; 3 credits

This course seeks to aid the development of students' thinking skills. Concrete examples will be employed as a means of improving the students' everyday use of concepts to organize their experience. The examples will focus on those skills which students need in order to solve problems and to make choices in their academic, career and personal lives.
Corequisite: CSE097, 098, 099, ENG098, 099 or waivers; this course is limited to students enrolled in any one or more of these courses.

HUP101 Introduction to Philosophy
3 hours; 3 credits

This course introduces students to the process of philosophical reflection. Utilizing the concept of freedom extensively, it seeks to develop the student's ability to analyze concepts and to explore life experience in a structured and coherent fashion. Students are encouraged to develop their perceptions by critically examining their own beliefs, attitudes and assumptions in light of the philosophical analyses they encounter.
Prerequisite: CSE099, ENG099

HUP120 Ethics
3 hours; 3 credits

This course investigates the nature of morality and its place in human experience. Among the questions posed and discussed are: Is morality simply relative to specific cultures? What are criteria for right and wrong? What is moral agency? Does love have a place in the moral life? Students are encouraged to explore how morality functions in their own lives.
Prerequisite: CSE099, ENG099, HUP101

HUP215 Philosophy of Love and Sexuality
3 hours; 3 credits

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

HUP220 Political and Social Philosophy
3 hours; 3 credits

The course will explore the following questions: What are sources of political authority? What are the limits of political authority? What are the rights and duties of the individual in relation to the state? How do social institutions influence human personality? What is the nature of social control? What are its consequences? These questions will be examined in terms of both a logical and a normative point of view.
Prerequisite: CSE099, ENG099, HUP101

HUP230 Philosophy of Religion
3 hours; 3 credits

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.
Prerequisite: CSE099, ENG099, HUP101 or permission of instructor

HUP240 Freedom and Life Experience
3 hours; 3 credits

This course applies the concept of freedom, as developed in HUP101, across the spectrum of one's daily activities, including work, leisure, time with family and time alone. Analysis 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.
Prerequisite: HUC099 or waiver, HUP101

HUP250 Individual Freedom and Work Experience
1½ hours; 1 credit

This course will help students explore and examine various features and dimensions of their internship/work experiences from the standpoint of freedom. Students will maintain journals in which they will respond to questions concerning the degree of freedom they have and want on the internship.
Prerequisite: HUP101
Corequisite: Internship placement or waiver

Departments of: English, Humanities, Mathematics, Natural & Applied Sciences, and Social Sciences

LIB200 Humanism and Technology: Liberal Arts Seminar
3 hours; 3 credits

The Liberal Arts Seminar explores aspects of the relationship between humanism and technology. The course deals with such questions as: What does it mean to be a man or woman in a world of machines? Are the values we cherish in conflict with those imposed on us by mechanization? The course probes these and other issues in class discussions based on selected readings; student seminar reports and papers;
attention to current developments as covered, for example, in The Science Times; and trips to various museums. 
Prerequisite: CSE099, ENG099, MAT099, 39 credits and 1 internship

**Urban Study**

**HUN101 Introduction to Bilingualism**  
3 hours; 3 credits

This course will cover the basic rationale, principle and applications of a bilingual philosophy of learning. A historical overview will be presented which will include a review of present and past legislation affecting the present bilingual education movement. Specific emphasis will be given to the social and psychological factors of bilingual education. Theories of language acquisition will also be studied with special focus on the application of these theories in representative bilingual programs. Models of bilingual instruction will be examined through visits to bilingual classes, the NYC Office of Bilingual Education, Centro de Estudios Puertorriqueños and through invited speakers.  
Prerequisite: CSE098, ENG099 or equivalent in Spanish (as per exam) or waiver

**HUN192 Art and Society**  
3 hours; 3 credits

This course examines the relationships among various art forms and the societies out of which they arise. The focus is to establish the connection between the human drive to create and the social attitudes which influence that creation and provide it with a context. Using the rich cultural resources of New York City, students will have the opportunity to explore characteristics and functions of art in each historical and cultural setting. Field trips to various art institutes in the city will constitute a significant part of this course.  
Prerequisite: CSE099, ENG099

**HUN194 Puerto Rican Community: Minority Group Experience**  
3 hours; 3 credits

This course examines the Puerto Rican community in order to provide an enhanced awareness of and sensitivity to the values systems of New York City's minorities. Students will experience first hand the cultural heritage of one of the city's largest minorities and will learn about their contributions, conditions, and problems. Field trips will include El Barrio, Office of the Commonwealth of Puerto Rico, the Puerto Rican Traveling Theatre, and other organizations.  
Prerequisite: CSE098, ENG099 or waivers

**HUN245 The New York Theatre Experience**  
4 hours; 3 credits

This course involves the study of current professional and semi-professional theatre in New York City. Students will be required to attend a total of six Broadway, Off-Broadway, and Off-Off Broadway plays in order to compare their content, underlying esthetic concepts, and production techniques. (Plays may be seen on Sunday afternoons. Students will pay a total of approximately $30-$40 for theatre tickets.)  
Prerequisite: CSE098, ENG099, or waivers

**Human Services Department**

The primary objective of the Human Services Department is to deepen the student's understanding of what being an effective Human Services worker means. Curriculum offerings provide students with an opportunity to master a broad array of skills for work in careers including child development, mental health, and gerontology. In addition, the department provides for specialized training to extend human services opportunities to new populations.

The Department offers courses in:  
American sign language, child development, gerontology, mental health, and urban study. Courses in these areas are presented below in that order, following a listing of courses in the Human Services core curriculum.

**Instructional Staff:** Betty Farber, Lillie Graham, Elmyria Hull, Lorence Long, and Mildred Roberts

Main Room: MB52  
Telephone: 626-5076

**Core Curriculum**

**HSC101 Orientation to Human Services**  
3 hours; 3 credits

This course is designed to provide students with a broad view of human services through a combination of field visits to community agencies and classroom presentations. Topics include an overview of human services as a profession; examination of similarities and differences in program functions and service delivery styles; identification of issues and concerns of workers and consumers.  
Prerequisite: CSE098, ENG099, ESL098 or waiver for ESL students

*This course can only be used to fulfill the unrestricted elective requirement. It cannot be used to fulfill the liberal arts requirement.*
HSC102 Principles of Human Relations
3 hours; 3 credits

Students will be given the opportunity to learn fundamental concepts and skills needed for relating to and working with people. The course work will focus on the principles of human relationships through discussions, exercises, and role-playing activities. Topics will include: self-understanding, the helping relationship, using communication tools, and the professional self.
Prerequisite: CSE098, ENG099
Note: This is the first TAR course and must be completed before your first internship.

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

Students will examine the urban 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, community planning and development in the human services area, community change techniques, and special dimensions of community life in the New York City setting. Field visits will be made to community decision-making groups.
Prerequisite: CSE099, ENG099, HSC101, SSI100

HSC130 Activities for Human Services Settings*
3 hours; 3 credits

This course will enable the student to understand the reasons for and uses of activity in human services settings. Topics covered will include theoretical frameworks underlying different approaches, an introduction to the range of activities, and a consideration of the processes involved in using activities with clients. Students will participate in selected activities and will develop a resource portfolio.
Prerequisite: CSE099, MAT099, HSC102, SSI101
Corequisite: A cooperative education internship in a related setting.

HSC135 Human Services Roles and Systems*
3 hours; 3 credits

The students in this course will explore the concepts related to worker, supervisor and client roles in human services settings. Guidelines for specific roles will be identified. The dynamics of bureaucratic organization will be discussed in relation to students’ experiences as interns. Understanding of elementary systems theory will be reinforced, and alternative types of service delivery systems will be compared with the agencies known by the students.
Prerequisite: HSC180, HSI180

American Sign Language

HSI180 American Sign Language I
3 hours; 3 credits

A beginning course designed to develop skills in a form of manual communication used primarily by American born hearing impaired persons in interpersonal (face-to-face) relations. Emphasis will be on the use of the body for visually-based communication, and the structure, vocabulary and development of American Sign Language.
Prerequisite: CSE098, ENG099

HSI181 American Sign Language II
3 hours; 3 credits

A continuation of American Sign Language I with emphasis on vocabulary building in conjunction with appropriate use of the body and grammatical patterns.
Prerequisite: HSI180

HSI182 American Sign Language III
3 hours; 3 credits

In this course, students who have learned some of the vocabulary and grammatical principles of American Sign Language in ASL I and ASL II will begin to apply what they have learned in a conversational context. Students will become acquainted with a variety of ASL communication styles and dialects used by deaf people.
Prerequisite: HSC180, HSI181

Child Development

CEC200 Cooperative Education, Child Development
7 hours; 1½ credits

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.
Prerequisite: HSC101 and HSC102; or current employment in an approved child development setting

CEC201 Cooperative Education Child Development
7 hours; 3 credits

A full-time internship for advanced students, with permission of the coordinator.

HSD170 Integrated Curriculum A: Framework for the Developing Child*
3 hours; 3 credits

This first course in the Child Development sequence introduces the concept of the integrated curriculum as the preferred approach in early childhood education. Experiences in social living for young children will be developed on the basis of sound development principles and theories of learning. The emphasis on the acquisition of language and its sequential development will provide a framework for understanding the significance of language in interpersonal relationships. Curriculum experiences for children will be planned and tested in a variety of co-op field settings.
Prerequisite: HSC102, SSI100, CSE099, ENG099
Corequisite: SSI101, approved co-op internship
HSD171 Integrated Curriculum B: Developing Problem-Solving Skills*
3 hours; 3 credits

This course will introduce students to the problem solving and logical thinking processes that are common to both mathematics and science learning for young children. The continuing emphasis on language development will focus on building a specialized vocabulary and the communication of thinking processes. In their co-op field settings, students will plan curriculum experiences involving concepts and operations which enable children to view mathematics and science as part of an integrated curriculum rather than as subjects taught in isolation from each other.

Prerequisite: HSD170 or HSE109
Pre- or Corequisite: Course in math or science as required by the specialization: MAT103, or SPC101 or SGB101
Corequisite: approved co-op internship

HSD172 Integrated Curriculum C: Developing Creativity*
3 hours; 3 credits

This course will consider the media through which children's creativity is expressed. The content will focus on the use of imaginative play, music and movement, and arts materials. The continuing emphasis on language development will focus on increasing competency in conversation and developing the use of expressive language. (i.e., original stories, poems, dramatizations). In their co-op field settings students will plan curriculum experiences which will enable children to engage in activities which stimulate spontaneity and originality.

Prerequisite: HSD170 or HSE109
Pre- or Corequisite: SSY240, course in humanities as required: HUA101 or HUM101
Corequisite: approved co-op internship

Gerontology
HSG150 Introduction to Gerontological Services
3 hours; 3 credits

This course introduces students to the theoretical base of practice in the area of gerontological services in the urban environment. Substantive areas covered include: an overview of the social forces, policy issues and institutions affecting the elderly; major legislation designed to meet the service needs of the elderly, service delivery programs for the elderly career and job opportunities. Field visits to a variety of service programs and facilities required.

Prerequisite: CSE099, ENG099 or waiver

Human Services Electives
HSE105 Understanding and Working with Handicapped Children
3 hours; 3 credits

This course is designed to link an understanding of the normal growth and development of children with an understanding of the special developmental problems of children with handicapping conditions. Students will learn to identify the cognitive, affective, physical and social dimensions along which handicapped children vary from normally developing children. They will develop competence in evaluating activities and materials appropriate for use with children with a range of handicapping conditions.

Prerequisite: CSE099, ENG099, SSY101

HSE109 Principles and Practice of Early Childhood*
3 hours; 3 credits

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.

Prerequisite: SSY100, CSE099, ENG099

Mental Health
CEM200 Cooperative Education: Mental Health
7 hours; 1½ credits

The Cooperative Education program for Human Service students consists of 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.

Prerequisite: HSC101 and HSC102; or current employment in an approved mental health setting

CEM201 Cooperative Education: Mental Health
7 hours; 3 credits

A full-time internship for advanced students, with permission of the coordinator.

HSM120 Survey of Psychological Treatment Approaches
3 hours; 3 credits

In this course students will learn about the various treatment approaches used in mental health settings. The development, theoretical framework and uses of each approach will be considered. Psychoanalysis, behavior modification, Rogerian and other common treatment systems will be covered. The class will review case studies demonstrating each approach.

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

*This course can only be used to fulfill the unrestricted elective requirement. It cannot be used to fulfill the liberal arts requirement.
Urban Study

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

Students will examine the urban 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, community planning and development in the human services area, community change techniques, and special dimensions of community life in the New York City setting. Field visits will be made to community decision-making groups.

Prerequisite: CSE099, ENG099, HSC101 SSI100

Library-Media Resources Center

The Library/Media Resources Center provides a comprehensive collection of reference materials to meet the needs of all LaGuardia students. The Center currently contains 43,000 volumes in the reference and circulating collection plus career pamphlet files, college catalogs, and framed art reproductions.

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.

The Library/Media Center also offers the academic course listed below. For more details on the Center please refer to page 72.

Instructional Staff: Ngozi P. Agbim, Ann E. Coyle, Sandrea DeMinco, William Grauer, Frederick E. Low, Joseph F. Menna, Terry Parker, Kenneth E. Peeples, Jr., Catherine A. Stern, Albert Talero, and Colette A. Wagner

Main Room: M-105
Telephone: 626-5519

LRC101 Introduction to Library Research Methods*
3 hours; 3 credits

This course is designed to teach the basic concepts of systematic library research and information retrieval and evaluation. It will provide the skills necessary to make informed selections from today's vast information marketplace by teaching students the various information sources and how to adapt their research strategies to their career and academic needs. Successful completion of this course will also prepare a student for a library-side position.

Prerequisite: CSE099, ENG099

*This course can only be used to fulfill the unrestricted elective requirement. It cannot be used to fulfill the liberal arts requirement.

Mathematics Department

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

Instructional Staff: Daniel J. Aulicino, Theodora Beneza, Denise A. Carter, Doris Charrow, Maria Cossio, David Frieder, Anthony P. Giangrasso, Lane Gore, Michael Hoban, Brita Immergut, Roy H. McLoud, Hilda Medel, Barbara Muir, Henry Mulindi, Anne Murphy, Kathirgama Nathan, Joseph Perez, Yvonne Powell, Lorraine Resnick, Rupert Rivera, Dehly Sanchez, Leonard Saremsky, Elizabeth R. Spicer, and Assad Thompson

Main Room: SB-65
Telephone: 626-8582

MAT098 Basic Mathematics I
5 hours; 1 credit

This course develops arithmetic concepts and skills, particularly in the areas of whole numbers, fractions, decimals, and percents. An emphasis is placed on problem solving skills incorporating the use of the hand-held calculator. Admission to this course is based on college placement test scores only.

MAT099 Basic Mathematics II
4 hours; 1 credit

This course will introduce students to basic algebraic concepts and skills, including numerical and algebraic expressions, signed numbers, solving equations, laws of exponents and graphing points. In addition, computational and problem solving skills will be reinforced. Admission to this course is based on college placement test scores only.

Prerequisite: CSE098, MAT098 or waiver
MAT103 Early Concepts of Math for Children (Former Title: Structure of the Number System I)
3 hours; 3 credits
This course combines theory with practical aspects of how children learn mathematics. Students learn how to help young children to develop numerical relationships and geometric patterns. This course is of particular value to Child Development majors, prospective elementary school teachers and parents.
Prerequisite: CSE098, MAT099 or waiver

MAT104 Mathematics in Elementary Education (Former Title: Structure of the Number System II)
3 hours; 3 credits
The second course of a two-quarter sequence devoted to the study of how children learn mathematics. This course examines the mathematics curriculum of the elementary school with an emphasis on how to teach it. Among the topics included are operations on rationals, geometry, measurement and basic notions of statistics of particular value to prospective school teachers and paraprofessionals.
Prerequisite: CSE098, MAT099, MAT103 or waiver

MAT107 Mathematics and the Modern World
3 hours; 3 credits
This course introduces selected topics in mathematics which have significant application in other fields. For each topic studied, emphasis will be placed first on the mathematics itself, and then on one or more significant applications of the mathematics. Topics to be included will be chosen from the areas of number theory, algebra, probability and statistics, topology, computers, and geometry.
Prerequisite: CSE098, ENG099, MAT099 or waiver

MAT110 Algebra
4 hours; 3 credits
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.
Prerequisite: CSE097, MAT099 or waiver

MAT120 Elementary Statistics I
3 hours; 3 credits
This course serves as a study of the basic concepts and computational techniques of elementary statistics. Among the topics studied are measures of central tendency, standard deviation, percentiles, statistical graphs, binomial distribution, normal distribution, probability and hypothesis testing.
Prerequisite: MAT099 or waiver
Pre- or Corequisite: CSE098 or waiver

MAT121 Elementary Statistics II
3 hours; 3 credits
As a sequel to Elementary Statistics I, this course develops the methods of statistical inference including experimental design, sampling, estimation, hypothesis testing and decision making.
Prerequisite: CSE098, MAT109 or waiver

MAT130 Logic and Computers
3 hours; 3 credits
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.
Prerequisite: CSE098 or waiver, MAT110 or high school algebra or permission of the department

MAT132 History of Mathematics
3 hours; 3 credits
This course serves as an examination of the theoretical developments of mathematics from antiquity to the end of the last century. Mathematical thought will be studied in relation to the social, economic and technological forces of various crucial periods. Among the topics treated historically are systems of numeration, logic (including an introduction to modern formalism), geometry from Euclid through Riemann, and the development of the modern computer beginning with primitive instruments.
Prerequisite: CSE098, ENG099, MAT099 or waiver

MAT200 Precalculus
4 hours; 4 credits
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, and trigonometric.
Prerequisite: MAT110 or waiver
Pre- or Corequisite: CSE098

MAT201 Calculus I
4 hours; 4 credits
This course is the first of a three-course sequence designed to provide students with an appreciation of the usefulness and power of calculus. The course covers the fundamentals of the differential calculus of algebraic functions and includes an introduction to integral calculus. Among the topics studied are limits, derivatives, applications of the derivative, and integrals.
Prerequisite: CSE098, MAT200 or waiver

MAT202 Calculus II
4 hours; 4 credits
A course designed to provide students with an appreciation of the usefulness and power of calculus. Emphasis will be placed on the application of calculus to various disciplines. Among the topics studied are the definite integral, area, formal integration and applications of integration.
Prerequisite: CSE098 or waiver, MAT201
MAT203 Calculus III
4 hours; 4 credits
This is the third course in the calculus sequence and is designed to build upon the concepts and techniques of MAT201-202 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.
Prerequisite: CSE098, MAT202

MAT204 Elementary Differential Equations
4 hours; 4 credits
This course will consider selected problems and mathematical models which generate first and second order differential equations. Both numerical and analytical methods will be used to obtain solutions for first and second order differential equations. Power series solutions will be emphasized, and where feasible, solutions utilizing computer methods will be explored.
Prerequisite: MAT202 or its equivalent by waiver.
Pre- or Corequisite: MAT203

MAT210 Linear Algebra
3 hours; 3 credits
This course is designed to introduce the students to the theory and applications of algebraic structures. This is done by studying the structure and properties of the matrix. The matrix is viewed both as an object possessing algebraic structure and an aid to computation. Systems of equations and their solutions are studied, and the concepts of basis and dimension are developed. Applications are discussed, including linear programming and computer programs in BASIC.
Prerequisite: CSE099, ENG099, MAT201 or equivalent.

MAT230 Introduction to Discrete Mathematical Structures
4 hours; 4 credits
This course covers mathematical concepts essential for continued study in computer science and related fields. The topics of study include: the mathematical concept of algorithm with emphasis on the process of recursion, Boolean algebra with applications to logic, switching circuits, an introduction to combinatorics with applications to probability, linear algebra with applications to programming, and graph theory.
Prerequisite: CSE099, ENG099, MAT201 or waivers and BDP101 or any programming language course.
Pre- or Corequisite: MAT202 or waiver

MAT235 Mathematics Using Microcomputers
4 hours; 4 credits
This course will introduce students to topics in Number Theory, Geometry, Algebra, Analysis and Statistics using Microcomputers. Emphasis will be placed on techniques of structured programming to build a library of mathematical programs in BASIC and PASCAL. Students will also learn the elements of Computer Graphics, LOGO and MuMath.
Prerequisite: MAT 201 (Calculus I)

Natural and Applied Sciences Department

The Department of Natural and Applied Sciences offers LaGuardia students a wide choice of courses and programs, both theoretical and practical.

Students who wish to pursue a fundamental knowledge of the basic sciences may choose courses in biology, chemistry, and physics. These courses may also be directed towards fields such as medicine and engineering.

Those students who are interested in one of the applied sciences can specialize in fields such as dietetic technology, nursing, mortuary science, animal health technology, and occupational therapy. Additional programs are currently being considered.

Finally, the department also has a number of courses directed at the general, non-science student population, such as Topics in Biological Sciences, Topics in Physical Science, and History of Science.

The department offers courses in: natural sciences (biology, chemistry, general science, health science, and physics), applied sciences (animal health technician, dietetic technician; nutrition care services and foodservice management, school foodservice management, and occupational therapy), and urban study.

Instructional Staff: Mary Lee Abkemeier, John P. Bihn, Godfrey CheePong, Roberta Doutlick, Mary Beth Early, Naomi S. Greenberg, Walter E. Gross, George S. Hamada, Margaret Kinisella, Susan Lebe, Dorothy, Leung, Douglas F. McBride, Joseph R. McPhee, Gertrude M. Pinto, Sherrell Powell, Kathleen Rider, Tamara Ross, Herbert Samuels, Sarah Schlesinger, and Byron A. Storck

Main Room: M-223
Telephone: 626-5567

Departments of: English, Humanities, Mathematics, Natural & Applied Sciences, and Social Sciences

LIB200 Humanism and Technology: Liberal Arts Seminar
3 hours; 3 credits
The Liberal Arts Seminar explores aspects of the relationship between humanism and technology. The course deals with such questions as: What does it mean to be a man or woman in a world of machines? Are the values we cherish in conflict with those imposed on us by mechanization? The course probes these and other issues in class discussions based on selected readings; student seminar reports and papers; attention to current developments as covered, for example, in The Science Times; and trips to various museums.
Prerequisite: CSE099, ENG099, MAT099, 39 credits and 1 internship
Applied Sciences
Animal Health Technician

SCV/N101 Introduction to Animal Health Technology*
3 hours; 3 credits

This is a comprehensive introduction to the fundamental principles of animal science. Subjects covered include genetics and breeding, growth and senescence, environmental physiology, nutrition and feeding, and animal behavior. In addition students will begin the study of basic animal care and management, dosage calculations and animal diseases. There will be field trips to selected animal facilities in the metropolitan area.
Prerequisite: CSE099, ENG099, MAT099 or waivers

SCV201: Research Animal Technology*
6 hours (3 lectures, 3 labs); 4 credits

This course prepares students to work with rodents, rabbits and other animals used in research. Laboratory sessions provide hands-on training in restraint, drugs administration, sample collection, anesthesia and research techniques. Classroom periods will cover husbandry, diseases, and sanitation, as well as the principles and ethics of animal research. Students will participate in the operation of the College's animal facility.
Prerequisite: CSE099, ENG099, MAT099 or waivers; SCV101
Corequisite: SCB203

SCV210 Veterinary Nursing I*
6 hours (3 lectures, 3 labs); 4 credits

This course introduces students to the technical procedures of human veterinary practice. The major disciplines to be covered in lecture sessions are anesthesiology, parasitology and small animal diseases. In the laboratory students will anesthetize dogs and cats and perform basic diagnostic and therapeutic techniques. They will also prepare patients for aseptic surgery, employ techniques of surgical assisting, and learn the principles of cardiopulmonary resuscitation.
Prerequisite: CSE099, ENG099, MAT099 or waivers; SCB210

SCV211 Veterinary Nursing II*
6 hours (3 lectures, 3 labs); 4 credits

This course deals with advanced technical procedures in veterinary practice and laboratory animal science. Lecture sessions will cover animal diseases, emergency care, pharmacology and gnotobiology. In the laboratory, students will receive training in the care of sick and injured animals, including dentistry, catheterization, fluid and drug administration, and the use of monitoring devices. In addition, students will maintain a germfree isolator and perform minor surgical procedures on rodents.
Prerequisite: CSE099, ENG099, MAT099, SCB210, SCV210
Pre or Corequisite: SCB260

SCV212 Veterinary Radiography*
5 hours (2 lectures, 2 labs); 3 credits

This course will provide lectures which explore the theory and principles of radiography. The laboratory will provide students with training in the operation and maintenance of the x-ray machine, automatic and manual film processing, animal restraining and positioning, health and safety precautions and radiograph evaluation and storage.
Prerequisite: CSE099, ENG099, MAT099 or waiver, SCV211

SCV213 Veterinary Laboratory Techniques*
5 hours (2 lectures, 3 labs); 3 credits

This course deals with the examination of blood, urine, and other body substances for diagnostic and prognostic purposes in veterinary practice. Students will learn to perform complete blood counts, blood chemistries, serological tests and urinalysis. Lecture periods will cover the theories on which the tests are based and the relevance of laboratory results in the evaluation of the health of animals.
Prerequisite: CSE099, ENG099, MAT099 or waiver, SCV211

SCV214 Farm Animal Nursing
5 hours (2 lectures, 3 labs); 3 credits

In this course, students will study the application of animal health technology to farm animals. Class sessions will cover diseases, government health regulations and programs, emergency care, orphan animal care, and relevant farm management procedures. Using various species of animals and types of equipment, students will learn techniques for restraint, administration of medication, sample collection, bandaging, surgical preparation and assistance, and positioning for radiology.
Prerequisite: CSE099, ENG099, MAT099, SCV201
Pre- or Corequisite: SCV210
This course will be taught at an off-campus location. Students must pay their own travel and room and board expenses.

Dietetic Technician

SCD100 Foods*
5 hours (2 lectures, 1 recitation, 2 labs); 3 credits

This course will investigate the didactic and experiential components of the scientific study of foods. Upon completion of the course the student will have acquired a basic understanding of the scientific principles governing foods and the use of commercial food service equipment. Emphasis will be placed on the identification of qualitative aspects of foods and elementary food preparation techniques.
Prerequisite: CSE099, ENG099, MAT098, or waivers

SCD210 Nutrition I—Introduction to Nutrition, (Formerly: Nutritional Care I)
3 hours; 3 credits

This course is an introduction to the scientific principles of human nutrition. The following aspects of dietary nutrients are studied: physical and chemical properties, physiological functions, effects of deficiency or excess, dietary allowances, food sources, and availability of nutrients from various foods. Current experimental and population

*This course can only be used to fulfill the unrestricted elective requirement. It cannot be used to fulfill the liberal arts requirement.
SCD211 Nutritional Care II*  
3 hours; 3 credits

Identification of the nutritional requirements of individuals in health and disease during the various stages of the life cycle: pregnancy, lactation, infancy, childhood, adolescence, adulthood, and geriatrics. The structure and rationale of commonly prescribed clinical diets are featured. An emphasis is placed on the achievement of optimal nutritional status based on established criteria for nutritional assessment.

Prerequisite: SCD210, SCD203  
Corequisite: SCD204

SCD250 Dietetic Management Systems I: Volume Foods—Planning and Service*  
3 hours; 3 credits

The principles involved in the planning, preparation and service of large quantities of foods as they apply to health care institutions. Fundamentals of menu development for both regular and modified diets, including ethnic components, are covered.

Prerequisite: SCD100, SCD211  
Corequisite: SCD260

SCD251 D.T. Management Systems II Planning: Layout and Equipment*  
3 hours; 3 credits

The course comprises the study of physical features of food service systems in health care institutions. The major emphasis of this course is to promote an understanding of the interrelationship between layout and design of a food service system and its functional equipment. Topics include: operational aspects of layout and design, equipment selection, sanitation and maintenance requirements of conventional foodservice equipment. Lectures, discussions, analysis of layouts, complement the course.

Prerequisite: SCD250 and SCD260. This course must be taken with SCD261

SCD252 D.T. Management Systems III: Quantity Food Purchasing*  
3 hours; 3 credits

This course deals with forecasting, purchasing and institutional procurement for food service systems. Topics include market analysis, buying ethics and legal aspects. The goal of the course is to promote the idea that fiscal controls in foodservice systems originate in forecasting and are an integral part of every operation within that system. Students will be exposed to writing food commodity specifications, purchasing strategies, inventory controls and receiving procedures. Food cost accounting topics are presented.

Prerequisite: SCD251 and 261. This course must be taken together with SCD262.

SCD253 D.T. Management Systems IV: Foodservice Systems Administration*  
3 hours; 3 credits

The final course in the D.T. Mgt. Systems sequence deals with the organization and administration of foodservice systems in health care facilities. Topics include the development of policy and procedure manuals with organizational charts, job descriptions, job specifications, work scheduling and work simplification methodology. Also administrative leadership topics are presented including employee recruitment, selection, training and evaluation, labor unions, job safety and budget planning for dietary departments.

Prerequisite: SCD252 and SCD262. This course must be taken with SCD263

SCD260 Dietetic Field Experience I*  
8 hours weekly clinical placement; 1 credit

This course is an application of theories learned in Management Systems I. The practical implementation of the principles involved in the preparation and service of large quantities of food in health care facilities will be studied. The student will actually be involved in the supervised preparation of large quantities of food in the various units of a food service system in a health care institution. Proper uniform, liability insurance, physical examination, seminars, and reports are required.

Prerequisite: SCD250, SCD261, and permission of D.T. coordinator  
Corequisite: SCD250

SCD261 Dietetic Field Experience II*  
8 fieldwork hours per week; 1 credit

This course applies the practical aspects learned in D.T. Management Systems II. Under supervision, the student will be rotated through a health care facility to acquire experience in the characteristics of food systems layout and equipment. Competencies to be acquired include understanding of the purpose and functions of equipment to a given food service system. The course will also explore factors related to maintenance, sanitation and safety, in-service training, work flow and layout analysis. Proper uniform, liability insurance, physical examination, seminars, and reports are required.

Prerequisite: SCD250 and SCD260 and permission of D.T. coordinator. This course must be taken with SCD251

SCD262 Dietetic Field Experience III*  
8 fieldwork hours per week; 1 credit

Theoretical aspect introduced in D.T. Management System III will be reinforced and implemented through fieldwork experiences. Under supervision, the student obtains competencies in the following areas: forecasting procedures, food production tallies, receiving procedures, purchase specifications, inventory procedures, budgetary and purchasing strategies, cost comparisons between convenience menu items, evaluation of meal service in terms of economic factors and aesthetics. Proper uniform, liability insurance, physical examination, seminars, and reports are required.

Prerequisite: SCD251, SCD261 and permission of D.T. coordinator. This course must be taken together with SCD252

SCD263 Dietetic Field Experience IV*  
8 fieldwork hours per week; 1 credit

Fieldwork experiences apply and reinforce the theoretical aspects of admin-
School Foodservice Management

SCD100 Foods*
5 hours (2 lectures; 1 recitation; 2 labs); 3 credits

This course will investigate the didactic and experiential components of the scientific study of foods. Upon completion of the course, the student will have acquired a basic understanding of the scientific principles governing foods and the use of commercial food service equipment. Emphasis will be placed on the identification of qualitative aspects of foods and elementary food preparation techniques.

Prerequisite: CSE099, ENG099, MAT098 or waivers

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

SCB160 Foods Microbiology
6 hours (3 lectures, labs); 4 credits

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

Prerequisite: CSE099, ENG099, MAT098 or waivers, SCD100

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

SCD210 Nutrition I: Introduction to Nutrition
3 hours; 3 credits

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

Prerequisite: CSE099, ENG099, MAT099 or waivers

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

SCF251 Foodservice Management Systems II*
3 hours; 3 credits

This course comprises the study of physical features of food service systems in institutions. The major emphasis of this course is to promote an understanding of the interrelationship between layout and design of a food service system and its functional equipment. Topics include: operational aspects of layout and design, equipment selection, sanitation and maintenance requirements of conventional food service equipment. Lectures, discussions, analysis of layouts, parallel practical experiences complement the course.

Prerequisite: CSE099, ENG099, MAT099 or waivers, SCD100

This course satisfies the New York City Department of Personnel requirement for the foods course for eligibility for School Lunch Manager.
SCF252 Foodservice Management Systems III*  
3 hours; 3 credits  
This course deals with forecasting, purchasing and institutional procurement for food service systems. Topics include market analysis, buying ethics and legal aspects. The goal of the course is to promote the idea that fiscal controls in foodservice systems originate in forecasting and are an integral part of every operation within that system. Students will be exposed to writing food commodity specifications, purchasing strategies, inventory controls and receiving procedures. Food cost accounting topics are presented.  
Prerequisite: CSE099, ENG099, MAT099 or waivers, SCD100  
This course satisfies the New York City Department of Personnel requirement for the food cost accounting course for eligibility for School Lunch Manager.  

SCF253 Foodservice Management Systems IV*  
3 hours; 3 credits  
This course deals with the organization and administration of foodservice systems in public and private facilities. Topics include the development of policy and procedure manuals with organizational charts, job descriptions, job specifications, work scheduling and work simplification methodology. Also administrative leadership topics are presented including employee recruitment, selection, training and evaluation, labor unions, job safety and budget planning for food service facilities.  
Prerequisite: CSE099, ENG099, MAT099 or waivers, SCD100  
This course satisfies the New York City Department of Personnel requirement for the dining room or kitchen management course for eligibility for School Lunch Manager.

Occupational Therapy

CEO201 Introductory Coop in OT: Psychosocial Dysfunction*  
3½ hours; 1½ credits  
The student is assigned to a mental health setting under professional supervision. The student learns to observe and record behavior of individuals and groups, and participates in evaluation and treatment. Placement is for one week prior to beginning of quarter in which student takes SCO201, and continues for four hours weekly throughout quarter. A weekly seminar is required.  
Prerequisite: CSE099, ENG101, MAT098  
Corequisite: SCO201  
Pre- or Corequisite: SSY230  
(The student attends a clinical site for approximately 80 hours of fieldwork.)  

SCO202 Introductory Coop in OT: Physical Dysfunction  
3½ hours; 1½ credits  
The student is assigned to a clinical facility under professional supervision. The student will observe and participate in occupational therapy programs for clients with physical dysfunction. Placement is for one week prior to the beginning of the quarter in which the student takes SCO202. Placement continues for four hours weekly throughout the quarter. A weekly seminar provides reinforcement of career concepts.  
Corequisite: SCO202  
(80 internship hours over the whole quarter)

SCO201 Occupational Therapy Theory and Practice in Psychosocial Dysfunction*  
3 hours; 3 credits  
This course examines the philosophy, theories and techniques of occupational therapy for clients with psychosocial dysfunction. This includes concepts of observation and assessment, group and individual treatment, the use of self in the therapeutic relationship, selection of appropriate media, and professional communication. The role of the occupational therapy assistant in psychiatry and the principles of supervision are also introduced. This course is linked to CEO201, which must be taken in the same quarter.  
Prerequisite: CSE099, ENG099, SCO210  
Corequisite: CEO201  
Pre- or Corequisite: SSY230, ENG101

SCO202 Occupational Theory and Practice in Physical Dysfunction*  
3 hours; 3 credits  
This course will examine theory and application of Occupational Therapy for patients of all ages with physical disabilities. It will also include various approaches in prevention, evaluation of capabilities and deficits in functioning, and methods of treatment.  
Prerequisite: CSE099, SCN195, ENG101, SCO210  
Corequisite: CEO202  
Pre- or Corequisite: SCO230

SCO210 Occupational Therapy Skills and Application I*  
5 hours (1 class, 4 labs); 3 credits  
The student will learn basic principles of occupational therapy and general methods for instructing activities. The student will also acquire skills in various handicrafts and recreational activities. The analysis and adaptation of activities to meet the therapeutic needs of patients will be a major emphasis. Skills will include fiber crafts, leather, metal, mosaics, art and scrap crafts.  
Prerequisite: CSE098, ENG099, MAT098 or waiver

SCO212 Occupational Therapy Skills/Application III: Life Tasks*  
5 hours (1 lecture, 4 labs); 3 credits  
This course will identify and examine the roles and skills essential for an individual's adaptation to the home situation or institutional setting, assessment of the nature and level of work and recreational capacities and self-care skills. Activities include orthotics, prosthetics, activities of daily living, homemaking for the handicapped, adaptive equipment and administration of pre-vocational tests.  
Prerequisite: CSE098, ENG099, MAT098, SCO210, ENG101

SCO220 Physical and Developmental Aspects of Therapeutic Activity*  
1 hour; 1 credit  
This course will emphasize body mechanics; theories and principles of motor development, exercise physiol-
ogy and their application in occupational therapy treatment. Students will also learn emergency procedures and precautions important in rehabilitation. 
Prerequisite: CSE099, ENG099, MAT098 or waiver, SCB203
Pre- or Corequisite: ENG101

SC0225 Occupational Therapy Skills and Application II* 4 hours; 2 credits

This course provides a basic experience in woodworking, weaving and ceramics, emphasizing their therapeutic use in occupational therapy. Students will engage in construction of projects with a focus on developmental, motor, cognitive, perceptual, interpersonal and affective components. Students will also have an opportunity to instruct a simulated patient.
Prerequisite: CSE099, ENG099, MAT099 or waiver, SCB201
Pre- or Corequisite: ENG101

SC0230 Functional Pathology* 3 hours; 3 credits

This course is a systems approach to the study of pathophysiology. Emphasis will be on the normal and abnormal response to disease and injury, and effects on bodily systems. Consideration will be given to selected disorders, including a survey of etiology, pathology, symptomatology, management and prognosis. Knowledge of proper terminology and techniques of literature review will also be emphasized.
Prerequisite: SCB204 or equivalent

SC0290 Occupational Therapy Internship in Psychosocial Dysfunction* 7 hours (1 quarter full-time); 3 credits

The student is assigned full-time to a clinical facility under professional supervision. The internship provides exposure to clients with physical dysfunction (e.g., stroke, paraplegia, arthritis) and opportunities to practice under supervision, a variety of treatment approaches. Communication (written & oral) with other treatment professionals is required. A biweekly seminar provides reinforcement of career concepts. (Scheduled 2 hours every other week.)
Prerequisite: CSE099, ENG099, MAT098, SC0201, CEO201, and permission of Occupational Therapy coordinator

SC0291 OT Clinical Internship Physical Dysfunction* 7 hours (1 quarter full-time); 3 credits

The student is assigned full-time to a clinical facility (e.g., rehabilitation center, school for the handicapped, general hospital) under professional supervision. The internship provides exposure to clients with physical dysfunction (e.g., stroke, paraplegia, arthritis) and opportunities to practice, under supervision, a variety of treatment approaches. Communication (written & oral) with other treatment professionals is required. A bi-weekly seminar provides reinforcement of career concepts. (Scheduled 2 hours every other week.)
Prerequisite: CSE099, ENG099, MAT098, SC0202, CEO202 and permission of O.T. coordinator

SC0292 Health and Humanities—Creative Arts Therapy* 7 hours; 3 credits

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 day/weeks to full time for the quarter) will provide the student with an opportunity to critically observe and analyze the practical applications of the creative art therapies as an approach to health care.
Prerequisite: CSE098, ENG099, MAT098, or waiver, and permission of instructor

*This course can only be used to fulfill the unrestricted elective requirement. It cannot be used to fulfill the liberal arts requirement.

Natural Sciences

SCB101 Topics in Biology 4 hours (2 lectures, 2 labs); 3 credits

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.
Prerequisite: CSE098, ENG099, MAT098, or waivers

SCB105 Anthropometry Laboratory 2 Laboratory hours; 2 credits

This course shall introduce the student to the applied aspects of Physical Anthropology. The student will learn the anatomy of the modern human skeleton and selected primate skeletal materials. Laboratory projects will focus on the measurement of skeletal materials and live subjects. Human evolution will also be considered as seen in the fossil record.
Prerequisite: CSE099, ENG099, MAT099, or waivers, SSI100
Pre- or Corequisite: SSA105

SCB160 Food Microbiology 6 hours (3 lectures, 3 labs); 4 credits

This course is an introduction to the science of food, with emphasis on microorganisms which affect it. Digestive processes and fundamental chemistry of food are studied, as well as the complex interactions which exist between food and microorganisms, including handling, preparation and storage. The laboratory will focus on morphological and physiological characteristics of microorganisms associated with contamination, spoilage, preservation, and food borne disease. This course does not fulfill the Dietetic Technology General Microbiology requirement (spring).
Prerequisite: CSE099, ENG099, MAT098 or waiver; SCD100
This course satisfies the New York City Department of Personnel requirement for the foods course for eligibility for School Lunch Manager.
SCB201, 202 Fundamentals of Biology I and II
6 hours (3 lectures, 1 recitation, 2 labs each quarter); 4 credits

This course is an integrated two-quarter sequence, stressing major concepts of biology designed to assist the student in relating these concepts to the environment. The scientific method of thinking and the experimental approach will be stressed. Among the topics studied are:

SCB201: Cellular and molecular basis of life, heredity, evolution of various organ systems (offered fall and winter).
SCB202: Diversity of animal, plant, and protist life, evolution, and relationship to man. The principles of ecology and problems of urban development (offered spring and summer).

Prerequisite: For CB203: MAT098, CSE099 or waivers; for CB201: SCB202

SCB203, 204 Fundamentals of Human Biology I and II
6 hours (3 lectures, 1 recitation and 2 labs each quarter); 4 credits

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 include:

SCB203: Chemistry of life, the cell, skeletal, muscular, and circulatory systems (offered fall and winter).
SCB204: Nervous, endocrine, respiratory, excretory, and reproductive systems (offered winter and spring).

Prerequisite: For SCB203: ENG099, MAT098, CSE099 or waivers; for SCB204: SCB203

SCB210 Comparative Vertebrate Anatomy and Physiology
7 hours (3 lectures, 4 labs); 5 credits

This course is a survey of the evolution, anatomy and physiology of the major vertebrate classes. The course will include dissection of representative vertebrates and a comparative study of their organ systems.
Prerequisite: CSE099, ENG099, MAT099, SCV101, SCC140 or waivers for students

SCB250 Molecular Biology
6 hours (3 lectures, 1 recitation and 2 labs); 4 credits

An analysis of cellular structures and function utilizing a biochemical approach. The course covers cellular organization, organelle function, biolistics, cell proliferation, gene function, and protein synthesis.

Prerequisite: ENG101, SCB202 or equivalent; SCC201 or equivalent

SCB260 General Microbiology
6 hours (3 lectures and 3 labs); 4 credits

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

Prerequisite: SCB202 or equivalent, or waiver

Chemistry

SCC101 Topics in Chemistry
4 hours (2 lectures and 2 labs); 3 credits

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.

Prerequisite: CSE098, ENG099, MAT098

SCC140 Biological Chemistry
4 hours (2 lectures and 2 labs); 3 credits

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

Prerequisite: CSE098 or waiver, MAT098 or waiver, ENG099 or waiver

SCC201, 202 Fundamentals of Chemistry I and II
6 hours (3 lectures, 1 recitation, 2 labs each quarter); 4 credits

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:

SCC201: Atomic structure, chemical bonding, chemical reactivity, quantitative relationships in chemical reactions; (fall, winter).
SCC202 Solutions, acid-base theory, chemical equilibrium, electrochemistry; (spring)

Prerequisite: For SCC201: MAT110, CSE099 or waiver; ENG099 or waiver; for SCC202: SCC201

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

A two-quarter sequence emphasizing the synthesis, structure, reactivity and mechanisms of reaction of organic compounds. Laboratory stresses synthesis, purification, separation and identification of compounds.

SCC251: Aliphatic and aromatic hydrocarbons; stereochemistry; (offered in the fall).
SCC252: Alcohols, carboxylic acids, amines, heterocycles, biomolecules, (offered in the winter).

Prerequisite: For SCC251: MAT110, SCC202 or equivalent; for SCC252: SCC251
General Science

SCS100 Topics in Ecology
4 hours (2 lectures, 2 labs); 3 credits
This course is a 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 methods of study of urban ecology and pollution analysis.
Prerequisite: CSE098, ENG099, MAT098 or waivers

SCS101 History of Science
3 hours; 3 credits
This course presents science as an evolving and ever-changing dynamic area of study. The course begins with Greek theories of the solar system and theories of motion. It traces changes in scientific theories from Greek times until the 20th century. History of astronomy, physics, chemistry and biology is surveyed. The role of perseverance, luck and inventiveness in science also is highlighted. The rise and fall of theories as well as reasons for supporting and rejecting the various theories are surveyed.
Prerequisite: CSE098, ENG099, MAT098

SCS111 Science and Modern Society
3 hours; 3 credits
This is 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.
Prerequisite: CSE098, ENG099, MAT099 or waiver

Health Science

SCH111 Aging as a Health Process*
3 hours; 3 credits
This course will discuss the aging process and the effect of biological changes on the mental processes and functioning of the individual. The relationship between aging and chronic disease will be reviewed with special consideration given to prevention of the effects of physical and mental deterioration. Role playing, exercises and group discussions will be used to increase the knowledge of the aging process and consider the relationship between the emotional, social and physical forces of aging.
Prerequisite: ENG101, CSE098, MAT098 or waivers

SCH113 Techniques with the Visually Impaired:
Scopes/Uses*
2 hours; 2 credits
This course will provide the student with an awareness of, and a basic orientation to approaches used in services for the blind and visually impaired. Topics related to the visually impaired will include: attitudes toward the blind, common dysfunction of the eye, agencies and programs available, and specific living techniques, e.g., skills in eating, cooking, grooming and communication.
Prerequisite: CSE098, ENG099, or waivers

SCH120 Therapeutic Approaches in Pediatrics in the Community*
2 hours; 2 credits
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.
Prerequisite: SCN195; O.T. Majors or students with an equivalent background upon receipt of permission from the instructor. Pre- or Corequisite: ENG101

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

Physic

SCP101 Topics in Physical Sciences
4 hours (2 lectures, 2 labs); 3 credits
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.
Prerequisite: CSE098, ENG099, MAT098, or waivers

SCP140 Topics in Astronomy
4 hours (2 lectures, 2 labs); 3 credits
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 telescopes—plus field trips to planetariums and observatories in the N.Y.C. area.

Prerequisite: CSE098, ENG099, MAT098, or waivers

SCP201, 202 Fundamentals of Physics I, II
6 hours (3 lectures, 1 recitation, 2 labs each quarter); 4 credits

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:

SCP201: the basic concepts of mechanics; kinematics; Newton's gravitation; conservation of momentum and energy; heat, emphasizing the kinetic theory; and electrostatics: charge, forces, fields; electrical energy.

SCP202: The basic concepts of electrodynamics (currents and magnetism; electromagnetism); optics (wave theory; lenses); and modern physics: quantum mechanics.

Prerequisite: for SCP201: CSE098 or waivers, MAT110 or consent of instructor; for SCP202: SCP201

SCP240, 241, 242 General Physics I, II, III
6 hours (3 lectures, 1 recitation, 2 labs each quarter); 4 credits

A three quarter sequence in physics for science and pre-engineering students.

SCP240: Motion in one, two and three dimensions; of mass; momentum and collisions; rotational motion; moment of inertia; hydrostatics and hydrodynamics; (offered in the winter).

SCP241: Heat and temperature; the laws of thermodynamics; kinetic theory; entropy; oscillations; wave motion; properties of light; optics; (offered in the spring).

SCP242: Electrostatics; DC circuits; magnetism and magnetic materials; AC circuits, special relativity; modern physics. This is a calculus-based physics course; (offered in the fall).

Prerequisite: for SCP240: MAT110; ENG099 or waiver; for SCP241: SCP240, MAT200; for SCP242: MAT201, SCP241

Corequisite: for SCP240: MAT200; for SCP241: MAT201; for SCP242: MAT202

SCP250 Engineering Mechanics: Statics
2 hours; 2 credits

This course is an intermediate study of mechanics covering the fundamental principles of force, moments, centroids, shear, friction, virtual work; (offered in the fall).

Prerequisite: SCP240, MAT201

SCP251 Engineering Mechanics: Dynamics
2 hours; 2 credits

This course is an intermediate study of mechanics covering the fundamental principles of dynamics and their application to problems involving particles and systems of particles. Topics include: vectors, kinematics, energy and conservative forces, central forces and celestial mechanics, mechanics of systems of particles and of rigid bodies, non-inertial reference frames; (offered in the spring).

Prerequisite: SCP240, MAT202

Urban Study

SCN195 Community Health*
2 hours; 2 credits

This course is a basic orientation to the organization of health care systems in New York City and the position of the health care worker within these systems. Topics will include health careers, the nature of health and disease, prevention of disease, public health measures, types of facilities, payment sources, medical care available, and future trends. Visits to local health facilities (i.e., hospitals, nursing homes) are included.

Prerequisite: CSE098, ENG099, MAT098, major in Allied Health or permission of instructor

SCV/N101 Introduction to Animal Health Technology*
3 hours; 3 credits

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

Prerequisite: CSE099, ENG099, MAT099 or waivers

Departments of:

English, Humanities, Mathematics, Natural & Applied Sciences, and Social Sciences

LIB200 Humanism and Technology: Liberal Arts Seminar
3 hours; 3 credits

The Liberal Arts Seminar explores aspects of the relationship between humanism and technology. The course deals with such questions as: What does it mean to be a man or woman in a world of machines? Are the values we cherish in conflict with those imposed on us by mechanization? The course probes these and other issues in class discussions based on selected readings; student seminar reports and papers; attention to current developments as covered, for example, in The Science Times; and trips to various museums.

Prerequisite: CSE099, ENG099, MAT099, 39 credits and 1 internship

*This course can only be used to fulfill the unrestricted elective requirement. It cannot be used to fulfill the liberal arts requirement.
SECRETARIAL SCIENCE

In order to meet the general and vocational needs of students, the Secretarial Science Department offers four major programs in office education that enable students to attain an office position upon graduation.

Students may choose to study any of the following options: Executive Secretary, Legal Secretary, Bilingual Secretary, or the Administrative Office Assistant Option.

In addition, the Secretarial Science Department offers a one year program in Word/Information Processing. This certificate program represents a thorough, well-rounded approach to the field of word processing. It offers training on the latest pieces of equipment and prepares students to enter the employment market as skilled word processing specialists.

Instructional Staff: Avis Anderson, John Appiah, Nancy J. Birdwell, Adalgisa Cardoso, Rose Caro, Eve Fishthal, Brunilda Garcia, Gail Green-Fraser, Audrey W. Harrigan, Aslinett V. Jones, Jeanette LaBarb, Joann Lanaro, Catherine R. Lisanti, Margaretta Lopez, Cristina Naranjo, Jean Norris, Linda Ramos, Marie Sacino-Ehrlich, Rosmary Sclafani, Deborah P. Shuler, and Barbara R. Smith.

Main Room: MB-87
Telephone: 626-5547

SEC100 Stenography I (Gregg)
4 hours; 2 credits
Students will receive a presentation of the basic theory of Gregg Shorthand, Series 90. Students are expected to master the basic principles, to attain a minimum writing speed of 40 words a minute, and to read fluently from textbook plates, classroom dictation, and homework notes.
Prerequisite: CSE098, ENG098 or waiver

SEC101 Stenography I (Pitman)
4 hours; 2 credits
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, to attain a minimum writing speed of 40 words a minute, and to read fluently from textbook plates, classroom dictation, and homework notes.
Prerequisite: CSE098, ENG098 or waiver

SEC102 Stenography I (Machine Shorthand)
4 hours; 2 credits
Students will receive a presentation of the basic theory of "Touch Shorthand." Students are expected to master correct keyboard stroking, to attain a minimum keyboarding speed of 40 words a minute, and to read fluently from shorthand notes.
Prerequisite: CSE098, ENG098 or waiver

SEC103 Stenography I (ABC)
4 hours; 2 credits
Students will receive a presentation of the basic theory of the Landmark ABC shorthand system, to attain a minimum writing speed of 40 words a minute, and to read fluently from textbook plates, classroom dictation, and homework notes. (Not available for Legal Option.)
Prerequisite: CSE098, ENG098 or waiver

SEC105 Spanish Stenography I
4 hours; 2 credits
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.)
Prerequisite: Spanish Language Proficiency Examination—at HUS level, HUS101 or equivalent, HUS102 or equivalent

SEC110 Stenography II (Gregg)
4 hours; 2 credits
This course is a continuation of the basic principles of Gregg 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.
Prerequisite: CSE098, ENG099 or waiver, SEC100, 140

SEC111 Stenography II (Pitman)
4 hours; 2 credits
This course is a review of the basic principles of Pitman 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.
Prerequisite: CSE098, ENG099 or waiver, SEC101, 140

SEC112 Stenography II (Machine)
4 hours; 2 credits
This course is a continuation of the basic principles of Machine 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.
Prerequisite: CSE098, ENG099 or waiver, SEC102, 140

SEC113 Stenography II (ABC)
4 hours; 2 credits
This course is a continuation of the basic principles of 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.
Prerequisite: CSE098, ENG099 or waiver, SEC103, 140
**SEC115 Spanish Stenography II**  
*4 hours; 2 credits*

Students will continue the training commenced in Spanish Stenography I. Correct techniques for forming shorthand characters, fluency in writing, rapid reading, and review of principles learned in Spanish Shorthand I will be provided, together with concomitant learning materials; such as, punctuation, spelling, and grammar. Intensive speed dictation and transcription will be commenced, with a final goal of minimum dictation speed of 60 words a minute based on three minutes of sustained dictation.

Prerequisite: CSE098, ENG099 or waiver, SEC103, 140, HUS105 or equivalent, HUS101 or equivalent, HUS102 or equivalent

**SEC122 Stenography III**  
*(Machine)*  
*6 hours; 3 credits*

Speed building to a writing speed of 80 words a minute is the primary focus of this course. Emphasis on spelling, grammar, and punctuation is increased. Transcription skill is developed from textbook plates, homework notes, and finally from new matter dictation. Mailability on average-length letters from unfamiliar material is required.

Prerequisite: CSE098, ENG099 or waiver, SEC102, 112, 140, 141  
Pre- or Corequisite: SEC142

**SEC123 Stenography III**  
*(ABC)*  
*6 hours; 3 credits*

Speed building to a writing speed of 80 words a minute is the primary focus of this course. Emphasis on spelling, grammar, and punctuation is increased. Transcription skill is developed from textbook plates, homework notes, and finally from new matter dictation. Mailability on average-length letters from unfamiliar material is required.

Prerequisite: CSE098, ENG099 or waiver, SEC103, 113, 140, 141  
Pre- or Corequisite: SEC142

**SEC120 Stenography III**  
*(Gregg)*  
*6 hours; 3 credits*

Speed building to a writing speed of 80 words a minute is the primary focus of this course. Emphasis on spelling, grammar, and punctuation is increased. Transcription skill is developed from textbook plates, homework notes, and finally from new matter dictation. Mailability on average-length letters from unfamiliar material is required.

Prerequisite: CSE098, ENG099 or waiver, SEC100, 110, 140, 141  
Pre- or Corequisite: SEC142

**SEC121 Stenography III**  
*(Pitman)*  
*6 hours; 3 credits*

Speed building to a writing speed of 80 words a minute is the primary focus of this course. Emphasis on spelling, grammar, and punctuation is increased. Transcription skill is developed from textbook plates, homework notes, and finally from new matter dictation. Mailability on average-length letters from unfamiliar material is required.

Prerequisite: CSE098, ENG099, SEC101, 111, 140, 141  
Pre- or Corequisite: SEC142

**SEC142 Typewriting III**  
*3 hours; 2 credits*

This course is designed to develop the students' abilities to perform a variety of typing production tasks; i.e., legal, medical, statistical, and technical correspondence. The final minimum speed goal is 50 words a minute.

Prerequisite: CSE098, ENG099 or waiver, SEC140, SEC141, SEC142. ESL students must have completed ESL098

**SEC134 Concepts of Word Processing**  
*4 hours; 2 credits*

The student will acquire a knowledge of the history, concepts, and current office practices of word processing. The student will develop the ability to function as a skilled operator of machine transcribing equipment, and will learn the skills necessary to produce mailable transcripts of letters, reports, statistical tables, and interoffice memoranda from rough drafts, and/or recorded messages. Special emphasis will be placed on spelling, grammar and punctuation.

Prerequisite: CSE099, ENG099, ENG101, SEC140 or its equivalent  
Pre- or Corequisite: SEC141, ENG112
SEC145 Word Processing I
4 hours; 2 credits

Through hands-on training, the student will develop the ability to function in an entry-level word processing position. The student will learn the basic skills necessary to operate word processing equipment.
Prerequisite: CSE099, ENC099 or waiver, SEC140, 141, 144 or equivalent, ENC101 112 for Word Processing Certificate students; SEC140, 141 or equivalent for other college population

SEC146 Word Processing II
4 hours; 2 credits

The student will develop the ability to function as a word processor in an intermediate level position. The course will cover advanced applications such as merge and sort operations.
Prerequisite: CSE099, ENC099 or waiver, SEC140, 141, 144 or equivalent, SEC145, ENC101 112, for Word Processing Certificate students; SEC145, 140, 141, or equivalent for college population

SEC147 Administration of Word Processing
3 hours; 3 credits

Students will develop administrative skills to effectively blend together people and procedures in an office incorporating a word processing installation. Emphasis will be placed on principles of organization applied to word processing input and output equipment, a study of personnel in word processing and an analysis of productivity of word processors. A field trip and research projects will be required.
Prerequisite: CSE099, ENC099, MAT099, SEC140, 141, 144, HUC101, ENC112—for One-Year Word Processing Certificate students; SEC140, 141, 201, HUC101, ENG112—for general college population

SEC148 Simulation of Word Processing Center
4 hours (3 classes, 1 lab); 3 credits

Students will organize, administer, and evaluate a simulated word processing center. Students will be given an opportunity to role play and perform word processing tasks in various positions, i.e., correspondence and/or administrative secretary, principal, proofreader, or supervisor.
Prerequisite: CSE099, ENG099, MAT099, SEC140, 141, 142 or its equivalent, SEC144 or SEC201, SEC145, ENC112, HUC101
Pre- or Corequisite: SEC146

SEC200 Office Techniques and Trends I
4 hours; 2 credits

This course is designed to cover non-stenographic specialization requiring technical and interpersonal relationship competencies for employable job performance. Students will have opportunities to develop command of related business skills such as filing, duplication processes, telephone techniques, communications, office interpersonal behavior procedures, and principles of office etiquette. Students will work on current secretarial office practice.
Prerequisite: ENG099 or waiver, SEC140 or equivalent
Corequisite: ENG112

SEC201 Office Techniques and Trends II
4 hours; 2 credits

This course is designed to cover non-stenographic specializations providing students with applications that let them develop, integrate, and refine business skills such as telephone techniques and machine transcription. The students also will become actively involved in job-related projects, research assignments, human relations projects, and communication skills. Students will learn to handle successfully office situations such as setting priorities, organizing work, and making and evaluating decisions.
Prerequisite: ENG099, CSE098 or waiver SEC140, 141, 200
Corequisite: Stenography III
Note: This is the first TAR course and must be completed before your first internship.

SEC210 Transcription I (Gregg)
6 hours; 3 credits

This course integrates stenographic and typewriting training, which will enable the student to attain a dictation speed of 85 to 105 words a minute and a typewriting speed of 50 words a minute. Office style dictation is introduced to enable the student to transcribe "ready-for-signature" correspondence. Proofreading, grammar, punctuation, and spelling skills are reinforced.
Prerequisite: CSE099, ENG099 or waiver, SEC100, 110, 120, 140, 141, 142, ENC101
Corequisite: ENC112

SEC211 Transcription I (Pitman)
6 hours; 3 credits

This course integrates stenographic and typewriting training, which will enable the student to attain a dictation speed of 85-105 words a minute and a typewriting speed of 50 words a minute. Office style dictation is introduced to enable the student to transcribe "ready-for-signature" correspondence. Proofreading, grammar, punctuation, and spelling skills are reinforced.
Prerequisite: CSE099, ENG099 or waiver, SEC101, 111, 121, 140, 141, 142, ENC101
Corequisite: ENG112

SEC215 Transcription I (ABC)
6 hours, 3 credits

This course integrates stenographic and typewriting training, which will enable the student to attain a dictation speed of 85-105 words a minute and a typewriting speed of 50 words a minute. Office style dictation is introduced to enable the student to transcribe "ready-for-signature" correspondence. Proofreading, grammar, punctuation, and spelling skills are reinforced.
Prerequisite: CSE099, ENG099 or waiver, SEC103, 113, 123, 140, 141, 142, ENC101
Corequisite: ENG112
SECRETARIAL SCIENCE

SEC218 Bilingual Transcription I
8 hours; 4 credits
Stenographic and typewriting training are correlated in this course to produce stenographic dictation speed at 90 words a minute in English and 80 words a minute in Spanish; typewriting speed of 50 words a minute and transcription rate of 15-25 words a minute. Use of carbon copies, proofreading, collating, correcting grammar, punctuation, and spelling in both languages are emphasized.
Prerequisite: CSE099, ENG099 or waiver, SEC105, 115, 100, 110, 120, 140, 141, 142; HUS105, 210, or permission of the instructor
Corequisite: SEC230

SEC212 Legal Stenography I (Gregg)
8 hours; 4 credits
This course is designed to provide basic training in the preparation of legal documents and letters. Stenographic and typewriting training are correlated in this course to enable the student to attain a dictation speed of 90 words a minute and a typewriting speed of 50 words a minute. Proofreading, grammar, punctuation, and spelling skills are reinforced.
Prerequisite: CSE099, ENG099 or waiver, SEC102, 112, 122, 140, 141, 142, AMM110
Corequisite: SEC232

SEC221 Transcription II (Pitman)
8 hours; 4 credits
This course is designed to provide additional training in the preparation of legal documents and letters, building upon the work completed during Legal Stenography I. Stenographic and typewriting training are correlated in this course to enable the student to attain a dictation speed of 95-110+ words a minute, typewriting speed of 60 words a minute and transcription rates of 25-30 words a minute are the end goals for this course. Emphasis will be on the stenographic aspects of legal documents, but common legal forms will also be used.
Prerequisite: CSE099, ENG099 or waiver, SEC100, 110, 120, 140, 141, 142, 211

SEC213 Legal Stenography I (Pitman)
8 hours; 4 credits
This course is designed to provide basic training in the preparation of legal documents and letters. Stenographic and typewriting training are correlated in this course to enable the student to attain a dictation speed of 90 words a minute and a typewriting speed of 50 words a minute. Proofreading, grammar, punctuation, and spelling skills are reinforced.
Prerequisite: CSE099, ENG099 or waiver, SEC101, 111, 121, 140, 141, 142, AMM110
Corequisite: SEC231

SEC214 Legal Stenography I (Machine)
8 hours; 4 credits
This course is designed to provide basic training in the preparation of legal documents and letters. Stenographic and typewriting training are correlated in this course to enable the student to attain a dictation speed of 90 words a minute and a typewriting speed of 50 words a minute. Proofreading, grammar, punctuation, and spelling skills are reinforced.
Prerequisite: CSE099, ENG099 or waiver, SEC102, 112, 122, 140, 141, 142, AMM110
Corequisite: SEC232

SEC216 Transcription II (Gregg)
8 hours; 4 credits
This final course in stenographic training brings students to a professional level of competence. Stenographic dictation at 95-110+ words a minute, typewriting speed of 60 words a minute and transcription rate of 15-25 words a minute are the end goals for this course. Office style dictation is included and emphasis is placed on production of accurate, attractive, carefully proofread transcripts, ready for signature.
Prerequisite: CSE099, ENG099 or waiver, SEC101, 112, SEC100, 110, 120, 140, 141, 142, 210

SEC219 Bi-Lingual Transcription II
8 hours; 4 credits
This final course in stenographic training brings students to a professional level of competence. Stenographic dictation at 100 words a minute in English and 90 words in Spanish, typewriting speed of 60 words a minute, and transcription rates of 25-30 words a minute are the end goals for this course.
Prerequisite: CSE099, ENG099 or waiver, SEC218, 105, 115, 100, 110, 120, 140, 141, 142, HUS220, 210, HUS105 or equivalent HUS102 or equivalent HUS101 or equivalent; ENG112, ENG101

SEC222 Legal Stenography II (Gregg)
8 hours; 4 credits
This course is designed to provide additional training in the preparation of legal documents and letters, building upon the work completed during Legal Stenography I. Stenographic and typewriting training are correlated in this course to enable the student to attain a dictation speed of 100 words a minute on legal documents and 110 words a minute on legal letters and a typewriting speed of 60 words a minute. Emphasis will be on the stenographic aspects of legal documents, but common legal forms will also be used.
Prerequisite: CSE099, ENG099 or waiver, SEC100, 110, 120, 140, 141, 142, 212, 230, AMM110
Corequisite: SEC240

SEC223 Legal Stenography II (Pitman)
8 hours; 4 credits
This course is designed to provide additional training in the preparation of legal documents and letters, building upon the work completed during Legal Stenography I. Stenographic and typewriting training are correlated in this course to enable the student to attain a dictation speed of 100 words a minute on legal documents and 110 words a minute on legal letters and a typewriting speed of 60 words a minute. Emphasis will be on the stenographic aspects of legal documents, but common legal forms will also be used.
Prerequisite: CSE099, ENG099 or waiver, SEC101, 111, 121, 140, 141, 142, 213, 231, AMM110
Corequisite: SEC241
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEC224</td>
<td>Legal Stenography II (Machine)</td>
<td>3</td>
<td>8</td>
<td>This course is designed to provide additional training in the preparation of legal documents and letters, building upon the work completed during Legal Stenography I. Stenographic and typewriting training are correlated in this course to enable the student to attain a dictation speed of 100 words a minute on legal documents and 110 words a minute on legal letters and a typewriting speed of 60 words a minute. Emphasis will be on the stenographic aspects of legal documents, but common legal forms will also be used. Prerequisite: CSE099, ENG099 or waiver, SEC102, 112, 122, 140, 141, 142, 214, 232, AMM110 Corequisite: SEC242</td>
</tr>
<tr>
<td>SEC230</td>
<td>Legal Vocabulary I (Gregg)</td>
<td>2</td>
<td>3</td>
<td>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. Prerequisite: CSE099, ENG099 or waiver, SEC100, 110, 120, 140, 141, 142, AMM110 Corequisite: SEC221</td>
</tr>
<tr>
<td>SEC231</td>
<td>Legal Vocabulary I (Pitman)</td>
<td>2</td>
<td>3</td>
<td>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. Prerequisite: CSE099, ENG099 or waiver, SEC101, 111, 121, 140, 141, 142, AMM110 Corequisite: SEC213</td>
</tr>
<tr>
<td>SEC232</td>
<td>Legal Vocabulary I (Pitman)</td>
<td>2</td>
<td>3</td>
<td>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. Prerequisite: CSE099, ENG099 or waiver, SEC102, 112, 122, 140, 141, 142, AMM110 Corequisite: SEC214</td>
</tr>
<tr>
<td>SEC234</td>
<td>Legal Vocabulary I (Machine)</td>
<td>2</td>
<td>3</td>
<td>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. Prerequisite: CSE099, ENG099 or waiver, SEC103, 113, 123, 140, 141, 142, 215</td>
</tr>
<tr>
<td>SEC240</td>
<td>Legal Vocabulary I (Machine)</td>
<td>2</td>
<td>3</td>
<td>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. Prerequisite: CSE099, ENG099 or waiver, SEC100, 110, 120, 140, 141, 142, 212, 230, AMM110 Corequisite: SEC222</td>
</tr>
<tr>
<td>SEC241</td>
<td>Legal Vocabulary II (Pitman)</td>
<td>2</td>
<td>3</td>
<td>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. Prerequisite: CSE099, ENG099 or waiver, SEC101, 111, 121, 140, 141, 142, 213, AMM110 Corequisite: SEC223</td>
</tr>
<tr>
<td>SEC242</td>
<td>Legal Vocabulary II (Machine)</td>
<td>2</td>
<td>3</td>
<td>This course is a continuation of Legal Vocabulary II. It includes more advanced terminology and legal documents, further development of dictation speed, and continued exercises in spelling and punctuation. Prerequisite: CSE099, ENG099 or waiver, SEC102, 112, 122, 140, 141, 142, 214, 232, AMM110 Corequisite: SEC224</td>
</tr>
<tr>
<td>SEC250</td>
<td>Educational Problems of the School Secretary: Part I</td>
<td>1</td>
<td>2</td>
<td>This course is one of three courses designed to prepare a student for the School Secretary License Examination. It will cover the By-laws of the Board of Education, guidance procedures, practical psychology for the school secretary, ethics of the school secretary and issues of special education. Prerequisite: CSE099, ENG099 or waiver</td>
</tr>
<tr>
<td>SEC251</td>
<td>Educational Problems of the School Secretary: Part II</td>
<td>1</td>
<td>2</td>
<td>This course is a continuation of Educational Problems of the School Secretary I. It deals with the organization of the New York City public school system, circulars and directives as they apply to the School Secretary. The philosophy of education and the interpretation of educational statistics are also introduced. Prerequisite: CSE099, ENG099 or waiver, SEC250</td>
</tr>
<tr>
<td>SEC255</td>
<td>School Records and Accounts</td>
<td>1</td>
<td>2</td>
<td>This course is designed to develop an understanding of New York City public school records, accounts and administrative procedures as related to pupil and staff. Classwork will consist of actual analysis of selected school records and accounts. Day to day procedures will be reviewed, discussed and analyzed. Prerequisite: CSE099, ENG099, MAT099, or waiver</td>
</tr>
</tbody>
</table>
Social Science
Department

Social Science courses examine why people behave the way they do; why society is the way it is; who has power, wealth, and prestige; and how they got them. Many of the courses emphasize the themes of ethnicity, class, gender, and power through which students can better understand themselves, society, and the world in which they live.

The department offers courses in: anthropology, economics, history, political science, psychology, sociology, and urban study. Courses in these areas are presented below in that order, following a listing of the department’s interdisciplinary courses.


Main Room: M-109
Telephone: 626-5542

Interdisciplinary Courses

SSI100 Introduction to Social Science
3 hours; 3 credits

This course introduces the students to the six social sciences—anthropology, economics, history, political science, psychology and sociology. It explores basic concepts in each field including culture, family, power, scarcity, personality, and change over time. Through the theme of work, students apply these concepts to real life and test the various social science methodologies. The course endeavors to further the students’ understanding of human behavior and the world in which they live.

Prerequisite: CSE099, ENG099 or waiver
Note: This course is required for liberal arts majors prior to the first internship.

SSI101 Identity and Culture
3 hours; 3 credits

This course is an introduction to the process of developing personal identity in a multicultural and multi-racial society. Students will compare characteristics of their own culture with those of mainstream U.S. culture as well as of other cultural groups. Special attention will be given to ideas about assimilation, amalgamation, cultural pluralism and social mobility in the U.S.

Corequisite: ESR098 or ESL099

SSI210 Women in Society
3 hours; 3 credits

The course will examine the role of women in society from a historical and cross-cultural perspective. It will examine women’s psychological issues, economic functions and their relationships to social institutions. The debates surrounding women at work, women in politics and women’s movements will be discussed.

Prerequisite: CSE099, ENG099 or waiver, SSI100

SSI210 Women in Society
3 hours; 3 credits

This course examines the similarities and differences found in the various types of human cultures and societies. It acquaints students with the basic concepts that help explain differences and similarities. The role of culture and language in determining human behavior is examined as is the interrelationship of aspects of behavior (economics, politics, family and religion) in different types of societies. Patterns of cultural change will also be discussed.

Prerequisite: CSE099, ENG099 or waiver, SSI100

SSI240 The Minority Aged in the Inner City
3 hours; 3 credits

This course is designed to provide an enhanced awareness of and sensitivity to the multiple jeopardy of ageism, racism, and poverty experienced by many inner city minority aged. A major focus will be placed on the Black and Hispanic aged. Substantive topics to be covered will include: The psycho-social, political and economic forces that influence the quality of life in the inner city. Field trips to service programs, facilities and visits to the homebound will be required.

Prerequisite: CSE099, ENG099, MAT099, or waiver, SSI100

Anthropology

SSI100 Introduction to Anthropology
3 hours; 3 credits

In this course, students will be introduced to the fields of Anthropology—Physical Anthropology, Archeology, Cultural Anthropology, and Anthropological topics in Linguistics. The aim shall be to explore the origins and development of some of the world’s hunter-gatherer, agricultural, peasant and industrial societies. Utilizing examples from both extinct and modern day societies, the student will gain an appreciation of the wide diversity of human cultures.

Prerequisite: CSE099, ENG099 or waivers, SSI100

SSI101 Cultural Anthropology
3 hours; 3 credits

This course examines the similarities and differences found in the various types of human cultures and societies. It acquaints students with the basic concepts that help explain differences and similarities. The role of culture and language in determining human behavior is examined as is the interrelationship of aspects of behavior (economics, politics, family and religion) in different types of societies. Patterns of cultural change will also be discussed.

Prerequisite: CSE099, ENG099 or waiver, SSI100

SSI105 Human Origins
3 hours; 3 credits

The course introduces the student to the branch of anthropology concerned with human evolution. The student will learn how we have evolved from our earliest primate ancestors by studying casts of actual human fossils and other comparative materials. Various theories concerning human evolution will be examined.

Prerequisite: CSE099, ENG099, MAT099, or waivers, SSI100
Economics

**SSE101 Introductory Economics I**
3 hours; 3 credits

This course serves as an introduction to some of the major economic principles, institutions and policies in the United States. Among the topics included are: the nature and methods of economics, the historical development of the market and other systems; supply and demand; the roles of industry and government in the market place; money and banking; income levels; and the problems of inflation and unemployment.

Prerequisite: For Business Administration or Management majors: CSE098, ENG099; for all others; SS100, SSE109, ENG099, or waiver.

Pre-or Corequisite: MAT099

**SSE102 Introductory Economics II**
3 hours; 3 credits

As a continuation of Economics I, Economics II introduces students to the allocation of resources in the world economy. Specifically, students will examine how capitalist and socialist countries manage their resources. In addition, students will learn about major issues in international trade and finance, economic development in third world countries, pollution and the environment, defense spending, and the economics of energy.

Prerequisite: CSE099, ENG099, MAT099 or waiver, SSE101

**SSE110 Consumer Economics (Former Title: Consumer Economics and Personal Finance)**
3 hours; 3 credits

The 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.

Prerequisite: CSE099, ENG099, MAT099 or waiver, SSE101 for business majors; SS100 for liberal arts majors

**SSE125 World Geography**
3 hours; 3 credits

The course studies the influence of physical features and climates of the world on human activities, production, distribution and other economic activities. Emphasis is placed on the location and distribution patterns of the world’s resources and their uses. Topics studied include urban geography, geopolitics of oil and gas and preparation and interpretations of maps by physical features and cultural aspects.

Prerequisite: CSE099, ENG099, MAT099, or waivers, SS100

History

**SSH101 Themes in American History to 1865**
3 hours; 3 credits

This course will focus on the major themes in American History from the colonial period to the Civil War. Topics such as slavery, women’s roles, expansion, urbanization, reform movements and the development of the American character will be examined in this course.

Prerequisite: CSE099, ENG099 or waiver, SS100

**SSH102 Themes in American History since 1865**
3 hours; 3 credits

This course will examine American history since 1865. Such topics as industrialization, labor unions, immigration, organization, political parties, reform movements, foreign policy and the rise of the U.S. as the major force in the world will be covered in this course.

Prerequisite: CSE099, ENG099 or waiver, SS100

**SSH103 Western Civilization from Ancient Times to the Renaissance**
3 hours; 3 credits

This course investigates the main features of human civilization from ancient times to the Renaissance. The importance of geography, religion, custom and ideology are explored for the purpose of capturing the spirit of the past as well as understanding its relationship to the present.

Prerequisite: CSE099, ENG099 or waiver, SS100

**SSH104 Western Civilization from the Renaissance to Modern Times**
3 hours; 3 credits

This course discusses the major ways in which Western Society has changed over the past 250 years. It covers the scientific revolution, the industrial revolution, and the major political revolutions. It also explores the impact of ideas such as liberalism, Marxism, Darwinism, Nazism, and Freudianism. The two World Wars and prospects for world peace are examined.

Prerequisite: CSE099, ENG099 or waiver, SS100

**SSH210 Work in America (Former Title: Labor History)**
3 hours; 3 credits

This course will investigate the changing circumstances of workers in America from the Colonial period to the present. It will cover the rise of the labor movement and the role of women and minorities in the changing labor market. The impact of technology on work will also be discussed.

Prerequisite: CSE099, ENG099 or waiver, SS110 or SSE101

**SSH231 Afro-American History**
3 hours; 3 credits

An introduction to some of the basic issues in the black American’s struggle against slavery and racist oppression in the United States. Special attention is given to the following: the methods that blacks have used in their attempts to bring about social change; important
persons and institutions from the African beginning to the present; and the contributions blacks have made to American society.
Prerequisite: CSE099, ENG099 or waiver, SSI100

**SSH232 Survey of Latin America and Caribbean History**
3 hours; 3 credits

This course begins with a study of the interaction between the Indian, European, and African peoples who shaped the history of Latin America and the Caribbean. It then considers the colonial period, the independence movements, and the challenge of modernization in selected Latin American and Caribbean nations. The relationship between Latin America and the United States will also be discussed.
Prerequisite: CSE099, ENG099 or waiver, SSI100

**SSH240 History of New York City**
3 hours; 3 credits

Themes in the History of New York from the 16th century to the present will be examined in this course. More specifically, such topics as housing, transportation, immigration, politics, settlement patterns, and social class structure will form the core of the course. The rise of New York City as a financial and cultural center will be discussed. New York's current problems and future prospects will also be assessed.
Prerequisite: CSE099, ENG099 or waiver, SSI100

**SSH260 History of Minorities**
3 hours; 3 credits

This course focuses on the experiences and challenges to minorities in the United States. It examines changing patterns of the immigration, settlement and employment of various minority groups including Afro-Americans, Irish-Americans, Hispanic-Americans and Asian-Americans. In addition, the situation of the Native Americans, women, gays and the aged will be discussed in an historical context.
Prerequisite: CSE099 ENG099 or waiver, SSI100

**Political Science**

**SSP101 U.S. Power and Politics (Former Title: Power and Politics in America)**
3 hours; 3 credits

This course analyzes the relationship between the theory, form, and practice of American government. The course studies the strengths and weaknesses of the American political system. A major concern of the course is the nature of power in America and the options for reforming the American political system.
Prerequisite: CSE099, ENG099 or waiver, SSI100

**SSP200 World Politics**
3 hours; 3 credits

This course will investigate the dynamics of international power politics. After an introduction to alternative forms of political organization, the class will study the problems of achieving a balance of power between nations and the ultimate breakdown of that balance in war. It will examine the role of the superpowers, the impact of emerging nations and the Third World as well as the function of alliances in world relations. The class will also evaluate the feasibility of various plans for international order and peace.
Prerequisite: CSE099, ENG099 or waiver, SSI100

**SSP220 Politics of Latin America and the Caribbean**
3 hours; 3 credits

This course will examine the major groups which seek power in Latin America and the Caribbean, and analyze the various strategies they use including revolution, populism, democratic reform, socialism and military authority. The prospects for modernization will be drawn from a variety of Latin American and Caribbean countries. The course includes discussion of the role of foreign nations in the politics of this area.
Prerequisite: CSE098, ENG099, MAT099 or waiver, SSI100

**SSP230 Urban Politics**
3 hours; 3 credits

This course will examine the critical public policy choices facing American cities. It will address such questions as: What should governments do about such selected problems as Housing, Health Care, Unemployment, and Welfare? How should city governments be structured in order to make them work for all the people? What political forces play a role in the making of decisions about how well people shall live? The emphasis of the course will be on how larger problems relate to everyday life in New York City.
Prerequisite: CSE099, ENG099 or waiver, SSI100

**SSP240 Crime and Punishment**
3 hours; 3 credits

This course deals with the purposes and problems of penal systems, old and new, national and international. The course will investigate the relationship between the criminal, punishment, society, and politics. Selected famous cases will be studied in detail as will the American criminal justice system and the issue of the death penalty.
Prerequisite: CSE099, ENG099 or waiver, SSI100

**SSP245 Law and Human Rights in America (Former Title: The Law, Politics and the Individual)**
3 hours; 3 credits

This course will focus on the legal aspects of human rights issues in America. Starting with the origins of democracy and the Bill of Rights, students will explore major Supreme Court cases and Constitutional amendments dealing with such topics as freedom of speech, freedom of the press, freedom of religion, the right to vote, equality before the law, and the rights of the accused. Controversial contemporary issues such as abortion, privacy, and gun control will also be discussed in a legal context.
Prerequisite: CSE099, ENG099 or waiver, SSI100
Psychology

SSY101 General Psychology
3 hours; 3 credits
An introduction to some of the major fields of study in the science of psychology. Areas covered include learning, perception, theories of personality, mental illness and therapy, social psychology, and the research methods of psychology.
Prerequisite: CSE099, ENG099 or waiver, SSY100

SSY110 Psychology of Relationships
3 hours; 3 credits
The course focuses on the dynamics of personal relationships, especially as applied to work, school, family and community settings. Students will examine topics such as working mothers, single parents, divorce, reconstituted families, sexual norms, and values. The course will explore issues of adjustment and mental health in both traditional and contemporary families.
Prerequisite: ENG099, CSE099 or waiver, SSY100

SSY200 Personality
3 hours; 3 credits
Theories, methods, and selected issues in the field of personality will be discussed in the context of achieving greater self-awareness and insight into the behavior of others. Among the topics discussed are: psychoanalytic, behavioristic and phenomenological theories of personality types and traits, the achievement of self-knowledge, psychological testing and personality research methods.
Prerequisite: CSE099, ENG099 or waiver, SSY100, SSY101

SSY230 Abnormal Psychology
3 hours; 3 credits
This course introduces the major categories of mental illness, their symptoms, causes and treatment. Among the mental disorders covered are personality disorders, the neuroses, schizophrenic psychosis, and the major affective disorders. Theoretical models for understanding mental disorders will also be discussed.
Prerequisite: CSE099, ENG099 or waiver, SSY100, SSY101

SSY240 Developmental Psychology I
3 hours; 3 credits
This course examines the physiological and psychological factors in individual development from birth through adolescence. It includes a study of emotional and behavioral disorders of children as well as principles of child guidance. Issues such as battering, drug usage and discipline will be discussed. The course emphasizes cognitive, moral and personality development.
Prerequisite: CSE099, ENG099 or waiver, SSY100, SSY101

SSY241 Developmental Psychology II
3 hours; 3 credits
This course examines the biological, psychological, and social changes of adults and the principles underlying these changes. The course explores such topics as social sex roles, self-identity, self-esteem, worker productivity, ideas and values. Students will learn about adult life crisis issues such as marriage, divorce, mid-life crisis, menopause, unemployment and aging.
Prerequisite: CSE099, ENG099 or waiver, SSY100, SSY101

SSY245 Industrial Psychology*
3 hours; 3 credits
This course is designed to examine and analyze human behavior in the work place. Students will investigate the ways in which the work environment affects the emotions of individual workers and will examine theories of worker motivation. In addition, the course will explore work-related problems deriving from personal, physical, cultural and social sources. Finally, the class will investigate the ways in which psychologists can improve the work environment.
Prerequisite: CSE099, ENG099 or waiver, SSY100, SSY101

SSY250 Social Psychology
3 hours; 3 credits
This course examines how the individual's personality is affected by the influences of other people and the physical environment. Among the topics discussed are: forming attitudes, conformity in groups, helping others, prejudice, and environmental stress. Research methods will also be introduced.
Prerequisite: CSE099, ENG099 or waiver, SSY100 and SSY101 or permission of instructor

SSY260 Group Dynamics
3 hours; 3 credits
An introduction to the theory, research and practice of group dynamics and small group interaction in a variety of settings. Methods and techniques utilized in the investigation of small group processes will be demonstrated and critically examined. Through participation in role playing and small group interaction, students will be introduced to basic principles of interpersonal and group dynamics in families, groups, and at work.
Prerequisite: CSE099, ENG099 or waiver, SSY100 and SSY101

SSY280 Black Psychology
3 hours; 3 credits
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.
Prerequisite: CSE099, ENG099 or waiver, SSY100

*This course can only be used to fulfill the unrestricted elective requirement. It cannot be used to fulfill the liberal arts requirement.
SSY290 Psychology of Aging
3 hours; 3 credits
This course will examine the principles underlying the biological, psychological and social changes that occur during the latter part of the life span. It will also explore the determinants of aging—cognition, personality, role changes, and attitudes and adjustments towards dying and death.
Prerequisite: CSE099 or waiver; ENG101, SSI100, SSY101; recommended: SSY241

Sociology

SSS101 Urban Sociology
3 hours; 3 credits
This course examines the impact of the city on American life styles. It explores the social structure of the city and its impact on such issues as urban education, the welfare system and community services. The reemergence of neighborhoods and prospects for the future of the city will be discussed.
Prerequisite: CSE099, ENG099 or waiver, SSI100

SSS175 Sociology of Organizations (Former Title: Sociology of Complex Organizations)
3 hours; 3 credits
This course will analyze the social structure and dynamics of large scale organizations such as the corporation, the government agency, and the labor union. It will examine the significance of these organizations in the larger world as well as investigate the social worlds which exist within these organizations. Through this course, the student will come to understand the interaction between individual personality and bureaucratic structure.
Prerequisite: CSE099, ENG099 or waiver, SSI100

SSS185 Sociology of Education
3 hours; 3 credits
This course examines the social relations which exist in educational institutions and processes. It also analyzes the reciprocal influences of family, school, economic, political, and other social institutions. The relationships between changes in society and in education are explored in depth. Focus is on the educational system of the U.S.A.
Prerequisite: CSE099, ENG099 or waiver, SSI100

SSS230 Sociology of the Black Community
3 hours; 3 credits
This course is about the social dynamics of the urban ghetto. It examines the socialization process, family life, crime, and organizational life within Black communities in the United States. Current problems and future prospects for the Black community are discussed.
Prerequisite: CSE099, ENG099 or waiver, SSI100

SSS280 Sociology of the Family
3 hours; 3 credits
This course examines the contemporary American family from historical and cross-cultural perspectives. It considers sub-cultural variations within American society; the influence of industrial and technological changes on family life; relationship of socialization to personality development; programs to meet family needs, dating, courtship and marriage.
Prerequisite: CSE099, ENG099 or waiver, SSI100

Urban Study

SSN188 Archeology
3 hours; 3 credits
In this course, students will be introduced to the development, history, techniques and methods of the discipline of Archeology. The aim shall be to explore the reconstruction of the lifeways of past societies such as the Aztecs, Incas, Nubians, and others. The student will read selected writings on current problems as well as gain practical experience by participating in two site visits in the New York City area, such as Weeksville in Brooklyn, Indian Caves in Inwood Park and others.
Prerequisite: CSE099, ENG099, MAT098 or waiver, SSI100

SSN189 The Urban Economy
3 hours; 3 credits
This course examines key economic problems facing cities and urban neighborhoods, particularly those of New York City. The students will study how supply and demand, land use, taxation, national product, unions, and state and federal policies affect the local economy. Through visits in their neighborhoods, and such places as the Office Economic Development and the Stock Exchange, students will apply the above concepts to local issues of employment, housing, transportation, and business activity.
Prerequisite: CSE099, ENG099 or waiver, SSI100 or SSE101

SSN190 Leadership
3 hours; 3 credits
This course explores alternative leadership theories and styles. It focuses on leadership within the urban context and on the importance of New York City figures such as Boss Tweed, Fiorello H. LaGuardia and Shirley Chisholm. Special reference will be made to the particular leadership problems presented by cities. The course will include speakers and field trips to centers of leadership in New York City, either on the citywide or community level, in the public or private sector.
Prerequisite: CSE099, ENG099 or waiver, SSI100
SSN192 Practical Politics in New York City
3 hours; 3 credits
This course examines New York City as a unique political entity within the context of urban politics in America. It explores the roles of elected officials, community boards, unions, minority groups and business interests in political decision making. The course includes guest speakers and field trips. Prerequisite: CSE099, ENG099 or waiver, SSI100

SSN/ENN193 Ideal Societies
3 hours; 3 credits
This course is designed to help students understand utopian movements in urban society from historical, psychological and sociological perspectives. This course will focus on both the causes for creating utopian experiments and the ways in which utopias approach family structure, religion, education, power, and economic organization. Literary versions of utopian communities will be studied. Field trips may be taken to such places as Roosevelt Island and Shaker Village. Prerequisite: CSE099, ENG099 or waiver, SSI100

SSN194 Religion and Social Change
3 hours; 3 credits
This course will trace the evolution of traditional and nontraditional religions among various groups within the New York City religious community. The course will focus on Latin groups, and Eastern religions as well as social action projects sponsored by mainline major denominational groups. Field interviews by students will be made. Prerequisite: CSE099, ENG099 or waiver, SSI100

SSN195 Urban Social Problems
3 hours; 3 credits
This course examines social problems in urban areas and the alienation of people from social institutions. Included will be an analysis of housing, unemployment, crime, education and the judicial and welfare systems. An assessment of current attempts to alleviate social problems through collective and political action will be reviewed. Two or more visits to social institutions such as criminal court, community planning boards or self-help organizations will be a requirement for this course. Prerequisite: CSE099, ENG099 or waiver, SSI100

SSN199 Neighborhood History
3 hours; 3 credits
This course will study the social, economic and political changes of New York City neighborhoods. The focus will be on the people who migrated into, lived, and then moved out of these neighborhoods. Through field research, students will look closely at such things as immigration, housing, businesses, government legislation, and mass transit lines that have significantly effected neighborhood changes. The course will include field trips such as walking tours and a visit to Ellis Island. Prerequisite: CSE099, ENG099 or waiver, SSI100

Interdepartmental Offering
SSD/BDP105 Computers and Society
4 hours; 3 credits
This course examines the relationship between human values, society and technology. It begins with an explanation of how computers work and then investigates how technology effects such issues as jobs, privacy, and education. Lab work is included. Prerequisite: CSE098, ENG099, MAT098 or waiver
All staff directory information is based on official college records as of April 26, 1984.

Mary Lee Abkemeier
Professor, Natural and Applied Sciences Department; BA, Fontbonne College; PhD, Purdue University.

Michael Accordino
Assistant Director of Print Shop and Copy Center; Higher Education Assistant, Division of Administration.

Mercedes Acosta
College Laboratory Technician, Data Processing Department; AAS, LaGuardia Community College.

Alice K. Adesman
Director of Admissions; Higher Education Associate, Division of Student Services; BS, MA, New York University.

Ngozi P. Agbim
Chief Librarian; Professor; BA, Saint Mary's College, Notre Dame; MLS, Indiana University; MA, Long Island University.

Ana Alcaide
Computer Operator Assistant; Higher Education Aide, Division of Administration, Computer Services; AAS, LaGuardia Community College.

Tuzyline J. Allan
Lecturer, English Department; BA, University of Durham, England; MA, New York University.

Mark W. Altschuler
College Laboratory Technician, Library Department; BFA, New York Institute of Technology.

Avis O. Anderson
Professor, Secretarial Science Department; AAS, Bronx Community College; BS, Lehman College; MS, Hunter College.

JoAnne R. Anderson
Associate Professor, Office of the Dean of Faculty; BA, Rosary College; MA, Columbia University.

Pierrina Andriris
Associate Professor, Division of Student Services; BA, Manhattanville College; MEd, Columbia University, Teachers College; PhD, Columbia University.

Ruth Antosofsky
Teacher, Middle College High School; BA, Brooklyn College; MA, Hofstra University.

John Appiah
Lecturer, Secretarial Science Department; BBA, Baruch College; MA, New York University.

Marian C. Arkin
Director, Writing Center; Professor, English Department; BA, Syracuse University; MA, PhD, New York University.

Susan S. Armiger
Dean, Division of External Affairs, Labor Relations, and Personnel; Higher Education Officer; BA, Beaver College; MA, Columbia University, Teachers College.

Sharon Armstrong
Instructor, Division of Cooperative Education; BS, University of Southern Maine; MS, George Washington University.

Alberta Arnold
Lecturer, Humanities Department; BA, Hunter College; MA, University of Pittsburgh.

Gilberto Arroyo
Lecturer, Social Sciences Department; BA, City College; MA, New York University.

Daniel J. Aulicino
Associate Professor, Mathematics Department; BA, Columbia University; MA, City College; PhD, Graduate Center, CUNY.

Manny Ayala
Placement Counselor; Higher Education Aide, Division of Cooperative Education; AA, LaGuardia Community College.

Rashida Aziz
Lecturer, English Language Center, Division of Continuing Education; BA, Punjab University; MA, MEd, Columbia University, Teachers College.
John Bacalis
Project Coordinator, Division of Continuing Education; BA, Institute of Industrial Studies; MBA, New York University.

Sandra Bacon
Art; Middle College High School; BA, Johnston College; MFA, College of Art, Maryland Institute.

Rafaela Baglino
Teacher, Middle College; MS, Fordham University.

Vincent Banrey
Assistant Director of Student Activities; Assistant to Higher Education Officer, Division of Student Services; AS, LaGuardia Community College; BS, Graduate School and University Center.

Sarah L. Barber
Associate Professor, English Department; BA, Rollins College; MA, New York University.

Ruth Batista
Assistant to the Director of Operational and Office Services; Assistant to Higher Education Officer, Division of Administration; BS, John Jay College.

Lenore Beaky
Associate Professor, English Department; BA, Brooklyn College; MA, PhD, Columbia University.

Eric Bell
Assistant to Operations Services Director; Higher Education Aide, Division of Administration, Office Services; AA, Mobile Jr. College.

John F. Bellio
Manager, Computer Operations; Higher Education Associate, Division of Administration.

Theodora C. Benezra
College Laboratory Technician, Mathematics Department; BS, Hunter College.

Grace Benjamin
Counseling Services Assistant; Assistant to Higher Education Officer, Student Services Division; BS, North Carolina University.

Alan J. Berman
Associate Professor, English Department; BA, MA, Boston University; MA, PhD, Harvard University.

Dennis L. Berry
Assistant Dean; Higher Education Associate, Division of Continuing Education; BA, American University; MA, Antioch College.

Judy Bieber
Lecturer, Division of Cooperative Education; BA, Barnard College.

John P. Bihn
Director, Mortuary Science; Professor, Natural and Applied Sciences Department; BS, MS, PhD, Saint John's University.

Nancy J. Birdwell
Associate Professor, Secretarial Science Department; BS, Ithaca College; MA, New York University.

Michael Blaine
Instructor, English Department; BA, Brooklyn College; MA, San Francisco State College.

Edna Boris
Assistant Professor, English Department; BA, Hunter College; MA, PhD, Indiana University.

Teresa Born
Teacher, English Department, Middle College High School; BA, Hunter College; MA, New York University.

Mildred Borras
Instructor, Division of Student Services; BA, University of Puerto Rico; MA, University of Puerto Rico.

Clare Borsic
College Laboratory Technician, Humanities Department; AAS, BA, Pace University.

Migdalia Bouchard
Assistant to Dean; Assistant to Higher Education Officer, Division of Cooperative Education; AA, LaGuardia Community College.

Gertrude Box
Basic Literacy Instructor, Correctional Institution, Division of Continuing Education; BA, Brooklyn College; MA, Adelphi University; EdD, Columbia University, Teachers College.

Elaine Brandt
Teacher, Middle College High School; BS, City College; MS, University of Maryland.

Steven Brauch
Director, Taxi Driver Institute; Higher Education Assistant, Division of Continuing Education; BA, University of California at Berkeley; MA, New York University.

Francine R. Brewer
Assistant Professor, Communication Skills Department; BA, Brooklyn College; MA, New York University.

Bruce W. Brooks
Senior College Laboratory Technician, Humanities Department; BFA, MFA, Pratt Institute.

Debra R. Brown
Supervisor, Mail Room; Assistant to Higher Education Officer, Division of Administration.

Peter C. Brown
Coordinator, Art; Associate Professor, Humanities Department; BFA, Wesleyan University; MFA, Cranbrook Academy.

Stephen J. Brown
Senior Registrar; Associate Dean of Faculty; BA, City College; MA, New York University.

John M. Buckley
Assistant Registrar, Office of the Dean of Faculty; BA, Fordham University.

Geraldine Burman
Administrative Secretary; Higher Education Aide; Office of the President; AA, LaGuardia Community College.

Louise A. Butironi
Lecturer, Division of Student Services; BA, SUNY; MA, Hunter College.

Lynn R. Byk
Lecturer, Division of Student Services; BA, MS, Queens College.

Donald Byrd
Professor, English Language Center, Division of Continuing Education; BA, Davidson College; PhD, University of North Carolina; Certificate (TEFL), Georgetown University.
Yvonne Cannon
Budget and Fiscal Assistant; Higher Education Aide; Division of Administration, Business Office; AA, LaGuardia Community College.

Adalgisa A. Cardoso
Chairperson; Lecturer, Secretarial Science Department; AAS, Manhattan Community College; BA, Hunter College; MA, New York University.

Rose Caro
Lecturer, Secretarial Science; AAS, LaGuardia Community College; BA, Saint John’s University.

Emily Carrasquillo
Lecturer, Division of Student Services; BA, Lehman College.

Denise A. Carter
Lecturer, Mathematics Department; BS, Howard University; MA, Columbia University, Teachers College.

Olivia Q. Carter
Coordinator of Records and Evening Admissions; Assistant to Higher Education Officer, Division of Student Services; BS, College of Old Westbury.

John D. Cato
Professor, Social Sciences Department; BA, Haverford College; BD, Union Theological Seminary; PhD, New York University.

James D. Cernigliaro
Associate Professor, Accounting and Managerial Studies Department; BBA, Baruch College; MS, Long Island University, C.W. Post Center; Certified Public Accountant, New York.

John H. Chaffee
Associate Professor, Humanities Department; BA, Johns Hopkins University; PhD, New York University.

George Chambliss
Teacher, Middle College High School; BA, City College; MA, Hunter College.

Doris Charrow
Senior College Laboratory Technician, Mathematics Department; BA, MS, Queens College.

Godfrey G. CheePing
Senior College Laboratory Technician, Natural and Applied Sciences Department; BS, Long Island University.

Margaret Chin
Liaison, Off Campus Programs; Higher Education Aide, Division of Continuing Education; BS, City College.

Eleanor E. Christiano
Personnel Coordinator for Adjunct Personnel, Assistant to Higher Education Officer, Division of External Affairs.

Nancy Cintron
Records Assistant, Higher Education Aide, Office of the Dean of Faculty; AA, Bronx Community College; BA, Hunter College; MS, Richmond College.

Angela Cocchini-Griefen
Design Associate; Assistant to Higher Education Officer, Division of External Affairs; BA, Lehman College.

Robert E. Coiro
Lecturer, Accounting and Managerial Studies Department; BS, MBA, Long Island University.

Norman Cole
Lecturer, Division of Cooperative Education; AAS, Kingsborough Community College; BBA, Baruch College.

Terry J. Cole
Lecturer, English Department; BA, Lehman College; MA, City College.

Barbara Coleman
Director of Registration and Records; Higher Education Associate, Office of the Dean of Faculty; BS, Springfield College; MA, Columbia University, Teachers College.

Alicia Colon
Analyst/Programmer; Assistant to Higher Education Officer, Division of Administration, Computer Services; AAS, LaGuardia Community College.

Maria Cossio
Assistant Professor, Mathematics Department; BS, Universidad Complutense de Madrid, Spain; MA, Boston College; MEd, EdD, Columbia University, Teachers College.

Ann E. Coyle
Assistant Professor, Library Department; BA, Hunter College; MA, New York University; MLS, Saint John’s University; New York State Library Certificate.

Deborah Copeland
Counselor, Program for Deaf Adults, Division of Continuing Education; BS, University of Tennessee; MA, New York University.

Cecilia Cullen
Principal, Middle College High School; MEd, Teachers College, Columbia University.

Bridget Cusack
Teacher, Middle College High School; BA, Saint Vincent College; MA, New York University.

Janet Cyril
Administrative Director and Lecturer, Division of Cooperative Education; BS, SUNY at Empire State College; BA, Shimer College.

Murvyn E. DaCosta
Manager of Systems and Programming; Higher Education Associate, Division of Administration, Computer Services; AAS Borough of Manhattan Community College; BBA, Baruch College.

Catherine D’Agostino
School Aide, Middle College High School.

Clare Damio
Assistant Professor, Social Sciences Department; BA, MSW, Fordham University.

Donald A. Davidson
Professor, Data Processing Department; BS, Columbia University; LLB, Blackstone Law School; Certified Data Processor.

Byron Davidson
Associate Professor, Division of Student Services; BA, Yale University; MDiv, Yale Divinity School; MA, New York University.

Jeffrey Davis
Assistant Professor, Accounting/Managerial Studies Department; BS, Hunter College; MBA, Baruch College; New York State Certified Public Accountant.

John Davis
Instructor, Humanities Department; BA, Stanford University; MFA, University of Southern California.
Sandrea Deminco  
Instructor, Library Department; BA, SUNY at Oneonta; MS, Long Island University.

Steve Denniston  
Instructor, Division of Cooperative Education; BS, University of Dayton; MA, Duquesne University.

Arthurine DeSola  
Lecturer, Division of Student Services; BA, Saint John’s University; MA, Hunter College.

Rebecca Dobkin  
Coordinator, Vocational Education Project, Division of Continuing Education; BA, SUNY, Buffalo; MA, MSW, Hunter College.

Annette Dorf  
Teacher, Middle College High School; BA, Brandeis University; MA, Columbia University.

Virginia Dorgan  
Coordinator, Correctional Education Program, Division of Continuing Education; BA, Marymount College; MS, University of Notre Dame.

Roberta Doutlick  
Associate Professor, Natural and Applied Sciences Department; BA, Rutgers University, Douglass College; MEd, University of Florida; PhD, Columbia University, Teachers College.

Ilana Dunner  
Instructor, Division of Cooperative Education; BA, SUNY at Stony Brook; MSW, Columbia University.

Louise E. Durant  
Financial Aid Counselor, Assistant to Higher Education Officer, Division of Student Services; AA, LaGuardia Community College; BA, York College.

Robert J. Durfey  
Lecturer, Division of Student Services; BA, LeMoyne College; MSEd, Hunter College.

Mary Beth Early  
Associate Professor, Natural and Applied Sciences Department; BA, Manhattanville College; MS, Columbia University.

Sulema A. Ebrahim  
Director of Financial Aid; Higher Education Associate, Division of Student Services; BA, MA, City College.

Joan E. Edmonds  
Assistant Professor, Division of Student Services; BA, MS, City College.

Dan J. Ehrlich  
Professor, Data Processing Department; BA, Clark University, MSc, PhD, Columbia University.

Nora G. Eisenberg-Halper  
Professor, English Department; BA, City College; MA, PhD, Columbia University.

Berton R. Eisenstadt  
Senior College Laboratory Technician, English Department; BA, New York University.

Barbara Ellis  
Assistant to Manager of Administrative Services; Assistant to Higher Education Officer, Division of Administration, Campus Environmental Services; BS, Livingston College.

Dorothy Ellis  
Instructor, Department of Humanities; BA, Hunter College; MA, Hunter College; Certificate Berkeley Business School.

Ira D. Epstein  
Chairperson, Professor, Communication Skills Department; BA, MA, Brooklyn College; PhD, Fordham University.

Joyce Epstein  
Administrative Secretary; Higher Education Aide, Dean’s Office, Division of Student Services.

Arnold Escalera  
Coordinator of Central Copy Facilities; Higher Education Aide, Division of Administration, Office Services.

Elvin Escano  
College Laboratory Technician, Office of Dean of Faculty; AAS, LaGuardia Community College.

Dante Espiritu  
Space Facilities Coordinator; Assistant to Higher Education Officer, Division of Administration, Campus Environmental Services; BS, National University, Manila.

Randy Fader-Smith  
Public Relations Associate; Assistant to Higher Education Officer, Division of External Affairs; BS, C.W. Post College; MA, Syracuse University.

Isabel Faga  
Paraprofessional, Middle College High School.

Betty Farber  
Instructor, Human Services Department; BA, Webster College; MEd, Memphis State University.

Catherine Farrell  
Administrative Director; Associate Professor, Division of Cooperative Education; BA, Vassar College; MA, Columbia University, Teachers College.

Samuel Farrell  
Director, Veterans’ Center; Lecturer, Division of Continuing Education; BA, Long Island University.

Irwin Feifer  
Associate Dean and Professor, Division of Cooperative Education; BA, MA, Brooklyn College; PhD, New York University.

Esther J. Fernandez  
College Laboratory Technician, Humanities Department; AA, LaGuardia Community College; BA, Hunter College.

Alvin Fingerhut  
Assistant Business Manager, Bursar, Division of Administration; BBA, MBA, Baruch College.

Thomas Fink  
Assistant Professor, English Department; MA, MPW, PhD, Columbia University.

Eve Fischthal  
Instructor, Secretarial Science Department; BA, Long Island University; MA, SUNY at Stony Brook.
Mary Fjeldstad  
Instructor, Communication Skills  
Department; BA, University of Minnesota; MA, Teachers College, Columbia University.

Eileen Flynn  
Secretary, Middle College High School.

Thomas E. Ford  
Special Projects Coordinator; BS, SUNY, Buffalo; MA, Teachers College, Columbia University.

Louise Frankel  
Information Processor; Higher Education Aide, Office of the Dean of Faculty.

Alice F. Franklin  
College Laboratory Technician, Data Processing Department; AAS, LaGuardia Community College.

Alexis Frazier  
Assistant Director, Adult Learning Center, Division of Continuing Education; BA, New York University; MA, Columbia University, Teachers College.

William D. Freeland  
Director of Communications; Higher Education Associate, Division of External Affairs; BS, Philadelphia College of Bible; MS, Columbia University.

Barbara Freeman  
Placement Counselor, Correctional Education Consortium, Division of Continuing Education.

David Frieder  
Lecturer, Mathematics Department; BS, Polytechnic Institute of New York; MA, University of Michigan.

John Fuentes  
Financial Aid Counselor; Higher Education Aide, Division of Student Services; AA, LaGuardia Community College.

Jane Galehouse  
Financial Aid Counselor; Assistant to Higher Education Officer, Division of Student Services; BA, North Dakota State.

Brian T. Gallagher  
Associate Professor, English Department; BA, Fordham University; MA, PhD, University of Pennsylvania.

Gloria Galligane  
Director, English Language Center; Associate Professor, Division of Continuing Education; BA, University of Pittsburgh; MA, Georgetown University.

Brunilda Garcia  
Lecturer, Secretarial Science Department; AA, Bronx Community College; BA, Lehman College.

Zora Garcia  
Data Analyst; Higher Education Aide; Bursar, Division of Administration; AAS, LaGuardia Community College.

Ronald Gaston  
Architectural Administrative Assistant; Higher Education Aide, Division of Administration, Campus Environmental Services; BS, Bachelor in Architecture, City College (CUNY).

Despene Gazianis  
Coordinator, Programs for Business, Higher Education Assistant, Division of Continuing Education; BA, Cornell University; MA, New York University.

Judy Gazzola  
Lecturer, Division of Student Services; AA, LaGuardia Community College; BA, Queens College.

Judith Gex  
Lecturer, English Language Center, Division of Continuing Education; BA, University of Cincinnati; MA, Columbia University, Teachers College; MA, Boston University.

Anthony P. Giangrasso  
Professor, Mathematics Department; BS, Iona College; MS, PhD, New York University.

Charles A. Gibson  
Associate Professor, Accounting and Managerial Studies Department; AA, Schreiner College; BBA, University of Texas; MBA, University of Michigan; Certified Public Accountant, New York and Texas.

Lauren Gigante  
Administrative Assistant; Higher Education Aide, Division of Cooperative Education; AAS, LaGuardia Community College.

Eleanor Gittens  
Associate Professor; Division of Cooperative Education; BA, Clark University; MA, City College.

Edward Goetz  
Director of College Theatre; Higher Education Assistant, Division of External Affairs; BA, William Patterson College; MA, MFA, University of Illinois.

Allan Goldberg  
Instructor, Accounting and Managerial Studies Department; BBA, MPA, Baruch College.

Barry Goldman  
Teacher, Middle College High School; BA, Queens College; MA, New York University.

Janet Goldwasser  
Lecturer, Data Processing Department; BS, Inter-American University; MS, Brooklyn College.

Judith Gomez  
Associate Professor, Social Sciences Department; BS, MA, Columbia University, Teachers College; PhD, Union Graduate School.

Annette Gordon  
Assistant to Business Manager, Accounts Payable, Division of Administration, Business Office (Purchasing); BA, Brooklyn College.

Sheila C. Gordon  
Associate Dean for Development and Professor, Office of the President; BA, Barnard College; MA, Harvard University; PhD, Columbia University.

Lane Gore  
Assistant Professor, Mathematics Department; BS, Carnegie-Mellon University; BS, Michigan State; PhD, Stanford University.

Andrea Gould  
Instructor, Division of Cooperative Education; BS, University of Wisconsin; MA, New York University.
Lillie Graham
Assistant Professor, Human Services Department; BS, Towson State College; MA, New York University.

Gabrielle Grant
Teacher, Middle College High School; BS, MA, Columbia University.

Geraldine Grant
Assistant Professor, Social Sciences Department; BA, Brooklyn College; PhD, Graduate Center.

William Grauer
College Laboratory Technician, Library Department; BFA, New York Institute of Technology.

Marguerita J. Grecco
Lecturer, Humanities Department; BA, Brooklyn College; MA, Queens College.

Marguerita Green
Instructor, Division of Cooperative Education; BA, MS, Southern Illinois University; MS, Columbia University.

Stephen Greene
Computer Operations Assistant; Higher Education Aide, Division of Administration, Computer Services; AAS, LaGuardia Community College.

Gail Green-Fraser
College Laboratory Technician, Secretarial Science Department; AAS, LaGuardia Community College.

Ronni Green-Weihs
Teacher, Middle College High School; BS, Boston University; MS, City College of New York.

Joan M. Greenbaum
Assistant Professor, Data Processing Department; BS, Pennsylvania State University; PhD, Union Graduate School.

Naomi S. Greenberg
Director, Occupational Therapy; Professor, Natural and Applied Sciences Department; BS, MPH, Columbia University; PhD, Columbia University.

Mary Griffin-Elder
Instructor, Human Services Department; BA, Saint Joseph's College; MA, Lesley College.

George L. Groman
Professor, English Department; BA, New York University; MA, Columbia University; PhD, New York University.

Nancy Gross
Instructor, English Language Center, Division of Continuing Education; BA, Hunter and SUNY at Binghamton.

Walter E. Gross
Assistant Professor, Natural and Applied Sciences Department; BA, Columbia University; MS, University of Wisconsin; PhD, University of Pennsylvania.

Deborah Hairston
Coordinator of Recruitment; Assistant to Higher Education Officer, Division of Student Services, Admissions; BS, York College.

James Halligan
Assistant to Director Operational Services; Higher Education Aide, Administration and Operational Services; AA, Bucks County Community College.

George S. Hamada
Chairperson and Professor, Natural and Applied Sciences Department; BS, Brooklyn College; PhD, University of Connecticut.

Michael Hamilton
College Laboratory Technician; Accounting and Managerial Studies Department; AAS, LaGuardia Community College.

William Hamilton
Dean, Professor, Division of Student Services; BA, Ohio State University; MSW, Hunter College.

Sandra Hanson
Director, Composition; Associate Professor, English Department; BA, Luther College; MS, University of Wisconsin; PhD, New York University.

Audrey W. Harrigan
Lecturer, Secretarial Science Department; BS, MA, New York University.

Helen D. Havrilla
Foreign Student Admissions Counselor; Assistant to Higher Education Officer, Division of Student Services; AA, LaGuardia Community College; BA, Queens College.

David Heaphy
Director, Special Programs, Associate Professor, Division of Continuing Education; AAS, SUNY at Delhi; BA, Marist College; MA, New School for Social Research; PhD, Union Graduate School.

Harry N. Heinemann
Dean and Professor, Division of Cooperative Education; BME, MBA, City College; PhD, University of Pittsburgh.

Joan Heitner
Instructor, Division of Cooperative Education; BA, New York University; MS, Hunter College.

Richard Henry
Instructor, English Language Center, Division of Continuing Education; BA, University of Albany; MS, SUNY at Albany.

Ana Maria Hernandez
Associate Professor, Humanities Department; BA, Queens College; MA, Graduate Center of CUNY; PhD, New York University.

Margaret Hilgenberg
Counseling Services Assistant; Assistant to Higher Education Officer, Division of Student Services; BA, Queens College; MA, Adelphi University.

Yvonne Hilton
Teacher, Middle College High School; BS, Morgan State University; MS, Long Island University.

Michael T. Hoban
Professor, Mathematics Department; BS, Iona College; MS, University of Notre Dame; ME, Fordham University; PhD, Columbia University.

Anthony Hoffman
Teacher, Middle College High School; BBA, MA, University of Wisconsin; MS, City University.

John F. Holland
Associate Professor, Communication Skills Department; BA, Lehman College; MA, City College.

J. Richard Holmes
Director, College Discovery; Associate Professor, Division of Student Services; BA, University of Connecticut; MA, Newark State College.
Roslyn Horowitz
Assistant to the Business Manager,
Bursar, Division of Administration;
AAS, LaGuardia Community College;
BA, Queens College.

Jann Huizenga
Instructor, English Language Center,
Division of Continuing Education; BA,
MA, University of Michigan.

Elmyria S. Hull
Professor, Human Services Department;
BA, Morgan State College; MA,
Columbia University, Teachers College; MSW, Columbia University.

Richard Hungerford
Director of Computer Services; Higher
Education Officer, Division of Administration; BS, Merrimack College.

Carol Hunter
National Direct Student Loan Coordinator; Assistant to Higher Education Officer,
Division of Student Services; AAS, Borough of Manhattan Community College; BBA, Baruch College.

John L. Hyland
Chairperson and Professor, Social
Sciences Department; BA, Cathedral College; STB, MA, University of Louvain; PhD, New School for Social Research.

Brita Immergut
Lecturer, Mathematics Department; MS, University of Uppsala, Sweden.

Claudia Iredell
Training Coordinator, Office Automation Program, Division of Continuing Education; EdE, EBD, University of Massachusetts.

Juan M. Izarra
Senior College Laboratory Technician, Humanities Department; BA, YMCA College at Montevideo, Uruguay.

Paul Jablon
Teacher, Science Department, Middle
College High School; BS, Manhattan College.

Margaret Johnson
Instructor, English Department; BA,
Oklahoma City University; MA, University of Oklahoma.

Peter F. Jonas
Special Assistant to Dean of Students,
Assistant to Higher Education Associate, Division of Student Services; BS, City College.

Asilnett V. Jones
Senior College Laboratory Technician, Secretaryal Science Department; Certificate (Shorthand), West Indies Branch of Bennett College of England.

Kathleen Karakassis
College Laboratory Technician, English Language Center, Division of Continuing Education; MA, Portland State University; MA, Columbia University; MA, New York University.

Augusta S. Kappner
Dean and Professor, Division of Continuing Education; BA, Barnard College; MSW, Hunter College; Certificate in Advanced Social Welfare, Columbia University; Certified Social Worker.

Marcia Keizs
Assistant to Dean of External Affairs; Higher Education Assistant, Division of External Affairs; BA, University of Manitoba; MA, EdD, Columbia University.

William Kelly
Assistant to Director of Financial Aid; Assistant to Higher Education Officer, Division of Student Services; BA, Dowling College.

Nina Kensharper
Office Manager, Part-Time Personnel; Assistant to Higher Education Officer, Office of the Dean of Faculty; AA, LaGuardia Community College.

JoAnn Kranis
Coordinator of Interpreting Services,
Assistant to Higher Education Officer, Division of Continuing Education; BA, Brooklyn College.

Doris Koo
Coordinator, Extended Day Programs; Assistant to Higher Education Officer, Division of Continuing Education; BA, University of Wisconsin; MA, University of Chicago.

Arlene L. Ladden
Lecturer, English Department; BA,
SUNY at the University Center at Buffalo; MFA, University of Iowa; MA, MPhil, New York University.

Joann Lanaro
Lecturer, Secretarial Science Department; AAS, Bronx Community College; BA, Lehman College.

Terence D. LaNoue
Associate Professor, Humanities Department; BFA, Wesleyan University; MFA, Cornell University.

Carole Lazarisak
Coordinator, Program for Deaf Adults, Division of Continuing Education; MA, New York University.

Susan Lebe
Assistant Professor, Natural and Applied Sciences Department; BS, University of California, Davis; MS, Boston University.

Ruth M. Lebovitz
Lecturer, Division of Student Services; BA, University of Pittsburgh; MA, George Washington University.

Elisabeth Lee
Assistant Professor, English Department; BA, Fairleigh Dickinson; MA, William Patterson College; PhD, University of Colorado.

Gloria Lee
Teacher, Middle College High School; BS, Boston University.

Elaine K. Leff
Associate Professor, Accounting and Managerial Studies Department; BA, MA, City College; JD, Brooklyn Law School.
Nathaniel E. Leichter
Assistant Professor, Accounting and Managerial Studies Department; BA, New York University; MBA, Baruch College; Certified Public Accountant.

John Leszkiewicz
Assistant Dean of Administration, Higher Education Officer; BA, City College; EdM, Temple University; MBA, Baruch College.

Dorothy Leung
College Laboratory Technician, Natural and Applied Sciences Department; AA, LaGuardia Community College.

Janet E. Lieberman
Professor, Social Sciences Department; BA, Barnard College; MA, City College; PhD, New York University.

Richard K. Lieberman
Director, Fiorello H. LaGuardia Archives and Museum; Coordinator, History and Political Science; Professor, Social Sciences Department; BA, Lehigh University; MA, PhD, New York University.

Catherine Lisanti
Senior College Laboratory Technician, Secretarial Science Department; AAS, LaGuardia Community College.

Dominick Lofaro
Instructor, Communication Skills Department; BA, New York University.

Lorenzo Long
Professor, Human Services Department; BA, Coe College; MDiv, Union Theological Seminary; MSW, Adelphi University.

Alfred C. Longobardi
Director, Operational and Office Services; Higher Education Officer, Division of Administration; AAS, BS, MA, John Jay College of Criminal Justice.

John Lopez
College Laboratory Technician, Data Processing Department; AAS, LaGuardia Community College.

Margarita Lopez
Professor, Secretarial Science Department; BA, Havana Business University; Doctor en Pedagogia, University of Havana.

Beth Lord
Project Assistant, Vocational Education Project, Division of Continuing Education; BA, Antioch College.

Frederick E. Low
Coordinator, Technical Services; Assistant Professor, Library Department; AA, American College, Paris; BA, Queens College; MA, Graduate Center, CUNY, MLS, Queens College.

Diane Loweth
Administrative Coordinator; Higher Education Aide, Office of the Dean of Faculty.

Madeline Lumachi
Assistant Principal, English/Social Studies, Middle College High School; BA, Advanced Certificate in Secondary Education; MA, Advanced Certificate in Administration and Supervision, Brooklyn College.

Daniel J. Lynch
Chairperson and Professor, English Department; BA, Fordham University; MA, PhD, University of Pennsylvania.

Irma F. Lynch
Senior College Laboratory Technician, Communication Skills Department; AA, New York City Community College; BA, Brooklyn College.

Cecilia Macheski
Assistant Professor, English Department; BA, City College.

Eve Maged
Instructor, Humanities Department; BS, Skidmore College; MA, Columbia University.

Ernest Manshel
Assistant Professor, Accounting and Managerial Studies Department, MBA, Harvard University.

Judith Martin-Wambu
Instructor, Communication Skills Department; BA, New York University; MA, University of California at Berkeley.

Grace Martinez
Foreign Student Advisor, English Language Center; Higher Education Aide, Division of Continuing Education.

Roberta S. Matthews
Associate Dean of Faculty and Professor; BA, Smith College; MA, Columbia University; PhD, SUNY at Stony Brook.

Douglas McBride
Professor, Natural and Applied Sciences Department; MA, Columbia University; PhD, Cornell University.

Judith L. McGaughey
Acting Dean, Higher Education Officer, Division of Continuing Education; BA, Allegheny College; MEd, Northeastern University.

Kim McGillicuddy
Coordinator, College for Children, Division of Continuing Education; BA, University of California at Los Angeles.

Roy H. McLeod
Chairperson and Professor, Mathematics Department; BA, Blackburn College; MS, New Mexico Highlands University; EdD, Columbia University, Teachers College.

Freeman McMillan
Assistant Professor, Division of Cooperative Education; BA, Fordham University; MS, Hunter College.

Joseph R. McPhee
Assistant Professor, Natural and Applied Sciences Department; BA, Columbia University.

Hilda Medel
Assistant Professor, Mathematics Department; BS, Havana College; MS, University of Puerto Rico; PhD, University of Havana.

John Medina
Assistant to the Director of Operational Services; Assistant to Higher Education Officer, Division of Administration.

John Melick
Facilities Design Coordinator; Higher Education Assistant, Division of Administration, Campus Environmental Services; BFA, New York Institute of Technology.
Joseph F. Menna  
College Laboratory Technician,  
Library Department; AA, LaGuardia  
Community College.

Eileen M. Mentone  
Director of College and Community  
Relations; Higher Education Associate,  
Division of External Affairs; BS, MS,  
Queens College.

Harriet Mesulam  
New Students Assistant; Higher Educa­ 
tion Aide, Office of the Dean of  
Faculty; AA, LaGuardia Community  
College.

Gerald H. Meyer  
Associate Professor, Data Processing  
Department; BS, Brooklyn College;  
MS, PhD, Adelphi University.

Mark Meyer  
Teacher, Middle College High School;  
BBA, Baruch College; MA, C.W.  
Post.

Frank Miata  
Lecturer, Division of Cooperative  
Education; BA, SUNY at Old  
Westbury.

Ron Miller  
Chairperson and Professor, Accounting  
and Managerial Studies Department;  
BS, Ohio State University; Certified  
Public Accountant, Ohio.

Shirley Miller  
Coordinator, Special Projects; Higher  
Education Assistant, Division of Con­ 
tinuing Education; BS, University of  
Wisconsin; MA, Northwestern  
University.

Joel C. Miillonzi  
Coordinator, Economics; Professor,  
Social Sciences Department; BS, Bos­ 
ton College; MA and Certificate, Insti­ 
tute of African Studies, Columbia Uni­ 
versity, School of International Affairs;  
EdD, Columbia University, Teachers  
College.

Jerelyn J. Minter  
Associate Professor, Division of Stu­ 
dent Services BS, MA, New York  
University.

Delores Mitchell  
Paraprofessional, Middle College High  
School.

Martin G. Moed  
Vice President, Dean of Faculty and  
Professor; BS, Long Island University;  
MA, Columbia University, Teachers  
College; PhD, New York University.

Louis J. Molinaro  
Assistant to the Director of Operational  
and Office Services; Higher Education  
Assistant, Division of Administration; AS,  
BS, John Jay College of Criminal Justice.

Kathleen Moran  
Teacher, Middle College High School;  
BA, MA, Saint Johns University.

Cardin Morris  
Professor, Mathematics Department;  
BS, MS, City College; EdD, Columbia  
University, Teachers College.

Barbara Mulhall  
Senior College Laboratory Technician,  
Data Processing Department; AAS,  
LaGuardia Community College.

Henry Mulindi  
Assistant Professor, Mathematics  
Department; BA, State University of  
New York; MA, EdD, Teachers Col­ 
lege, Columbia University.

Gilbert H. Muller  
Professor, English Department; BA,  
University of Kentucky; MA, PhD,  
Stanford University.

Badimanyi Mulumba  
Lecturer, Data Processing Department;  
BA, University of California; MS, Poly­ 
technic Institute.

Anne Murphy  
Instructor, Mathematics Department;  
BA, Catholic University; MA, Colum­ 
bia University.

Eileen M. Murray  
Assistant to Director; Higher Educa­ 
tion Assistant, Division of Administra­ 
tion, Campus Environmental Services;  
BA, Mercy College; MS, Baruch  
College.

Cristina Naranjo  
College Laboratory Technician,  
Secretarial Science Department; AAS,  
LaGuardia Community College.

Kathirgama Nathan  
Assistant Professor, Mathematics  
Department; MS, Columbia Universi­ 
ity; MS, Polytechnic Institute; PhD,  

Barry Nevins  
Assistant to the Business Manager, Divi­ 
ision of Administration; AA, Queens­ 
borough Community College; BBA,  
Baruch College; MBA, Pace  
University.

Leo A. Newball  
Director of Student Activities; Asso­ 
ciate Professor, Division of Student  
Services; AA, Epiphany Apostolic Col­ 
lege; BA, Saint Joseph’s Seminary;  
MA, New York University.

Ernest B. Nieratka  
Associate Professor, Communication  
Skills Department; BA, MA, PhD,  
Wayne State University.

Virginia Noonan  
Assistant to Director of Registration and  
Records; Assistant to Higher Educa­ 
tion Officer, Office of the Dean of  
Faculty; AA, LaGuardia Community  
College.

Jean Norris  
Assistant Professor, Secretarial Science  
Department; BBA, Hofstra University;  
MA, Columbia University, Teachers  
College.

Pat O’Donnell  
Payroll Coordinator; Assistant to  
Higher Education Officer, Division of  
Administration.

Carol Okolica  
Lecturer, Data Processing Department;  
BS, City College; MA, Adelphi  
University.

Fernando J. Oliver  
Instructor, Division of Cooperative  
Education; BBA, University of Puerto  
Rico; MA, Glassboro State College.

Robert J. O’Pray  
Professor, Director of High School/  
College Articulation Program, Office  
of the Dean of Faculty; BS, MS, SUNY  
at Albany; PhD, New York University.

Anna L. Oriente-Delmore  
Assistant Registrar, Office of the Dean  
of Faculty; BA, MS, Hunter College.
<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Education Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alice Osman</td>
<td>Director, The Adult Learning Center; Associate Professor, Division of Continuing Education; BS, MA, Professional Diploma, Columbia University.</td>
</tr>
<tr>
<td>Louis B. Palefsky</td>
<td>Assistant Director of Financial Aid; Higher Education Assistant, Division of Student Services; AA, Queensborough Community College; BA, Lehman College; MA, New York University.</td>
</tr>
<tr>
<td>William C. Pan</td>
<td>Director, Campus Environmental Services; Higher Education Officer, Division of Administration; BS, University of Washington; BA, MA, Massachusetts Institute of Technology; Registered Architect; Registered Engineer.</td>
</tr>
<tr>
<td>Pamela A. Parker</td>
<td>Instructor, Humanities Department; BA, York College; MA, New School for Social Research.</td>
</tr>
<tr>
<td>Terry Parker</td>
<td>College Laboratory Technician, Library Department; AAS, LaGuardia Community College; BA, Queens College.</td>
</tr>
<tr>
<td>Andrew Pawelczak</td>
<td>Instructor, English Department; BA, San Francisco State College; MA, SUNY at Stony Brook.</td>
</tr>
<tr>
<td>Ronald Paynter</td>
<td>Assistant for TAP Coordination; Higher Education Aide, Division of Administration; BBA, Iona College.</td>
</tr>
<tr>
<td>Margaret Ransom</td>
<td>Coordinator, Interpreter Services, Assistant to Higher Education Officer, Division of Continuing Education; BS, SUNY College at Brockport.</td>
</tr>
<tr>
<td>Lillian Rappaport</td>
<td>Purchasing Office; Higher Education Aide, Division of Administration, Business Office (Purchasing).</td>
</tr>
<tr>
<td>Margaret Ransom</td>
<td>Coordinator, Introduction to Social Science; Professor, Social Sciences Department; BA, Vassar College; MA, PhD, New York University.</td>
</tr>
<tr>
<td>Wilma Rifkin</td>
<td>Teacher, Middle College High School; BA, MA, Hofstra University.</td>
</tr>
<tr>
<td>Manuel A. Perez</td>
<td>Lecturer, Division of Student Services; BA, Inter American University of Puerto Rico; MA, Columbia University, Teachers College.</td>
</tr>
<tr>
<td>Norman Perlman</td>
<td>Assistant Computer Operations Manager; Assistant to Higher Education Officer, Division of Administration; AA, LaGuardia Community College.</td>
</tr>
<tr>
<td>Helen Perry</td>
<td>Lecturer, Division of Cooperative Education; BA, Marymount College.</td>
</tr>
<tr>
<td>Helen Melendez Pilla</td>
<td>Senior Financial Aid Counselor; Assistant to Higher Education Officer, Division of Student Services; BA, Marymount Manhattan College.</td>
</tr>
<tr>
<td>Gerturde M. Pinto</td>
<td>Senior College Laboratory Technician, Natural and Applied Sciences Department; Certificate (Occupational Therapy); AA, LaGuardia Community College.</td>
</tr>
<tr>
<td>Jacqueline Pope</td>
<td>Instructor, Social Science Department; BA, Brooklyn College; MA, Queens College; MPhi, Columbia University.</td>
</tr>
<tr>
<td>Sherrill Powell</td>
<td>Assistant Professor, Natural and Applied Sciences Department; AA, Manhattan Community College; BS, Columbia University; MA, Western Michigan University.</td>
</tr>
<tr>
<td>Yvonne Powell</td>
<td>Instructor, Mathematics Department; BS, Southern Ct. State College; MS, MEd, Wichita State University.</td>
</tr>
<tr>
<td>Caterina Proserpio</td>
<td>Master Tutor/Trainer, English Language Center, Division of Continuing Education; BA, City College; MA, Hunter College.</td>
</tr>
<tr>
<td>Augusto Quinones</td>
<td>Assistant Director of Admissions; Higher Education Assistant, Division of Student Services; BA, Adelphi University; MSEd, Baruch College.</td>
</tr>
<tr>
<td>Adele Rainey</td>
<td>Assistant to the Dean of Administration; Higher Education Assistant, Division of Administration; AA, New York City College; BA, Hunter College; MS, Long Island University.</td>
</tr>
<tr>
<td>Linda Ramos</td>
<td>Instructor, Secretarial Science Department; BA, Lehman College; MA, New York University.</td>
</tr>
<tr>
<td>Raymond Ramos</td>
<td>Registration Assistant; Higher Education Aide, Office of the Dean of Faculty; AA, LaGuardia Community College.</td>
</tr>
<tr>
<td>Margaret Ransom</td>
<td>Coordinator, Interpreter Services, Assistant to Higher Education Officer, Division of Continuing Education; BS, SUNY College at Brockport.</td>
</tr>
<tr>
<td>Joanne R. Reitano</td>
<td>Coordinator, Introduction to Social Science; Professor, Social Sciences Department; BA, Vassar College; MA, PhD, New York University.</td>
</tr>
<tr>
<td>Lorraine Resnick</td>
<td>Assistant Professor, Mathematics Department; BA, Brooklyn College; MS, Yeshiva University.</td>
</tr>
<tr>
<td>Joyc e Rheuban</td>
<td>Assistant Professor, Humanities Department; BA, MA, PhD, New York University.</td>
</tr>
<tr>
<td>Kathleen Rider</td>
<td>College Laboratory Technician, Natural and Applied Sciences Department; AAS, SUNY at Delhi.</td>
</tr>
<tr>
<td>Wilma Rifkin</td>
<td>Teacher, Middle College High School BA, MA, Hofstra University.</td>
</tr>
</tbody>
</table>
Eneida Rivas
Personnel Assistant, Assistant to Higher Education Officer, Division of External Affairs; BA, Queens College.

Rupert Rivera
College Laboratory Technician, Mathematics Department; AAS, SUNY at Delhi.

Carol A. Rivera-Kron
Lecturer, Humanities Department; BA, City College; MA, Lehman College.

Mildred Roberts
Chairperson and Associate Professor, Human Services Department; BA, Montclair State College; MA, New York University; PhD, New York University.

Max Rodriguez
Chairperson and Associate Professor, Humanities Department; BA, Hunter College; BLS, Columbia University; MEd, Queens College.

Nick Rossi
Coordinator, Music and Dance; Associate Professor, Humanities Department; BA, MA, University of Southern California; PhD, Sussex College of Technology, England.

Neil I. Rossman
Coordinator, Philosophy; Professor, Humanities Department; BA, MA, PhD, New York University.

Carol A. Rivera-Kron
Lecturer, Humanities Department; BA, City College; MA, Lehman College.

Carol A. Rivera-Kron
Lecturer, Humanities Department; BA, City College; MA, Lehman College.

Cynthia P. Rojas
Records Assistant, Higher Education Aide, Office of the Dean of Faculty; BA, Queens College.

Robert F. Rosa
Instructor, Division of Student Services; BS, Saint Peters College; MS, Hunter College.

Jose Rosa-Pinero
Office Coordinator, Veterans Program, Division of Continuing Education.

Burt Rosenberg
Counselor, Middle College High School; BA, MA, Queens College.

Harold Rosenberg
Teacher, Middle College High School; BS, City College; MS, University of Oregon.

Beverly Rosendorf
Lecturer, Data Processing Department; BA, Hofstra University.

Rose Rosner
Payroll Officer, Assistant to Business Manager, Accounting Coordinator, Division of Administration; BS, New York University.

Herbert Samuels
Instructor, Natural and Applied Sciences Department; BA, MSSW, University of Louisville.

Dehll Sylvain
Instructor, Mathematics Department; BS, Universidad Nacional de Colombia; MA, Trenton State College.

Moses Sanders
Assistant to the Director, Operational and Office Services; Assistant to Higher Education Officer, Division of Administration.

Fernando Santamaria
Assistant Professor, Accounting and Managerial Studies Department; BA, Fordham University; MBA, Advanced Professional Certificate, New York University; Certified Public Accountant, Maryland.

Nancy Santangelo
Assistant to the Director of Academic Standing; Higher Education Aide, Office of the Dean of Faculty; AA, LaGuardia Community College; BSEd, SUNY at Cortland.

Lucy B. Sardell
Lecturer, Division of Cooperative Education; BA, SUNY at Albany; MS, Hunter College.

Leonard Sarafsky
Associate Professor, Mathematics Department, BA, MA, Brooklyn College.

Jon Saul
Assistant to the Dean of Students; Higher Education Associate, Division of Student Services; BA, City College.

Shirley Saulsbury
Assistant to the Dean-Coordinator of Administrative Resources, Assistant to Higher Education Officer, Division of Continuing Education; AS, LaGuardia Community College.

Sandra Schiff
Director of Health Services; Higher Education Assistant, Division of Student Services; BS, Downstate Medical Center; BA, The City College of New York.
Virginia Schimmenti  
Teacher, Middle College High School; BA, Marymont College; MA, Columbia University, Teachers College.

Sarah Schlesinger  
Assistant Professor; Program Coordinator, Dietetic Assistant, Evening Program, Natural and Applied Sciences Department; BA, Brooklyn College; MA, New York University.

Estelle Schneider  
Assistant Professor, Communication Skills Department; BA, Queens College; MA, MEd, Columbia University, Teachers College.

Meryl L. Schnell  
Financial Aid Counselor, Higher Education Assistant, Division of Student Services; AA, Kingsborough Community College; BA, University of Richmond.

Raymond Schoenberg  
Director of Academic Standing; Higher Education Associate, Office of the Dean of Faculty; BA, Hunter College.

Harriet Schoenfrank  
Secretary, Middle College High School.

Jane E. Schulman  
Lecturer, Division of Student Services; BS, SUNY at New Paltz; MS, Brooklyn College.

Barbara Schwarz  
Personnel Coordinator for Fringe Benefits and Data Collection; Higher Education Assistant, Division of Extranal Affairs; BA, Hunter College.

Frank Scimone  
Teacher, Middle College High School; BA, Brooklyn College; MA, New York University.

Rosemary Sclafani  
College Laboratory Technician, Secretarial Science Department; AAS, LaGuardia Community College.

Toby Shatzoff  
Lecturer, Data Processing Department; BA, Douglas College.

Joseph Shenker  
President and Professor; BA, MA, Hunter College; EdD, Columbia University.

Kenneth Sheppard  
Instructor, English Language Center, Division of Continuing Education; BA, Franklin and Marshall College; MA, Columbia University.

Deborah P. Shuler  
Lecturer, Secretarial Science Department; AAS, Manhattan Community College; BA, Hunter College; MA, New York University.

Richard Shur  
Instructor, Division of Continuing Education; BA, Columbia University; MA, Teachers College.

Dennis C. Shurn  
Superintendent of Buildings and Grounds; Higher Education Assistant, Division of Administration; AA, LaGuardia Community College.

Annette Siegel  
Assistant Professor, Accounting and Managerial Studies Department; BBA, Baruch College; MBA, Saint John's University; Certified Public Accountant, New York.

Natalie Siegelstein  
Lecturer, Data Processing Department; BA, Queens College; MEd, University of Southern California.

Linda Siegmund  
SPARK, Coordinator, Middle College High School; BS, Fairleigh Dickinson; MSED, Queens College.

John Silva  
Assistant Professor, English Department; AB, Seton Hall University; MA, Brooklyn College; PhD, CUNY Graduate Center.

Barry L. Silverman  
Associate Professor, Accounting and Managerial Studies Department; BS, MBA, MA, Long Island University.

Edward R. Sisco  
Assistant to the Director of Operational and Office Services, Assistant to Higher Education Officer, Division of Administration; BS, John Jay College of Criminal Justice.

Barbara R. Smith  
Lecturer, Secretarial Science Department; BA, Hunter College; MA, City College.

Barry Smith  
Teacher, Middle College High School; BA, The City College of New York; MA, Harvard University.

Theresa Smith  
Instructor, English Language Center, Division of Continuing Education; BA, Queens College; MA, Columbia University.

Thomas L. Smith  
Business Manager, Division of Administration; BBA, MBS, Pace University; Licensed Accountant, New York State.

Rosalee Snuggs  
Instructor, Accounting and Managerial Studies Department; AA, Collegiate Institute; BS, Saint Francis University; MS, Saint John's University.

Sahadeo Somwaru  
Assistant to Director, Operational and Office Services; Higher Education Assistant, Division of Administration.

Joseph Southern  
Associate Professor, Data Processing Department; BS, City College; MS, PhD, New York University.

Elizabeth R. Spicer  
Professor, Mathematics Department; BS, City College; MS, PhD, New York University.

Winston St. Hill  
Assistant Professor; Guidance Teacher, Middle College High School; BA, MA, City College.

Joseph P. Stapleton  
Dean, Division of Administration, Higher Education Officer; BA, Wagner College; MBA, New York University.

Carolyn Sterling  
Instructor, English Language Center, Division of Continuing Education; BA, Queens College; MA, Teachers College, Columbia University.
Catherine A. Stern
Assistant Professor, Library Department; BA, Fordham University; MLS, Queens College; MA, Hunter College.

Howard Stitzer
Associate Professor, Accounting and Managerial Studies Department; BBA, City College; BSE, University of Hartford; MBA, Baruch College; Certified Public Accountant, New York.

Byron A. Storck
Senior College Laboratory Technician, Natural and Applied Sciences Department; BS, City College; Teachers Certificate, Glarus State College; AM, New York University.

William Surita
Lecturer, Division of Student Services; AA, Bronx Community College; BA, Hunter College; MSED, City College.

Meryl L. Sussman
Assistant Professor, Data Processing Department; BA, Queens College; MA, University of Rochester.

George Swensen
Assistant Director of Campus Environmental Services; Higher Education Assistant, Division of Administration; AAS, Nassau Community College.

Albert Talero
Assistant Professor, Library Department; BA, Assumption College; MLS, Columbia University, School of Library Science; MA, New York University; JD, New York Law School.

Linda Tauber
Instructor, Accounting and Managerial Studies Department; BA, New York University; Certified Public Accountant, Texas.

Ted Theodorou
Assistant Professor, Division of Cooperative Education; BA, Queens College; MA, New York University.

Assad J. Thompson
Assistant Professor, Mathematics Department; MA, Central State College; EdM, EdD, Columbia University.

Eleanor Q. Tignor
Associate Professor, English Department; BA, Morgan State College; MA, PhD, Howard University.

Catherine Tillery
Assistant to the Dean of Faculty; Assistant to Higher Education Officer, Office of the Dean of Faculty; AS, LaGuardia Community College.

Kathleen Timoney
Assistant to Administrative Director; Higher Education Aide, Division of Cooperative Education.

Frank A. Timoni
Professor, Accounting and Managerial Studies Department; BS, Rutgers University; MBA, New York University; Certified Public Accountant, New Jersey.

Linda Tobash
Director, Non-Credit Programs Operations, Higher Education Assistant, Division of Continuing Education; BS, Indiana University; MA, Columbia University.

Gertrude Tracht
Assistant to Higher Education Officer, President's Office, Executive Secretary to the President.

LaVergne Trawick
Associate Professor, Assistant to the Dean of Students, Division of Student Services; BA, Barnard College; MA, Columbia University, Teachers College.

Ann Trczinski
Teacher, Middle College High School; BS, Marymount College.

Margo Turkel
Instructor, Division of Cooperative Education; BS, Boston University; MEd, Teachers College, Columbia University.

Yvette Urquhart
Executive Assistant to the President; Higher Education Assistant, Office of the President; AA, Bronx Community College.

Catherine Vaglio
Chairperson, Mathematics Department, and Teacher, Middle College High School; BA, Pace University.

Alma Vargas-Telleria
Lecturer, Division of Student Services; BA, SUNY at Albany; MSED, Long Island University.

Hilda Vazquez
Instructor, Humanities Department; BA, Siena Heights College; MA, Catholic University.

Monica Vecchio
Teacher, Middle College High School; BA, MA, Hunter College.

Olga Vega
Lecturer, Student Services; BA, Goddard College; MS, Richmond College.

Leonard A. Vogt
Associate Professor, English Department; BA, MA, Southern Illinois University; PhD, Kent State University.

Colette A. Wagner
Associate Professor, Library Department; BA, Marymont Manhattan College; MBS, John Jay College of Criminal Justice; MS, Columbia University, School of Library Science.

Herman A. Washington
Chairperson and Professor, Data Processing Department; BEE, Manhattan College; MBS, New York University; Certified Data Processor.

Sandra Watson
Director, Women's Program; Lecturer, Division of Continuing Education; BA, SUNY College at New Paltz; MS, Long Island University; MA, University of Americas, Mexico.

Robert Weidemann
Assistant Professor, Data Processing Department; BA, Hunter College; MA, SUNY at Stony Brook.

John A. Weigel
Associate Professor, Division of Cooperative Education; BBA, Baruch College; MBA, Long Island University; EdD, Nova University.

Jeffrey I. Weintraub
Director, Placement; Assistant Professor, Division of Cooperative Education; BA, MS, Long Island University.

Jan Wellmon
Lecturer, English Department; BA, SUNY at the University Center at Buffalo; MA, Columbia University; MPhil, New York University.
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. David Wertheimer</td>
<td>Professor, Accounting and Managerial Studies Department; LLB, LLM, Brooklyn Law School; Member, New York and Federal Bars.</td>
</tr>
<tr>
<td>E. Milagros Western</td>
<td>Career Placement Counselor, Division of Continuing Education; BA, City College; MA, Hunter College.</td>
</tr>
<tr>
<td>Patrick Wharton</td>
<td>Senior College Laboratory Technician, Accounting and Managerial Studies Department; AAS, New York University.</td>
</tr>
<tr>
<td>James Whitely</td>
<td>Senior Financial Aid Counselor; Higher Education Assistant, Division of Student Services; AA, Saint Pius X College; BA, New York University.</td>
</tr>
<tr>
<td>Harvey S. Wiener</td>
<td>Professor, English Department; BS, MA, Brooklyn College; PhD, Fordham University.</td>
</tr>
<tr>
<td>Randy Wilde</td>
<td>Financial Aid Coordinator; Higher Education Aide, Division of Student Services.</td>
</tr>
<tr>
<td>Hannalyn Wilkens</td>
<td>Assistant Professor, Communication Skills Department; BA, University of Chicago; MA, EdD, Teachers College, Columbia University.</td>
</tr>
<tr>
<td>Dorothy E. Williams</td>
<td>Assistant Dean; Professor, Division of Cooperative Education; BA, Los Angeles State College; MS, Hunter College; EdD, Columbia University, Teachers College.</td>
</tr>
<tr>
<td>John Williams</td>
<td>Instructor, Humanities Department; BA, Virginia Union University; MA, Howard University.</td>
</tr>
<tr>
<td>Susan Williams</td>
<td>Administrative Coordinator; Assistant to Higher Education Officer, Division of External Affairs.</td>
</tr>
<tr>
<td>Zelda S. Winzemer</td>
<td>Purchasing Officer, Assistant to the Business Manager, Division of Administration; BA, Hunter College.</td>
</tr>
<tr>
<td>Teddy Witryk</td>
<td>Manager of Registration and Space Utilization, Higher Education Assistant, Office of the Dean of Faculty; AS, LaGuardia Community College.</td>
</tr>
<tr>
<td>Emil Witten</td>
<td>Associate Professor, Accounting and Managerial Studies Department; BS, MA, PhD, New York University.</td>
</tr>
<tr>
<td>Eileen Wong</td>
<td>Teacher, Middle College High School; BA, Queens College.</td>
</tr>
<tr>
<td>Helen Yanish</td>
<td>School Aide, Middle College High School.</td>
</tr>
<tr>
<td>Ruth Young</td>
<td>Teacher, Middle College High School; BA, Queens College; MA, Hunter College.</td>
</tr>
<tr>
<td>Elaine Zablotny</td>
<td>Assistant Professor, English Department; BA, Trinity College; MA, PhD, Yale University.</td>
</tr>
<tr>
<td>Joyce Zaritsky</td>
<td>Assistant Professor, Communication Skills Department; BA, Brandeis University; MA, Harvard University; EdD, Yeshiva University.</td>
</tr>
<tr>
<td>Kathleen Zelaskowski</td>
<td>Assistant Grants Coordinator; Assistant to Higher Education Officer, Division of External Affairs; AS, LaGuardia Community College.</td>
</tr>
<tr>
<td>Stanley Zelinski</td>
<td>Instructor, Division of Continuing Education; BA, Queens College; MA, New York University.</td>
</tr>
</tbody>
</table>

### Divisional Staff

**Office of the President**

Joseph Shenker, President, Professor.

Martin G. Moed, Vice President, Dean of Faculty, Professor.

Sheila Gordon, Associate Dean for Development, Professor.

Yvette C. Urquhart, Executive Assistant to the President, Higher Education Assistant.

Geraldine Burman, Administrative Secretary, Higher Education Aide.

Gertrude L. Tracht, Executive Secretary to the President, Assistant to Higher Education Officer.

**Office of the Dean of Faculty**

Martin G. Moed, Vice President, Dean of Faculty, Professor.

Stephen J. Brown, Associate Dean of Faculty, Senior Registrar.

Roberta S. Matthews, Associate Dean of Faculty, Professor.

JoAnne R. Anderson, Associate Professor.

John M. Buckley, Assistant Registrar, Registrar's Office.

Nancy Cintron, Records Assistant, Registrar's Office, Higher Education Aide.

Barbara Coleman, Director of Registration and Records, Registrar's Office, Higher Education Associate.

Elvin Escano, College Laboratory Technician.

Louise Frankel, Information Processor, Higher Education Aide.

Nina Kesharper, Office Manager, Part-Time Personnel Services, Registrar's Office, Assistant to Higher Education Officer.

Diane Loweth, Administrative Coordinator, Higher Education Aide.

Harriet Mesulam, New Students Assistant, Registrar's Office, Higher Education Aide.

Virginia Noonan, Assistant to Director of Registration and Records, Registrar's Office, Assistant to Higher Education Officer.
Robert J. O'Pray, Director, High School/College Articulation Program; Professor.
Anna L. Oriente, Assistant Registrar, Registrar's Office.
Raymond Ramos, Registration Assistant, Registrar's Office, Higher Education Aide.
Cynthia Rojas, Records Assistant, Registrar's Office, Higher Education Aide.
Nancy Santangelo, Data Analyst, Registrar's Office, Higher Education Aide.
Raymond Schoenberg, Director of Academic Standing, Registrar’s Office, Higher Education Associate.
Catherine Tillery, Assistant to the Dean of Faculty, Assistant to Higher Education Officer.
Teddy Witryk, Manager of Registration and Space Utilization, Registrar's Office Higher Education Assistant.

**Division of Administration**

Joseph P. Stapleton, Dean, Higher Education Officer.
John Leszkiewicz, Assistant Dean, Higher Education Officer.
Michael Accordino, Director of Printshop and Copy Center, Higher Education Assistant.

Ana Alcâide, Programmer Analyst, Higher Education Aide.
Ruth Batista, Assistant to the Director Operational & Office Services, Assistant to Higher Education Officer.
Eric Bell, Coordinator of Print Facilities, Higher Education Aide.
John F. Bellio, Manager of Computer Operations, Higher Education Associate.
Debra R. Brown, Supervisor, Mail Room, Assistant to Higher Education Officer.
Yvonne Cannon, Higher Education Aide.
Alicia Colon, Officer Analyst/Programmer, Assistant to Higher Education Officer.
Muryrn E. DaCosta, Manager of Systems and Programming, Higher Education Associate.

Barbara Ellis, Assistant to Manager of Administrative Services, Assistant to Higher Education Officer.
Arnold Escalera, Coordinator of Central Copy Facilities, Higher Education Aide.
Dante Espiritu, Architectural Engineer, Assistant to Higher Education Officer.
Alvin Fingerhut, Bursar Operation, Assistant Business Manager.
Zora Garcia, Bursar’s Office, Data Analyst, Higher Education Aide.
Ronald Gaston, Architectural Administrative Assistant; Higher Education Aide.
Annette Gordon, Payable Unit, Assistant to the Business Manager.
Stephen Greene, Computer Operator Assistant; Higher Education Aide.
James Halligan, Assistant to the Director of Operational Services; Higher Education Aide.
Roslyn Horowitz, Bursar's Office, Assistant to the Business Manager.
Richard Hungerford, Director of Computer Services, Higher Education Officer.
Victoria Karchinski, Administrative Assistant to Superintendent of Buildings and Grounds, Higher Education Aide.
Alfred C. Longobardi, Director, Operational & Office Services, Higher Education Officer.
John Medina, Assistant to the Director of Operational Services; Assistant to Higher Education Officer.
John Melick, Facilities Design Coordinator, Higher Education Assistant.
Louis J. Molinaro, Assistant Director of Operational and Office Services; Higher Education Assistant.
Eileen M. Murray, Manager of Administrative Services; Higher Education Assistant.
Barry Nevins, Assistant to the Business Manager, Bursar's Office.
Pat O'Donnell, Payroll Coordinator, Assistant to Higher Education Officer.
William C. Pan, Director, Campus Environmental Services; Higher Education Officer.
Ronald Paynter, Assistant for TAP Coordination, Higher Education Aide.
Norman Perlman, Assistant Computer Operations Manager, Assistant to Higher Education Officer.

Adele Rainey, Assistant to Dean of Administration, Higher Education Assistant.
Lillian Rappaport, Purchasing Office, Higher Education Aide.
Rose Rosner, Assistant to Business Manager, Accounting Coordinator, Business Office.
Joan E. Roude, Assistant Business Manager, Business Office.
Ronald Royalty, Assistant to Director, Operational and Office Services; Higher Education Aide.
Moses Sanders, Assistant to the Director, Operational and Office Services; Assistant to Higher Education Officer.
Dennis C. Shurn, Superintendent of Buildings and Grounds; Higher Education Assistant.
Edward R. Sisco, Assistant to the Director of Operational and Office Services; Assistant to Higher Education Officer.
Thomas L. Smith, Business Manager.
Sahadeo Somwaru, Assistant to Director, Operational and Office Services; Higher Education Assistant.
George Swensen, Assistant Director of Campus Environmental Services; Higher Education Assistant.
Zelda S. Winzemer, Assistant to the Business Manager, Purchasing Officer.

**Division of Continuing Education**

Augusta Kappner, Dean, Professor.
Judith L. McGaughey, Acting Dean, Higher Education Officer.
Dennis L. Berry, Assistant Dean, Higher Education Associate.

Rashida Aziz, Lecturer, English Language Center.
John Bacalis, Coordinator, Multilingual Small Business Management Program, Project Coordinator.
Gertrude Box, Instructor, Basic Literacy Program; Correctional Institution.
Steve Brauch, Director, Taxi Driver Institute; Higher Education Assistant.
Donald Byrd, Professor, English Language Center.
Margaret Chin, Liaison, Off Campus Programs; Higher Education Aide.
Deborah Copeland, Counselor, Program for Deaf Adults.
Rebecca Dobkin,Coordinator, Vocational Education Program, Adult Learning Center.
Virginia Dorgan,Coordinator, Correctional Education Program.
Samuel Farrell, Director, Veterans’ Center, Lecturer.
Alexis Frasier, Assistant Director, Adult Learning Center.
Barbara Freeman, Placement Counselor, Correctional Education Consortium.
Gloria Gallingane, Director, English Language Center; Associate Professor.
Despene Gazianis, Coordinator, Programs for Business Higher Education Assistant.
Judith Gex, Lecturer, English Language Center.
Nancy Gross, Instructor, English Language Center.
David Heaphy, Director, Special Programs; Associate Professor.
Richard Henry, Instructor, English Language Center.
Jann Huizenga, Instructor, English Language Center; Claudia Iredell, Training Coordinator, Office Automation Program.
Kathleen Karakassis, College Laboratory Technician, English Language Center.
Fern Khan, Director, Community Service Programs; Professor.
Doris Koo, Coordinator, Extended Day Programs, Assistant to Higher Education Officer.
JoAnn Kranis, Coordinator of Interpreting Services; Assistant to Higher Education Officer.
Carole Lasorizak, Coordinator, Program for Deaf Adults.
Beth Lord, Job Developer, Vocational Education Program, Adult Learning Center.
James Lydon, Instructor, English Language Center.
Grace Martinez, Foreign Student Advisor, English Language Center, Higher Education Aide.
Kim McGillicuddy, Coordinator, College for Children.
Shirley Miller, Coordinator, Special Projects; Higher Education Assistant.
Alice Osman, Director, Adult Learning Center; Associate Professor.
Jose Rosa-Pinero, Office Coordinator, Veterans Program.
Caterina Proserpio, Master Tutor-/Trainer, English Language Center.
Margaret Ransom, Coordinator, Interpreter Services, Assistant to Higher Education Officer.
Stanley Sacks, Acting Director, Astoria Center.
Shirley Saulsbury, Assistant to the Dean-Coordinator of Administrative Resources, Assistant to Higher Education Officer.
Kenneth Sheppard, Instructor, English Language Center.
Richard Shur, Instructor.
Theresa Smith, Instructor, English Language Center.
Carolyn Sterling, Instructor, English Language Center.
Linda Tobash, Director, Non-Credit Programs Operations, Higher Education Assistant.
Sandra Watson, Director, Women’s Program; Lecturer.
E. Milagros Western, Counselor, Veterans’ Center.
Stanley Zelinski, Instructor, English Language Center.

Division of Cooperative Education

Harry N. Heinemann, Dean, Professor.
Irwin Feifer, Associate Dean, Professor.
Dorrie Williams, Assistant Dean, Professor.

Sharon Armstrong, Instructor.
Manny Ayala, Placement Counselor, Higher Education Aide.
Judy Bieber, Lecturer.
Migdalia Bouchard, Assistant to Dean, Assistant to Higher Education Officer.
Norman Cole, Lecturer.
Janet Cyril, Administrative Director, Lecturer.

Steven Denniston, Instructor.
Ilana Dunner, Instructor.
Catherine Farrell, Administrative Director, Associate Professor.
Laurene Gigante, Administrative Assistant, Higher Education Aide.
Eleanor R. Gittens, Associate Professor.
Andrea Gould, Instructor.
Marguerite Green, Instructor.

Joan Heitner, Instructor.
Freeman McMillan, Assistant Professor.
Frank Miata, Lecturer.
Helen Perry, Lecturer.
Lucy B. Sardell, Lecturer.
Ted Theodorou, Assistant Professor.
Kathleen Timoney, Assistant to Administrative Director, Higher Education Aide.
Margo Turkel, Assistant Placement Director, Instructor.
John A. Weigel, Associate Professor.
Jeffrey I. Weintraub, Director, Placement, Assistant Professor.

Division of External Affairs, Labor Relations and Personnel

Susan S. Arming, Dean, Higher Education Officer.
Eleanor E. Christiano, Personnel Coordinator for Adjunct Personnel, Assistant to Higher Education Officer.
Angela Cocchini-Griefen, Design Associate, Assistant to Higher Education Officer.
Randy Fader-Smith, Public Relations Associate, Assistant to Higher Education Officer.
William D. Freeland, Director of Communications, Higher Education Associate.
Edward Goetz, Director of College Theatre, Higher Education Assistant.
Marcia Keizs, Assistant to Dean of External Affairs, Higher Education Assistant.
Richard K. Lieberman, Director, Fiorello LaGuardia Archives and Museum.
Eileen M. Mentone, Director, College and Community Relations; Higher Education Associate.
Eneida Rivas, Personnel Assistant, Assistant to Higher Education Officer.
Alexandrina Ruiz, Events Coordinator, Assistant to Higher Education Officer.
William T. Salerno, Grants Officer, Higher Education Associate.
Andrew Saluga, Director of Recreation, Higher Education Assistant.
Barbara Schwarz, Personnel Coordinator for Fringe Benefits and Data Collection, Higher Education Assistant.

Susan Williams, Administrative Coordinator, Assistant to Higher Education Officer.

Kathleen Zelaskowski, Grants Fiscal Coordinator, Assistant to Higher Education Officer.

**Division of Student Services**

William Hamilton, Dean, Professor.

Alice K. Adesman, Director of Admissions, Higher Education Associate.

Pierrina Andritsi, Associate Professor.

Vincent Banrey, Assistant Director of Student Activities; Assistant to Higher Education Officer.

Grace Benjamin, Counseling Services Assistant, Assistant to Higher Education Officer.

Mildred Borras, Instructor.

Louise Butironi, Lecturer.

Lynn R. Byk, Lecturer.

Emily Carrasquillo, Lecturer.

Olivia Carter, Coordinator of Records & Evening Admissions; Assistant to Higher Education Officer.

Winston Davidson, Associate Professor.

Arthurine F. DeSola, Lecturer.

Diane E. Ducat, Associate Professor.

Louise E. Durant, Financial Aid Counselor, Assistant to Higher Education Officer.

Robert J. Durley, Lecturer.

Sulema A. Ebrahim, Director of Financial Aid, Higher Education Associate.

Joan E. Edmonds, Assistant Professor.

Joyce Epstein, Administrative Secretary, Higher Education Aide.

John Fuentes, Financial Aid Counselor, Higher Education Aide.

Jane Galehouse, Financial Aid Counselor, Assistant to Higher Education Officer.

Judy Gazzola, Lecturer.

Deborah Hairston, Coordinator of Recruitment; Assistant to Higher Education Officer.

Helen D. Havrilla, Foreign Student Admissions Counselor, Assistant to Higher Education Officer.

Margaret Hilgenberg, Counseling Services Assistant, Assistant to Higher Education Officer.

J. Richard Holmes, Director, College Discovery; Associate Professor.

Carol Hunter, NDSL Coordinator, Assistant to Higher Education Officer.

Peter Jonas, Special Assistant to Dean of Students, Higher Education Associate.

William Kelly, Assistant to Director of Financial Aid, Assistant to Higher Education Officer.

Jeffrey L. Kleinberg, Professor.

Ruth M. Lebovitz, Lecturer.

Leo A. Newhall, Director of Student Activities, Associate Professor.

Louis B. Palefsky, Assistant Director of Financial Aid, Higher Education Assistant.

Karen S. Pearl, Lecturer.

Manuel A. Perez, Lecturer.

Helen Melendez Pilla, Senior Financial Aid Counselor, Assistant to Higher Education Officer.

Jerolyn J. Minter, Associate Professor.

Augusto Quinones, Assistant Director of Admissions, Higher Education Assistant.

Robert F. Rosa, Instructor.

Staney Rumph, Coordinator, Veterans' Affairs; Program Coordinator.

Jon Saul, Assistant to the Dean of Students; Higher Education Associate.

Mery L. Schnell, Financial Aid Counselor, Higher Education Assistant.

Sondra Schiff, Director of Health Services, Higher Education Assistant.

Jane E. Schulman, Lecturer.

William Surita, Lecturer.

LaVergne Trawick, Assistant to the Dean of Students, Associate Professor.

Alma Vargas-Telleria, Lecturer.

Olga Vega, Lecturer.

James Whitley, Senior Financial Aid Counselor, Higher Education Assistant.

Randy Wilde, Financial Aid/Payroll Coordinator, Higher Education Aide.

**Departmental Staff**

**Accounting and Managerial Studies**

Ron Miller, Chairperson, Professor.

James D. Cerniglia, Associate Professor.

Robert E. Coiro, Lecturer.

Jeffrey Davis, Assistant Professor.

Charles A. Gibson, Associate Professor.

Allan Goldberg, Instructor.

Michael Hamilton, College Laboratory Technician.

Elaine K. Leff, Associate Professor.

Nathaniel E. Leichter, Assistant Professor.

Ernest Manshel, Assistant Professor.

Fernando Santamaria, Assistant Professor.

Annette Siegel, Assistant Professor.

Barry L. Silverman, Associate Professor.

Rosalee Snuggs, Instructor.

Howard Stitzer, Associate Professor.

Linda Tauber, Instructor.

Frank A. Timoni, Professor.

M. David Wertheimer, Professor.

Patrick Wharton, Senior College Laboratory Technician.

Emil Wittek, Associate Professor.

**Communication Skills**

Ira D. Epstein, Chairperson, Professor.

Francine R. Brewer, Assistant Professor.

Mary Fjeldstad, Instructor.

John F. Holland, Associate Professor.

Dominick Lofaro, Instructor.

Irm F. Lynch, Senior College Laboratory Technician.

Ernest B. Nieratka, Associate Professor.

Estelle Schneider, Assistant Professor.

Judith Martin-Wambu, Instructor.

Hannalyn Wilkens, Assistant Professor.

Joyce Zarisky, Assistant Professor.
Data Processing
Herman A. Washington, Chairperson, Professor.
Mercedes Acosta, College Laboratory Technician.
Donald A. Davidson, Professor
Dan Ehrlich, Professor.
Alice Franklin, College Laboratory Technician.
Janet Goldwater, Lecturer.
Joan M. Greenbaum, Associate Professor.
Donald A. Davidson, Professor
Dan Ehrlich, Professor.
Alice Franklin, College Laboratory Technician.
Janet Goldwas er, Lecturer.
Joan M. Greenbaum, Associate Professor.
Donald A. Davidson, Professor
Dan Ehrlich, Professor.
Alice Franklin, College Laboratory Technician.
Janet Goldwas er, Lecturer.
Joan M. Greenbaum, Associate Professor.
Donald A. Davidson, Professor
Dan Ehrlich, Professor.
Alice Franklin, College Laboratory Technician.
Janet Goldwas er, Lecturer.
Joan M. Greenbaum, Associate Professor.
Donald A. Davidson, Professor
Dan Ehrlich, Professor.
Alice Franklin, College Laboratory Technician.
Janet Goldwas er, Lecturer.
Joan M. Greenbaum, Associate Professor.
Donald A. Davidson, Professor
Dan Ehrlich, Professor.
Alice Franklin, College Laboratory Technician.
Janet Goldwas er, Lecturer.
Joan M. Greenbaum, Associate Professor.

Human Services
Mildred Roberts, Chairperson, Associate Professor.
Beverly J. Moran, Lecturer.
Lillic Graham, Assistant Professor.
Elmrya S. Hull, Professor.
Lorraine Long, Professor.

Humanities
Max Rodriguez, Chairperson, Associate Professor.
Alberta Arnold, Lecturer.
Clare Borsic, College Laboratory Technician.
Bruce W. Brooks, Senior College Laboratory Technician.
Peter C. Brown, Coordinator, Art; Associate Professor.
Juan H. Caffee, Associate Professor.
Dorothy Ellis, Instructor.
Esther J. Fernandez, College Laboratory Technician.
Marguerita G. Grecco, Lecturer.
Ana Maria Hernandez, Associate Professor.

Mathematics
Roy H. McLeod, Chairperson, Professor.
Daniel J. Aulicino, Associate Professor.
Theodora Benezra, College Laboratory Technician.
Denise A. Carter, Lecturer.
Doris Charrow, Senior College Laboratory Technician.
Maria Cossio, Assistant Professor.
David Frieder, Lecturer.
Anthony P. Giangrasso, Professor.
Lane Gore, Assistant Professor.
Michael Hoban, Professor.
Brita Immergut, Lecturer.
Hilda Medel, Assistant Professor.
Barbara Muir, Professor.
Henry Mulindi, Assistant Professor.
Anne Murphy, Instructor.
Kathirgama Nathan, Assistant Professor.
Jorge Perez, Instructor.
Yvonne Powell, Instructor.
Lorraine Resnick, Assistant Professor.
Rupert Rivera, College Laboratory Technician.
Dehlly Sanchez, Instructor.
Leonard Saremsky, Associate Professor.
Elizabeth R. Spicer, Professor.
Assad Thompson, Assistant Professor.
Middle College
High School
Cecilia L. Cullen, Principal.
Ruth Antosofsky, Teacher.
Rafaele Baglino, Teacher.
Sandra Bacon, Art.
Teresa Born, Chairperson and Teacher.
Elaine Brandt, Teacher.
George Chambliss, Chairperson.
Bridge Cusack, Teacher.
Catherine D’Agostino, School Aide.
Annette Dorf, Teacher.
Isabel Faga, Paraprofessional.
Eileen Flynn, Secretary.
Barry Goldman, Teacher.
Gabrielle Grant, Teacher.
Eileen Flynn, Secretary.
Ruth Antosofsky, Teacher.
Gloria Lee, Teacher.
John P. Bihn, Director.
George Chambliss, Chairperson.
Barry Goldman, Teacher.
Madeline Lumachi, A.P. English/Social Studies.
Mark Meyer, Teacher.
Delores Mitchell, Paraprofessional.
Kathleen Moran, Teacher.
Wilmna Rifkin, Teacher.
Harriet Schoenfrank, Secretary.
Frank Scimone, Teacher.
Linda Siegmund, SPARK Coordinator.
Winston St. Hill, Assistant Principal.
Guidance; Teacher.
Virginia Schimenti, Teacher.
Barry Smith, Teacher.
Ann Trzciinski, Teacher.
Catherine Vaglio, Chairperson.
Mathematics Department; Teacher.
Monica Vecchio, Teacher.
Eileen Wong, Teacher.
Helen Yanish, School Aide.
Ruth Young, A.P. Administration.

Natural and Applied Sciences
George S. Hamada, Chairperson, Professor.
Mary Lee Abkemeier, Professor.
John P. Bihn, Director, Mortuary Science; Professor.
Godfrey CheePing, Senior College Laboratory Technician.
Roberta Doulick, Director, Dietetic Technology, Associate Professor.
Mary Beth Early, Associate Professor.
Naomi S. Greenberg, Director, Occupational Therapy; Professor.
Walter E. Gross, Assistant Professor.
Margaret Kinsella, Director of Nursing Program; Associate Professor.
Susan Lebe, Assistant Professor.
Dorothy Leung, College Laboratory Technician.
Douglas F. McBride, Director, Animal Health Technology; Professor.
Joseph R. McPhee, Assistant Professor.
Gertrude M. Pinto, Senior College Laboratory Technician.
Sherrell Powell, Assistant Professor.
Kathleen Rider, College Laboratory Technician.
Tamara Ross, Assistant Professor.
Herbert Samuel, Instructor.
Sarah Schlesinger, Assistant Professor.
Byron A. Storck, Senior College Laboratory Technician.

Centers affiliated with the Occupational Therapy Program:
AHRC, Ethel Baenish; Brooklyn Psychiatric Rehabilitation Center, Hanna Wegh; Brooklyn Center Mult. Handicapped Children, D. Marcel; Brooklyn Developmental Center, Miriam Kothenz; Bronx Lebanon Hospital, Maureen Rose; Bronx Municipal Hospital, Manny Wertman; Bronx Psychiatric Center, Curtis Rene Waddy; Clove Lakes N.H. & H.R.F., Cynthia Epstein; Cobble Hill Nursing Home, Andrea Kadoshi; Concord N.H., Karen Stone; Conney Island Hospital Rehabilitation Med., Holly Fenigstein; Corona Elmhurst Youth Center, Mary McGee; Creedmoor Psychiatric Center, Terry Johnson; Center for Ind. Living, Teddy Kern; Daughters of Jacob N.H., Lisa Davis; Dewitt Nursing Home, Carol Mansfield; Downstate Medical Center, Toni Hanna; Eger Home, Sharon Lennon; Flower Hospital, Joan Nemiroff; Flushing Manor Nursing Home, Katherine Henry; Forest View Nursing Home, Adrienne Morris; Frances Shervier Home/Hospital, Betty Klein; Goldwater Memorial Hospital, Karen Buckley; Governor's Hospital, Anne Giordano; Gracie Square Hospital, Pamela Miller; Greater Harlem Nursing Home, Kathy Feightner; Hebrew Home for Chronic Sick, Phyllis Gaugham; Hebrew Home for the Aged, Helen Goldenberg; Hempstead General Hospital, June Davis; Henry Street Settlement, Maribel Rodriguez; Hospital for Joint Disease, Sally Poole; Institute of Rehabilitation Medicine, Mercedes Abella; Jewish Home/Hospital Kingsbridge Center, Edith Tavon; Jewish Home & Hospital, Irene Giordano; Jewish Home and Hospital, Marion Sinz; Kateri Residence, Sandra Kaplan; Kings County Hospital Center, Terry Rolvaldo; Kings Harbor Health/Community Center, Debra Wundermann; Kings Park Psychiatric, Gayle Blatter; Kingsboro Psychiatric, Elizabeth Scaglione; Kingsbridge Nursing Home, Margaret Mann; Long Island Jewish Hillside, Sharon Faust; Laurence Nursing Home, Linda Shapiro; Lincoln Hospital, James Flanagan; Long Island Nursing Home, Fern Liberman; Manhattan Psychiatric Center, Barbara Robinson; Marcus Garvey Manor, Jill Atwell; Margaret Tietz Center and Nursing Home, Cleopatra Jones; Mary Manning Walsh Home, P. Treasa O’Callaghan; Medow Park Nursing Home, Hilda Martinez; Mercy Hospital Dept./Psychiatric, Joan Alexander; Metropolitan Hospital-PHP, Susan Weinberg; Morningside House, Terry Zucker; Mount Sinai Hospital/Elmhurst, Elizabeth Peck; Mount Sinai Rehabilitation/Pavilion 3, Serena M. Berger; Mount Sinai Hospital Medical Center, Robyn Abramson; Metropolitan Jewish Geriatric Center, Bonnie Bernstein; Metropolitan Jewish/Coney Island, Alice Cohen; N.Y.S. Psychiatric Institute, Barbara Bouley, MA; NY Psychiatric Counseling Center, Occupational Therapy Department; Nassau County Medical Center, M. Miller; National Society/Autistic Children, Tony Hollander; New Glen Oaks Nursing Home, Libby Pomerantz; North Central Bronx Hospital, Judy Burton; P.S. 199 M, Sarah Aarons; P.S. 79 Orthopedic Clinic, Delores David; P.S. 87 M, Rahel Klausner; Pilgrim Psychiatric Center, Christine Rockett; Queens Hospital Center Triboro Bridge, Jennifer Mulhern; Rego Park Nursing Home, Fern Liberman; Roosevelt Hospital, Eleanor Cohen; S. Oaks Psychiatric Hospital, Joseph Zucchero; Saint Albans V.A., Occupational Therapy Department; Samuel Schulman Institute, Roz Mestre; South Side Psychiatric Center, Deborah DelVecchio; Southside Hospital, Sheila Kelly; St. Patricks Home, Emmy Miller; Staten Island Development Center, Willinda Brown; Staten Island Hospital, Eileen
Ascher; Suffolk Developmental Center, Phillip Bonjorno; Trump Pavilion, Kathy Korwarsky; U.C.P. of Manhattan, Susan Campbell: U.C.P. of Nassau County, Darryl Pappau; U.C.P. of New York/Brooklyn, Mary Lee Serraga; United Odd Fellow Rehabilitation Home, Barbara Low; Veterans Hospital Outpatient Clinic, Beverly Bussalati; Workman’s Circle, Marcy Kleiner

Facilities Participating in Dietetic Technician Programs:
Astoria General Hospital, D. Goodison, RD; Bellevue Medical Center, R. Harker, R.D.; Bernard Fineson Developmental Center, J. McDermott, RD; Brooklyn Hospital, R. Aguirre, RD; Brooklyn V.A.M.C., J. Eldridge, RD; Cliffside Nursing Home, J. Reichel, RD; Cobble Hill Nursing Home, N. Russell, RD; Community Hospital of Brooklyn, J. Mayes, RD; Concourse Nursing Home, J. Bonura, RD; Downstate Medical Center, S. Christofferson, RD; Hillcrest General Hospital, B. Torin, RD; Hospital for Special Surgery, P. Webb, RD; Jamaica Hospital, J. Walton, RD; Jewish Home & Hospital for the Aged, I. Davis, RD; Jewish Home & Hospital for the Aged, J. Kwateng, RD; JHMCB for Nursing & Rehabilitation, S. Kim, RD; Kings County Medical Center, A. Calhoun, RD; Kings Terrace Nursing Home, P. Spanske, RD; Lawrence Nursing Home, N. Immershein, RD; Long Island College Hospital, M. Alexander, RD; Lutheran Medical Center, C. Avaricio, RD; Marcus Garvey Nursing Home, S. Fairweather, RD; Mary Immaculate Hospital, B. Lyons, RD; Montefiore Hospital & Medical Center, E. Hermann, RD; The New York Infirmary—Beekman Downtown Hospital, L. Cariati, RD; North Central Bronx Hospital, M. Hampton, RD; The Orthopaedic Institute—Hospital for Joint Diseases, G. MacNeela, RD; Prospect Hospital, T. Neuhls, RD; St. Albans E.C.F. & S.N.F., P. Kessler, RD; St. Johns Hospital, D. Hansen, RD; St. John’s Episcopal Hospital, L. Quintano, RD; St. Mary’s Hospital, D. Burton, RD; Seagirt HRF, C. Kedjora, RD; Union Hospital, J. O’Brien, RD

Secretarial Science
Adalgisa Cardoso, Chairperson, Lecturer.
Avis Anderson, Professor.
John Appiah, Lecturer.
Nancy J. Birdwell, Associate Professor.
Rose Caro, Lecturer.
Eve Fishthal, Instructor.
Brunilda Garcia, Lecturer.
Gail Green-Fraser, College Laboratory Technician.
Audrey W. Harrigan, Lecturer.
Asilnett V. Jones, Senior College Laboratory Technician.
Joann Lanaro, Lecturer.
Catherine R. Lisanti, Senior College Laboratory Technician.
Margarita Lopez, Professor.
Cristina Naranjo, College Laboratory Technician.
Jean Norris, Assistant Professor.
Linda Ramos, Instructor.
Marie Sacino-Ehrlich, Lecturer.
Rosemary Scalfani, Senior College Laboratory Technician.
Deborah P. Shuler, Lecturer.
Barbara R. Smith, Lecturer.

Social Science
John L. Hyland, Chairperson, Professor.
Gilberto Arroyo, Lecturer.
John D. Cato, Professor.
Clare Damio, Assistant Professor.
Judith Gomez, Associate Professor.
Geraldine Grant, Assistant Professor.
Janet E. Lieberman, Professor.
Richard K. Lieberman, Coordinator, History and Political Science; Professor.
Joel C. Millonzi, Coordinator, Economics; Professor.
Jacqueline Pope, Instructor.
Joanne R. Reitano, Professor.
Erwin Reyes-Mayer, Assistant Professor.
Lawrence Rushing, Assistant Professor.

Glossary
GLOSSARY

Glossary of LaGuardia Terms

A
@: A symbol that may appear on a student’s transcript which indicates a waiver of a requirement (without credit).

AA: Associate in Arts
AAS: Associate in Applied Sciences
AS: Associate in Science

Academic Advisement: A function of the Student Services Division to assure that students receive accurate advisement on courses they must take and other requirements they must meet.

Associate in Arts: The degree awarded in these programs: Bilingual Education Associate, Educational Associate, Human Services, Liberal Arts, and Mortuary Science.


Associate in Science: The degree awarded in these programs: Business Administration, Liberal Arts, and Occupational Therapy Assistant.

Academic Year: composed of four quarters: Fall, Winter, Spring, and Summer

Adjunct: a part-time instructor

Articulation: an agreement between a four-year college and LaGuardia to accept certain courses for credit towards a BA or BS degree at that senior college or, an agreement between LaGuardia and a high school for automatic advanced placement credit.

B
BEOG: see Pell Grant

Basic Skills: required courses in reading, writing, math, and oral skills based upon students’ performance on the Freshman Placement Test (FSP).

Bursar: the college cashier. In the Bursar’s Office all fees and tuition are collected, and all refund and financial aid checks are given out. The Bursar’s Office accepts payment in the form of cash, checks, and money orders.
Co-op: see Cooperative Education below.

Co-op Internship: credit-bearing work experience.

Co-op Preparatory Program: a required noncredit course which prepares students for co-op internships. Eligibility for placement is dependent on satisfactory completion of Co-op Preparatory Program. Course activities include identifying personal co-op internship objectives, interviewing for internships, resume writing, and practice interviews.

Co-op Seminars: evening classes taken during internships. In the seminar, students examine their work experiences in relationship to career and educational objectives, and academic concepts.

Core: a twelve-credit requirement of introductory-level courses taken in four out of five liberal arts departments.

Corequisite: course which must be taken during the same quarter as another course.

Counselor: college staff trained to help students examine educational, career, and personal concerns. They conduct freshman seminars, lead workshops, and are available to see students on an individual and group basis.

Course ID: each course ID (listed in the Schedule of Classes) identifies the department offering the course, the specific course, and the particular section a student takes, out of all the sections of the course being offered (e.g., ENG101.01).

Curriculum: a student's major field of study at LaGuardia.

Degree Requirements Checklist (DRC): a list which includes a student's basic skills requirements (if any), and the required courses for his or her major.

Elective: courses not required for a major which a student may choose to take to meet the overall degree requirement. Liberal arts electives include courses from the Departments of English, Humanities, Human Services, Natural and Applied Sciences, Math and Social Science, except those courses listed on pages 35. Unrestricted electives may be chosen from any department of the college.

Extended Day: evening (after 5 pm) and Saturday courses.

Full-time student: generally, a student registered for 7-12 tuition units or credit equivalents per quarter. Since each financial aid program has a different definition for full-time status, see a financial aid counselor for information about how to maintain eligibility for all forms of financial aid. Veterans should speak with a counselor in the Veterans Affairs Office.

GPA: Grade Point Average.

Guaranteed Student Loan: a form of financial aid.

Humanities: courses in the areas of speech/communication, art, music, foreign languages, bilingual education, and philosophy.

INC: a symbol that may appear on a student's transcript indicating an incomplete course.

IOC (Internship Opportunities Catalogue): a complete listing of internships available through the Division of Cooperative Education.

Intensive: see Urban Study Requirement.

Internship: see Co-op Internship.

Internship Seminar: see Co-op Seminar.

Job Placement Office: available to all students and alumni. Offers full and part-time job referrals based on a student's interests, skills, experience, and class schedule; placement referrals for alumni; placement in temporary positions; and assistance in developing interview techniques and the preparation of a resume.

Liberal Arts: a college major which includes courses from the Departments of English, Humanities, Human Services, Natural and Applied Sciences, Mathematics, and Social Science or electives taken from those departments.
M
Middle College: a Board of Education high school on LaGuardia’s campus.

N
NC: a symbol which may appear on a student’s transcript which indicates no credit was earned for the course.
NDSL: National Direct Student Loan—a form of financial aid.
Noncleared: term used by the Bursar’s Office to indicate that a student owes money to the college. Accounts must be settled before the student will be permitted to register for the next quarter’s classes.
Noncredit Programs: college programs that offer noncredit courses, designed to meet the interests and needs of a variety of individuals and groups.

P
P: a symbol that may appear on a student’s transcript which indicates the student passed the course. Used prior to Fall, 1975. Not calculated towards GPA.
Part-time Student: generally, a student registered for less than seven tuition units is considered part-time at LaGuardia. Since each financial aid program has a different definition for part-time status, see a financial aid counselor for information about how to maintain eligibility for all forms of financial aid. Veteran’s should speak with a counselor in the Veteran’s Affairs Office.
Pell Grant: a form of financial aid (formerly BEOG).
Preregistration Advisement Form: required form which must be signed by a counselor or faculty advisor before registration. It lists the courses for which a student has been advised to register.
Prerequisite: an introductory course that must be completed prior to taking an advanced course.
Probation: a trial period of two quarters which permits students to improve a low grade average.

R
R: a symbol that may appear on a student’s transcript which indicates that the course must be repeated.
Regents Award for Children of Deceased or Disabled Veterans: a form of financial aid.
Regents College Scholarship: a form of financial aid.
Registrar’s Office: coordinates and implements the registration process. In addition, it also handles the following services: transcript requests, tuition refund requests, verification of attendance, change of data (name, address, etc.), maintenance of students records, transfer credit evaluations, CUNY Assessment Test scores, graduation checks, student enrollment data, readmission applications, reinstatement applications.
Registration Appointment: a specific appointment assigned by the Registrar’s Office indicating the day and time a student is to register.
Requirements: necessary courses for completion of a degree.
Retention: college policy specifying conditions for maintaining student status.

S
SIR (Student Instructional Report): the questionnaire by which students evaluate their teachers.
Social Science: courses in the areas of economics, history, psychology, sociology, political science, and anthropology.
Social Security Payments to Children of Deceased or Disabled Parents: a form of financial aid.
Special Programs: programs offered by the Division of Continuing Education which generally focus on educational preparation, occupationally related skills and training, vocational counseling, or professional development. These programs are usually offered at off-campus locations.
State Aid to Native Americans: a form of financial aid.
Student Activities Department: a college department which includes the Student Activities Committee, student clubs and organizations, and the Student Council.
Student Services: a college division which offers programs including Counseling, Student Activities, and Health Services.
Supplemental Educational Opportunities Grant: a form of financial aid.
Suspension: the result of a student’s failure to raise a low grade point average during probation. Students on suspension cannot register for classes in the college for two quarters.

T
TAP: Tuition Assistance Program—a form of financial aid.

T.A.R.: LaGuardia’s way of linking the concepts students learn in the classroom with their experiences on co-op internships. TAR stands for the Teaching of concepts in classes, their Application on internships, and their Reinforcement in co-op seminars and later classes.
Transcript: report of grades. A student will receive a transcript at the end of each quarter.

U
United States Bureau of Indian Affairs Aid to Native Americans: a form of financial aid.

V
Veterans Administration Educational Benefits: a form of financial aid.
W
W: a symbol that may appear on a student’s transcript which indicates official withdrawal from a course prior to the sixth week of classes.
WIN: Work Incentive Program—A form of financial aid.
WU: a symbol that may appear on a student’s transcript which indicates unofficial withdrawal from a course prior to the sixth week of classes.

Y
Y: a symbol that may appear on a student’s transcript which indicates the student completed the first quarter of a two quarter course (used prior to Fall, 1980).

Z
Z: a symbol that may appear on a student’s transcript which indicates that the instructor was delayed in submitting a grade. Students completing a co-op internship normally receive the temporary grade of “Z.” The “Z” grade will be changed to the student’s correct grade by the fifth week of the quarter following the internship. The “Z” grade is also given to students who have passed all requirements of Basic Reading III except the CUNY retest. When the CUNY retest is passed, the “Z” grade changes to the grade the student has earned in Basic Reading III.
INDEX

GENERAL INDEX

A
Academic advisement/70
Academic appeals/Change of grade/40
Academic policies/37-40
Academic probation/40
Academic programs/7-33, 34-37
Academic programs & policies/6-43
Academic requirements/34
Academic review/40
Academic standards/39-40
Accounting courses/74-76
Accounting curriculum/8
Accounting lab/71
Accounting/Managerial Studies Dept. courses/74-77
Accounting & Managerial Studies, Staff/138
Accounting program/8
Administration, Division of, Staff see Division of Administration, Staff/135-136
Administrative Office Assistant Option curriculum/31
Admission requirements for degree candidates/49
Admission requirements for nondegree candidates/49
Admissions, Students see Student admissions/49-51
Admissions, tuition & aid/48-63
Adult Learning Center/67
Adult Learning Center at the Queens House of Detention for Men and Rikers Island/68
Adult Learning Center labs/71
Advanced standing credit/43
Advanced standing, Students applying with (Admission requirements)/49
Aid. Admissions & tuition see Admissions, tuition & aid/48-63
Alternative Education, Office of see Office of Alternative Education/68
American Sign Language courses/98
Animal Health Technician courses/103
Animal Health Technician Program/10-11
Animal Health Technology curriculum/11
Anthropology courses/116
Art courses/88-89
Art & Culture courses/88
Associate in Applied Science/7
Associate in Science/7
Astoria Adult Education Center/68
Attendance policy/40
Audiovisual resources, Library Media Resources Center see Library Media Resources Center [Audiovisual resources]/71
Auxiliary Loans to Assist Students (ALAS)/59

B
Basic Skills courses/34
Basic Skills program/34
Bilingual concentration curriculum/32
Bilingual Education Associate curriculum/13
Bilingual Education Associate Program/12
Bilingual Education courses/89-90
Biology courses/107-108
Budget, Developing a (Cost of education)/60
Business Administration curriculum: AS degree/24
Business courses see Managerial Studies courses/76-77
Business Management curriculum: AAS degree/24

C
Calendar/Inside back cover
Campus-based programs/66-68
Career & Transfer Resource Center/70
Certificate Program/7
Change of grade/Academic appeals see Academic appeals/Change of grade/40
Chemistry courses/106
Child Development courses/98-99
Child Development curriculum/18
Child Development lab/71
Chinatown Center/69
Clubs & organizations/70
College Discovery (CD)/59
College Discovery Program/50
College for Children/67
College Work-Study program (CWS)/53
Communication Arts courses/90-92
Communication Skills Dept. courses/77-78
Communication Skills, Staff/138
Communications courses/90-91
Community services lab/71
Computer courses see Data Processing Dept. courses/79-81
Computer Science Option curriculum: AS degree/14
Continuing Education/65-69
Continuing Education, Division of, Staff see Division of Continuing Education, Staff/136
Cooperative Education/44-47
Cooperative Education Division courses/78-79
Cooperative Education, Division of, Staff see Division of Cooperative Education, Staff/137
Cooperative Education grades/39
Cooperative Education Optional Plan/46
Cooperative Education policies/47
Cooperative Education requirement, Conditions for fulfilling the (Cooperative Education policies)/47
Correspondence/telephone directory see Telephone/Correspondence director/1
Cost of education/60-61
Counseling/69-70
Counseling program (Freshman seminar)/79
Counselor-in-Duty/69
Courses/74-121
Credit banking for high school students/50
Credit in foreign languages/43
Credit load/37
Credit Management curriculum/25
Credits attempted prior to graduation, Maximum/41
CUNY BA program (Tuition)/61
CUNY transfer policies for LaGuardia students/51
CUNY transfer policies for non-graders/51

D
D Grade policy/39
Data Processing Dept. courses/79-81
Data Processing Dept. labs/71
Data Processing Program/14
Data Processing, Staff/138
Day care see Nursery School/70
Dean of Faculty, Office of the, Staff see Office of the Dean of Faculty, Staff/135
Dean's List/40

E
Eastside Connection/69
Economics courses/117
Education Associate Summer Program/68
English as a Second Language courses/86-87
English Dept. courses/82-86
English Language Center/66-67
English Language Center lab/71
English, Staff/138
ESL see English as a Second Language/86-87
Evaluation & placement (Basic Skills Program)/34
Evening classes see Extended Day Session/65-66
Executive Office curriculum/32
Exemption credits/39
Exemption credits in Cooperative Education/39
Expenses, Typical (Cost of education)/60
Extended Day Session/65-66
Extended Day Session, Cooperative Education for/66
Extended Day Session, Programs of study/66
Extended Day Session, To enroll in/65
External Affairs, Labor Relations & Personnel, Division of, Staff see Division of External Affairs, Labor Relations & Personnel, Staff/137
Extramural sports/73

F
Faculty see Instructional staff/122-135
Fees/62-63
Film courses/91
Financial aid/52-59
Foodservice Management curriculum, Dietetic Technician see Dietetic Technician Food Service Management curriculum/16
Foreign language courses/92-93
French courses/92
Freshman seminar/69
Freshman seminar, Counseling program see Counseling program (Freshman seminar)/79

G
General Science courses/109
Gerontology courses/94
Gerontology curriculum/19
Grading system/38
Graduation (Policy)/41
Graduation (Student activities fees program)/71

Degrees see Associate in Applied Science, Associate in Arts, Associate in Science, Certificate Program/7
Departmental courses see Courses/74-121
Departmental staff/138-141
Dietetic Technician courses/103-105
Dietetic Technician Food Service Management curriculum/16
Dietetic Technician Nutrition Care Services curriculum/17
Dietetic Technician Program/16
Division of Administration, Staff/135-136
Division of Continuing Education, Staff/136
Division of Cooperative Education, Staff/137
Division of External Affairs, Labor Relations & Personnel, Staff/137
Division of Student Services, Staff/137-138
Divisional staff/135-138

INDEX
Grants see Financial aid/52-59
Greek course/92
Guaranteed Student Loan Program/58
Gymnasium see Recreation/73
H
Health Science courses/109
Health services/71
High School see Middle College/72
History courses/117-118
Human Services Dept. courses/97-100
Human Services Program/18
Human Services, Staff/139
Humanism & Technology: Liberal Arts seminar (English)/86
Humanism & Technology: Liberal Arts seminar (Humanities)/96-97
Humanism & Technology: Liberal Arts seminar (Mathematics)/102
Humanism & Technology: Liberal Arts seminar (Natural and Applied Sciences)/110
Humanism & Technology: Liberal Arts seminar (Social Science)/121
Humanities Dept. courses/87-97
Humanities, Staff/139
I
Income-generating programs (Student activities fees program)/71
Independent study & individual courses/36-37
Individual counseling/70
Individual credit program of preparation & placement/44-45
Instructional staff/122-135
Instructional workshops (Recreation)/73
International Exchange Program (Cooperative Education policies)/47
International students with a temporary Non-immigrant visa (Cooperative Education policies)/47
Internship/46
Internship as an educational experience/45-46
Internship requirements (Cooperative Education policies)/47
Internship seminar/45
Internship seminar (Cooperative Education Division courses)/78-79
Internship, Prerequisites to (Cooperative Education policies)/47
Intramural sports activities & special events/73
Introduction/2-3
Italian courses/92
J
Journalism courses/82
L
Laboratory facilities/71
Late registration/90
Leave of absence/41
Leave of absence, Medical/41
Legal Option curriculum/33
Liberal Arts: AA degree curriculum/22
Liberal Arts: AS degree curriculum/21
Liberal Arts & Sciences Program/20
Liberal Arts elective restrictions/35
Library/72
Library-Media Resources Center course/100
Library Media Resources Center [Audiovisual resources]/71
Library, Staff/139
Literature courses/82-84
Loans see Financial aid/52-59
M
Managerial Studies/Accounting Dept. courses see Accounting/Managerial Studies Dept. courses/74-77
Managerial Studies courses/76-77
Managerial Studies Program/23
Map/151
Math lab/71
Mathematics Dept. courses/100-102
Mathematics staff/139
Matriculated status, Application procedures for/49
Media/70
Media courses/91-92
Media services see Library/72
Media services see Library Media Resources Center [Audiovisual resources]/71
Mental Health courses/99
Mental Health curriculum/19
Microcomputer Center/71
Middle College/73
Middle College High School staff/139
Military, Peace Corps & Vista refunds (Of tuition)/62
Mortuary Science curriculum/26
Mortuary Science Program/26
Music courses/93-95
N
National Direct Student Loan Program (NDSL)/53
Natural & Applied Sciences Dept. courses/102-110
Natural & Applied Sciences Dept. labs/71
Natural & Applied Sciences, Staff/139-140
New freshmen (Admission requirements)/49
New York City residents (Tuition)/61
New York City Taxi Driver Institute/67
Noncredit programs/66
Noninstructional fees/63
Non-state residents and foreign students (Tuition)/61
Nursery School/70
Nursing curriculum/27
Nursing Program/27
Nutrition Care Services curriculum, Dietetic Technician see Dietetic Technician Nutrition Care Services curriculum/17
O
Occupational Therapy Assistant curriculum/28
Occupational Therapy Assistant Program/28
Occupational Therapy courses/106-107
Office of Alternative Education/68
Office of the Dean of Faculty, Staff/135
Office of the President, Staff/135
Office of Veterans Affairs/59
Open recreation/73
Operations Option curriculum: AAS degree/15
Outreach programs/68-69
P
Pairs and Clusters (Basic Skills Program)/35
Parent Loan for Undergraduate Students (PLUS)/59
Peer counseling/70
PELL Grants (Formerly BEOG)/52
Permit students/43
Permit students (Tuition)/61
Philosophy courses/96
Physical Therapy Assistant curriculum/29
Physical Therapy Assistant Program/29
Physics courses/109-110
Placement Office/47
Policies, Academic see Academic policies/37-43
Policies, Cooperative Education see Cooperative Education policies/47
Political Science courses/118
President, Office of, Staff see Office of the President, Staff/135
Programs, Academic see Academic programs/33, 34-37
Programs, Support see Support programs/71-73
Psychology courses/119-120
Private college transfer policies/51
Programming Option curriculum AAS degree/15
Programs for Business/67
Programs for Dead Adults/68
Programs for Older Adults/69
R
Reading courses see Communication Skills Dept. courses/77-78
Reading lab/71
Readmission to the college/41
Recreation (Student activities fees program)/70
Recreation/72
Refunds, Other (Of tuition)/62
Regents Awards for Children of Deceased or Disabled Veterans/57
Regents College Scholarships/57
Registrar/42
Reinstatement/40
Residency requirements/38
Retention policy/40
S
Scholarships see Financial aid/52-59
School Foodservice Management courses/105-106
School Foodservice Management Program/30
Science, General, Courses see General Science courses/109
Secretarial Science Dept. courses/111-115
Secretarial Science Dept. labs/71
Secretarial Science Program/31
Secretarial Science, Staff/140-141
Semester credits/37
Senior citizens (Tuition)/61
Small Business Bookkeeping/Accounting Program/67
Social Science Dept. courses/116-121
Social Science, Staff/141
Social Security Payments to Children of Deceased or Disabled Parents/54
Sociology courses/120
Spanish courses/92-93
Special programs/71-73
Sports see Recreation/73
Staff/122-141
State Aid to Native Americans/57
Student activities fees/62
Student activities fees programs & services/70-71
Student admissions/49-51
Student council/71
Student services/69-71
Student Services, Division of, Staff see Division of Student Services, Staff/137-138
Student services & special programs/64-73
Studio Art courses/38-39
Study skills courses see Communication Skills Dept. courses/77-78
SUNY transfer procedures/51
Supplemental Education Opportunity Grants (SEOG)/52
Suspension/40
T
Table of contents/4-5
TAP refunds (Of tuition)/56
Telephone/correspondence directory/1
Theater/92
Tickets [Broadway, shows, etc.]
(Students activities fees program)/70
Transfer agreements/51
Transfer credit in college level courses/42
Transfer credit in remediation/42
Transfer credits/42
Transfer credits in Cooperative Education/42
Transfer credits in health education/42
Transfer credits in religious studies/42
Transfer policy/42-43
Transfer (& the FAP Test)/42
Transfers to senior colleges and universities/50
Tuition/61-62
Tuition, aid & admissions see Admissions, tuition & aid/48-63
Tuition Assistance Program (TAP)/52
Tuition & fees/60-63
Tuition refunds/61-62
Tuition waivers/61
Tutorial laboratories & services (Basic Skills Program)/34
Typing lab/71

U
United States Bureau of Indian Affairs Aid to Native Americans/54
Urban Study courses (Accounting/Managerial Studies)/77
Urban Study courses (English)/86
Urban Study courses (Human Services)/100
Urban Study courses (Humanities)/97
Urban Study courses (Natural & Applied Sciences)/110
Urban Study courses (Social Science)/120-121
Urban Study requirement/36

V
Veterans Administration educational benefits/55
Veterans Affairs, Office of see Office of Veterans Affairs/55
Veterans Education Center/67
Veterans lab/71

W
Waiver of program change fee/63
Withdrawal from Basic Skills courses/41
Withdrawal from Cooperative Education/41
Withdrawal from courses/40
Women’s Program/68
Word Processing Certificate curriculum/33
Work Incentive Program (WIN)/59
Workshops for students/70
Work-Study Program (CWS), College see College Work-Study Program/57
Writing Center/71
Writing Courses/84-85

INDEX

Course Code Index
AMA101 Principles of Accounting I: 9, 15, 24-26, 74
AMA102 Principles of Accounting II: 9, 15, 24-26, 74
AMA103 Principles of Accounting III: 9, 24, 25, 75
AMA110 Accounting Applications for the Microcomputer: 9, 24, 75
AMA120 Secretarial Accounting: 31, 75
AMA150 Individual Income Tax Procedures: 9, 75
AMA155 Partnership & Corporate Tax Procedures: 9, 75
AMA201 Intermediate Accounting I: 9, 75
AMA202 Intermediate Accounting II: 9, 75
AMA210 Cost Accounting I: 9, 75
AMA211 Cost Accounting II: 9, 75
AMA220 Internal Audit: 76
AMM101 Introduction to Business: 9, 14, 15, 24-25, 30, 31-32, 33, 76
AMM102 Principles of Finance: 24, 76
AMM103 Principles of Management: 24, 25, 30, 76
AMM104 Principles of Marketing: 24, 76
AMM105 Principles of Insurance: 76
AMM106 Principles of Retailing Management: 76
AMM107 Principles of Real Estate: 76
AMM110 Business Law I: 9, 24-26, 33, 76
AMM114 Business Law II: 76
AMM115 Basics of Advertising: 76
AMM120 Office & Personnel Management: 26, 32, 77
AMM121 Personnel Administration: 16, 77
AMM140 Introduction to Credit Management: 25, 77
AMM150 Organizing & Operating a Small Business: 26, 77
AMM155 Salesmanship: 77
AMM195 Profile & Prospects of Business in New York City: 36, 77
BPD100 Introduction to Data Processing: 9, 15, 24-25, 31, 71
BPD101 Introduction to Computer Science: 14, 80
BPD/SSDI05 Computers and Society: 9, 24, 25, 31, 71
BPD106 Cobol Programming I: 15, 80
BPD108 RPG Programming: 15, 80
BPD110 Systems Analysis & Design: 14, 15, 80
BPD120 System 370/Assembler Language I: 15, 80
BPD121 System 370/Assembler Language II: 15, 80
BPD115 Structured Programming Techniques with Cobol: 14, 80
BPD196 Basic Assembler Language for Computer Science: 14, 80
BPD200 Cobol Programming II: 15, 80
BPD210 PL-1 Programming: 14, 15, 80
BPD220 Fortran Programming: 14, 15, 80
BPD230 Operating Systems: 14, 15, 80
BPD260 Introduction to Teleprocessing: 15, 81
BPD265 Minicomputers: 14, 15
BPD270 Computer Operations I: 15, 81
BPD275 Computer Operations II: 15, 81
BPD285 Pascal Programming: 81
BPD290 Computer Electronics: 81
BPD295 Computer Architecture: 14, 81
CEC200 Cooperative Education, Child Development: 98
CEC201 Cooperative Education Child Development: 98
CEM200 Cooperative Education Mental Health: 99
CEM201 Cooperative Education Mental Health: 99
CEO201 Introductory Co-op in Occupational Therapy Psychosocial Dysfunction: 28
CEO202 Introductory Co-op in Occupational Therapy Physical Dysfunction: 28
CEP200 Cooperative Education: 78
CPP/SSDI05 Physical Therapy Assistant Fieldwork Preparation (Co-op Prep): 29
CSE096 Basic Reading Workshop: 34, 77
CSE097 Basic Reading I: 34, 77
CSE098 Basic Reading II: 34, 78
CSE099 Basic Reading III: 34, 78
CSE103 Advanced Reading & Study: 35, 78
CSE200 Speed Reading: 35, 78
ENG097 Basic Writing I: 34, 84
ENG098 Basic Writing II: 34, 84
ENG099 Basic Writing III: 34, 85
ENG101 Composition I: 9, 11, 13-15, 17-19, 21-22, 24-33, 85
ENG102 Composition II: 9, 13, 14, 19, 21, 22, 24, 27, 85
ENG103 Preparing & Writing the Research Paper: 22, 31, 85
ENG104 Intermediate Writing: The Peer Tutor Experience: 85
ENG112 Writing for Business: 9, 24-25, 30-33, 35, 85
ENG196 The Arts of the City: 85
ENG187 Media Arts: 35, 85
ENG212 Feature Writing for Newspapers & Popular Magazines: 82
ENG214 Journalism: Its Scope & Uses: 82
ENG215 Journalism: The Craft of Gathering & Reporting the News; 82
ENG216 Journalism in the Private Sector: The House Organ, Public Relations & Advertising: 82
ENG217 Elements of Broadcast Journalism: Radio & Television Writing & Programming: 82
ENG220 Work, Labor & Business in American Literature: 82
ENG225 Afro-American Literature: 82
ENG240 Literature of the City: 83
ENG243 The Price of Patriotism: Literature of War: 83
ENG245 Images of Women in Literature: 83
ENG247 The Woman Writer: Her Vision & Her Art: 83
ENG250 The Short Story: 22, 83
ENG260 The Novel: 22, 83
ENG265 The Drama: 22, 83
ENG266 Shakespeare: 83
ENG268 The Immigrant Experience in American Literature: 84
ENG269 Contemporary Black American Fiction: 84
ENG270 Introduction to Poetry: 22, 84
ENG/HUC272 Literature & Film: 84
ENG275 The Great Writer: 84
ENG280 Children’s Literature: 84
ENG285 Literature for the Adolescent: 84
ENN191 Art, Politics & Protest: 36, 86
ENN/SSN193 Ideal Societies: 36, 86
ENN195 Violence in American Art & Culture: 36, 86
ENN198 Creative Writing Workshop: 36, 86
ESL096 English as a Second Language: 36, 86
ESL097 English as a Second Language I: 34, 87
ESL098 English as a Second Language II: 34, 87
ESL099 English as a Second Language III: 34, 87

146
Affirmative Action Policy
LaGuardia Community College has established an affirmative action program in accordance with the policy of the Trustees of the City University of New York, federal and state regulations, Presidential Executive Orders, and Titles VII and IX of the Civil Rights Acts of 1964, as amended in 1972. These regulations prohibit discrimination in the admission of students and recruitment and retention of employees on the basis of race, color, creed, national origin, handicap, marital status, sex or age. The college also adheres to the provisions of the Rehabilitation Act, as amended in December, 1974, and the Vietnam Era Veterans Readjustment Assistance Act. For additional information please contact: Susan Armiger, Associate Dean of External Affairs, Labor Relations and Personnel (718) 626-5052.

Policy Against Sexual Harassment
It is the policy of LaGuardia Community College of the City University of New York to prohibit harassment of employees or students on the basis of sex. This policy is related to and is in conformity with the equal employment opportunity policy of the university to recruit, employ, retain, and promote employees without regard to sex, age, race, color, or creed. Prompt investigation of allegations will be made on a confidential basis to ascertain the veracity of complaints and appropriate corrective action will be taken.

Graduation Rates
Graduation rates at LaGuardia compare favorably with those for other CUNY community colleges. While most students require more than two years to complete an Associate's degree, studies have shown that approximately 20% of entering students may require up to five years. An important factor to consider in addition to the graduation rates is the number of students who attend part time and require additional quarters to complete their studies.

Credit Values at LaGuardia
Even though LaGuardia operates on a quarterly calendar, instructional time is allocated in such a way as to be equal to that of a college on a semester system. Therefore, LaGuardia awards semester credits for its courses.

CUNY Law School at Queens College
The City University of New York Law School at Queens College admitted its opening class in September 1983, after years of planning and development. The mandate of the Law School is expressed in its motto, "Law in the Service of Human Needs." The school's program honored students' aspirations toward finding a legal career that expresses their commitment toward justice, fairness, and equality. The Law School's curriculum reflects an expansive view of the functions of law and lawyers in our current society, and includes a significant core of required courses that integrate related subject matter. It involves extensive concentration on clinical education, professional responsibility, and legal theory, and integrates their study with the analysis of legal doctrine. It combines skills training with a thoroughgoing inquiry into professional role and responsibility, and combines a firm grounding in the workings of the adversary system with a critical awareness of its limitations and of such developing alternatives as mediation.

The admissions program seeks to identify candidates with strong academic ability and with some of the less tangible qualities that make an outstanding lawyer—judgment, initiative, empathy, interpersonal competence, and the ability to work collaboratively as well as independently. The Law School seeks a student body that is diverse in its cultural, economic, racial, ethnic, and geographic composition.

The placement process at the Law School is part of the educational program. The school works actively to develop job opportunities in public and private positions that enable students to gain experience and skills in the full range of socially useful practices.

Middle States Accreditation
LaGuardia Community College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools.

Catalog Advisory Committee
The committee was charged with reviewing the catalog's content, style, and organization and to recommend improvements. The result of this process is reflected in the substantial number of changes which have been incorporated in this edition. The committee members are:

Dean Susan S. Armiger, Chair
Alan Berman, English
Bruce Brooks, Humanities
Eleanor Christiansen, Personnel
Arthurine DeSola, Student Services
Alan Fingerhut, Bursar's Office
Eve Fischtal, Secretarial Science
William Freelander, Communications
Charles Gibson, Accounting & Managerial Studies
John Holland, Communication Skills
Marcia Keisz, Staff
Lorence Long, Human Services
Frederick Low, Library
Ginny Noonan, Registrar
Carol Okolica, Data Processing
Robert O'Pray, Office of Dean of Faculty
Yvonne Powell, Mathematics
Jon Saul, Student Services
Theresa Smith, Continuing Education
Margo Turkel, Cooperative Education

Catalog Design and Production
This edition of the catalog was designed and produced by the Office of Communications. The production coordinator was Anne Fink. The photographer was Randy Fader-Smith.
HEGIS Codes

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</th>
<th>H.E.G.I.S. Code No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>AAS</td>
<td>5002</td>
</tr>
<tr>
<td>Business Administration</td>
<td>AS</td>
<td>5004</td>
</tr>
<tr>
<td>Business Management</td>
<td>AAS</td>
<td>5004</td>
</tr>
<tr>
<td>Secretarial Science—Bilingual Option</td>
<td>AAS</td>
<td>5005</td>
</tr>
<tr>
<td>Secretarial Science—Executive Sub-Option</td>
<td>AAS</td>
<td>5005</td>
</tr>
<tr>
<td>Secretarial Science—Legal Sub-Option</td>
<td>AAS</td>
<td>5005</td>
</tr>
<tr>
<td>Word Processing</td>
<td>CERT</td>
<td>5005</td>
</tr>
<tr>
<td>Secretarial Science</td>
<td>AAS</td>
<td>5005</td>
</tr>
<tr>
<td>Administrative Office-Assistant Sub-Option</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Mgt./Precision Technology</td>
<td>AAS</td>
<td>5099</td>
</tr>
<tr>
<td>Programming and Systems</td>
<td>AAS</td>
<td>5103</td>
</tr>
<tr>
<td>Machine Operations</td>
<td>AAS</td>
<td>5105</td>
</tr>
<tr>
<td>Animal Health Technology</td>
<td>AAS</td>
<td>5206</td>
</tr>
<tr>
<td>Nursing*</td>
<td>AAS</td>
<td>5208</td>
</tr>
<tr>
<td>Occupational Therapy Assistant</td>
<td>AS</td>
<td>5210</td>
</tr>
<tr>
<td>Business, Health Services Tech. Option</td>
<td>AS</td>
<td>5218</td>
</tr>
<tr>
<td>Physical Therapist Assistant*</td>
<td>AAS</td>
<td>5219</td>
</tr>
<tr>
<td>Mortuary Science</td>
<td>AAS</td>
<td>5299</td>
</tr>
<tr>
<td>Dietetic Technician</td>
<td>AS</td>
<td>5404</td>
</tr>
<tr>
<td>Education Associate and Family Assistant</td>
<td>AA</td>
<td>5503</td>
</tr>
<tr>
<td>Mathematics and Science</td>
<td>AS</td>
<td>5649</td>
</tr>
<tr>
<td>Humanities, Social Science, Human Services</td>
<td>AA</td>
<td>5622</td>
</tr>
</tbody>
</table>

*Pending approval of the State Department of Education.

Note: In compliance 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 Acts of 1972 and the implementing Federal regulations, in a policy of non-discrimination on the basis of sex in the operation of the College's educational programs and activities. Federal requirements of non-discrimination on the basis of sex include employment by the College and admissions to LaGuardia Community College.
LAGUARDIA COMMUNITY COLLEGE: TRAVEL DIRECTIONS

BY SUBWAY

The College can be reached easily by both the IND and IRT lines.

The Queens Plaza IND stations is serviced by the E, F, GG, and N trains. The college is an 8-minute walk from this station.

The Rawson St. station of the Flushing IRT line is serviced by the number 7 train, which connects in Manhattan with the Lexington IRT and the B, D, and F lines. The college is a three-minute walk from the Rawson St. Station.

BY BUS

From Queens: Number 60 bus west along Queens Blvd. to Thomson Ave.

From the Bronx: The QBX-1 bus from Coop City to Main Street, Flushing, and transfer to the IRT number 7 train to Rawson St. Or the Q44 bus to Main St., Flushing, and transfer to the IRT number 7 train to Rawson St.

From Manhattan: The M32 bus along Madison Ave. and across 57th Street and the 59th St. Bridge to the intersection of Queens Blvd. and Thomson Ave.

BY CAR

The college is located on Thomson Ave., three blocks west of its intersection with Queens Blvd.

From Queens: The Long Island Expressway, west, to Van Dam St. exit. Make a right at light and go to Thomson Ave., where you make a left.

From Brooklyn: Brooklyn-Queens Expressway, north, to Long Island Expressway exit (toward Midtown Tunnel) to Van Dam St. exit. Make a right at light and go to Thomson, where you make a left.

From the Bronx: Triboro Bridge to Brooklyn-Queens Expressway south. Exit at Queens Blvd., west, and when Queens Blvd. forks, bare left onto Thomson Ave.

From Manhattan: Upper level of the 59th Street Bridge to Queens Blvd. and turn left at Thomson.
### FALL QUARTER

- **September 10**
  - First official day of Co-op Internships

- **September 20**
  - First day of regular classes

- **September 26-28**
  - Rosh Hashana—no classes

- **October 5**
  - Yom Kippur—no classes after 4 p.m.

- **October 6**
  - Yom Kippur—no classes

- **October 8**
  - Columbus Day—no classes

- **October 9**
  - Last day to apply for graduation this quarter. Last day to add Independent Study/Individualized Course. Last day of tuition refund period

- **November 1**
  - Last day to withdraw from a course officially

- **November 6**
  - Election Day—no classes

- **November 8**
  - Last day to apply for Reinstatement from Suspension

- **November 12**
  - Veteran’s Day—no classes

- **November 22-25**
  - Thanksgiving—no classes

- **November 29**
  - Last day to apply as a non-degree student. (Applications accepted on a space available basis.)

- **December 10**
  - Last day of Fall Quarter

- **December 14**
  - Last official day of Co-op Internship

### WINTER QUARTER

- **December 17**
  - First official day of Co-op Internship

- **December 24-January 1**
  - Winter Recess—no classes

- **January 2**
  - First day of regular classes

- **January 10**
  - Last day for transfer applications for February admission to CUNY colleges. Last day to apply for graduation this quarter. Last day to add Independent Study/Individualized Course. Last day of tuition refund period.

- **January 15**
  - Human Rights Day—no classes

- **January 16**
  - Last day to apply for Reinstatement from Suspension. Last day to withdraw from a course officially.

- **February 7**
  - Last day to apply for Reinstatement from Suspension. Last day to withdraw from a course officially.

- **February 14**
  - Classes will meet according to a Tuesday schedule.

- **February 15**
  - Lincoln's Birthday—no classes

- **February 18**
  - Washington's Birthday—no classes

- **February 20**
  - Classes will meet according to a Monday schedule

- **February 28**
  - Last day to apply for Readmission. Last day to apply as a non-degree student. (Applications accepted on a space available basis.)

- **March 15**
  - Last day of Winter Quarter. Last official day of Co-op Internship.

### SPRING QUARTER

- **March 18**
  - First official day of Co-op Internship

- **March 30**
  - First day of regular classes

- **April 5-7**
  - Passover/Easter—no classes

- **April 15**
  - Last day to apply for graduation this quarter. Last day to add Independent Study/Individualized Course. Last day of tuition refund period.

- **May 2**
  - Last day to apply for Reinstatement from Suspension. Last day to withdraw from a course officially.

- **May 23**
  - Last day to apply for Readmission. Last day to apply as a non-degree student. (Applications accepted on a space available basis.)

- **May 27**
  - Memorial Day—no classes

- **June 11**
  - Classes will meet according to a Friday schedule.

- **June 14**
  - Last official day of Co-op Internship

### SUMMER QUARTER

- **June 17**
  - First official day of Co-op Internship

- **June 20**
  - First day of regular classes

- **July 3**
  - Last day to apply for graduation this quarter. Last day to add Independent Study/Individualized Course.

- **July 4**
  - Independence Day—no classes

- **July 25**
  - Last day to withdraw from a course officially. Last day to apply for Reinstatement from Suspension.

- **August 10**
  - Last day for transfer applications for September admissions to CUNY colleges. Last day to apply as a non-degree student. (Applications accepted on a space available basis.)

- **August 22**
  - Last day to apply for Readmission. Last day to apply as a non-degree student. (Applications accepted on a space available basis.)

- **August 29**
  - Last day of Summer Quarter

- **September 6**
  - Last official day of Co-op Internship