Special Note on the Addendum
Beginning on Page 113:

Some of the curriculum requirements listed in the chapter on Academic Programs (beginning on page 7) have been amended. Revisions of these requirements, however, have been included in the addendum to this edition of the bulletin on pages 115 and 116.

The affected programs and the pages where a change should occur are listed here:

- Accounting/Managerial Studies
  - Business Administration/page 25

- Human Services
  - Child Development/page 20
  - Gerontology/page 20
  - Mental Health/page 20

- Liberal Arts: AA Degree/page 22
- Liberal Arts: AS Degree/page 23

- Natural and Applied Sciences
  - Animal Health Technology/page 13

- Secretarial Science
  - Administrative Office Assistant/page 29
  - Bilingual Concentration/page 29
  - Legal Option/page 30
  - Word Processing Certificate/page 30

The changes in all of these programs can be found on pages 115 and 116. Students enrolled in these programs are urged to check these changes. If you have any questions, please consult a counselor or faculty advisor.

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.
A College and a Community

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 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, the 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 beyond the classroom and into the work place. Unlike any other community college, this college was the first to require its 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 local 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 student 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 plain-spoken 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 bulletin 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.
How to find what

Programs and Policies

A description of the various academic programs offered by the college and the policies which govern them begins on page 7.

This includes a listing of the courses required for each degree, details of the grading system, how to meet the college's cooperative education requirements, and so forth.

Extended Day students, who attend in the evening, will find information which applies particularly to them on page 55 of the chapter on special programs and services.

The degree programs offered by the college are described in alphabetical order, beginning on page 10. These include:

- Accounting
- Animal Health
- Data Processing
- Dietetic Technician
- Education Associate
- Education Associate: Bilingual
- Human Services
- Liberal Arts and Sciences
- Managerial Studies
- Mortuary Science
- Occupational Therapy Assistant
- Secretarial Science

Admissions, Tuition and Aid

How students apply to the college, how much it costs, and what financial assistance is available to cover those costs are the topics presented in this chapter.

The admissions information, beginning on page 39, discusses both degree and nondegree applicant requirements.

The tuition and fees section, beginning on page 42, presents details on the total cost of a college education.

Sources of financial aid, from both state and federal programs, are described beginning on page 45.
Special Programs and Services

The college provides counseling and cocurricular services through the Division of Student Services.

Described on pages 53 and 54, these include academic and career advisement and the programs sponsored by the Student Activities Department.

The Division of Continuing Education, beginning on page 55, serves the adult student. The division administers credit and noncredit programs for evening students and a variety of programs for the handicapped, older adults, veterans, and others.

The recreation program, the library, and Middle College High School are presented beginning on page 58.

Course Descriptions

The course offerings of each academic department are presented beginning on page 60. These include:

- Accounting/Managerial Studies/60
- Communications Skills/62
- Cooperative Education/62
- Counseling/63
- Data Processing/63
- English/65
- English as a Second Language/68
- Humanities/68
- Human Services/75
- Mathematics/77
- Natural and Applied Sciences/79
- Secretarial Science/83
- Social Science/87

Staff Directory

The college's instructional and administrative staff is presented two ways: alphabetically, beginning on page 93, and by division and department, beginning on page 102.

The chapter also includes a directory of telephone and room numbers of many college offices, page 108, the index, page 109, and the academic calendar, page 111.

The LaGuardia Catalogue

Academic Programs

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

- Accounting/10
- Animal Health/12
- Data Processing/14
  - Operations Option
  - Programming Option
- Dietetic Technician/16
- Education Associate/17
- Education Associate: Bilingual/18
- Human Services/19
  - Child Development
  - Gerontology
  - Mental Health
- Liberal Arts and Sciences/21
  - Associate in Arts
  - Associate in Science
- Managerial Studies/24
  - Business Administration
  - Business Management
- Mortuary Science/26
- Occupational Therapy Assistant/27
- Secretarial Science/28
- Administrative Office Assistant
  - Bilingual Concentration
  - Executive Option
  - Legal Option
  - Word Processing Certificate

Cooperative Education

One thing that makes LaGuardia unique among community colleges is its cooperative education program. Basic information on how it works begins on page 31. Included is an explanation of:

- General policies/33
- Internship/32
- Internship seminar/32
- Optional plan/32
- Placement Office/33

Academic Policies

Academic policies on various topics are presented, beginning on page 34, which include:

- Attendance policies/34
- Dean's List requirements/37
- Exemption credits/35
- Grade point average/35
- Grading system/34
- Readmission/37
- Residency requirements/37
- Transfer credits/36
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
- Educational 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
- Data Processing—operations and programming option
- Mortuary Science
- Secretarial Science—administrative office assistant, bilingual, executive and legal options

**Associate in Science**
- Business Administration
- Dietetic Technician
- Occupational Therapy Assistant

**Certificate Program**
- Word Processing

### 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 a 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, students are required to attend these courses regularly and to complete these courses during their first 36 credits attempted at the college.

### Evaluation and Placement

The basic skills course requirements for each student are determined by scores on 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 at the scheduled time.

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

Descriptions of these courses will be found elsewhere in this Bulletin.

- CSE096 Basic Reading Workshop
- CSE097 Basic Reading I
- CSE098 Basic Reading II
- CSE099 Basic Reading III
- ENG097 Basic Writing I
- ENG098 Basic Writing II
- ENG099 Basic Writing III
- ENG100 Basic Writing IV
- MAT098 Basic Mathematics I
- MAT099 Basic Mathematics II
- HUC098 Basic Communication Strategies Workshop
- HUC099 Basic Communication Strategies
- ESL096 ESL Workshop
- ESL097 English as a Second Language I
- ESL098 English as a Second Language II
- ESL099 English as a Second Language III

Most basic skills courses have fewer credits than regular college courses. The low credit value is necessary to leave students more room in their 60 credit degree programs to choose free electives in areas that interest them. Therefore, students who need to take several basic skills courses should expect to take extra time to complete all of their LaGuardia degree requirements. Generally this means at least two extra study quarters, for a total of two and one-half years.

For more information about the Basic Skills Program, students should see their counselor or go to the Basic Skills Office, room M104.

### 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, in room M107, offers help in all areas of writing—from grammar through complex essays and reports. Peer tutors, students who have successfully completed ENG 104, provide a portion of the tutoring services.

The mathematics labs, in room S8-23, the reading labs, in room S139, and the communications labs, in room M117, 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.
Liberal Arts Elective Restrictions

In general, courses offered by the department 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, however, must be applied to Unrestricted Elective requirements. (These courses do, however, continue to satisfy departmental distribution requirements).

**English**
- ENG112 Writing for Business
- ENG197 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 Hispanic Child in an Urban Environment: Educational Psychology
- HUB103 Principles and Practices of Bilingual Education
- HUB201 Bilingual Language Arts
- HUB202 Bilingual Instructional Materials
- HUB203 Classroom Dynamics in a Bilingual School

**Communication Arts**

**Media:**
- HUC240 Media Production Workshop Theatre
- HUC195 Theatre Production

**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

**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

**Medical Health:**
- HSM121 Mental Health Roles and Community Resources
- HSM122 Topics in Mental Health Field Organizations
- HSM123 Contemporary Issues in Mental Health Services

**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:**
- All Courses

**Dietetic Technician:**
- All Courses

**Occupational Therapy:**
- All Courses

**Bilingual Education:**
- SSD210 Philosophical and Social Foundations of Education
- SSSY125 Industrial Psychology

**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 multi-disciplinary 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 Prospects of Business in New York City

**English**
- ENN191 Art, Politics and Protest
- ENN195 Violence in American Art and Culture
- ENN198 Creative Writing
- ENN/SSN199 Ideal Societies
Independent Study and Individualized 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 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.)

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 catalogue description to see if he/she is eligible. If eligible, the student must complete the following steps:

Faculty Approval  
Consult a faculty member who agrees to work with 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 the 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 course before the end of the third 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 filled is not completed satisfactorily, the student will receive an "F" or "I" grade.
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 thorough 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).

Desiree Pardo '81
Billing Representative
American Broadcasting Co.

Internships:
Managistics Inc.
United Artists
American Broadcasting Co.
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 7.

### Accounting Curriculum

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>49-50 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Composition I EN101</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>Writing through Literature EN102</td>
<td>3 (Recommended for transfer students)</td>
</tr>
<tr>
<td>Writing for Business EN112</td>
<td>(Recommended for career students)</td>
</tr>
<tr>
<td>Mathematics</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 (Recommended for transfer students)</td>
</tr>
<tr>
<td>Elementary Statistics MAT 120</td>
<td>(Recommended for career students)</td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
</tr>
<tr>
<td>Introductory Economics I 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>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</td>
<td>(Optional for Extended Day students)</td>
</tr>
<tr>
<td>Three internships, three credits each</td>
<td>9</td>
</tr>
<tr>
<td>Data Processing</td>
<td></td>
</tr>
<tr>
<td>Data Processing Applications I BDP103</td>
<td>2</td>
</tr>
<tr>
<td>Data Processing Applications II BDP104</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>16-17 credits</th>
</tr>
</thead>
<tbody>
<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. Liberal arts electives—for restrictions, see page 8. (Number of credits required depends on Math and English courses chosen)</td>
<td></td>
</tr>
<tr>
<td>Unrestricted electives</td>
<td>9 (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>
</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.

Paul Agli '83
Student
Internship:
The Rockefeller University Laboratory Animal Research Center

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.
### Animal Health Technology

#### Required Courses

<table>
<thead>
<tr>
<th>Category</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Composition I ENG 101</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>Introduction to Social Science SSI 100</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>Oral Communication HUC 101</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Elementary Statistics I MAT 120</td>
<td>3</td>
</tr>
<tr>
<td>Natural &amp; Applied Science</td>
<td>Fundamentals of Human Biology I SCB 203</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Fundamentals of Human Biology II SCB 204</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Biological Chemistry SCC 140</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>General Microbiology SCB 260</td>
<td>4</td>
</tr>
<tr>
<td>Managerial Studies</td>
<td>Office &amp; Personnel Management AMM 120</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative Education</td>
<td>Research Animal Technology SCV/N 101</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Small Animal Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Selected Advanced Internship</td>
<td>2</td>
</tr>
<tr>
<td>Animal Health Technology</td>
<td>Introduction to Animal Health Technology SCV/N 101</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Research Animal Technology SCV 201</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Veterinary Medical Nursing SCV 210</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Veterinary Surgical Nursing SCV 211</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Radiography SCV 212</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Clinical Laboratory Techniques SCV 213</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Given at New York City technical College)</td>
<td></td>
</tr>
<tr>
<td>Farm Animal Nursing SCV 214</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

#### Elective Courses

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 credits</td>
</tr>
</tbody>
</table>

**Total credits: 66**

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 city 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 7.
Data Processing

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 7.

---

Computer Science Option Curriculum: AS Degree*

<table>
<thead>
<tr>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics</strong></td>
</tr>
<tr>
<td>Precalculus MAT200</td>
</tr>
<tr>
<td>Students not requiring MAT200 should select one elective from:</td>
</tr>
<tr>
<td>Linear Algebra MAT210</td>
</tr>
<tr>
<td>Elementary Differential Equations MAT204</td>
</tr>
<tr>
<td>Mathematical Probability and Statistics I, II MAT220, 221</td>
</tr>
<tr>
<td>Calculus I, II, III MAT201, 202, 203</td>
</tr>
<tr>
<td>Introduction to Discrete Mathematical Structures MAT230</td>
</tr>
<tr>
<td><strong>Data Processing</strong></td>
</tr>
<tr>
<td>Introduction to Computer Science BDP101</td>
</tr>
<tr>
<td>Structured Programming Techniques with COBOL BDP195</td>
</tr>
<tr>
<td>Basic Assembler Language for Computer Science BDP196</td>
</tr>
<tr>
<td>Computer Architecture BDP295</td>
</tr>
<tr>
<td>Two electives to be selected from:</td>
</tr>
<tr>
<td>Operating Systems BDP230</td>
</tr>
<tr>
<td>Pascal BDP285</td>
</tr>
<tr>
<td>Fortran BDP220</td>
</tr>
<tr>
<td>PL-1 BDP210</td>
</tr>
<tr>
<td>Minicomputers BDP265</td>
</tr>
<tr>
<td>Systems Analysis and Design BDP110</td>
</tr>
<tr>
<td><strong>Accounting/Managerial Studies</strong></td>
</tr>
<tr>
<td>Introduction to Business AMM101</td>
</tr>
<tr>
<td><strong>English</strong></td>
</tr>
<tr>
<td>Composition I ENG101</td>
</tr>
<tr>
<td>Composition II ENG102</td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
</tr>
<tr>
<td>Introduction to Social Science SS100</td>
</tr>
<tr>
<td><strong>Cooperative Education</strong></td>
</tr>
<tr>
<td>Three internships, three credits each (Optional for Extended Day students)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal arts electives:</td>
</tr>
<tr>
<td>The liberal arts elective must be an Urban Study course.</td>
</tr>
</tbody>
</table>

*This option was approved by the Board of Trustees of The City University of New York in June 1982. Approval from The State Education Department is expected in Fall 1982.

Total credits: 66-67
Programming Option
Curriculum: AAS Degree

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>52 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/Humanities</strong></td>
<td>3</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</strong></td>
<td>3</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>3</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</strong></td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Social Science SS1100</td>
<td>3</td>
</tr>
<tr>
<td><strong>Accounting and Business</strong></td>
<td>2</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</strong> (Optional for Extended Day students)</td>
<td>3</td>
</tr>
<tr>
<td>Three internships, three credits each</td>
<td>9</td>
</tr>
<tr>
<td><strong>Data Processing</strong></td>
<td>3</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>14 credits</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. Liberal arts electives—for restrictions, see page 8.</td>
<td>5</td>
</tr>
<tr>
<td>Unrestricted electives</td>
<td>6</td>
</tr>
<tr>
<td>Total credits: 66</td>
<td></td>
</tr>
</tbody>
</table>

Operations Option
Curriculum: AAS Degree

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>52 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/Humanities</strong></td>
<td>3</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</strong></td>
<td>3</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>3</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</strong></td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Social Science SS1100</td>
<td>3</td>
</tr>
<tr>
<td><strong>Accounting and Business</strong></td>
<td>2</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</strong> (Optional for Extended Day students)</td>
<td>3</td>
</tr>
<tr>
<td>Three internships, three credits each</td>
<td>9</td>
</tr>
<tr>
<td><strong>Data Processing</strong></td>
<td>3</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>14 credits</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. Liberal arts electives—for restrictions, see page 8.</td>
<td>5</td>
</tr>
<tr>
<td>Unrestricted electives</td>
<td>6</td>
</tr>
<tr>
<td>Total credits: 66</td>
<td></td>
</tr>
</tbody>
</table>
Dietetic Technician

Emphasis in Food Service Management

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

The program is structured to provide training in both management and basic sciences. Management courses deal with the direct application of management theories to foodservice operations. Basic science courses include human anatomy, physiology, microbiology, and nutrition.

The program requires clinical affiliation experience at health care facilities in the New York metropolitan area, in order to combine classroom learning with practical work experience through on-the-job training. During the second year at LaGuardia, students will spend about three days each week at the college and one day each week at clinical affiliation sites, plus one full-time practical experience during the final quarter.

Successful graduates qualify for immediate employment in the many hospitals and nursing homes serving New York City, or they may enroll in bachelor's degree programs at various senior colleges. The program is approved by the American Dietetic Association.

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 7.

Dietetic Technician Curriculum

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>58 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Humanities</td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>One course from the Humanities Department</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
</tr>
<tr>
<td>Introduction to Social Science SSI100</td>
<td>3</td>
</tr>
<tr>
<td>Sociology of Complex Organizations: Health Delivery Systems SSS175</td>
<td>3</td>
</tr>
<tr>
<td>Natural Sciences</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>General Microbiology SCB260</td>
<td>4</td>
</tr>
<tr>
<td>Community Health SCN195</td>
<td>2</td>
</tr>
<tr>
<td>Managerial Studies</td>
<td></td>
</tr>
<tr>
<td>Personnel Administration AMM121</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative Education</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</td>
<td></td>
</tr>
<tr>
<td>Foods SCD100</td>
<td>3</td>
</tr>
<tr>
<td>Nutritional Care I SCD210</td>
<td>3</td>
</tr>
<tr>
<td>Nutritional Care II SCD211</td>
<td>3</td>
</tr>
<tr>
<td>Dietetic Management Systems I SCD250</td>
<td>3</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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>8 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal arts electives—for restrictions, see page 8</td>
<td>8</td>
</tr>
</tbody>
</table>

Total credits: 66
Education Associate

Admission to the Education Associate Program is available only to students referred to LaGuardia by the New York City Board of Education. Those referred are employed in the classroom as education assistants, education associates, or family assistants.

The Education Associate Program at LaGuardia awards the Associate in Arts degree (AA) to those who successfully complete the program. Students are encouraged to pursue their BA degrees at a senior college of their choice.

Upon completion of 12 credits, students may register for cooperative education internships. The internships are accompanied by workshops known as internships seminars, which are designed to assist students with problems they encounter in their teaching situations. The seminars available to education and family assistants have included the following: teaching reading in the classroom, teaching math in the classroom, teaching reading to bilingual children, and the language of behavior.

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 unrestrictive elective courses. For more information on the basic skills requirements see page 7.

Education Associate Curriculum

Required Courses 51 credits

<table>
<thead>
<tr>
<th>English/Humanities</th>
<th>3 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition I ENGL101</td>
<td>3</td>
</tr>
<tr>
<td>One additional course from the English Departmen</td>
<td>3</td>
</tr>
<tr>
<td>One course from the Humanities Department</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics/Science</td>
<td>3</td>
</tr>
<tr>
<td>Structure of the Number System I MAT103</td>
<td>3</td>
</tr>
<tr>
<td>Structure of the Number System II MAT104</td>
<td>3</td>
</tr>
<tr>
<td>One course from either the Mathematics or Natural and Applied Sciences Departments. (MAT098 and 099 do not satisfy this requirement.)</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Social Science SSY100</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology SSY101</td>
<td>3</td>
</tr>
<tr>
<td>Urban Sociology SSY102</td>
<td>3</td>
</tr>
<tr>
<td>Philosophical and Social Foundations of Education SSD210</td>
<td>3</td>
</tr>
<tr>
<td>Principles and Practices of Early Childhood SSY120</td>
<td>3</td>
</tr>
<tr>
<td>Sociology of the Family SSY280</td>
<td>3</td>
</tr>
</tbody>
</table>

Cooperative Education
(Optional for Extended Day students)

Four internships, three credits each 12

Psychology
Select one of the following:
Abnormal Psychology SSY230 3
Social Psychology SSY250 3
Group Dynamics: Small Group Processes SSY260 3

Electives 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 electives — for restrictions, see page 8.
Unrestricted electives 6

Total credits: 66
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, and by an oral interview.

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 unrestricted courses.

The Bilingual Education Associate Program is currently being reviewed and modified. Please contact Prof. Max Rodriguez, extension 5572, for information concerning any new requirements or changes that will be in effect for students entering September 1982 or later.

Adalgisa McKinney '78
Bilingual Education Associate
Flashing High School
Internships:
P.S. 131

### Bilingual Education Associate Curriculum

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>ENG101</td>
</tr>
<tr>
<td>Writing Through Literature</td>
<td>ENG102</td>
</tr>
<tr>
<td>Mathematics/Sciences Structure of the Number Systems</td>
<td>MAB103</td>
</tr>
<tr>
<td></td>
<td>(bilingual mode)</td>
</tr>
<tr>
<td>Structure of the Number Systems</td>
<td>MAB104</td>
</tr>
<tr>
<td></td>
<td>(bilingual mode)</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Topics in Biological Sciences</td>
</tr>
<tr>
<td></td>
<td>Topics in Chemistry</td>
</tr>
<tr>
<td></td>
<td>Topics in Physical Sciences</td>
</tr>
<tr>
<td>Social Sciences Introduction to Social Science</td>
<td>SSB100</td>
</tr>
<tr>
<td></td>
<td>(bilingual mode)</td>
</tr>
<tr>
<td>General Psychology</td>
<td>SSY101</td>
</tr>
<tr>
<td>(bilingual mode)</td>
<td></td>
</tr>
<tr>
<td>Group Dynamics</td>
<td>SSY260</td>
</tr>
<tr>
<td>Humanities These courses taught in Spanish only</td>
<td></td>
</tr>
<tr>
<td>Advanced Spanish Composition</td>
<td>HUS210</td>
</tr>
<tr>
<td>Latin American Civilization</td>
<td>HUS204</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>Latin American Literature</td>
<td>HUS200</td>
</tr>
<tr>
<td>Latin American Literature</td>
<td>HUS201</td>
</tr>
<tr>
<td>Literature of the Caribbean</td>
<td>HUS270</td>
</tr>
<tr>
<td>Bilingual Education Associate Curricula (taught in bilingual mode)</td>
<td></td>
</tr>
<tr>
<td>Introduction to Bilingualism</td>
<td>HUN101</td>
</tr>
<tr>
<td>The Hispanic Child in the Urban Environment: Educational Psychology</td>
<td>HUB102*</td>
</tr>
<tr>
<td>Principles and Practices of Bilingual Education</td>
<td>HUB103</td>
</tr>
<tr>
<td>Bilingual Language Arts</td>
<td>HUB200</td>
</tr>
<tr>
<td>Cooperative Education Three internships, three credits each, in educational institutions requiring bilingual skills.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts Electives: for restrictions see page 8</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 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 7.
# Child Development Curriculum

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>54 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/Humanities</strong></td>
<td>3</td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td></td>
</tr>
<tr>
<td>Introduction to Art HUA101</td>
<td></td>
</tr>
<tr>
<td>Introduction to Music HUM101</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics/Science</strong></td>
<td>3</td>
</tr>
<tr>
<td>Structure of the Number System MAT103</td>
<td></td>
</tr>
<tr>
<td>Topics in Biological Sciences SCB101</td>
<td></td>
</tr>
<tr>
<td>Topics in Physical Sciences SCP101</td>
<td></td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Social Science SS1100</td>
<td></td>
</tr>
<tr>
<td>General Psychology SSY100</td>
<td></td>
</tr>
<tr>
<td>Developmental Psychology I: Childhood SSY240</td>
<td></td>
</tr>
<tr>
<td><strong>Cooperative Education</strong></td>
<td>9</td>
</tr>
<tr>
<td>Six part-time internships, 1½ credits each</td>
<td></td>
</tr>
<tr>
<td><strong>Human Services</strong></td>
<td>3</td>
</tr>
<tr>
<td>Orientation to Human Services HSC101</td>
<td></td>
</tr>
<tr>
<td>Principles of Human Relations HSC102</td>
<td></td>
</tr>
<tr>
<td>Community Dynamics: Impact on Human Services HSN103</td>
<td></td>
</tr>
<tr>
<td><strong>Child Development</strong></td>
<td>3</td>
</tr>
<tr>
<td>Integrated Curriculum A: The Developing Child HSD170</td>
<td></td>
</tr>
<tr>
<td>Integrated Curriculum B: Developing Problem-Solving Skills HSD171</td>
<td></td>
</tr>
<tr>
<td>Integrated Curriculum C: Developing Creativity HSD172</td>
<td></td>
</tr>
</tbody>
</table>

## Elective Courses 12 credits

- Liberal arts electives — for restrictions, see page 8.

Total credits: 66

---

# Mental Health Curriculum

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>54 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/Humanities</strong></td>
<td>3</td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td></td>
</tr>
<tr>
<td>Composition II ENG102</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics/Science</strong></td>
<td>3</td>
</tr>
<tr>
<td>Topics in Biological Sciences SCB101</td>
<td></td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Social Science SS1100</td>
<td></td>
</tr>
<tr>
<td>General Psychology SSY100</td>
<td></td>
</tr>
<tr>
<td>Psychology of Aging SSY290</td>
<td></td>
</tr>
<tr>
<td><strong>Cooperative Education</strong></td>
<td>9</td>
</tr>
<tr>
<td>Six part-time internships, including three credits earned in a setting serving the elderly.</td>
<td></td>
</tr>
<tr>
<td><strong>Human Services Core</strong></td>
<td>3</td>
</tr>
<tr>
<td>Orientation to Human Services HSC101</td>
<td></td>
</tr>
<tr>
<td>Principles in Human Relations HSC102</td>
<td></td>
</tr>
<tr>
<td>Community Dynamics: Impact on Human Services HSN103</td>
<td></td>
</tr>
<tr>
<td><strong>Gerontology</strong></td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Gerontological Services HSG150</td>
<td></td>
</tr>
<tr>
<td>Human Services Roles and Systems</td>
<td></td>
</tr>
<tr>
<td>Functions of Therapeutic Activity</td>
<td></td>
</tr>
</tbody>
</table>

## Electives 18 credits

- Two of the three courses listed below are suggested:
  - Economics of Aging
  - Human Nutrition
  - The Minority Aged in the Inner City

## Liberal arts electives — for restrictions, see page 8.

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 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, 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, 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 cluster and core 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, 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. 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 specially appointed faculty advisors to help with the planning of their programs. Students must 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 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 7.
## Liberal Arts: AA Degree Curriculum

### General Requirements 47 credits

<table>
<thead>
<tr>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition I ENG101</td>
</tr>
<tr>
<td>Composition II ENG102</td>
</tr>
<tr>
<td>Writing the Research Paper ENG103</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English/Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>One English Department elective</td>
</tr>
<tr>
<td>One Humanities Department elective</td>
</tr>
<tr>
<td>(ENG098 and 099 and HUC098 and 099 do not satisfy these requirements.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics/Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Math Department elective</td>
</tr>
<tr>
<td>One Natural and Applied Sciences lab elective</td>
</tr>
<tr>
<td>One Math or Natural and Applied Sciences elective (MAT098 and 099 do not satisfy these requirements.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Social Science SS100</td>
</tr>
<tr>
<td>Two Social Science Department electives</td>
</tr>
<tr>
<td>Seminar LIB200</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cooperative Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Optional for Extended Day students)</td>
</tr>
<tr>
<td>Three internships, three credits each</td>
</tr>
</tbody>
</table>

### Cluster Requirement

**Introductory Cluster:** Students must take an introductory cluster (see Schedule of Classes) during the quarter they take Composition I ENG101 and/or Introduction to Social Science SS1100.

### Core Requirement

**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:

#### Social Science
- Themes in American History to 1865 SSH101
- General Psychology SSY101

<table>
<thead>
<tr>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Short Story ENG250</td>
</tr>
<tr>
<td>The Novel ENG260</td>
</tr>
<tr>
<td>The Drama ENG265</td>
</tr>
<tr>
<td>Introduction to Poetry ENG270</td>
</tr>
</tbody>
</table>

### Elective Courses 19 credits

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

### 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, or a business minor in secretarial studies, data processing, or accounting/managerial studies. See the Liberal Arts Handbook for courses in these patterns.

### Total credits: 66
# Liberal Arts: AS Degree Curriculum

### Required Courses 33 credits

<table>
<thead>
<tr>
<th>Course Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/Humanities</strong></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>Electives from the English and/or Humanities Departments (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></td>
</tr>
<tr>
<td>Introduction to Social Science SS1010</td>
<td>3</td>
</tr>
<tr>
<td>Electives from the Social Science Department</td>
<td>6</td>
</tr>
<tr>
<td><strong>Humanism and Technology:</strong></td>
<td></td>
</tr>
<tr>
<td>Liberal Arts Seminar LIB200</td>
<td>3</td>
</tr>
<tr>
<td><strong>Cooperative Education</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>
</tbody>
</table>

### Elective Concentrations 27 credits

It is recommended that students complete 27 or more credits according to one of the following suggested patterns. Credits completed above 27 apply to electives below:

<table>
<thead>
<tr>
<th>Concentration</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Engineering</strong></td>
<td></td>
</tr>
<tr>
<td>General Physics I, II, III SCP240, 241, 242</td>
<td>12</td>
</tr>
<tr>
<td>Engineering Mechanics: Statistics SCP250</td>
<td>2</td>
</tr>
<tr>
<td>Engineering Mechanics: Dynamics SCP251</td>
<td>2</td>
</tr>
<tr>
<td>Calculus I, II, III MAT201, 202, 203</td>
<td>12</td>
</tr>
<tr>
<td>Differential Equations MAT204</td>
<td>4</td>
</tr>
<tr>
<td><strong>Biology/Health Services</strong></td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Biology I, II SCB201, 202</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals of Chemistry I, II SCC201, 202</td>
<td>8</td>
</tr>
<tr>
<td>Electives from Natural and Applied Sciences Department</td>
<td>15</td>
</tr>
<tr>
<td>Algebra MAT110</td>
<td>3</td>
</tr>
<tr>
<td><strong>Chemistry</strong></td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Chemistry I, II SCC201, 202</td>
<td>8</td>
</tr>
<tr>
<td>Organic Chemistry I, II SCC251, 252</td>
<td>10</td>
</tr>
<tr>
<td>Calculus I, II MAT201, 202</td>
<td>8</td>
</tr>
<tr>
<td>Electives from Natural and Applied Sciences and/or Math Departments</td>
<td>8</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
</tr>
<tr>
<td>Precalculus MAT200 (if needed)</td>
<td>3</td>
</tr>
<tr>
<td>Calculus I, II, III MAT201, 202, 203</td>
<td>9</td>
</tr>
<tr>
<td>One or both of the following:</td>
<td></td>
</tr>
<tr>
<td>Elementary Differential Equations MAT204</td>
<td>4</td>
</tr>
<tr>
<td>Elementary Linear Algebra MAT210</td>
<td>3</td>
</tr>
<tr>
<td>One or more of the following:</td>
<td></td>
</tr>
<tr>
<td>Elementary Statistics I MAT120</td>
<td>3</td>
</tr>
<tr>
<td>Elementary Statistics II MAT121</td>
<td>3</td>
</tr>
<tr>
<td>Logic and Computers MAT130</td>
<td>3</td>
</tr>
<tr>
<td>History of Mathematics MAT132</td>
<td>3</td>
</tr>
<tr>
<td>One of the following course sequences:</td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Biology I, II SCB201, 202</td>
<td>8</td>
</tr>
<tr>
<td>Fundamentals of Chemistry I, II SCC201, 202</td>
<td>8</td>
</tr>
<tr>
<td>General Physics I, II, III SCP240, 241, 242</td>
<td>12</td>
</tr>
</tbody>
</table>

### General Elective Courses 9 credits

<table>
<thead>
<tr>
<th>Course Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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. Unrestricted electives</td>
<td>9</td>
</tr>
</tbody>
</table>

Total credits: 66
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.

During the first year of study, the courses taken under both programs 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, and salesmanship.

Regardless of the program selected, the student is able to complete three internships. These work...
Business Administration
Curriculum: AS Degree

Required Courses 50 credits

<table>
<thead>
<tr>
<th>English</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Writing Through Literature ENG102*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra MAT110</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Pre-Calculus MAT200*</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Cooperative Education</td>
<td>(Optional for Extended Day students)</td>
<td>Three internships, three credits each</td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introductory Economics I SSE101</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Accounting/Managerial Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles of Accounting I AMA101</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Principles of Accounting II AMA102</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Principles of Accounting III AMA103</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Introduction to Business AMM101</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Principles of Finance AMM102</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Principles of Management AMM103</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Principles of Marketing AMM104</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Business Law I AMM110</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Data Processing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Processing Applications I BDP103</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Data Processing Applications II BDP104</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Elective Courses 16 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 14-17
(Unumber of credits required depends on Math and English courses chosen.)

Unrestricted electives 0-2

Total credits: 66-67

*Writing through Literature ENG102 and/or Pre-Calculus MAT200 will be accepted as graduation requirements for this program in place of ENG112 and/or MAT120. However, the listed requirements will prepare the student better for immediate career goals upon graduation.
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 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 New York State licensing examination.

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

Students who need additional skill development in reading, writing, mathematics, and communication will be required to take basic skills 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 7.

**Mortuary Science Curriculum**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>29 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Social Science</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Business and Accounting</td>
<td>2</td>
</tr>
<tr>
<td>Small Business Management</td>
<td>3</td>
</tr>
<tr>
<td>Accounting</td>
<td>2</td>
</tr>
<tr>
<td>Natural and Applied Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Biological Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Fundamentals of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>Fundamentals of Biology II</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Basic Mathematics</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Mortuary Science Courses (taken at AAMI)</th>
<th>33 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy</td>
<td>6</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Embalming</td>
<td>4</td>
</tr>
<tr>
<td>Funeral Service Principles</td>
<td>4</td>
</tr>
<tr>
<td>Law</td>
<td>3</td>
</tr>
<tr>
<td>Restorative Arts</td>
<td>4</td>
</tr>
<tr>
<td>Pathology</td>
<td>3</td>
</tr>
<tr>
<td>Psychology</td>
<td>2</td>
</tr>
<tr>
<td>Microbiology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total credits: 66
Occupational Therapy Assistant

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

Graduates work with occupational therapists providing services to persons with problems caused by physical injuries, developmental impairment, aging, or 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 for the certification (C.O.T.A.) examination.

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 7.

Yvonne Brown Lockhart '81
Certified Occupational Therapy Assistant
Cobble Hill Nursing Home

Internships:
Downstate Medical Center
Beth Israel Medical Center
Queens Hospital Center

Occupational Therapy Assistant Curriculum

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Biology: Fundamentals of Human Biology I SCB203</td>
<td>4</td>
</tr>
<tr>
<td>Biology: Fundamentals of Human Biology II SCB204</td>
<td>4</td>
</tr>
<tr>
<td>Community Health SCN195</td>
<td>2</td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>General Psychology SSY101</td>
<td>3</td>
</tr>
<tr>
<td>Abnormal Psychology SSY230</td>
<td>3</td>
</tr>
<tr>
<td>Developmental Psychology I: Childhood SSY240</td>
<td>3</td>
</tr>
<tr>
<td>Developmental Psychology II: From Adolescence SSY241 or Psychology of Aging SSY290</td>
<td>3</td>
</tr>
<tr>
<td>Group Dynamics: Small Group Processes SSY260</td>
<td>3</td>
</tr>
<tr>
<td>Occupational Therapy Media and Applications I, II, III: General Crafts, Textiles, and Leather SCO210</td>
<td>3</td>
</tr>
<tr>
<td>Wood and Ceramics SCO211</td>
<td>3</td>
</tr>
<tr>
<td>Life Tasks SCO212</td>
<td>3</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td></td>
</tr>
<tr>
<td>Occupational Therapy: Theory and Practice in Psychosocial Dysfunction SCO201</td>
<td>3</td>
</tr>
<tr>
<td>Functional Pathology SCO230</td>
<td>3</td>
</tr>
<tr>
<td>Occupational Therapy: Theory and Practice in Physical Dysfunction SCO202</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative Education</td>
<td></td>
</tr>
<tr>
<td>Introductory Co-op in Occupational Therapy Psychosocial Dysfunction CEO201</td>
<td>1.5</td>
</tr>
<tr>
<td>Introductory Co-op in Occupational Therapy Physical Dysfunction CEO202</td>
<td>1.5</td>
</tr>
<tr>
<td>Clinical Placement in Psychosocial Dysfunction SCO290</td>
<td>3</td>
</tr>
<tr>
<td>Clinical Placement in Physical Dysfunction SCO291</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal arts electives—for restrictions, see page 8.</td>
<td>11</td>
</tr>
</tbody>
</table>

Total credits: 66
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 7.

## Administrative Office Assistant Option

**Required Courses**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Writing for Business ENG112</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Writing the Research Paper</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics-Science</td>
<td>One elective course</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>Introduction to Social Science SSI100</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative Education</td>
<td>3 Internships — 3 credits each</td>
<td>9</td>
</tr>
<tr>
<td>Secretarial Science</td>
<td>Typewriting I SEC140</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Typewriting II SEC141</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Typewriting III SEC142</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Stenography I ABC SEC103</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Stenography II ABC SEC113</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Stenography III ABC SEC123</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Office Techniques &amp; Trends I SEC200</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Office Techniques &amp; Trends II SEC201</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Word Processing I SEC145</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Administration of Word Processing Center SEC147</td>
<td>3</td>
</tr>
<tr>
<td>Accounting/Business Management</td>
<td>Introduction to Business AMM101</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Office &amp; Personnel Management AMM120</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Secretarial Accounting I AMA120</td>
<td>2</td>
</tr>
<tr>
<td>Communication Arts</td>
<td>Oral Communication HUC101</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Public Speaking HUC106 or General Psychology SSY101</td>
<td>3</td>
</tr>
<tr>
<td>Data Processing</td>
<td>Introduction to Data Processing BDP100</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Courses**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of the following must be an urban study course:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberal arts electives — for restrictions, see page 8</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Unrestricted electives</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Total credits: 66

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## Bilingual Concentration Curriculum

**Required Courses**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Composition I ENG101</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Writing for Business ENG112</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Spanish</td>
<td>Spanish for Fluent Speakers HUS105</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics/Science</td>
<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</td>
<td>Introduction to Social Science SSI100</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative Education</td>
<td>(Optional for Extended Day students)</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Three internships, three credits each</td>
<td></td>
</tr>
<tr>
<td>Secretarial Science</td>
<td>Typewriting I, II, III SEC140, 141, 142</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Stenography I, II, III: Gregg SEC100, 110, 120</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Spanish Stenography I, II SEC105, 106</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Bilingual Transcription I, II SEC218, 219</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Office Techniques and Trends I, II SEC200, 201</td>
<td></td>
</tr>
<tr>
<td>Managerial Studies</td>
<td>Introduction to Business AMM101</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Office and Personnel Management AMM120</td>
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</table>

**Elective Courses**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of the following must be an urban study course:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberal arts electives — for restrictions, see page 8</td>
<td></td>
<td>1-4</td>
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</table>

Total credits: 66
### Executive Option Curriculum

**Required Courses**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>3</td>
</tr>
<tr>
<td>Composition I ENGI01</td>
<td></td>
</tr>
<tr>
<td>Writing for Business ENGI12</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics/Science</strong></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></td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Social Science SS100</td>
<td></td>
</tr>
<tr>
<td><strong>Cooperative Education</strong></td>
<td>3</td>
</tr>
<tr>
<td>(Optional for Extended Day students)</td>
<td>Three internships, three credits each</td>
</tr>
<tr>
<td><strong>Secretarial Science</strong></td>
<td>3</td>
</tr>
<tr>
<td>Typewriting I, II, III SEC140, 141, 142</td>
<td></td>
</tr>
<tr>
<td>Office Techniques and Trends I, II SEC200, 201</td>
<td></td>
</tr>
<tr>
<td><strong>Select one course sequence from the following:</strong></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><strong>Select one course from each of the following groups:</strong></td>
<td>3</td>
</tr>
<tr>
<td>Transcription I</td>
<td></td>
</tr>
<tr>
<td>Gregg SEC210</td>
<td>3</td>
</tr>
<tr>
<td>Pitman SEC211</td>
<td></td>
</tr>
<tr>
<td>ABC SEC215</td>
<td></td>
</tr>
<tr>
<td>Transcription II</td>
<td>4</td>
</tr>
<tr>
<td>Gregg SEC216</td>
<td></td>
</tr>
<tr>
<td>Pitman SEC221</td>
<td></td>
</tr>
<tr>
<td>ABC SEC225</td>
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</tbody>
</table>

**Elective Courses**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One of the following must be an urban study course:</strong></td>
<td>11</td>
</tr>
<tr>
<td>Liberal arts electives— for restrictions, see page 8</td>
<td></td>
</tr>
<tr>
<td>Unrestricted electives</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total credits:</strong></td>
<td>66</td>
</tr>
</tbody>
</table>

### Legal Option Curriculum

**Required Courses**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>3</td>
</tr>
<tr>
<td>Composition I ENGI01</td>
<td></td>
</tr>
<tr>
<td>Writing for Business ENGI112</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics/Science</strong></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></td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Social Science SS100</td>
<td></td>
</tr>
<tr>
<td><strong>Cooperative Education</strong></td>
<td>3</td>
</tr>
<tr>
<td>(Optional for Extended Day students)</td>
<td>Three internships, three credits each</td>
</tr>
<tr>
<td><strong>Secretarial Science</strong></td>
<td>6</td>
</tr>
<tr>
<td>Typewriting I, II, III SEC140, 141, 142</td>
<td></td>
</tr>
<tr>
<td>Legal Vocabulary I, II SEC230, 240</td>
<td></td>
</tr>
<tr>
<td>Business Law AMM110</td>
<td>3</td>
</tr>
<tr>
<td>Office Techniques and Trends I, II SEC200, 201</td>
<td></td>
</tr>
</tbody>
</table>

**Elective Courses**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Liberal Arts electives— for restrictions see page 8</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

### 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 not available to evening students.
Cooperative Education

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, nonclassroom learning experiences. Cooperative education at LaGuardia is designed to help students to 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 fulltime 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 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 cooperative 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>

<table>
<thead>
<tr>
<th>Sophomore Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>Intern</td>
<td>Study</td>
<td>Intern</td>
<td>Study</td>
</tr>
<tr>
<td>Student B</td>
<td>Study</td>
<td>Intern</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 34.)

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. The “Co-op Prep” course helps students:

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

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

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 Ther-
Cooperative Education

Placement Office

The Placement Office is available to all students and alumni and offers the following services:

- 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;
- Assistance in developing interview techniques and the preparation of a resume.

The office is open each weekday and until 7 p.m. Wednesday evenings.

Cooperative Education Policies

Internship Requirements As part of the requirements for the LaGuardia degree, most students are required to complete successfully three cooperative education internships. Three credits are awarded for each internship. A student's internship sequence is determined individually, depending on several criteria including academic progress and the availability of appropriate internships.

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

1. Completion of CSE099 (Basic Reading III) and MAT099 (Basic Math II), and ENG099 (Basic Writing) or have received waivers.
2. Satisfactory completion of the Coop Prep Course which is offered by the Division of Cooperative Education.
3. To be placed on an internship, students must show evidence of satisfactory academic progress. Students are required to have at least a 2.0 cumulative grade point average the quarter prior to their internship quarter.
4. Finally, students must have completed the appropriate introductory T.A.R. courses in their major field before their first internship.

Responsibility for deciding whether the student is ready to go out on an internship rests with the student's cooperative education coordinator. Appeal of this decision should be addressed to the Dean of Cooperative Education or designee.

Taking Courses during an Internship Quarter Students on internships may also take academic course work. Students must receive approval from their co-op coordinator and an advisor at registration. It is generally considered inadvisable for students to take more than six credits of academic course work during an internship quarter.

The Internship Seminar Part of the internship requirement is the successful completion of an internship seminar. The seminar is normally taken one evening per week during the internship quarter. In special cases, the cooperative education coordinator may approve taking the seminar in the subsequent study quarter. Arrangements may also be made for individualized contracts in place of the seminar. Appeal and/or special arrangements may be made through the Dean of Cooperative Education or designee.

Conditions for Fulfiling 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.
Academic Policies

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 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 absences). Appeal forms are available from Day Counseling (M-147) or Extended Day Counseling (M-103).

Attendance Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of attendance. The maximum number of unexcused absences will be limited to 15 percent of class sessions. Excused absences shall be left to the discretion of the instructor.

Note: Students will be responsible for absences incurred from the first day of classes, even if the students registered late or changed their program.

Grading System
There are four passing grades at LaGuardia:
A = 90-100%
B = 80-89%
C = 70-79%
D = lowest passing grade

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

P = Pass
R = Course must be repeated
F = Failure
NC = No Credit
W = Official Withdrawal
WU = Unofficial Withdrawal
INC = Incomplete
CR = Exempted (credit earned) (See page 35)
TCR = Transfer Credit (See page 36)
Z = Instructor failed to submit grade
@ = Waiver of requirement (without credit) (See page 36)
Y = Completed first quarter of a two-quarter course (prior to fall 1980)

The F Grade F is used when an instructor evaluates a student’s work as not as yet meeting the standards for the course. Ordinarily the student is expected to 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.

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

The R Grade The R grade is awarded only in basic 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 a satisfactory attendance record, has satisfactorily completed all assignments and has demonstrated satisfactory progress towards the goals of the course.

The WU Grade The WU grade is awarded to a student who never officially withdrew and never attended class or stopped attending prior to the official withdrawal date. If the student stopped attending after the official withdrawal date, a grade of “F” is awarded.

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.

Academic Policies
**Grade Point Average** The grade point average, which is a numerical indication of the student’s academic record, is computed by:

1. Multiplying the total number of credits earned in each course by the numerical value for each grade received, i.e., A=4, B=3, C=2, D=1, F, WU=0.
2. Totaling the number of credits taken. This sum includes credit for courses not successfully completed (F, WU), as well as courses passed with grades A, B, C, or D. (Credits completed with grade of INC, CR, Z, R, TCR, W are not included in this sum).
3. Dividing the result obtained in step 1 by the result obtained in step 2. This becomes the grade point average, which is indicated in two decimal places. For example:

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

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

**Academic Standards**

*Retention Policy:* All matriculated students must achieve a minimum cumulative grade point average to remain in good standing at the college.

<table>
<thead>
<tr>
<th>Minimum Credits Attempted</th>
<th>Cumulative Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-12</td>
<td>1.50</td>
</tr>
<tr>
<td>13-24</td>
<td>1.75</td>
</tr>
<tr>
<td>25 or more</td>
<td>2.00</td>
</tr>
</tbody>
</table>

**Probation** If a student does not meet the minimum grade point average (GPA), he or she will be placed on academic probation and will be given two quarters to achieve the appropriate average. If the minimum GPA 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. He or she may appeal the suspension in writing to the chairperson of the Academic Standing Committee. Decisions of the Academic Standing Committee are final. Appeal forms are available in the Student Development Center and the Extended 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 overall average reaches 2.00 ("C").

**Reinstatement** If a student is on academic suspension, he or she may apply in writing for reinstatement during the second quarter of suspension to the admissions committee. The deadline to file for reinstatement is eight weeks prior to the beginning of the quarter for which a student is eligible to return. Instruction sheets and applications for reinstatement are available in the Registrar's Office (M-104). There is a $10 non-refundable reinstatement fee (even if the application is rejected) payable to the Bursar (MB-98). If reinstated, the student must maintain a quarterly average of 3.00 ("B") each quarter, until such time as the student's overall average reaches 2.00 ("C").

**Exemption Credit** Students with demonstrated competence in specific areas may be granted credit for courses related to the areas, in any event not to exceed a total of ten credits towards graduation. (Credits obtained through transfer from other collegiate institutions or in cooperative education are in addition to the ten exemption credits mentioned above.)

Exemption credit from any course offered at LoGuardia may be granted on the basis of an examination or other project equivalent to the final requirement of the course, as designated by faculty of the appropriate division or department and approved by the chairperson. To receive credit by examination, the student should apply to the appropriate chairperson or designee.

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

**Exemption Credits in Cooperative Education** All matriculated students admitted through the regular university application procedure must meet the nine-credit cooperative education 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 LoGuardia, 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.
Waivers A student may obtain a waiver (without credit) for a course when the chairperson of the appropriate department (or designee) determines that such a waiver is warranted. The chairperson will advise the Registrar to note the departmental waiver on the student's transcript.

Bursar's Receipt The student copy of the Bursar's Receipt is the only valid proof of payment for courses. Any errors on the Bursar's Receipt should be reported immediately to the Bursar's Office (MB-55).

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.

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 seven and twelve credits per quarter. Many financial aid programs depend on full-time status, but there are some instances when a student may be considered full-time while taking fewer than seven credits.

Credit for Basic Skills Courses

Writing: The Basic Writing sequence consists of three courses: Basic Writing I (ENG 097), Basic Writing II (ENG 098), Basic Writing III (ENG 099). Students are required to complete the sequence from the point of initial placement.

Reading: The Basic Reading sequence consists of four courses: Basic Reading Workshop (CSE 096), Basic Reading I (CSE 097), Basic Reading II (CSE 098), Basic Reading III (CSE 099). 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 (MAT 098), Basic Mathematics II (MAT 099). 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 (HUC 098), Basic Communication Strategies (HUC 099). Students are required to complete the sequence from the point of placement.

English As A Second Language: The ESL sequence consists of four courses: ESL Workshop (ESL 096), ESL I (ESL 097), ESL II (ESL 098), ESL III (ESL 099). Students are required to complete the sequence from the point of placement.

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.

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.

Transfer Credit in College-Level Courses Students 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 Religious Studies Transfer credit may be granted for theological or religious courses where those courses come under the heading of philosophy. This decision shall be made by the chairperson of the Humanities Department.

Transfer Credits in Health Education Transfer credit will be granted for coursework in health education taken at other institutions of higher education. The Natural and Applied Sciences Department will be responsible for approving transfer credits in health education.

Regular 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 who wish to discontinue enrollment temporarily must go to the Registrar's Office to drop any courses in progress. When they wish to return, they must apply to the Registrar's Office for readmission, observing the quarterly deadlines listed in the calendar.

Medical Leave of Absence Students requesting a medical leave of absence will be required to submit a letter from their physician to the Health Center (MB-40) within two quarters following the end of the quarter in which the illness occurred.
Readmission from a Leave of Absence  All students must apply for readmission after both a regular or medical leave of absence from the college. The only exception is Extended Day students. They need not file for readmission if they are out for the summer quarter only. Students who were away from the college for a period of less than one year, with the exception of military service, will be guaranteed readmission, subject to space availability. The Admissions Committee will make the decision in exceptional cases. Readmission forms may be obtained in the Registrar’s Office (M-102). There is a readmission fee of $10.

Students returning from a leave of absence, not exceeding one year (four academic 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 from a leave of absence, in excess of one year (five or more academic quarters), will be readmitted under the curriculum (major) 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 possible exception to this policy to the Academic Standing Committee. The decision of the committee is final.

Residency Requirements  A student must successfully complete a minimum of 36 credits toward his or her degree at 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.

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.

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

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 (not including intensive days), a grade of W is given. The student must have an official withdrawal form signed by the instructor indicating a passing grade at the time of 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 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.

Dean’s List  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 for the quarter of 3.50 (A=4.00) or more;
3. Not received grades of F, WU, INC, Z, or R; and
4. Not enrolled in any of the following courses: CSE096, CSE097, CSE098, CSE099, ENG097, ENG098, ENG099, MAT098, MAT099, HUC098, HUC099, and ESL096, ESL097, ESL098, ESL099 or DC37—DCM courses.

Graduation  At LaGuardia, a C (2.00) average is required for graduation. A graduate whose cumulative average is between 3.50 and 3.89 shall be graduated with honors. The term “with honors” will be inscribed on the student’s diploma and noted on the commencement program. A graduate whose cumulative average is 3.90 or better shall be graduated with high honors. The term “with high honors” will be inscribed on the student’s diploma and noted on the commencement program. Students wishing to appeal graduation requirements may submit a written appeal to the Academic Standing Committee. The decision of the committee is final.
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Advanced standing students/39
Application procedures/39
College Discovery Program/40
Credit banking/40
New freshmen/39
Nondegree applicants/39
Leave of absence:
Medical leave/40
Readmission/40
Regular leave/40
Transfer policies for:
Graduates, within CUNY/41
Nongraduates, within CUNY/41
Private colleges/41
SUNY colleges/41

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Regents Scholarships/46
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NDSt/50
PELL/48
SEOG/49
Social Security Programs/50
VA Programs/51
Student Admissions

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 earned 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.

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 should apply for admission directly to the college. These application forms are available only from the college’s Admissions Office. Nondegree students 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 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 to 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 Admissions Services
101 West 31 Street
New York, N.Y. 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 make 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. Applications and admission procedures are available in the Admissions Office. Grades are recorded as A, B, C, or NC.

Leave of Absence

Regular 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 who wish to discontinue enrollment temporarily must go to the Registrar's Office to drop any courses in progress. When they wish to return, they must apply to the Registrar's Office for readmission, observing the quarterly deadlines listed in the calendar.

Medical Leave of Absence Students are permitted to take a medical leave of absence with no penalty for courses dropped, provided there has been certification by the director of the college's Health Services Office. A written statement from the student's physician is also required. Medical leave of absence forms are available in the Health Services Office (MB-40).

Readmission from a Leave of Absence All students must apply for readmission after both a regular or medical leave of absence from the college. The only exception is Extended Day students. They need not file for readmission if they are out for the summer quarter only. Students who were away from the college for a period of less than one year, with the exception of mil-
itary service, will be guaranteed readmission, subject to space availability. The Admissions Committee will make the decision in exceptional cases. Readmission forms may be obtained at the Registrar's Office (M102). There is a readmission fee of $10.

Students returning from a leave of absence, not exceeding one year (four academic 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 from a leave of absence, in excess of one year (five or more academic quarters), will be readmitted under the curriculum (major) requirements in effect at the time of their readmission. In exceptional cases where the new requirements create an unnecessary hardship (such as graduating with an excess of 72 credits), students will be eligible to petition the requirements and possible exception to this policy.

**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 Nongraduates**

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 Admissions Office 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 Admissions Office 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 Resource Center. Information can also be obtained by contacting, directly, the college they wish to attend.
Tuition and Fees

The Cost of Education

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

The following information will help students calculate the cost of attending the City University of New York. By performing some basic calculations, 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 student 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 Student 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 $1,156 in annual tuition and fees, the following costs during the 1982-83 academic year: books and supplies, $200; transportation, $324; lunches, $468; other food and personal items, $774, and $513 for miscellaneous expenses. The total is $3,435.

Independent Students Independent students and dependent students living away from home for 12 months during the 1982-83 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 1982-83

<table>
<thead>
<tr>
<th>Number in Family</th>
<th>1</th>
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<th>3</th>
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</tbody>
</table>

7 tuition units* or more $268.75
Cooperative education internship 268.75
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 claim 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 $231.25
Cooperative education internship 231.25
Fewer than 7 tuition units* 35/unit
Non-State Residents and Foreign Students

7 tuition units* or more  $393.75
Cooperative education internship  393.75
Fewer than 7 tuition units*  55/unit

Senior Citizens
(Enrollment on space available basis.)
Tuition  free
General fee  $12.50
Senate fee  .25

CUNY BA program
Tuition and student activities fees for all students in the CUNY Bachelor's 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.

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 student 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
Tuition and Fees

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 a few days 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

Noninstructional Fees (Not refundable)

Application/$20
Late Registration/$15
Program Change/$10
Transcript/$4 (Transcripts sent free within CUNY.)
Readmission/$10
Nonpayment Service/$15
Payment Reprocessing/$15
Duplicate Diploma/$15

Duplicate ID/$5
Duplicate Bursar’s Receipt Fee Form/$4
Lockers per year/$1

Special Examination:
First examination/$1.5
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:
Over due 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;
4. The college cancels the registration of the student for academic, disciplinary or other reasons.

*Tuition units represent the number of credits plus compensatory hours required a course as listed in the Schedule of Classes.
At LaGuardia every effort is made to help students overcome financial hardships. The Financial Aid Office, located in room M8-04, 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.

**New York State Programs**

Tuition Assistance 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, 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.

**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 for the 1982-83 academic year is March 31, 1983. Application forms will be mailed, beginning in May 1983, to all: 1) students who received a TAP grant or Regents Scholarship award in 1981-82; 2) high school seniors who applied for a 1982-83 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 $25,001, 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, 1982; or
2) Twenty-two years of age or older on July 1, 1982 and not:
   a) resident in any house, apartment, or building-owned or leased by parents for more than two consecutive weeks in calendar years 1981, 1982, 1983;
   b) claimed as a dependent by parents on their Federal or State income tax returns for 1981, 1982, 1983;
3) Under 22 years of age on July 1, 1982 and meeting all other requirements of (2) above, and in addition able to meet at least one of the following requirements:
   a) 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.
   b) 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.
**Financial Aid**

**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 post-secondary 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 for 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 $250 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.

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**Regents Awards for Children of Deceased or Disabled Veterans**

Application Procedures: A special application may be obtained from the high school principal or counselor, and must be filed with the New York State Higher Education Services Corporation (HESC), Tower Building, Empire State Plaza, Albany, NY 12255. Documentary evidence to establish eligibility is required with the application. High school counselors can provide assistance with this.

Selection of Recipients and Allocation of Awards: The applicant must be 1) the child of a veteran who died, or who has a current disability of 50 percent or more, or who had such disability at the time of death, resulting from U.S. military service during one of the following periods: April 16, 1917 - November 11, 1918; December 7, 1941 - December 31, 1946; June 25, 1950 - July 27, 1953; October 1, 1961 - March 29, 1973; and 2) the child's parent must be a legal resident of New York State or a legal resident at the time of entry into military service, or, if the parent died as the result of military service, at the time of death.

Regents awards to children of deceased or disabled veterans are independent of family income or tuition charge and are in addition to other grants or awards to which the applicant may be entitled.

Award Schedule: The amount of the award is $450 per year, for up to five years, depending on the normal length of the program of study, of full-time study in a college or in a hospital nursing school in New York State.

Source: New York State Higher Education Services Corporation, Tower Building, Empire State Plaza, Albany, NY 12255.
State Aid to Native Americans

Application Procedures: Application forms 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.

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 completed application is presented to the financial aid officer. The application is then routed to the lending institution and the High 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 — 9%; student in school and during grace period — 9%; NYS in school and during grace period — 9%; by student in school and during grace period — 1%; rate of interest during repayment — 9%.

Rights and Responsibilities of Recipients: A student may borrow at a relatively low interest rate (currently 9%) with no repayment as
Financial Aid

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 14 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>
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</tbody>
</table>

The limits for independent undergraduates include any amounts borrowed under the GSL 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 14 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 obtaining regular unsubsidized employment. Source: Employment Services Superintendent, Manpower Services Division, New York State Department of Labor.

Federal Programs

PELL Grants (Formerly BEOG)

Application Procedures: Applications and other materials are available in the financial aid office.

The completed application should be submitted for processing according to the directions included in 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 meet 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 an appointed program.

Copies of the booklets Determination of Basic Grant Aid Index in Academic Year 1982-83, the 1982-83 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: 1981-82 awards ranged quarterly from $36.50 to $285.50, 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 (or equivalent); ½ time—4 or 5 credits (or equivalent); and, ½ time—3 credits (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 $1,000 in 1981-82. 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 Procedure: 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 an NDSL for the first two years of study; up to $10,000 for graduate study, to include any amount borrowed through an 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 Procedure: 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 Procedure: 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 $2,000 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 postsecondary 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 Procedure: 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 accredited 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 institution for 1 1/2 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 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>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. Veterans may borrow up to $2,500 for an academic year of full-time study through a special loan program for veterans.

**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 per month.

**Rights and Responsibilities of Recipients:** Educational and vocational counseling will be provided by the VA on request. A program of education outside the United States may be pursued at an approved institution of higher learning. Institutions are required to report promptly to the VA interrupted attendance or termination of study on the part of students receiving benefits.

**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.

**Office of Veterans Affairs**

The Office of Veterans Affairs, in room MB-02, provides a full range of counseling services for our veteran population. Counselors in the office are prepared to provide information regardless of the benefits available to you and to help you with any other problems encountered while attending the college. The programs available to veterans are:

**Monthly Educational Benefits:** Full-time and part-time students are eligible. Awards range from $171 to over $342 per month.

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

**Veterans Educational Loan:** This loan is available to full-time and part-time students. Eligibility is based on financial need and is regulated according to remaining monthly benefits eligibility.

**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.
Special Programs and Services

Student Services
The activities of the Student Services Division are described beginning on page 53. These include:
- Counseling Office
- Career Resource Center
- Student Activities
- Academic advising
- Day care services
- Student clubs
- Student Council

Special Programs
The college offers several other special programs and services for its students. These include:
- Library/Media Resource Center
- Middle College High School
- Recreation
- Instructional workshops
- Intramural sports
- Open recreation

Continuing Education
The programs of the Division of Continuing Education are described beginning on page 55. These include:
- Extended Day session
- Enrollment Policies
- Programs of study
- Noncredit programs
- Adult Learning Center
- Business
- Deaf Adults
- Alternative Education
- Education Associate
- English Language Center
- Older Adults
- Small Business Management
- Veterans Education Center
- Visually Impaired Adults
- Women's
Student 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-147)
- 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 that 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, 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-147.

Career Resource Center: Students desiring assistance in making career decisions, setting occupational goals, and learning about training and educational requirements for various careers are encouraged to use the resources available in the Career Resource Center. The center houses a library of occupational and educational information in MB-65.

Academic Advisement The counseling staff shares responsibility for academic advisement of students with the instructional faculty. Their goal is to ensure 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 M634, for further information. See page 58 for 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 resurrect a radio station (WLGC). If you are interested, contact the Student Activities Department, room M115.

Nursery School A child care facility 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 offering 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

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.
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 uses 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 these 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 reflect 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 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 increased contact with organizations interested in developing educational programs for adults.

Through Continuing Education, adults may enroll in any of the following types of courses:

- Credit courses leading to a degree;
- Credit and noncredit courses for personal and professional development;
- Noncredit courses for educational preparation, skills training, and leisure pursuits; and
- Special programs for veterans, deaf, blind and physically handicapped adults.

For further information on any of these programs, visit the 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 $20 application fee with the following documents:
   a. High school or equivalency diploma;
   b. Marriage certificate (if diploma is in maiden name);
   c. DD214 (if veterans benefits are claimed); and
   d. Alien registration card (if an 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.

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 10
- Business Administration/Management/page 24
- Data Processing/page 14
- Human Services/page 19
- Liberal Arts/page 21
- Secretarial Science/page 28

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
  - Stenography
  - Real Estate
  - Typing
  - Word Processing
- Personal Development and Leisure Pursuits
  - Art Workshop for Parents and Children
  - Assertiveness Training
  - Auto Repair
  - Yoga
  - Photography
  - Guitar
- 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.

Special Programs

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

**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 626-5057 or visit the main building, room M103.

**Veterans Education Center**
This center provides academic preparatory courses and vocational counseling to recently 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 a successful job search.

All veterans who enroll in this special program are assisted in finding appropriate education, training, or job opportunities. Those who successfully completed 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 E502, Executive Building.

**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.

**English Language Center**
This center provides 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 requires a student to receive the immigration Form 1-20 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.
Education Associate Program This program enables paraprofessionals employed by the New York City Board of Education to secure a college education leading to career advancement in the city school system. Paraprofessionals are encouraged to pursue a liberal arts education at the two-year college level which is transferable to senior colleges. Curriculum focus includes courses in sociology, psychology and early childhood development. See description on page 17. Students are admitted through the Extended Day Session.

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.

The office acts as a clearinghouse for information about alternative education programs or courses available both within the college and throughout the metropolitan and regional areas. The program staff utilizes this information and contacts with other alternative degree programs to help adults structure a program of study to meet their unique educational needs and interests. The program will assist persons at the associate, bachelor, and graduate degree levels, including LaGuardia graduates interested in furthering their education. For further information, contact Ms. Sandra Watson at 626-8520.

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 equivalency 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). The Metro Camera Club of the Deaf meets at LaGuardia on the third Friday of each month (except June, July, and August). New members are welcome.

The Department of Human Services offers a sequence of credit bearing courses in American Sign Language. Call 626-8509.
Special Programs

Recreation

The Recreation Office 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.

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, six volleyball courts, three paddle/ handball courts, two tennis courts and two enclosed tennis/ baseball alleys completed 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 dumbbell 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 equipment room. The locker complex consists of large daily lockers, 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 three broad 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, gymnastics, tennis, 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 and jazz dance, slimastics, tennis, golf, fencing, body conditioning, and gymnastics. 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 equipment room during the first week of classes each quarter.

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 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.

Announcements and Publicity Information governing hours of operation, scheduling, programs and activities is available at the equipment room, room MB34 and on bulletin boards posted outside the recreation facility entrance, opposite the locker rooms and outside student and faculty staff dining areas. These sports/recreation column in The Flute, the official student publication, announces and reviews program highlights.

Middle College

Middle College High School at LaGuardia Community College each year accepts 125 tenth graders from junior high schools in Districts 24 and 30 in the western section of Queens. The five-year program, which combines the tenth, eleventh, and twelfth grades with the first two years of college, provides intensive remediation, guidance, small classes, career exploration, and an interdisciplinary curriculum for students who might not reach their potential in a traditional school setting. The resources and positive role models provided by the college supplement the skills of the teachers, all of whom have New York City high school licenses.
Students may take courses both in the high school and in the college for high school credit. College level course credits are stored in a computer bank and may be counted 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 eligible for admission to Middle College High School must be graduating from junior high schools in Districts 24 and 30 in Northwest Queens and not meeting their full academic potential. Students interested in enrolling should speak with their junior high school guidance counselors for complete information. Students may call the Middle College High School admissions Office at 626-8590 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 Library / Media Resources Center

The college library currently contains approximately 43,000 volumes in the reference and circulating collection plus career and pamphlet files, college catalogs, and framed art reproductions. It also receives the monthly ERIC documents of educational reports and publications on microfiche. The lower level library maintains a large periodicals collection of current and back issues of magazines and newspapers which includes The New York Times on microfilm from 1851 to the present.

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

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

Most of the library collection is on open shelves and is on a self-service basis. Regular and audio-visual carrels are available to allow private, quiet study with a minimum of distraction. Reserve materials, nonprint and print, are available on request for use in the library. The library is open weekdays, evenings, and Saturdays.
## Course Descriptions

### Department of Accounting/Managerial Studies

The department offers courses in:
- Accounting
- Managerial Studies

They are presented in that order below.

### Accounting

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMA101</td>
<td>Principles of Accounting I</td>
<td>4 hours; 2 credits</td>
</tr>
<tr>
<td>AMA102</td>
<td>Principles of Accounting II</td>
<td>4 hours; 2 credits</td>
</tr>
<tr>
<td>AMA120</td>
<td>Secretarial Accounting</td>
<td>4 hours; 2 credits</td>
</tr>
<tr>
<td>AMA150</td>
<td>Individual Income Tax Procedures</td>
<td>3 periods; 3 credits</td>
</tr>
<tr>
<td>AMA155</td>
<td>Partnership and Corporate Tax Procedures</td>
<td>3 periods; 3 credits</td>
</tr>
<tr>
<td>AMA201</td>
<td>Intermediate Accounting I</td>
<td>4 hours; 3 credits</td>
</tr>
<tr>
<td>AMA202</td>
<td>Intermediate Accounting II</td>
<td>4 hours; 3 credits</td>
</tr>
<tr>
<td>AMA210</td>
<td>Cost Accounting I</td>
<td>4 hours; 3 credits</td>
</tr>
<tr>
<td>AMA211</td>
<td>Cost Accounting II</td>
<td>4 hours; 3 credits</td>
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</tbody>
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### AMA101 Principles of Accounting I

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 fundamentals concepts and techniques of recording transactions in special journals, summarizing the transactions, adjusting and closing the accounts, and the preparation of financial statements. The student is also introduced to deferreds and accruals and their relationship to periodic reports.

Prerequisite: CSE 098 and MAT 098 or waiver

### AMA102 Principles of Accounting II

This course covers accrual and valuation accounting as well as control procedures for Cash, Accounts and Notes Receivable, Accounts and Notes Payable, Inventories and Fixed Assets. Payroll accounting and accounting systems are explored. Accounting concepts relating to the partnership form of business organization are also covered. This course is required for accounting majors prior to the first internship.

Prerequisite: AMA101
Pre or corequisite: MAT 099 or waiver

### AMA120 Secretarial Accounting

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

This course is designed to aid the student in the preparation of payroll tax returns, Federal, New York State and New York City individual and unincorporated business tax returns. Students learn the income to be reported, the allowable deductions, the personal exemptions permitted and the credits to be applied against the computed tax. Students prepare tax returns which reflect different taxpayer situations.

Prerequisite: CSE098 and MAT098 or waiver

### AMA155 Partnership and Corporate Tax Procedures

The students will learn the basic principles of partnership and corporate taxation and will be trained in the preparation of basic Partnership information returns, Corporate Federal Income Tax returns, New York State and New York City Franchise Tax returns.

Prerequisite: AMA150 and AMA103

### AMA201 Intermediate Accounting I

This course is designed to give an overview of the foundations of accounting theory, the problems of current practice and its relationship to managerial accounting. It is presented in the Accounting Principles Board's opinions and the Financial Accounting Standards Board's standards. A review of the accounting cycle sets the stage for detailed exploration of the reporting process. It is the Balance Sheet, the Income Statement, the Retained Earnings Statement of Changes in Financial Position.

Advanced and alternative accounting practices as well as control procedures are examined to show to basic short-term investments, receivables and inventories.

Prerequisite: AMA103

### AMA202 Intermediate Accounting II

This course continues the exploration of the problems of current practice and its relationship to managerial accounting theory as expressed in AICPA opinions and statements.

Topics examined include long-term investments in stocks, tangible and intangible assets, special purpose funds, current and long-term liabilities, and accounting for pensions and leases. Present value concepts and their applications are also covered.

Prerequisite: AMA201

### AMA210 Cost Accounting I

Cost accounting methods and procedures are studied, including job-order 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 in future operations.

Prerequisite: AMA103

### AMA211 Cost Accounting II

This course continues the study of cost determination and analysis for manufacturing. Cost-volume relationships, systems design, flexible budgets, standard costs, cost allocation, and applications of the contributions approach to decision-making are included. A continued emphasis is placed on the importance of cost data to management in the areas of decision-making and planning.

Prerequisite: AMA210
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Credits</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>AMM101</td>
<td>Introduction to Business</td>
<td>3</td>
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<tr>
<td>AMM102</td>
<td>Principles of Finance</td>
<td>3</td>
<td>3</td>
<td>CSE098 and ENG099 or waiver</td>
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<tr>
<td>AMM103</td>
<td>Principles of Management</td>
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<td>3</td>
<td>AMM101</td>
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<tr>
<td>AMM104</td>
<td>Principles of Marketing</td>
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<td>AMM101</td>
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<tr>
<td>AMM105</td>
<td>Principles of Insurance</td>
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<td>AMM101</td>
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<tr>
<td>AMM106</td>
<td>Principles of Retailing Management</td>
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<td>AMM101</td>
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<tr>
<td>AMM107</td>
<td>Principles of Real Estate</td>
<td>3</td>
<td>3</td>
<td>AMM101 and AMM110</td>
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<tr>
<td>AMM108</td>
<td>Principles of Real Estate</td>
<td>3</td>
<td>3</td>
<td>AMM101</td>
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<tr>
<td>AMM109</td>
<td>Business Law I</td>
<td>3</td>
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<td>CSE098 and ENG099 or waiver</td>
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<tr>
<td>AMM110</td>
<td>Business Law II</td>
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<td>AMM101</td>
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<tr>
<td>AMM111</td>
<td>Business Law II</td>
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<tr>
<td>AMM112</td>
<td>Business Law II</td>
<td>3</td>
<td>3</td>
<td>AMM101</td>
</tr>
<tr>
<td>AMM115</td>
<td>Basics of Advertising</td>
<td>3</td>
<td>3</td>
<td>AMM101</td>
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<tr>
<td>AMM120</td>
<td>Office and Personnel Management</td>
<td>3</td>
<td>3</td>
<td>CSE099, ENG099 or waiver</td>
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<tr>
<td>AMM121</td>
<td>Personnel Administration</td>
<td>3</td>
<td>3</td>
<td>AMM101</td>
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<tr>
<td>AMM140</td>
<td>Commercial Credit &amp; Collection</td>
<td>3</td>
<td>3</td>
<td>AMM101</td>
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<tr>
<td>AMM150</td>
<td>Organizing and Operating a Small Business</td>
<td>3</td>
<td>3</td>
<td>AMM101 and AMM103 or approval of chairperson</td>
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<tr>
<td>AMM155</td>
<td>Salesmanship</td>
<td>3</td>
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<td>AMM101</td>
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This course is designed to introduce the student to the role of commercial credit and collection in today's business world. It will examine the role of the credit department within a company, the positions within the department, and career possibilities. It will also provide the student with an understanding of credit policy, principles, and procedures necessary to the credit department by explaining specialized terminology, collection policy, principles, and procedures necessary to the credit department.
AMN 185 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 visits 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. We will also examine the many different career opportunities available in the N.Y.C. area.
Prerequisite: MAT098 or waiver, AMM101

Department of Communication Skills

CSE098 Basic Reading Workshop
5 hours; ½ credit
This workshop is designed to provide students with an intensive and personalized reading experience. Through various diagnostic approaches students gain an understanding of their reading strengths and weaknesses and begin to learn how to use effective reading and study strategies. Students are encouraged to see how reading, writing, listening and speaking are connected.
Prerequisite: based on the College placement procedures.

CSE097 Basic Reading I
5 hours; ½ credit
The purpose of this course is to help students improve their reading as a language process. The introduction of new concepts and the development and expansion of vocabulary are priorities. A wide variety of reading materials are used and basic study skills are introduced. The course is taught together with basic writing and oral communications using related and connected themes and skills. Admission is automatic for CSE096 and for those who must fulfill Development Skills requirements based on the College placement procedures.
Prerequisite: CSE096 or waiver

CSE098 Basic Reading II
5 hours; 1 credit
This course is designed to improve students' reading skills. Emphasis is on vocabulary development, development of common and specialized reading skills and study skills. Admission to the course is automatic for CSE097 students and for those who must fulfill Development Skills requirements based on the College placement procedures.
Prerequisite: CSE097 or waiver

CSE099 Basic Reading III
5 hours; 1 credit
This course is a continuation of CSE098 for those students who have taken or received a waiver from it. Course content is similar to CSE098; however, reading and study skills are developed at a more advanced level. Admission to the course is automatic for CSE098 and for those who must fulfill Development Skills requirements based on the College placement procedures.
Prerequisite: CSE098 or waiver

CSE103 Advanced Reading and Study
3 hours; 2 credits
This course is designed for the development of reading and study skills at a more advanced level. Emphasis is on such skills as vocabulary improvement, previewing, note-taking, summarizing, and critical analysis. Admission to the course is based on College placement procedures.
Prerequisite: CSE099 or waiver

CSE200 Speed Techniques for Efficient Reading
3 hours; 2 credits
This course is offered for students who are interested in speed techniques. Emphasis is placed on the development of effective reading habits and the techniques of rapid reading, identifying authors' pattern of writing, skimming, scanning and on going practice with mechanical aids and timed exercises. Admission to the course is based on completion of required Development Skill courses or waivers.
Prerequisite: CSE099 or CSE103 or waiver

Division of Cooperative Education

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.
Prerequisite 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 obtain 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 curriculum, register for this course three times in order to fulfill the cooperative education requirement for graduation. Students need a permit to register, which is available from their co-op adviser.
Human Services majors register for CEC200 or CEM200, and in place of CEP200. See Department of Human Services course descriptions for details.
Occupational therapy majors register for CEC200, 291, and 292 in place of CEP200.
Course descriptions can be found under Department of Natural and Applied Sciences.
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 Title
Accounting Accounting Information Systems
Bilingual Ed. Bilingual Education: Theory and Application
Data Application of Data Processing to the Workplace
Human Human Relations Field Services Seminar
Liberal Arts Applying Social Science Concepts in the Workplace
Managerial Management Principles
Studies Theory and Application
Occupational Clinical Affiliation in Physical Dysfunction
Occupational Clinical Affiliation in Psychology
Occupational Clinical Affiliation in Psychosocial Dysfunction
Secretarial The Secretary in the Workplace
Science

Second Internship Seminar
Career Opportunities with in each major field (sections by curriculum)

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

CEE200 Cooperative Education for Extended Day
7 hours; 3 credits
This course includes both the internship and the internship seminar. The internship is a full-time field experience which provides an opportunity for students to apply academic and career education concepts and skills and to explore or confirm their career interests and to develop by the College or by the student, with the specific approval of a cooperative education faculty member. Students need a permit to register, which is available from the faculty in the Division of Cooperative Education.

Department of Counseling

Freshman Seminar
1 hour; 0 credits
Freshman Seminar is designed to provide an orientation for students to LaGuardia and to guide 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.

Department of Data Processing

BDP101 Introduction to Computer Science
4 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.
Prerequisite or Corequisite: MAT200

BDP103 Data Processing Applications I
4 hours; 2 credits
This course is a general introduction to electronic data processing for students in Accounting, Business Administration, or Business Management. Various computerized applications such as accounts receivable, inventory, sales analysis and payroll are analyzed. The laboratory portion of the course allows the student to receive "hands-on" experience as an "user" of computerized packages.
Prerequisite: AMA101

BDP104 Data Processing Applications II
4 hours; 2 credits
A continuation of BDP103. The student will study CPU concepts of data communication systems and microcomputers; the latest state of the art for data entry including point of sale technology; and an introduction to COBOL programming. During the laboratory portion of the course, the student will continue to gain experience in the use of a computerized Accounting "package," as well as design, code, and debug Accounting Application programs.
Prerequisite: BDP103 and AMA102

BDP/SSD105 Computers and Society
This course is offered as a non-technical course for all students interested in understanding the myths and realities of our computerized society. The intent is to familiarize the student with the terms and problems of the computer age. Basic knowledge of computer equipment and computer programming will be covered in terms of vocabulary of the computer world, as well as actual experience with computer equipment. Each lecture will be related to a specific application of computers such as voting analysis, education, health, credit card billing systems, transportation, and governmental systems.
Prerequisite: CSE098, MAT098, ENG099 or waivers

BDP108 Cobol Programming I
5 hours; 3 credits
This course introduces the student to the COBOL programming language. The student becomes familiar with the conceptual and syntactical characteristics of the COBOL language. The student then moves from theoretical to practical COBOL programming by means of programming drills, exercises, and writing programs in COBOL utilizing various input and output devices. The course subject matter is woven into the business environment and experience with a variety of applications involving inventory control, accounting, payroll, and personnel records.
Prerequisite: ENG099 or waiver, BDP100, CSE099, MAT099

BDP108 Report Program Generator (RPG)
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-scale 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: ENG099 or waiver, BDP100

BDP110 System 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 prepare and document a comprehensive systems study.
Prerequisite: BDP120, ENG101

BDP120 System/370 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; index and displacement registers; fixed and variable length data formats; instruction formats; the condition code; interrupts and the program status word; arithmetic, logical, and branching operations; and writing assembler language programs.
Prerequisite: BDP106
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>BDP121</td>
<td>System/370 Assembler Language II</td>
<td>4 hours</td>
<td>3 credits</td>
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<tr>
<td>BDP198</td>
<td>Structured Programming with Cobol</td>
<td>6 hours</td>
<td>4 credits</td>
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<tr>
<td>BDP196</td>
<td>Basic Assembler Language for Computer Science</td>
<td>6 hours</td>
<td>5 credits</td>
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<tr>
<td>BDP200</td>
<td>COBOL Programming II</td>
<td>4 hours</td>
<td>3 credits</td>
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<tr>
<td>BDP210</td>
<td>PL/1 Programming</td>
<td>4 hours</td>
<td>3 credits</td>
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<tr>
<td>BDP220</td>
<td>Fortran Programming</td>
<td>4 hours</td>
<td>3 credits</td>
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<tr>
<td>BDP230</td>
<td>Operating Systems</td>
<td>4 hours</td>
<td>3 credits</td>
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<tr>
<td>BDP265</td>
<td>Minicomputer Programming</td>
<td>4 hours</td>
<td>3 credits</td>
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<tr>
<td>BDP270</td>
<td>Computer Operations I</td>
<td>4 hours</td>
<td>3 credits</td>
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<tr>
<td>BDP275</td>
<td>Computer Operations II</td>
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<tr>
<td>BDP285</td>
<td>Pascal Programming</td>
<td>4 hours</td>
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<tr>
<td>BDP290</td>
<td>Computer Electronics</td>
<td>6 hours</td>
<td>4 credits</td>
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</table>

This document provides a list of courses offered in a computer science program, including course codes, titles, credits, and prerequisites. The courses cover topics such as assembly language, structured programming, basic assembler language, COBOL programming, PL/1 and Fortran programming, operating systems, minicomputer programming, computer operations, Pascal programming, and computer electronics. Each course description includes the number of hours and credits, along with any necessary prerequisites. The courses are designed to provide a comprehensive education in computer science and related fields, covering both theoretical and practical aspects.
Department of English

The Department of English offers courses in:

Journalism

ENG214 Journalism: Its Scope and Uses
3 hours; 3 credits
This 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 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: ENG099 or waiver and CSE099 or waiver

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 and their impact on American society. Full coverage shows will be studied and written. Areas to be covered include the traditional news shows, public and community affairs, marketing 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, Davis, Cather, Fitzgerald and Steinbeck will be included. Prerequisite: ENG099 or waiver and CSE098 or waiver

ENG225 Afro-American Literature
3 hours; 3 credits
This course is a survey of Black literature in America from its earlier writers (Phillis Wheatley, Frederick Douglass) to important modern figures (Ralph Ellison, Richard Wright, Imaru Barako, Gwendolyn Brooks). Key writers of the Harlem Renaissance will be considered, as will popular anonymous forms of Black literature such as spirituals and work songs. Writers to be studied might include James Weldon Johnson, Langston Hughes, Jean Toomer, Claude McKay, Countee Cullen, W.E.B. DuBois, Robert Hayden, Toni Cade Bambara, Chester Himes, John A. Williams, James Baldwin, Maya Angelou and Ishmael Reed. Prerequisite: ENG099 or waiver and CSE099 or waiver

ENG240 Literature of the City
3 hours; 3 credits
This course is designed to introduce students to the city in literature and make them 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, films, and music will also be examined from an urban perspective. Such major city writers as Carl Sandburg, Charles Dickens, Jonathan Swift, Ben Johnson, Nathaniel West, Hart Crane, Alfred Kazin, John Rechy, T.S. Eliot, Lorraine Hansberry, Dorothy Parker, and Edna St. Vincent Millay will be considered. Prerequisite: ENG099 or waiver and CSE099 or waiver

ENG243 The Price of Patriotism: Literature of War
3 hours; 3 credits
This course is designed to trace the experiences of the men who had to go to war and the women who had to stay behind, from the American Revolution and Civil War through the two World Wars and the Vietnam War. By studying works of literature focusing on the phenomenon of war, we hope to understand such differing responses as heroism, madness, escape, mutiny, resignation, loss, pacifism, and triumph. Readings will include works by Vonnegut, Isherwood, Owen, Hemingway, Whitman, Remarque, Brooke, Edna St. Vincent Millay, Anne Frank, and selected contemporary writings of Vietnam veterans. Prerequisite: ENG099 and CSE099 or permission of the instructor

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 stereotypes and treating recurring themes, students will be made aware of how literature reflects these and sometimes determines societal expectations. Works by both male and female authors will be examined, including such authors as Henrik Ibsen, D. H. Lawrence, Edward Albee, Tennessee Williams, Jean Rhys, Edna O'Brien, Toni Morrison, Lorraine Hansberry, and Sylvia Plath. Prerequisite: ENG099 or waiver and CSE099 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. Writers such as Charlotte Bronte, Kate Chopin, Edith Wharton, Willa Cather, Tillie Olsen, Carson McCullers, Joyce Carol Oates, Nikki Giovanni, Anne Sexton, Alice Walker, May Sarton, and Sylvia Plath may be studied. Prerequisite: ENG099 or waiver and CSE099 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, and cultural backgrounds. Such authors as Edgar Allan Poe, Nathaniel Hawthorne, Anton Chekov, Joseph Conrad, Flannery O'Connor, F. Scott Fitzgerald, and Grace Paley will be studied. Prerequisite: ENG099 or waiver and CSE099 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, Virginia Woolf, James Joyce, Ernest Hemingway, Ralph Ellison, and John A. Williams will be studied. Prerequisite: ENG099 or waiver and CSE099 or waiver

ENG265 The Drama
3 hours; 3 credits
An introduction to dramatic literature, with attention given to major periods of development, including ancient Greece, the Elizabethan period, and modern times. Selections will be made from such representative dramatists as Sophocles, William Shakespeare, William Congreve, Oscar Wilde, Lillian Hellman, Bertolt Brecht, Tennessee Williams, Peter Schafer, and Tom Stoppard. Prerequisite: ENG099 or waiver and CSE099 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: ENG099 or waiver and CSE099 or waiver

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

ENG269 Contemporary Black American Fiction
3 hours; 3 credits
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 young writers). Works by such authors as Ralph Ellison, James Baldwin, William Williams, Toni Morrison, Albert Murray, Alice Walker, Ernest Gaines and Ishmael Reed will be read. Prerequisite: CSE099 or waiver, ENG099 or waiver

ENG270 Introduction to Poetry
3 hours; 3 credits
This course introduces students to the pleasures and rewards of poetry. The basic elements of many kinds of poems from different countries and different historical periods. Such poets as William Shakespeare, William Blake, Walt Whitman, Emily Dickinson, Robert Frost, e. e. cummings, W. B. Yeats, Longston Hughes, and Adrienne Rich may be studied. Prerequisite: ENG099 or waiver and CSE099 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 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 preschool through elementary school. Through a study of the works of such authors as Hans Christian Andersen, E. B. White, A. A. Milne, Robert McCloskey, and Maurice Sendak, among others, the basic themes of children's literature are explored.

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 basic cultural, social, 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

ENG/HUC272 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 content of the two media, as well as their interrelationships. Works to be considered may include Shakespeare, Keats, Dickens, Dickens, Wright, and West films. Readings may include those made by Griffith, Chaplin, Eisenstein, Riefenstahl, Pirkle, and Renoir.

Prerequisites: CSE099, ENG102, HUC150 or HUC270
**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.
Prerequisites: None

**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 in a short 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 Center.
Prerequisite: based on college placement procedures. ESL sequence, if previously required

**ENG099 Basic Writing III**
4 hours; ½ credit
This course is designed to develop students' rhetorical and organizational skills through an understanding of the writing process. The focus is on expressing logical and coherent ideas in essays that display a basic command of written English. Grammatical competence is reinforced throughout the term according to students' individual needs in the classroom and in the Writing Center.
Prerequisite: based on college placement procedures.

**ENX099 Basic Writing III**
5 hours; ½ credit
This course is equivalent to ENG099, but is offered in a five-hour format for new students in their first quarter of the College. See Course Description for ENG099 above.

**ENG101 Composition I: An Introduction to Expository Writing**
3 hours; 3 credits
This course introduces students to the forms and techniques of writing. Personal experience and model essays will be used as the basis for developing writing skills. Students should demonstrate reasonable proficiency in the mechanics of writing and a basic command of grammar and usage. Frequent conferences with the instructor and attendance of the Writing Center will be encouraged.
Prerequisite: CSE098 or waiver, 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. The course is designed for students who need additional composition skills for transfer purposes or for transfer to four-year colleges. Emphasis in writing is placed on advanced composition techniques and on the preparation of critical and research papers.
Prerequisite: 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. The students learn and practice the skills involved in research reports for such major disciplines as the Social Sciences, Humanities, Human Services, and English. These include: choosing an appropriate topic and limiting its focus; using library reference materials; outlining and taking notes; using quotations and paraphrases; understanding and avoiding plagiarism; preparing footnotes and bibliography; and, finally, incorporating these skills in the development of a typed manuscript.
Prerequisite 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.
Prerequisite or corequisite: ENG101 or waiver

**ENG112 Writing for Business**
3 hours; 3 credits
This is a course that develops effective writing skills for use in business communications. Special emphasis is placed on the mechanical features of writing within the context of business requirements, on the composition of standard types of business letters, on the methods of writing business reports, and on the use of reference books in the business field.
Prerequisite: ENG101 or waiver

**ENG196 Urban Arts Workshop**
3 hours; 3 credits
This course provides an exploration of the City's social and technological impact on artists, and will include visits from writers and filmmakers, and trips to magazine production facilities. Projects will be in such areas as the photo essay, film, and creative writing.
Prerequisite: ENG099 or waiver

**ENG197 Media Arts Workshop**
3 hours; 3 credits
This course provides an exploration of the conditions of media production. There might be field trips to a newspaper production plant and a television studio. During the quarter, students will select as a class unit some activity for development in one of the media; as a group students will be responsible for preparation, advertising, casting (if any), and production of an original project for presentation.
Prerequisite: ENG099 or waiver

**ENG212 Forms and Techniques of Popular Writing**
3 hours; 3 credits
This course focuses on how to inform, persuade, and entertain in newspaper reportage, magazine articles, advertisements, movie and TV reviews, fliers, and leaflets. The theme of this course may be varied, using the detective and spy story, sports writing, science fiction, the occult and magic, romance and the romantic, and the bestseller to explore popular writing.
Prerequisite: ENG099 or waiver, CSE099 or waiver

**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.
Prerequisites: ENG 099 or waiver, CSE 098 or waiver

**ENN/SSN193 Ideal Societies**
3 hours; 3 credits
This course is designed to help students understand utopian movements in urban society from a historical, psychological, and sociological perspective. This course will focus on both the psychological motivations leading to membership in an utopian experiment, and the sociological dimensions of each experience, such as family structure, religion, education, and economic organization. Field trips will be taken to such places as Shaker Village.
Prerequisite: 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 mirrors and/or reflects the sources and forms of urban violence. Special attention will be given to forms of popular culture—films, newspapers, theaters, crime stories, and subway art.
Prerequisite: ENG009 or waiver

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 glimpse of New York life. Reading and visits with New York writers writing on New York themes will complement these activities.
Prerequisite: ENG101 or waiver

English as a Second Language

ESL096 English as a Second Language Workshop
9 hours (7 lectures, 2 labs); 1 1/2 credits
This course is designed for students who do not know any English or have only a minimum knowledge. They receive intensive practice in pronunciation, speaking, and listening as well as reading and writing. At the end of the course, students must show significant improvement in all of the skills, but especially in speaking and listening.
Prerequisite: based on college placement procedures

ESL097 English as a Second Language I
9 hours (7 lectures, 2 labs); 2 1/2 credits
This course is for students who have some knowledge of English. Its purpose is to develop proficiency in listening, speaking, reading, and writing for academic purposes, 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 grammar and vocabulary covered during the course, especially in writing. Admission to this course is automatic for students who have completed ESL096. For other students admission is based on the college placement test.
Prerequisite: ESL096 or waiver

ESL098 English as a Second Language II
8 hours (6 lectures, 2 labs); 2 1/2 credits
This course introduces students to intermediate-level grammatical structures of English for academic purposes. It provides practice in their use in all of the language skills. Conversational skills using idiomatic English are emphasized as well as the relationship between speaking and writing. At the end of the course, students must demonstrate increased competency in writing as well as in speaking. Admission to this course is based on the college placement procedures.
Prerequisite: ESL097 or waiver

Department of Humanities

The Department of Humanities offers courses in:
Art (Art and Culture, and Studio Art)
Bilingual Education
Foreign Languages (French, German, Greek, Italian, and Spanish)
Music
Philosophy

These courses are presented below in that order.

Art

Art: Introductory Course
HUA101 Introduction to the Understanding of Art
3 hours; 3 credits
An exploration of the nature, meaning and humanistic value of various art forms through theoretical discussion, studio projects and textbook readings. Museum visits required.
Prerequisite: CSE098, ENG009, or waivers

Art and Culture

HUA200 Art of the 20th Century
3 hours; 3 credits
This course explores the history of various styles and forms of Western art from the Impressionist period to the present. Such diverse styles as Modern Art as Cubism, Dada and Surrealism, Expressionism, and the more recent styles of Pop and Conceptual Art will be discussed and explained. Consideration will be given to the understanding of abstract and non-objective art as well as the influences which African and Eastern art forms have had on the development of modern art styles. Illustrated with slides and reproductions. Museum visits required.
Prerequisite: CSE099, ENG009, or waivers
HUA210 Beginning Painting*

3 hours; 3 credits

Problems in color theory and paint application are discussed as they relate to landscape and unconventional still life. Emphasis will be placed on individual color expression and the abstract qualities of formal composition. There will be individual and group critiques. Sketchbooks are required.

Pre-or-Corequisite: CSE098, ENG099, or waivers

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 group and individual criticism.

Pre-or-Corequisite: CSE098, ENG099, or waivers

HUA130 Beginning Photography

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

An introduction to photography covering camera, lighting exposure, processing and printing. The creative use of photography techniques as they relate to individual expression, journalism, advertising and graphic arts will be considered. Special projects and final portfolio required. It is recommended that students provide the own cameras.

Pre-or-Corequisite: CSE098, ENG099, Prerequisite: MAT098, or waivers

HUA150 Beginning Printmaking*

3 hours; 3 credits

An introduction to printmaking: Employing relief or silkscreening printing techniques, students experiment with designs in black and white and multicolor. Operation of the printing press, registry, inking and other printing techniques will be demonstrated. Edition printing required. Examples of printmaking will be discussed and illustrated with slides.

Pre-or-Corequisite: CSE098, ENG099, or waivers

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 final mechanical for an original design. The historical styles of newspapers, magazines, 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

An introduction to the basic intaglio print techniques of metal plate etching, engraving, aquatint and soft ground. Students learn the operation of the printing press, registry, inking own print editions. Compositions in line drawing and cross-hatch will be emphasized. The historical aspects of etching and engraving will be discussed and illustrated with slides.

Pre-or-Corequisite: CSE098, ENG099, or waivers

HUA180 Life Drawing*

3 hours; 3 credits

Problems in descriptive and interpretive drawing will be explored. Special emphasis will be placed on drawing from the human figure. Textbook readings, study in human anatomy, and sketchbooks will be required.

Prerequisite: CSE098, ENG099, or waivers; HUA103 recommended but not required

HUA195 New York Museum Workshop*

3 hours; 3 credits

Students establish an independent art project based on studies and observations made in New York museums and galleries. This art project is then developed in depth during the quarter. Research report, sketchbooks and final portfolio required.

Prerequisite: CSE098 or waiver; ENG099 or waiver, and completion of one of the following: HUA110, HUA120, HUA150, HUA180 or consent of instructor. Portfolio required

HUA210 Intermediate Painting*

3 hours; 3 credits

A continuation of the investigations of landscape and unconventional still-life and their implicit abstract qualities. Special emphasis will be placed on the function of surface, color saturation, scale and multiple relations in contemporary painting. Studio projects will be analyzed and evaluated.

Prerequisite: CSE098 or waiver, ENG099 or waiver, HUA110 or permission of the instructor.

HUA220 Intermediate Sculpture*

3 hours; 3 credits

Exploration of two- and three-dimensional sculpture in fiberglass, polyester resin, wood, metal, and other materials. Group projects in environmental and outdoor sculpture may be involved.

Prerequisite: CSE098 or waiver, ENG099 or waiver, HUA110 or permission of the instructor.
HUACO Intermediate
Photography*
4 hours (1 lecture, 3 labs); 3 credits

This course includes the fundamentals of 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.

Prequisite: HUA130, MAT098, CSE098, ENG099.

HUACO Studio Art Workshop*
3 hours; 3 credits

Students work on independent art projects in drawing, painting, sculpture or graphics. The nature and direction of the art project will be established during the first week of class by the student in consultation with his instructor. The course encompasses special assignments including research, reports and sketchbooks. There will also be discussions and group critiques.

Prequisite: CSE098 or waiver, ENG099 or waiver, and completion of one of the following: HUA101, HUA120, HUA103, HUA150, HUA180 or consent of instructor. Portfolio required.

Bilingual Education
HUB103 Principles and Practices of Bilingual Education*
6 hours; 3 credits

Focusing on representative bilingual programs in New York City, the course will examine the basic principles and their application. It will include an examination of the function, status, and differences of language use as significant factors in determining the goals and structure of a bilingual curriculum. Techniques of language learning, language development patterns and instructional techniques will be examined. In addition to class sessions, a 3-hour field lab and a case study lab are required.

Prequisite: HUB103.

HUB100 Bilingual Language Arts*
6 hours; 3 credits

This course surveys theories, practices, and materials in the teaching of language arts in bilingual programs. It includes examination of the interrelations of listening, speaking, reading, and writing, as well as the influence of culture on language development. Course work involves developing and presenting mini-lessons and designing a four-week language arts unit. In addition, students will evaluate materials and present written oral reports. A three-hour weekly field experience is required.

Prequisites: HUB103, HUB210, ENG101

HUB200 Bilingual Language Arts Materials*
4 hours; 2 credits

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

Prequisite: HUB103, HUS105, ENG101

Communication Arts

HUB203 Classroom Dynamics in a Bilingual School*
4 hours; 2 credits

A survey of contemporary theories of school and classroom management as they apply to a bilingual school. Factors such as language acquisition, status and maintenance, poverty and health will be surveyed in terms of the bilingual learner. Particular attention will be given to the urban environment of bilingual learners in determining methods and techniques in planning and meeting the needs of a bilingual urban population. A special field project demonstrating ability to prepare and implement a lesson with a group of 10 children is required. A two-hour field lab is required.

Prequisites: HUB201, HUB202, ENG102

HUC098 Basic Communications Strategies Workshop
4 hours; 3/4 credits

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: What is communication? What is the self-image? How does language choice affect other people's response to us? How can we use language to create positive images? The course is taught with a balance of reading and writing using related themes and skills. This course prepares students for HUC099.

Prequisite: based on college placement procedures

HUC099 Basic Communications Strategies
4 hours; 1/2 credits

This course builds on the communication concepts and skills introduced in HUC098. Students explore such issues as: How do spoken communication affect the spoken word? What makes a good listener? How does one build a winning argument? How do misunderstandings arise at home, in school and on the job? What qualities help create a successful job interview? The course is taught together with basic reading and writing using related themes and skills.

Prequisite: based on college placement procedures

HUC101 Oral Communication
3 hours; 3 credits

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

HUC104 Speech: Voice and Diction
4 hours (3 lectures, 1 lab); 3 credits

This course is designed for students who wish to improve their speaking skills. Course content will include the basic theory of the production of speech and voice, study of the speech and hearing mechanism and a survey of the system of regional standard English. Students will receive and analysis of their speaking skills and use drills to modify their voice and diction patterns.
Prerequisite: CSE098, ENG099 or waivers

HUC108 Public Speaking
3 hours; 3 credits

This course is a continuation of Oral Communication (HUC101) and is designed to provide the student with critical understanding and increased skill in formal public speaking. In addition to examining oral rhetoric theory, students learn and practice skills in research, organization, delivery and criticism of speeches.
Prerequisite: CSE099, ENG099 or waivers, HUC101

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. The student will learn how knowledge of hidden cultural cues promotes effective communication, and will compare American communication patterns with those of other cultures.
Prerequisite: ESL097 or permission

HUC210 Group Communication
3 hours; 3 credits

This course is an extension of HUC101 (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 group 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, patterns of problem solving, communication skills for establishing a cooperative climate, and effective ways of dealing with verbal conflicts.
Prerequisite: ENG099, HUC101, or waivers

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 and concept.
Prerequisite: CSE098, ENG099, or waivers

HUC270 American Film and Its Genres
4 hours (3 lectures, 1 lab); 3 credits

This course will explore major cinema genres which have both reflected and projected a consciousness of American attitudes and values. Included are such topics as dedication of the cowboy, spirits and the spiritual, gangsters and superheroes, and minority groups. Through readings and the screenings of a selection of movies students will examine the ways in which the medium of film serves to clarify American social/cultural patterns, realities and illusions.
Prerequisite: CSE098 or waiver, ENG099 or waiver, HUC150 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, Keat, Dickens, Dickinson, Wright, and West; films to be viewed may include those made by Griffith, Chaplin, Eisenstein, Riefenstahl, Flaherty and Resnais.
Prerequisites: CSE099, 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 Moe West.
Prerequisites: CSE099, ENG101
Prerequisites/Corequisites: 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, 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; comic 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
3 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 TV. The nature and design of these projects will be determined by the student and the instructor.
Prerequisite: CSE098, ENG099, or waivers

Theatre

HUC170 Art of Theatre
3 hours; 3 credits

This course introduces the student to the theories, techniques, and literature of the theatre. Readings, seminars, field-trips to New York theatres, and class projects provide the student with an understanding of the 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 for use in artistic, educational, and social work settings. Students will take part in exercises in sensory awareness, improvisation and role playing, and develop a resource file of material applicable to their chosen area of concentration.
Prerequisite: CSE099, ENG099, or waivers

HUC180 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 notes on 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 lectures, 1 lab); 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: CSE098, ENG099, or waivers; HUC170, HUC190 recommended but not required

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 aesthetic concepts, and production techniques. (Plays will be seen on Sunday afternoons. Students will pay a total of approximately $30-$40 for theatre tickets.)
Prerequisite: CSE098, ENG099, or waivers

Foreign Languages

French
HUF101 Elementary French I 5 hours (3 lectures, 2 labs); 3 credits
An intensive course for beginners designed to develop comprehension, speaking, reading, and writing skills through work in the classroom and language laboratory.
Prerequisite: CSE098, ENG099, or waivers. A student must successfully complete HUF102 before credit is granted for Elementary French I.

HUF102 Elementary French II 5 hours (3 lectures, 2 labs); 3 credits
This course is a continuation of Elementary French I.
Prerequisite: HUF101 or permission of instructor

HUF103 Intermediate French 4 hours (3 lectures, 1 lab); 3 credits
Further development of speaking, reading, and writing skills. Emphasis will be placed on the ability to understand and interpret media, and to develop creative writing skills. Students will be exposed to many members of the French-speaking community as well as to commentary on current social issues.
Prerequisite: HUF102 or permission of instructor

Greek
HUK101 Elementary Modern Greek I 5 hours (3 lectures, 2 labs); 3 credits
An intensive course for beginners designed to develop comprehension, speaking, reading, and writing skills through work in the classroom and language laboratory.
Prerequisite: CSE098, ENG099, or waivers. A student must successfully complete HUK102 before credit is granted for Elementary Modern Greek I.

HUK102 Elementary Modern Greek II 5 hours (3 lectures, 2 labs); 3 credits
This is a continuation of Elementary Modern Greek I.
Prerequisite: HUK101 or permission of instructor

HUK103 Intermediate Modern Greek 4 hours (3 lectures, 1 lab); 3 credits
Further development of speaking, reading, and writing skills. Emphasis will be placed on the ability to understand and interpret media, and to develop creative writing skills. Students will be exposed to many members of the Greek-speaking community as well as to commentary on current social issues.
Prerequisite: HUK102 or permission of instructor

Italian
HUI101 Elementary Italian I 5 hours (3 lectures, 2 labs); 3 credits
An intensive course for beginners designed to develop comprehension, speaking, reading, and writing skills through work in the classroom and the language laboratory.
Prerequisite: CSE098, ENG099, or waivers. A student must successfully complete HUI102 before credit is granted for Elementary Italian I.

HUI102 Elementary Italian II 5 hours (3 lectures, 2 labs); 3 credits
This course is a continuation of Italian I.
Prerequisite: HUI101 or permission of instructor

Spanish
HUS101 Elementary Spanish I 5 hours (3 lectures, 2 labs); 3 credits
An intensive course for beginners designed to develop comprehension, speaking, reading, and writing skills through work in the classroom and the language laboratory.
Prerequisite: CSE098, ENG099, or waivers. A student must successfully complete HUS102 before credit is granted for Elementary Spanish I.

HUS102 Elementary Spanish II 5 hours (3 lectures, 2 labs); 3 credits
This is a continuation of Elementary Spanish I.
Prerequisite: HUS101 or permission of instructor

HUS103 Intermediate Spanish 4 hours (3 lectures, 1 lab); 3 credits
Further development of speaking, reading, and writing skills. Emphasis will be placed on the ability to understand and interpret media, and to develop creative writing skills. Students will be exposed to many members of the Spanish-speaking community as well as to commentary on current social issues.
Prerequisite: HUS102 or permission of instructor

HUS105 Spanish for Fluents 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 contexts of current topics.
Prerequisite: HUS102 or permission of instructor

HUS200 Latin American Literature I 3 hours; 3 credits
An introduction to Latin American literature and its relationship to the dynamics of social change. Through readings, individual research, and attendance at plays and films, the student will have the opportunity to explore the different forms of literary expression and the social values they reflect. Topics include Indian literature, colonization and exploration, the independence movement, and abolition.
Prerequisite: HUS204 or permission of instructor

HUS201 Latin American Literature II 3 hours. 3 credits
A continuation of HUS200, the second term deals with urbanization, social-consciousness, alienation, black awareness, and the new revolution.
Prerequisite: HUS204 or permission of instructor

HUS204 Latin American Civilisation 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 colonialism, Machado, 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 to enable the student already familiar with basic Spanish grammar to express himself/herself in Spanish in a coherent and organized manner. The focus of the course is on the development of analytic skills in critical writing and the development of research techniques. In addition, the student will be introduced to the major literary movements.  
Prerequisite: HUS105 or permission of instructor.

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. In addition, it will familiarize the student with the main similarities and differences between English and Spanish commercial language.  
Prerequisite: HUS210 or equivalent; ENG101  
Corequisite: ENG112

HUS270 Literature of the Caribbean  
3 hours; 3 credits  
A comparative study of the novel, drama, poetry, and essay of Puerto Rico, Cuba, and the Dominican Republic. In addition to reading and other class assignments, students will attend poetry readings and theatrical productions. Representative authors are Hostos, Llorens Torres, Tapia y Rivera, Villaverde, Heredia, Martí, Cortegoso, and Bosch.  
Prerequisite: HUS204 or permission of instructor.

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 value systems of New York City’s minorities. Students will experience first hand the cultural heritage of one of the city’s largest minorities and will learn about their contributions, conditions, and problems. Field trips will include El Barrio, Office of the Commonwealth of Puerto Rico, the Puerto Rican Traveling Theatre, and other organizations.  
Prerequisite: CSE098, 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

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 melodies in minor keys.  
Prerequisite: HUM180 or equivalent

HUM141 Music Theory II  
3 hours; 3 credits  
This course is a continuation of HUM140. A study will be made of 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.  
Prerequisite: HUM140 with grade of "C" or better

HUM150 Choir*  
3 hours; 1 credit  
Emphasis is on the preparation of choral music for performance. The repertoire will include traditional masterpieces of choral literature, Broadway show tunes, and 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, 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 waiver; by audition only (ability to read music equivalent to HUM101)  
Corequisite: ENG099, MAT098

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. The performances of the literature by faculty, students and guests will be emphasized.  
Prerequisite: CSE098, ENG099, or waivers

HUM105 Music of Africa  
3 hours; 3 credits  
A survey course which 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. A study also will be made of the differing types of musical instruments to be found in the various cultures of Africa and the ways in which these instruments have evolved.  
Prerequisite: CSE099, HUC099, ENG099, or waivers

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, bebop, cool, funky, electric, 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

HUM142 Music Theory III  
3 hours; 3 credits  
This course is a continuation of HUM141. A study will be made of different minor scales and melodic and harmonic 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.  
Prerequisite: HUM141 with grade of "C" or better

*This course can only be used to fulfill the unrestricted elective requirement. It cannot be used to fulfill the liberal arts requirement.
HUM151 Contemporary Vocal Ensemble*
3 hours; 1 credit
Emphasis is on the preparation for public performance of contemporary vocal music for small vocal ensemble with two to four voices on each part. The repertoire 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 provided.
Prerequisite: HUM101 or HUM150 or equivalent; HUM155 or equivalent

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 an 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
Corequisite: HUM160 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 "Beginning Piano" (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

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 a singing chorus, techniques of memorization, and overall production and publicity responsibilities. Additional rehearsal hours are part of the course requirement.
Prerequisite: HUM140 or 180, and both HUM155 and HUM156

HUM210 American Music*  
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
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.
Corequisites: 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: Freedom and Human Action
3 hours; 3 credits
This course introduces students to the process of philosophical reflection. Extensively utilizing the concept of freedom, it seeks to develop the student's ability both to analyze concepts and to explore life experience in a structured and coherent fashion. Students are encouraged to develop their perceptions by critically examining their own beliefs, attitudes, and assumptions in light of the philosophical analyses they encounter.
Prerequisite: CSE099, ENG099, or waivers

HUP210 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 the following: Is morality relative to specific cultures? What does it mean for the individual to be a moral agent? Does love have a place in the moral life? Students are encouraged to explore how morality functions in their own lives.
Prerequisite: 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 the sources of political authority? What are the rights and duties of the individual in relation to the state? How do social institutions influence human personality? What is the nature of social control? What are its consequences? These questions will be examined in terms of both a logical and a normative point of view.
Prerequisite: HUP101

HUP230 Philosophy of Religion
3 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: HUP101 or permission of instructor

HUP240 Freedom and Life Experience
3 hours; 3 credits
This course applies the concept 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: HUP101 or waiver

HUP250 Individual Freedom and Work Experience
1 1/2 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 and Applied Sciences, and Social Sciences

LTH200 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, 30 credits and 1 internship

Department of Human Services

The Department of Human Services offers courses in:
Child Development
Mental Health
Gerontology
Courses in these areas are presented below in that order, following a listing of courses in the Human Services core curriculum.

Core Curriculum

HSC101 Orientation to Human Services
3 hours; 3 credits
Through field visits, presentations, readings, assignments, and discussions, students will be exposed to a wide variety of human service fields and agencies. They will explore similarities and differences in functions and delivery styles, and issues and problems encountered by the deliverers and consumers of human services.
Prerequisite: CSE098, ENG099, or waivers

Human Services
HSC102 Principles in 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 in the field of human services. The course work will focus on the principles of human relationships, in general, through presentations and discussions. Topics will include: verbal and non-verbal behavior; the appropriate use of intervention skills; analysis of professional roles; group work skills; recording, reporting, and evaluation. This course should be taken prior to the first internship.
Prerequisite: CSE098, ENG099, or waivers
Note: This is the first TAR course and must be completed before your first internship.

HSN108 Community Dynamics: Impact on Human Services
3 hours; 3 credits
This course focuses on the social and political forces influencing the delivery of human services in the urban setting using New York City as the primary example. The class will visit City agencies and community groups, such as the Board of Estimate, community planning boards, neighborhood coalitions and planning councils. Topics will include leadership development, planning and organizing, community development, community decision-making, and institutional change in the urban community.
Prerequisite: SSY100, HSC101
An urban studies course

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 integrate 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 inte-

grated curriculum as the preferred approach in early childhood education. Experiences in social living for young children will be developed on the basis of sound developmental 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, SSY100
Corequisite: 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 SCP101 or SCB101
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 art 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, dramatications). 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

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 coordin-
ize data, use the data to develop positions on issues, and use the classroom as a forum to debate the issues based on their research and field experiences. Topics discussed in class will vary in keeping with changing concerns in the field.
Pre-requisite: HSM121 or permission of instructor.
Corequisite: Internship or employment in a mental health setting.

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.
Pre-requisite: 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 growth and development of children in general with an understanding of the special developmental problems of handicapped children. Students will learn to distinguish the features of the educational environment of normal children which must be adapted and revised for the handicapped. It will develop competency in students to analyze and evaluate materials appropriate for use with handicapped children. Students will be trained to observe the special characteristics of handicapped children and how these children relate to their environment.
Pre-requisite: SSY240
Corequisite: Internship with the handicapped child, or previous experience, or permission of the instructor.

HSE109 Principles and Practices 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 related 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.
Pre-requisite: SS1100

HSC180 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.
Pre-requisite: CSE098, ENG099

HSC181 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.
Pre-requisite: HSC180

HSC182 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.
Pre-requisite: CSE098, ENG099, HSC180.

Library-Media Resource Center

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.
Pre-requisites: CSE099, ENG099

Department of Mathematics

MAT098 Basic Mathematics I
5 hours; 1 credit

This course develops arithmetic concepts and skills, particularly in the areas of whole numbers, fractions, decimals, percents and measurement. A self-paced approach, integrating the use of video-tutorial techniques, is used. Students are required to pass a departmental final examination.
Note: This course should not be used as an elective unless it is a basic skills requirement.
Pre-requisite: By placement only.

MAT099 Basic Mathematics II
4 hours; 1 credit

Students will reinforce their basic arithmetic skills through the study of elementary algebra and consumer mathematics with emphasis on problem-solving. Students are required to pass a departmental final examination.
Note: This course should not be used as an elective unless it is a basic skills requirement.
Pre-requisite: MAT098 or waiver, CSE098 or waiver.

MAT103 Structure of the Number System I
3 hours; 3 credits

The first of a two-quarter sequence devoted to the study of the structure of the real number system and its sub-systems, this course is of particular value to prospective elementary school teachers and Human Services Child Development majors. Among the topics studied are: sets; natural numbers, systems of numeration, number bases, mathematical activities and the operations of arithmetic.
Pre-requisite: MAT099 or waiver, CSE098 or waiver.

MAT104 Structure of the Number System II
3 hours; 3 credits

The second of a two-quarter sequence devoted to the study of the structure of the real number system and its sub-systems, this course is of particular value to prospective elementary school teachers and Human Services Child Development majors. Among the topics studied are: integers, rational and real numbers, geometry and probability. Pedagogical techniques related to the teaching of these topics will be stressed.
Pre-requisite: MAT103 or waiver.

MAT107 Mathematics and the Modern World
3 hours; 3 credits

Students will study concepts of modern mathematics and will engage in activities that relate...
include these concepts to modern life. Topics to be included will be chosen from the following: logic and set theory, mathematical systems, algebra, probability and statistics, the computer and topology, Cultural and historical aspects of the topics will be stressed.

Prerequisite: 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: MAT099 or waiver

MAT120 Elementary Statistics I
3 hours; 3 credits
A study of the basic concepts and computational techniques of elementary statistics. Among the topics studied are: measures of central tendency, standard deviation, percentiles, statistical graphs, normal distribution, probability, and hypothesis testing.

Prerequisite: MAT099 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

MAT150 History of Mathematics
3 hours; 3 credits
An examination of the theoretical developments of mathematics from antiquity to the end of the last century. Mathematical thought will be studied in relation to the social, economic and technological forces of various critical periods in history. Among the topics treated historically are systems of numeration, logic (including an introduction to modern formalism), geometry from Euclid through Riemann, and the development of the modern computer beginning with primitive instruments.

Prerequisite: MAT099 or waiver

MAT210 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

MAT211 Calculus I
4 hours; 4 credits
First of a three-quarter sequence designed to provide students with an appreciation of the usefulness and power of calculus. Emphasis will be placed on the application of calculus to various disciplines. Among the topics studied are: functions, limits, derivatives, maxima and minima of functions.

Prerequisite: CSE098 or waiver, MAT200 or its equivalent by waiver

MAT212 Calculus II
4 hours; 4 credits
The second course in the calculus sequence designed to provide students with an appreciation of the usefulness and power of calculus. Emphasis will be placed on the application of calculus to various disciplines. Among the topics studied are: the definite integral, area, formal integration, applications of integration and polar coordinates.

Prerequisite: MAT210 or waiver

MAT213 Calculus III
4 hours; 4 credits
The third course in the calculus sequence designed to build upon the concepts and techniques of MAT210 and provide a more rigorous conceptual foundation for the entire Calculus sequence. Topics to be covered include limits and continuity, indeterminate forms, infinite series, the Taylor Series and applications, partial derivatives, the calculus of several variables, and an introduction to partial derivatives.

Prerequisite: MAT212 or waiver

MAT214 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: MAT212 or its equivalent by waiver
Pre- or Corequisite: MAT210

MAT215 Linear Algebra
3 hours; 3 credits
The course is designed to introduce students to the theory and applications of algebraic structures by focusing on the solution of systems of linear equations. The algebraic properties of these solutions will be analyzed and generalized in the theory of vector spaces. Matrices will be dealt with both as computational aids and as objects possessing algebraic structure. Finally, major applications to linear programming and optimization problems will be developed.

Prerequisite: MAT210 or waiver

MAT220 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. (Summer)

Prerequisite: CSE099, ENG099, MAT109, MAT201 or waivers and BDP101 or any programming language course.

Pre- or Corequisite: MAT212 or waiver

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, MAT109, 39 credits and 1 internship

Mathematics
Department of Natural and Applied Sciences

The department offers courses in:
Natural Sciences (biology, chemistry, general science, health science, and physics)
Applied Sciences (animal health technician, dietetic technician education and occupational therapy)

Courses in these fields are presented below in that order.

Natural Sciences

Biology

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 also be considered as seen in the fossil record.
Prerequisite: CSE099, ENG099, MAT099 or waivers; SS110
Pre Corequisite: SSA105

SCB160 Foods 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 waivers; CD100

SCB201, 202 Fundamentals of Biology I and II
6 hours (3 lectures, 1 recitation, 2 labs each quarter); 4 credits
An integrated two-quarter sequence, stressing major concepts of biology designed to assist the student in relating these concepts to himself and 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 (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 (spring and summer).
Prerequisite: For SCB201: ENG099, MAT098, CSE099 or waivers; for SCB202: SCB201

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 will include:
SCB203: Chemistry of life, the cell, skeletal, muscular, and circulatory systems (fall and winter).
SCB204: Nervous, endocrine, respiratory, excretory, and reproductive systems (winter and spring).
Prerequisite: For SCB203: ENG099, MAT098, CSE099 or waivers; for SCB204: SCB203

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, bioenergetics, cell proliferation, gene function, and protein synthesis.
Prerequisite: ENG101, SCB202 or equivalent; SC201 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 supplemented by laboratory experiments in which chemical principles and techniques are applied to the analysis and synthesis of familiar items.
Prerequisite: CSE099, ENG099, MAT098

SCC140 Biological Chemistry I
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 concepts, atomic structure, bond formation, and structure and mechanisms in organic and biochemical systems. These will be related to the basic life processes of reproduction development, growth, nutrition and health.
Prerequisite: CSE099 or waiver; MAT098 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 (spring, summer).
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; (fall).
Prerequisite: For SCC251: MAT110, SCC202 or equivalent; for SCC252; SCC251

General Science

SCS100 Topics in Ecology
4 hours (2 lectures, 2 labs); 3 credits
A qualitative study of the interrelationships between organisms and their environment. Special
Natural and Applied Sciences

emphasis will be placed on the physical and biological factors that influence man's adaptation to the urban environment. Laboratory work will center around student involvement with methods of study of urban ecology and pollution analysis.

Pre-requisite: CSE098, ENG099, MAT098 or waivers

SCS101 History of Science

3 hours; 3 credits (Offered during fall and winter only)

A survey of the historical development of the major scientific concepts from the ancient world to the present. Special emphasis will be placed on the social significance of these concepts. No scientific background is needed.

Pre-requisite: CSE098, ENG099, MAT098, or waivers

SCS111 Science and Modern Society

3 hours; 3 credits (Offered during spring and summer quarters only)

A study of the interaction between science and society in the modern world. Topics 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.

Pre-requisite: CSE098, ENG099, MAT098, or waivers

SCN195 Community Health*

2 hours; 2 credits

This course offers a basic orientation to the organization of health care delivery 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, medical care available, and future trends. Visits to local health facilities (i.e., hospitals, nursing homes) are included.

Pre-requisite: CSE098, ENG099, MAT098, or waivers

Pre-or Corequisite: ENGL101

Health Science

SCH101 Topics in Personal Health*

4 hours; 3 credits

This course is designed to promote understanding of and positive attitudes toward personal health practices. The focus will be on the prevention and treatment of everyday health problems common to students. Laboratory sessions will include discussions with a physician and nurse, a comprehensive First Aid training program leading to certification, and home health care sessions.

Pre-requisite: CSE098, ENG099, MAT098, or waivers

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.

Pre-requisite: 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, specific living techniques, e.g., skills in eating, cooking, grooming and communication.

Pre-requisite: 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.

Pre-requisite: SCN195; D.T. Major 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 and alcohol abuse and addiction. It encompasses issues related to alcohol, drug dependency. A variety of methods are to explore such issues as the psychosocial aspects of drug taking; the dynamics of dependence; pharmacology; medical and medical use of drugs; preventative measures; and alternatives. Students will have the opportunity to develop a fundamental philosophy and understanding which can be used in more advanced study.

Pre-requisite: CSE098, ENG099, MAT098, or waivers

SCH210 Human Sexuality

3 hours; 3 credits

The development of an awareness and understanding of one's own relationship between sexuality and health. Examination of human anatomy, physiology and sexual patterns as they relate to man's total sexual response.

Pre-requisite: CSE098, ENG099, MAT098, or waivers

Physics

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.

Pre-requisite: CSE098, ENG099, MAT098, or waivers

SCP120 Concepts in Electricity*

4 hours (2 lectures, 2 labs); 3 credits

A basic course covering theoretical and applied concepts in electricity and magnetism. Topics include basic electric currents and circuits, magnetism and electromagnetism. Demonstration of these concepts in the laboratory will be stressed.

Pre-requisite: MAT099, CSE098, ENG099, 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 visits to LaGuardia's Astronomy Center— including the planetarium and telescopes—plus field trips to observatories in the N.Y.C. area.

Pre-requisite: 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.

Pre-requisite: SCP201; CSE098 or waivers, MAT110 or consent of instructor, for SCP202: SCP201

*This course can only be used to fulfill the unrestricted elective requirement. It cannot be used to fulfill the liberal arts requirement.
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 & breeding, growth & senescence, environmental physiology, nutrition & feeding, & 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.
Prerequisites: CSE099, ENG099 or Spec.
Corequisite: SCB203

SCV201: Research Animal Technology*
6 hours (3 lectures, 3 lab); 4 credits
This course prepares students to work with rodents, rabbits, & other animals used in research. Laboratory sessions provide hands on training in restraint, drugs administration, sample collection, anesthesia & research techniques. Classroom periods will cover husbandry, diseases, & ethics of animal research. Students will participate in the operation of the College's animal facility.
Prerequisites: CSE099, ENG099, MAT099 or Spec.
Corequisite: SCB203

Dietetic Technician

SCD100 Foods*
5 hours (2 lectures, 1 recitation, 2 labs); 3 credits
This course will investigate the didactic & 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 & the use of commercial food service equipment. Emphasis will be placed on the identification of qualitative aspects of foods & the value of food preparation techniques.
Prerequisites: CSE099, ENG099, MAT099 or Spec.
Corequisite: SCB203

SCD211 Nutritional Care II*
3 hours; 3 credits
Identification of the nutritional requirements of individuals in health & disease during the various stages of the life cycle: pregnancy, lactation, infancy, childhood, adolescence, adulthood & geriatrics. The structure & rationale of common prescribed clinic diets are featured. An emphasis is placed on the achievement of optimal nutritional status based on established criteria for nutritional assessment.
Prerequisites: SCD210, SCB203
Corequisite: SCB204

SCD250 Dietetic Management
Systems I: Volume Foods—Planning and Service*
3 hours; 3 credits
The principles involved in the planning, preparation & service of large quantities of foods as they apply to health care institutions. Fundamentals of menu development for both regular & modified diets, including ethnic components are covered.
Prerequisites: SCD100, SCD211
Corequisite: SCD260

SCD251 D.T. Management Systems II Planning: Layout and Equipment*
3 hours; 3 credits
The course comprises the study of food service systems in health care institutions. The major emphasis of the course is to promote an understanding of the interrelationship between layout & design of a food service system & its functional equipment. Topics include: operational aspects of layout & design, equipment selection, sanitation & maintenance requirements of conventional foodservice equipment. Lectures, discussions, analysis of layouts, complement the course.
Prerequisites: SCD250 & 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 & institutional procurement for food service systems. Topics include market analysis, budgeting & legal aspects. The goal of the course is to promote the idea that fiscal controls in foodservice systems originate in forecasting & are an integral part of every operation within that system. Students will be exposed to writing food commodity specifications, purchasing strategies, inventory controls & receiving procedures. Food cost accounting topics are presented.
Prerequisites: SCD251 & 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 policies and procedures 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 must be taken with SCD253

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.
Uniform and Group Seminars required.
Prerequisite: SCD100, SCD211, 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. Uniform and Group Seminars 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. With supervision, the student obtains competencies in the following areas: forecasting procedures, food production schedules, receiving procedures, purchase specifications, inventory procedures, budgetary and purchasing strategies, cost-

SCD263 Dietetic Field Experience IV*
8 fieldwork hours per week; 1 credit
Fieldwork experiences apply and reinforce the theoretical aspects of administration introduced in D.T. Management Systems IV. The student, under supervision, will: evaluate policies and procedures in a health care institution; participate in supervisory and administrative duties; develop menus, work schedules, job descriptions, and reports; conduct in-service training sessions; propose simplified cost-effective procedures for food service facility; compliance with health and sanitation codes. Uniform and Group Seminars required.
Prerequisite: SCD252, SCD262 and permission of D.T. coordinator. This course must be taken with SCD253

SCD264 Practical Experience in Food Service Management*
40 fieldwork hours per week; 3 credits
This is a ten-week, full-time fieldwork experience in a foodservice department of a health care facility. The student will apply the knowledge, skills and competencies acquired from previous academic and experiential preparation in the Dietetic Technician curriculum. The student will further develop professionalism and expertise in food service management through an individualized program. Group seminars and projects are required. A process for partial waiver of fieldwork hours is available.
Prerequisite: SCD253, 263, 270, and permission of D.T. coordinator.

SCD270 Dietetic Seminar*
1 hour, 1 credit
This course is designed to prepare the student for the job market by discussing the roles and responsibilities of the dietetic technician and dietitian in the foodservice operations of health care facilities. Other topics covered include: job interview, techniques, resume construction, marketing of acquired skills, career-advancement opportunities and professional organizations. The course serves as preparation for SCD264 through lecture, guest speakers, simulation exercises.
Prerequisite: SCD252, 262

Occupational Therapy
CE0201 Introductory Coop in OT
Psychosocial Dysfunction*
1 1/2 credits; 7 hours
The student is assigned to a clinical facility under professional supervision. The student will observe & participate in Occupational Therapy programs for clients with psychosocial dysfunction. Placement is for one week full time prior to the beginning of the quarter in which the student takes SCO201. Placement continues for four hours weekly throughout the quarter. A weekly seminar provides reinforcement of career concepts.
Co-requisite: SCO201

CE0202 Introductory Coop In OT
Physical Dysfunction*
1 1/2 credits; 7 hours
The student is assigned to a clinical facility under 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.
Co-requisite: SCO202

SCO201 Occupational Therapy Theory and Practice in Physical Dysfunction*
3 hours; 3 credits
This course examines the history, philosophy, theory and application of Occupational Therapy for clients with psychosocial pathology. There is an emphasis on treatment as a learning process. It includes: examining capabilities versus deficits, selection of appropriate activity media, consideration of group vs. individual approaches, and professional communication. Pre-Clinical required.
Prerequisite: SCO195, ENG101, CE0209, SCO210
Corequisite: SYY230, SCO201

SCO202 Occupational Therapy Theory and Practice in Physical Dysfunction*
3 hours; 3 credits
This course is designed to enable the student to develop knowledge of and realize use of Occupational Therapy techniques in prevention and treatment in the area of physical dysfunction. The student will learn to examine abilities versus deficits, to select appropriate activities, to implement treatment goals, to report observations professionally and to prepare a case study.
Prerequisite: CE0209, ENG101, SCO210
Corequisite: SCO230, CEO202
SC0210 Occupational Therapy
Media and Application I—General Crafts, Textiles and Leather*
5 hours (1 recitation, 4 labs); 3 credits
The student will learn various handicrafts with an appreciation of the adaptation of these skills for the therapeutic needs of the patient. Media will include needlepoints, leather, mosaics, jewelry, art and "scraps" crafts.
Prerequisite: SCN195 and CSE098, ENGO99, MAT098, or waiver

SC0211 Occupational Therapy
Media and Application II—Wood and Ceramics*
5 hours (1 recitation, 4 labs); 3 credits
This course provides a basic experience in weaving, woodworking and ceramics, with emphasis on their uses as therapeutic media.
Prerequisite: SC0210

SC0212 Occupational Therapy
Media and Application III—Life Tasks*
5 hours (1 recitation, 4 labs); 3 credits
Identification and examination of those roles and skills essential for the individual's adaptation to the home situation. Assessment of the nature and level of work and recreational capacities and self-care skills. Activities include splinting, activities of daily living training, homemaking for the handicapped, adaptive equipment and administration of pre-vocational tests.
Prerequisite: SC0210, ENG101

SC0230 Functional Pathology*
3 hours, 3 credits
This course will review the organ systems of the human body and the ways in which they malfunction. Basic symptoms, the course of illness and treatment will be discussed.
Prerequisite: SCB204

SC0290 Clinical Placement in Psychosocial Dysfunction*
7 hours; (1 quarter full-time); 3 credits
The student is assigned to a clinical facility full-time under professional supervision. There will be opportunities for practice in and exposure to the nature of clients with psychosocial dysfunction, techniques, and use of media. An alternate week seminar provides reinforcement.
Prerequisite: SC0201 and permission of O.T. coordinator

SC0291 Clinical Affiliation:
Physical Dysfunction*
7 hours; 3 credits
Field work experience in physical dysfunction will take place in a clinical facility under professional supervision as a practicum in the methods taught in SC0202. Opportunities to observe and communicate with other members of the rehabilitation team will be provided. An alternate week seminar is required.
Prerequisite: SC0202, SC0212, 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 Coop 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 application of the creative arts therapies as an approach to health care.
Prerequisite: CSE098, ENG099, MAT098, or waiver, and permission of instructor

Departments of: English, Humanities, Mathematics, Natural and 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 Sciences Times; and trips to various museums.
Prerequisites: CSE009, ENG009, 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.

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Department of Secretarial Science

SEC100 Stenography I, Gregg
4 hours; 2 credits
Students who have not previously studied shorthand receive an intensive presentation of the basic theory of Gregg Shorthand. Students are expected to master the basic principles of the system. A final examination is given 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. Teachers of the course will be responsible for the administration of the course. No textbooks or other printed materials are required.
Prerequisites: ENGO98 or waiver, CSE098 or waiver

SEC101 Stenography I, Pitman
4 hours; 2 credits
Students who have studied Pitman shorthand for a period of six months but less than two years will receive an intensive and practical review of Pitman shorthand theory. Students are expected to master the basic principles of the system and to have acquired a writing speed of at least 40 words a minute and the ability to read shorthand from textbook plates and homework notes.
Prerequisites: ENGO98 or waiver, CSE098 or waiver

SEC102 Stenography I, Machine
4 hours; 2 credits
A presentation of the basic keyboard of the stenographic machine, the "Touch Stenograph," in addition to keyboard theory, correct stroking technique, practice in rapid reading of touch notes, and abbreviations are emphasized. Final speed goal is 40 words a minute.
Prerequisites: ENGO98 or waiver, CSE098 or waiver

SEC103 Stenography I, ABC
4 hours; 2 credits
A presentation of the basic theory of the landmark ABC stenography system. Students are expected to master the basic principles of the system. Final speed goal is 40 words a minute, and to read fluently from textbook plates and homework notes. (Not available for Legal Option.)
Prerequisites: ENGO98 or waiver, CSE098 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 in Spanish shorthand.
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 HUS105 level

SEC110 Stenography II, Gregg
4 hours; 2 credits

This course is a review of the basic principles of Gregg Shorthand and provides for speed-building in both reading and writing of shorthand. Final writing speed goal is 60 words a minute. Pre-transaction drills are commenced in preparation for typewritten transcription.

Prerequisites: SEC100, 140; ENG099 or waivered

SEC111 Stenography II, Pitman
4 hours; 2 credits

This course is a review of the basic principles of Pitman Shorthand and provides for speed-building in both reading and writing of shorthand. Final writing speed goal is 60 words a minute. Pre-transaction drills are commenced in preparation for typewritten transcription.

Prerequisites: SEC101, 140; ENG099 or waivered

SEC112 Stenography II, Machine
4 hours; 2 credits

This course is a review of the basic principles of Machine Shorthand and provides for speed-building in both reading and writing of shorthand. Final writing speed goal is 60 words a minute. Pre-transaction drills are commenced in preparation for typewritten transcription.

Prerequisites: SEC102, 140; ENG099, or waivered

SEC113 Stenography II, ABC
4 hours; 2 credits

This course is a review of the basic principles of ABC Shorthand and provides for speed-building in both reading and writing of shorthand. Final writing speed goal is 60 words a minute. Pre-transaction drills are commenced in preparation for typewritten transcription.

Prerequisites: SEC103, 140, ENG099, or waivered

SEC115 Spanish Stenography II
4 hours; 2 credits

Students will continue the training commenced in Spanish Stenography. 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 minimum dictation goal of 60 words a minute based on three minutes of sustained dictation.

Prerequisites: SEC105, HUS105, 101, 102
Corequisite: HUS210

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. Malapology on average-length letters from unfamiliar material is required.

Prerequisites: SEC100, 110, 140, 141, ENG099 or waivered, CSE098 or waivered

Pre- or Corequisites: 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. Malapology on average-length letters from unfamiliar material is required.

Prerequisites: SEC101, 111, 140, 141, ENG099 or waivered, CSE098 or waivered

Pre- or Corequisites: SEC142

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. Malapology on average-length letters from unfamiliar material is required.

Prerequisites: SEC102, 112, 140, 141, ENG099 or waivered, CSE098 or waivered

Pre- or Corequisites: 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. Malapology on average-length letters from unfamiliar material is required.

Prerequisites: SEC103, 113, 140, 141, ENG099 or waivered, CSE098 or waivered

Pre- or Corequisites: SEC142

SEC140 Typewriting I: Traditional or AVT
4 hours; 2 credits

This course is designed to instruct beginners and those who have had a minimum of instruction in typewriting in the fundamentals of skill building. Keyboard mastery will be followed by training in setting up basic business forms, tabulations and manuscripts. Students will become familiar with handling carbon copies, envelopes, and proper corrective techniques. Proofreading will be stressed. The final speed goal is 30 words a minute.

Prerequisites: ESL students must have completed ESL098 or waivered

SEC141 Typewriting II: Traditional or AVT
4 hours; 2 credits

This course is designed to increase the skills of students who possess speed of 35-40 words a minute using touch typewriting. Intensive speed, accuracy and remedial work will be stressed. Basic forms of correspondence will be reviewed and more complicated business forms and tabulations introduced. Students are taught to type stencil, dito and other duplicating masters. The final speed goal is a minimum of 60 words a minute.

Prerequisite: SEC140 or equivalent

SEC142 Typewriting III (Specialized Documents)
3 hours; 2 credits

This course is intended primarily to develop students' abilities in a variety of typewriting production tasks including legal, medical, statistical, and business reports. Students who have at least minimal understanding of Spanish will also be instructed in typewriting in that language. A final typewriting speed goal of 50 words a minute is required.

Prerequisite: SEC141, ENG099 or waivered, CSE098 or waivered

SEC144 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 reliable transcripts of letters, reports, statistical tabies, and interoffice memoranda from rough drafts and/or recorded messages. Special emphasis will be placed on spelling, grammar and punctuation.

Prerequisites: CSE099, ENG099, 101, SEC140 or equivalent. Pre- or corequisites: SEC141 and ENG112

SEC145 Word Processing I
4 hours; 2 credits

The student will develop the ability to function as a professionally trained person, in an entry-level job position, in the flow of office communications now termed "word processing." The student will learn the basic skills necessary to operate the Machine Transciptor, Vytech, Mag-Card Selectric II, 6240, and/or Wang. Through the use of "on-the-job" materials, these abilities will be developed into employable skills.

Prerequisite: SEC144 or equivalent
principles of office etiquette. Students will research and report on a current secretarial office practice.

Prerequisite: ENG099 or waiver; SEC140 or equivalent
Corequisite: Stenography II
Note: This is the first TAR course and must be completed before your first internship.

SEC201 Office Techniques and Trends II
4 hours; 2 credits

This course is designed to cover nontypographical specializations providing students with applications that let them develop, integrate, and refine business skills such as telephonic techniques and machine transcription. The student will also become actively involved in job-related projects, research assignments, human relations projects, and communication skills. Students will learn to handle successful office situations such as setting priorities, organizing work, and making and evaluating decisions. Prerequisites: SEC140, 141, 200, ENG099 or waiver, CSE098 or waiver; Corequisite: Stenography III
Note: This is the second TAR course and must be completed before your first internship.

SEC210 Transcription I, Gregg
6 hours; 3 credits

Stenographic and typewriting training are correlated in this course to produce stenographic dictation speed of 90 words a minute, typewriting speed of 50 words a minute. Use of carbon copies, proofreading, collating, correcting grammar, punctuation, and spelling are emphasized.

Special Information: In order to successfully complete this course, the student, upon enrollment, should be able to take unfamiliar dictation at the rate of 80 words a minute and to transcribe audible average-length letters from unfamiliar material. Prerequisites: SEC100, 110, 120, 140, 141, 142, ENG099 or waiver, ENG101, CSE099 or waiver;
Corequisite: ENG112

SEC211 Transcription I, Pitman
6 hours; 3 credits

Stenographic and typewriting training are correlated in this course to produce stenographic dictation speed of 90 words a minute, typewriting speed of 50 words a minute. Use of carbon copies, proofreading, collating, correcting grammar, punctuation, and spelling are emphasized.

Special Information: In order to successfully complete this course, the student, upon enrollment, should be able to take unfamiliar dictation at the rate of 80 words a minute and to transcribe audible average-length letters from unfamiliar material. Prerequisites: SEC101, 111, 121, 140, 141, 142, ENG099 or waiver, ENG101, CSE099 or waiver;
Corequisite: ENG112

SEC212 Legal Stenography I, Gregg
8 hours; 4 credits

Stenographic and typewriting training are correlated in this course to produce stenographic dictation speed of 90 words a minute, typewriting speed of 50 words a minute. Use of carbon copies, proofreading, collating, correcting grammar, punctuation, and spelling are emphasized.
Prerequisites: SEC140, 141, 142, 100, 110, 120 CSE099 or waiver, ENG099 or waiver, AMM110;
Corequisite: SEC230

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 produce stenographic dictation speed of 90 words a minute, typewriting speed of 50 words a minute. Use of carbon copies, proofreading, collating, correcting grammar, punctuation, and spelling are emphasized.
Prerequisites: SEC101, 111, 121, 140, 141, 142, CSE099 or waiver, ENG099 or waiver, AMM110;
Corequisite: SEC231

SEC214 Legal Stenographic 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 produce stenographic dictation speed of 90 words a minute, typewriting speed of 50 words a minute. Use of carbon copies, proofreading, collating, correcting grammar, punctuation, and spelling are emphasized.
Prerequisites: SEC102, 112, 140, 141, 142, CSE099 or waiver, ENG099 or waiver, AMM110;
Corequisite: SEC232

SEC215 Transcription I, ABC
6 hours; 3 credits

Stenographic and typewriting training are correlated in this course to produce stenographic dictation speed of 90 words a minute, typewriting speed of 50 words a minute. Use of carbon copies, proofreading, collating, correcting grammar, punctuation, and spelling are emphasized.
Special Information: In order to successfully complete this course, the student, upon enrollment, should be able to take unfamiliar dictation at the rate of 80 words a minute and to transcribe audible average-length letters from unfamiliar material. Prerequisites: SEC103, 113, 123, 140, 141, 142, ENG099 or waiver, ENG101, CSE099;
Corequisite: ENG112
The course is designed to provide additional training in the preparation of legal documents and letters, building upon the work completed during the first quarter. Emphasis will be on stenographic aspects of such documents, but common legal forms will also be used.

Preerequisite: SEC212, SEC223 or equivalents.
Corequisite: SEC240

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

Predecessor: SEC201, 111, 121, 140, 213, 231, CSE099 or waiver, ENG099 or waiver.
Corequisite: SEC241

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

Predecessor: SEC102, 112, 122, 140, 141, 142, CSE099 or waiver, ENG099 or waiver.
Corequisite: SEC244

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

Predecessor: SEC103, 113, 123, 140, 141, 215, CSE099 or waiver, ENG101, 112.
Corequisite: SEC242

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

Predecessor: SEC106, 110, 120, 140, 141, 142, CSE099 or waiver, ENG099 or waiver.
Corequisite: SEC243

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

Predecessor: SEC107, 110, 120, 140, 141, 142, CSE099 or waiver, ENG099 or waiver.
Corequisite: SEC245

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

Predecessor: SEC108, 110, 120, 140, 141, 142, CSE099 or waiver, ENG099 or waiver.
Corequisite: SEC247

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

Predecessor: SEC109, 110, 120, 140, 141, 142, CSE099 or waiver, ENG099 or waiver.
Corequisite: SEC248

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

Predecessor: SEC110, 112, 122, 140, 141, 142, CSE099 or waiver, ENG099 or waiver.
Corequisite: SEC249

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

Predecessor: SEC111, 112, 122, 140, 141, 142, CSE099 or waiver, ENG099 or waiver.
Corequisite: SEC250

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

Predecessor: SEC112, 113, 123, 140, 141, 142, CSE099 or waiver, ENG099 or waiver.
Corequisite: SEC251

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

Predecessor: SEC113, 112, 122, 140, 141, 142, CSE099 or waiver, ENG099 or waiver.
Corequisite: SEC252

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

Predecessor: SEC114, 112, 122, 140, 141, 142, CSE099 or waiver, ENG099 or waiver.
Corequisite: SEC253
Courses Focusing on the Student's Own Experience

Science Interdisciplinary

This course provides the foundation necessary for further study in social science and related courses. Focusing on the student's own experience in family, community, and particularly work, the course introduces concepts and methods that different social scientists use to analyze and understand the behavior of individuals and patterns of society. This course is a prerequisite to most other offerings in the department and is required for most majors.

Prerequisites: CSE099 or waiver, ENG099 or waiver

Note: This course is required for liberal arts majors prior to the first internship.

SS1210 Women in Society
3 hours; 3 credits

This course examines the nature of women's social roles from the selected perspectives of psychology, sociology, anthropology, and economics. Students will be expected to critically evaluate the literature in this field in order to better understand these roles in various societies. Topics covered will include achievement, frustration, interaction styles, traditional work and family roles of women, and alternative life styles.

Prerequisite: SS110

SS1220 Comparative Civilizations
3 hours; 3 credits

The purpose of this course is to explore the meaning of the term "civilization" and to study various types of civilizations throughout the world, past and present. The students will compare the characteristics of social, political, and economic life drawing from African, Asian, Indian, European, and Latin societies. The course will attempt to identify the similarities and differences between these civilizations.

Prerequisites: SS110

SS1240 The Minority Aged in the Inner City
3 hours; 3 credits

This course will examine the life style and experiences of minority elderly living in the inner city. The 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.

Prerequisites: CSE099, ENG099, MAT099, SS110

Social Science

The Department of Social Science offers courses in: anthropology, economics, education, history, political science, psychology, sociology

Courses in these areas are presented below in that order, following a listing of the department's interdisciplinary courses.

Interdisciplinary Courses

SS1100 Introduction to Social Science
3 hours; 3 credits

This course provides the foundation necessary for further study in social science and related courses. Focusing on the student's own experience in family, community, and particularly work, the course introduces concepts and methods that different social scientists use to analyze and understand the behavior of individuals and patterns of society. This course is a prerequisite to most other offerings in the department and is required for most majors.

Prerequisites: CSE099, ENG099

SS101 Cultural Anthropology
3 hours; 3 credits

An introduction to the comparative study of man and his culture, this course touches upon the emergence of prehistoric man and the origins, development, and diversity of human languages and cultures. The role of culture in determining and diversity of human languages and cultures. The role of culture in determining human behavior, the interrelationship of human behavior and culture, and the relationship and function of basic forms such as kinship, economic, and political systems, and religious institutions are examined.

Prerequisites: SS110

SS105 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.

Prerequisites: CSE099, ENG099, MAT099, or waiver

SS245 Native Americans: The Study of American Indian Lifeways
3 hours; 3 credits

The course will study the interrelationship of environment, social organization, and cultural products of the descendants of the earliest human inhabitants of the Americas. The course consists of two major parts: exploration of the geography and social life of widely different tribes, and the examination of the cultural aspects radiating from those different tribes.

Prerequisites: SS110

Economics

SS101 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 marketplace; money and banking; income levels; and the problems of inflation and unemployment.

Prerequisite: For Business Administration or Management majors: CSE098, ENG099; for all others, SS110, CSE098, ENG099, MAT099 or waiver

Pre- or Corequisite: MAT099 or waiver
SSE102 Introductory Economics II
3 hours; 3 credits
As a continuation of Economics I, this course examines: the allocation of resources; determination of national income; labor unions; international trade and finance; problems of growth in developed and developing countries; and the implications of economic policy on the environment.
Prerequisite: SSE101; MAT099 or waiver

SSE110 Consumer Economics and Personal Finance
3 hours; 3 credits
This course examines the role of the consumer in the American market economy. In addition, it seeks to illuminate consumer concerns in daily economic transactions. Topics include: consumer behavior; the relation of consumption to the nation's wealth; the consumer movement and consumer protection laws; and the consumer's stake in such economic policies as protective tariffs, monetary policy, agricultural supports and anti-inflation measures.
Prerequisites: SSE100 or SSE101

SSE128 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 interpretation of maps of physical features and cultural aspects.
Prerequisites: CSE099, ENG099, MAT099, or waivers SSE100

Education
SSD210 Philosophical and Social Foundations of Education
3 hours; 3 credits
An examination of the historical, philosophical and cultural roots of contemporary education. Current issues and significant innovations in education will be discussed and students will be encouraged to explore an educational problem in depth.
Prerequisites: SSE100

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. Themes such as slavery, violence, expansion, work, politics, urbanization, reform movements and the development of the American character will be examined in this course.
Prerequisite: SSE100

SSH102 Themes in American History since 1865
3 hours; 3 credits
This course will examine recent American history. Such topics as industrialization, labor unions, immigration, urbanization, political parties, reform movements, foreign policy, and the U.S. as the major force in the world will be the focus of this course.
Prerequisite: SSE100

SSH103 Western Civilization from Ancient Times to the Renaissance
3 hours; 3 credits
This course explores the complexity of the development of the Western World from ancient Egyptian times to the Renaissance. It studies the interrelationship between patterns of government, social organization, religion, war, law, equality, and culture. It also investigates the contributions of key historical figures and evaluates the progress of mankind.
Prerequisites: SSE100

SSH104 Western Civilization from the Renaissance to Modern Times
3 hours; 3 credits
This course introduces the major ideas, people, and events of Western history from the Renaissance to the modern age. The course explores men's efforts to balance reason and emotion as well as his attempts to deal with the various revolutions in government, scientific thinking, economy, and social standards which occurred from the 16th to the 20th centuries.
Prerequisites: SSE100

SSH210 Labor History
3 hours; 3 credits
This course will investigate the changing circumstances of American labor from the Colonial Period to the present. It will cover the relationship of women and minority groups to the mainstream labor market as well as the rise of organized labor. Both labor and management viewpoints will be considered in studying the philosophy of key labor leaders, the changing aims and methods of the labor movement, and contemporary issues such as the right to strike and labor as a factor in politics, economics, and international relations.
Prerequisites: SSE100 or SSE101

SSH220 Current Events in Historical Perspective
2 hours; 2 credits
The subject of this course will be determined by the instructor before registration and will be chosen from among the important and crucial events occurring in the world at the time the course is offered. The event will be discussed in terms of its historic roots. The causes of this event will be examined in terms of economics, politics and ideology. The class will be directed toward trying to solve or understand the present in terms of the past.
Prerequisite: SSE100

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 methods that blacks have used in their attempts to bring about social change; to important persons and institutions from the African beginning to the present; and to the contributions blacks have made to American society.
Prerequisite: SSE100

SSH240 History of New York City
3 hours; 3 credits
Major themes in the history of New York from the 16th century to the present will be examined in this course. More specifically, such themes as growth, housing, transportation, immigration, politics, settlement patterns, and social class structure will form the core of the course. The rise of New York City as the financial and cultural center of the world will be developed by discussion, lectures, and student involvement with historic data.
Prerequisite: SSE100

SSH260 History of Minorities
3 hours; 3 credits
The course will focus on the waves of immigration that brought minority and ultimately majority groups into the United States. More specifically, the students will study the old world experiences of such groups as Afro-Americans, German-Americans, Hispanic-Americans and Asian-Americans. The courses for immigration and the new world experience will be related to the unique ethnic experience of each group. Contributions that each group have made to the American culture will be an important part of this course. The goal is for each student to understand the unique immigrant experience of the many ethnic groups that have entered the U.S.
Prerequisite: SSE100

Political Science
SSP101 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 options for reforming the American political system.
Prerequisite: SSE100
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 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.
Prerequisites: SS1100

SSP230 Urban Politics
3 hours; 3 credits
This course will analyze the political dimensions, problems and possibilities of the American city. Among the topics discussed are machine politics, alternative forms of urban government, financial and racial problems, the city in American history, home rule for cities, and regional planning for such issues as education, housing, police and mass transit.
Prerequisites: SS1100

SSP240 Crime and Punishment
3 hours; 3 credits
This course deals with the purposes and problems of penal systems comparing various approaches to crime (old and new, national and international). The course will investigate the relationship between the criminal, punishment, society, and politics. Selected famous cases will be studied in detail as will the American criminal justice system and the issue of the death penalty.
Prerequisites: SS1100

SSP245 The Law, Politics and the Individual
3 hours; 3 credits
This course will introduce students to the concept of the living law. Emphasizing changing legal interpretations of the Bill of Rights, students will explore major Supreme Court cases and Constitutional Amendments dealing with such topics as the suffrage, discrimination, freedom of speech and religion, economic opportunity, the right to bear arms and rights in wartime. Legal policy will be viewed in the context of practical politics, the American constitutional design and the contributions of famous legal theorists. The class will focus on the relationship between the individual and the political community; that is, on the rights and duties of citizens.
Prerequisite: SS1100

Psychology
SSY101 General Psychology
3 hours; 3 credits
An overview of the field of psychology designed to introduce the student to the fields, methodology, and topics in psychology. Areas studied include beginnings of psychology, methodology, physiology of behavior, development, learning, motivation and emotion, sensation and perception, personality development, and social behavior.
Prerequisite: SS1100

SSY200 Personality
3 hours; 3 credits
Diverse approaches to the psychology of personality will be systematically examined and critically evaluated. Selected theoretical conceptions will be presented, paralleling the historical developments of the field. These will include psychoanalytic theory, the Neo-Freudian position, Jung's analytic theory, behaviorist alternatives, cognitive theories, and factor-analytic and situational approaches. Crucial topics and issues in the study of personality will be discussed in the context of divergent theoretical orientations; personality development, personality assessment relations between the "normal" and "abnormal" personality, conflict adjustment, defense, and the implications of personality theory for social systems, social change, and psychotherapy.
Prerequisites: SS1100, SSY101

SSY230 Abnormal Psychology
3 hours; 3 credits
This course will examine traditional and contemporary conceptions of the "abnormal" personality, stressing the social implications of a variety of approaches to evaluation, diagnosis, and treatment of maladaptive behavior. Selected theories of psychopathology will be presented, including the psychoanalytic, behaviorist, and humanist positions. The conventional psychiatric classifications of neurosis, psychosis, schizophrenia, and childhood disturbances will be discussed in the light of alternative, more socially relevant conceptions of "abnormality."
Prerequisites: SS1100, SSY101

SSY240 Developmental Psychology I: Childhood
3 hours; 3 credits
A consideration of the physiological and psychological factors in individual development from birth through maturity, emotional and behavioral disorders of children and principles of child guidance.
Prerequisites: SS1100, SSY101

SSY241 Developmental Psychology II: From Adolescence through Senescence
3 hours; 3 credits
An examination of the biological, psychological, and social changes that occur during adolescence, middle age and old age and the principles underlying these changes; sexual development and sex role development; self-identity and self-esteem; personal and work productivity; ideals, values, and successful and unsuccessful aging. Students will be required to make field visits to community centers and nursing homes and make cultural and socio-economic comparisons in written and oral reports.
Prerequisites: SS1100, SSY101

SSY245 Industrial Psychology
3 hours; 3 credits
This course is designed to examine and analyze human behavior in the workplace. Students will investigate the ways in which the work environment affects the emotions of individuals and will examine theories of worker motivation. In addition, the course will examine 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.
Prerequisites: CSE009, ENGO099 or waiver, SSY100, SSY101

SSY250 Social Psychology
3 hours; 3 credits
An introduction to the social aspects and determinants of behavior emphasizing individual behavior within large and small social groups and society at large. Areas of study will include: group process, leadership, social and sex roles, obedience, conformity, attitude change, racism and prejudice, and violence and human conflict. Social problems will be discussed from the psychological perspective.
Prerequisites: SSY100, SSY101

SSY260 Group Dynamics:
Small Group Processes
3 hours; 3 credits
An introduction to the exploration of theory, research and practice of group dynamics and small group interaction in a variety of settings. Methods and techniques utilized in the investigation of small group processes will be demonstrated and critically examined. Through participation in role playing and small group interaction, students will be introduced to basic principles of interpersonal and group dynamics in families, encounter groups, therapy groups, self-help groups and work groups. Students are advised to take SSY250 (Social Psychology) as a prerequisite or corequisite.
Prerequisite: SSY100, 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: SSY1100
### SSY890 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.
Prerequisites: CSE099 or waiver; ENG101, SSY100; SSY101; recommended: SSY241

### Sociology

#### SSN188 Archaeology
3 hours; 3 credits
In this course, students will be introduced to the development, history, techniques and methods of the discipline of Archaeology. The aim shall be to explore the reconstruction of the lifeways of past societies such as the Aztecs, Inca, 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 Westville in Brooklyn, Indian Caves in Inwood Park and others.
Prerequisites: CSE099, ENG099, MAT098, SSY100.

#### 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, 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.
Prerequisites: SSY100 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. La Guardia 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: SSY100

#### SSN192 Practical Politics in New York City
3 hours; 3 credits
This course studies New York City as a unique political entity within the context of urban politics in America. Students will obtain a working knowledge of New York City government through readings, visits to their community boards, interviews with their local representatives, and other guest speakers. The course includes field trips to City Hall or Borough Hall among other places.
Prerequisite: SSY100

#### SSN/ENN193 Ideal Societies
3 hours; 3 credits
This course is designed to help students understand utopian movements in urban society from a historical, psychological, and sociological perspective. The course will focus on both the psychological motivations leading to membership in an utopian experiment, and the sociological dimensions of each experience, such as family structure, religion, education, and economic organization. Field trips will be taken to such places as Roosevelt Island and Shaker Village.
Prerequisite: SSY100

#### SSN194 Religion and Social Change
3 hours; 3 credits
The object of this course is the study of religious movements within New York City and especially the role religion plays in adherents' adaptation to urban life. The interaction of society and religious organizations and ideas is seen as the context for both established and new popular movements. Field visits to Unification Church, Anshur Muslims, and Divine Light, are emphasized to ascertain structure, function and process of religious ideology and ritual.
Prerequisite: SSY100

#### 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: SSY100

### SSN196 Psychology at Work in the Community
3 hours; 3 credits
This course is designed to introduce the students to community psychology. Community mental health service facilities in the New York metropolitan area (ranging from state and municipal hospitals, multi-service outreach centers and storefront clinics) will be visited, compared and evaluated. Methods of psychological intervention and a variety of approaches to treatment will be explored through classroom discussion, role play and group exercises.
Prerequisite: SSY100

### SSN197 Community Control
3 hours; 3 credits
This is a study of major institutions in the United States, and especially in New York City, from the perspective of decision-making and power. The development, goals and strategies of community organizations are examined in the areas of schools, health agencies, government, housing, and work. At least two field visits to organizations, such as to community boards, Local Economic Development Corporations, alternative schools will be used to clarify strengths and weaknesses of such projects.
Prerequisite: SSY100

### SSN198 The Effects of Crowding
3 hours; 3 credits
This course will review and evaluate current research and theory on the social psychological effects of crowding in urban areas. Emphasis will be on interpersonal and intergroup relations as affected by housing, transportation, medical care, education, and work in the city. At least two visits will be made to such urban institutions as hospitals, housing projects, and inner city schools. Interview techniques and observations will be used to facilitate study.
Prerequisite: SSY100

### 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 affected neighborhood changes. The course will include field trips such as walking tours and a visit to Ellis Island.
Prerequisite: SSY100
**SSS101 Urban Sociology**
3 hours; 3 credits

An analysis of the profound influence of the urban life style. This course examines the unique social history and emerging ecological structure of metropolitan areas; problems of urban education; religion and family organization; the welfare system, the impact of urban culture on human personality and growth. Opportunities for field study projects are provided. 
Prerequisite: SSI100

**SSS150 Sociology of Community Development**
3 hours; 3 credits

A description and analysis of action programs, with emphasis on organizational strategies and local economic development. A study of business and community interaction, of recent projects in community development corporations, social marketing, cooperatives, credit unions, planning and funding. The relationship of job programs to community needs is examined. Theoretical foundations and practical models are discussed. 
Prerequisite: SSI100

**SSS175 Sociology of Complex Organizations**
3 hours; 3 credits

A sociological analysis of large-scale organizations and an examination of the relationship between external environment and internal social worlds and an examination of interaction of formal and informal structures and processes and bureaucratic structures and the individual personality are analyzed. The course focuses on the corporation, government and labor unions. 
Prerequisite: SSI100

**SSS205 Sociology of Education**
3 hours; 3 credits

An examination and analysis of the social relations involved in educational institutions and processes; the reciprocal influences of family, school, economic, political and other social institutions; and the relationships between societal change and movements for educational change. 
Prerequisite: SSI100

**SSS240 Sociology of Religions**
3 hours; 3 credits

An introduction to the sociological approach to an interpretation of religious phenomena. An examination of the ideas and ideals, shared beliefs and practices that are inherent in religious movements, institutions and the social context. Religion's role in social change is also discussed. 
Prerequisite: SSI100

**SSS260 Sociology of the Family**
3 hours; 3 credits

An examination of the contemporary American family as an institution in historical and cross-cultural perspective: sub-cultural variations within American society; the influence of industrial and technological changes on family life, the relationship of socialization to personality development, the development of programs to meet family needs, and issues such as dating, cohabitation and marriage. 
Prerequisite: SSI100

**Interdepartmental Offering**

**SSD/BDP105 Computers and Society**
4 hours; 3 credits

This course is offered as a non-technical course for all students interested in understanding the myths and realities of our computerized society. The intent is to familiarize the student with the terms and problems of the computer age. Basic knowledge of computer equipment and computer programming will be covered in terms of vocabulary of the computer world, as well as actual experience with computer equipment. Each lecture will be related to a specific application of computers such as voting analysis, education, health; credit card billing systems, transportation and government systems. 
Prerequisites: CSE098, MAT098, ENG098

**Departments of:**
**English, Humanities, Mathematics, Natural and 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. 
Prerequisites: CSE099, ENG099, MAT099, 39 credits and 1 Internship.
# Staff Directory

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## Officers of The University

<table>
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<tr>
<th>Position</th>
<th>Name</th>
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<tr>
<td>Chancellor of the City University of New York</td>
<td>Joseph S. Murphy</td>
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<tr>
<td>Acting Deputy Chancellor</td>
<td>Leon M. Goldstein</td>
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<tr>
<td>Acting Deputy Chancellor</td>
<td>Richard M. Catalano</td>
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<tr>
<td>Vice Chancellor for Faculty and Staff Relations</td>
<td>Leo A. Corbie</td>
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<tr>
<td>Acting Vice Chancellor for Student Affairs and Special Programs</td>
<td>Julius C. C. Edelstein</td>
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<tr>
<td>Vice Chancellor for Urban Affairs</td>
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<tr>
<td>Vice Chancellor for Facilities Planning and Management</td>
<td>David B. Rigney</td>
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<tr>
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<tr>
<td>Vice Chancellor for Budget &amp; Finance</td>
<td>Richard M. Bossone</td>
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<tr>
<td>Vice Chancellor for Academic Affairs</td>
<td>Marilyn Magner</td>
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<tr>
<td>Vice Chancellor for Instructional Research</td>
<td>Seymour P. Lachman</td>
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<tr>
<td>University Dean for Community Development</td>
<td>Marilyn Magner</td>
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<tr>
<td>University Dean for Faculty &amp; Staff Relations</td>
<td>Angelo Proto</td>
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<tr>
<td>University Dean for Student Services</td>
<td>Don O. Watkins</td>
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<tr>
<td>University Dean for University Affairs and Educational Development</td>
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## Presidents of the Colleges

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<tr>
<th>College</th>
<th>President</th>
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<tr>
<td>Baruch College</td>
<td>Joel Segall</td>
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<tr>
<td>Brooklyn College</td>
<td>Robert L. Hess</td>
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<td>The City College</td>
<td>Bernard W. Harleston</td>
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<td>The City College</td>
<td>Richard D. Trent</td>
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<tr>
<td>Medgar Evers College</td>
<td>President</td>
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<tr>
<td>Hunter College</td>
<td>Donna E. Salado</td>
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<td>Criminal Justice School and University Center</td>
<td>Gerald W. Lynch</td>
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<td>The College of Staten Island</td>
<td>President</td>
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<tr>
<td>The College of Staten Island</td>
<td>Milton G. Bossin</td>
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<tr>
<td>The Graduate School and University Center</td>
<td>President</td>
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<tr>
<td>Mount Sinai School of Medicine</td>
<td>Leonard Lief</td>
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<tr>
<td>Borough of Manhattan Community College</td>
<td>President</td>
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<tr>
<td>Bronx Community College</td>
<td>Joshua L. Smith</td>
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<tr>
<td>LaGuardia Community College</td>
<td>President</td>
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<tr>
<td>Kingsborough Community College</td>
<td>Roscoe C. Brown, Jr.</td>
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<tr>
<td>Borough of Manhattan Community College</td>
<td>President</td>
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<tr>
<td>Bronx Community College</td>
<td>Flora Mancuso-Edwards</td>
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<tr>
<td>LaGuardia Community College</td>
<td>President</td>
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<tr>
<td>Kingsborough Community College</td>
<td>Israel Glasser</td>
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<td>Kingsborough Community College</td>
<td>Acting President</td>
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<tr>
<td>Kingsborough Community College</td>
<td>Joseph Shenker</td>
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<tr>
<td>Kingsborough Community College</td>
<td>President</td>
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<tr>
<td>Queensborough Community College</td>
<td>Ursula C. Schwerin</td>
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<tr>
<td>Kingsborough Community College</td>
<td>New York City Technical College</td>
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<tr>
<td>Kingsborough Community College</td>
<td>Kurt R. Schmei1er</td>
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Mary Fieldstad, Instructor.
R. H. Holland, Assistant Professor.
Dominick Lofaro, Instructor.
Ira F. Lynch, College Lab Technician.
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Estelle Schneider, Assistant Professor.
Judith Martin Wambu, Instructor.
Hannah Wilkins, Assistant Professor.
Joyce Zaritsky, Assistant Professor.

Data Processing

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Mercedes Acosta, College Lab Technician.
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Donald A. Davidson, Professor.
Dan Ehrlich, Professor.
James Frost, Assistant Professor.
Joan M. Greenbaum, Lecturer.
Arthur W. Johnson, College Lab Technician.
Pauline Loveny, Lecturer.
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Beverly Rosendoff, Lecturer.
Joseph Southern, Associate Professor.
Meryl Sussman, Assistant Professor.
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English

Daniel J. Lynch, Chairperson, Associate Professor.
Tuzyline J. Allan, Lecturer.
Marian C. Arkin, Director, Writing Center;
Sarah L. Barber, Associate Professor.
Lenore A. Beatty, Assistant Professor.
Alan J. Berman, Assistant Professor.
Michael Blaine, Instructor.
Edna Bors, Assistant Professor.
Terry J. Cole, Instructor.
Nora G. Eisenberg-Holper, Associate Professor.
Berton R. Eisenstadt, College Lab Technician.
Doris Fassler, Lecturer.
Thomas Fink, Assistant Professor.
Brian T. Gallagher, Assistant Professor.
Sara S. Hodsman, Director, Composition;
Associate Professor.
Vivia Heron, Instructor.
Stanley Hoffman, Instructor.
Arlene M. Lattan, Instructor.
Cecelia Machiski, Lecturer.
Gilbert H. Muller, Professor.
Susan O'Malley, Assistant Professor.
Andrew Powellzok, Instructor.
R. J. Richardson, Assistant Professor.
John Silva, Assistant Professor.
Eleanor Q. Tignor, Associate Professor.
Leonard A. Vogt, Assistant Professor.
Jan Wellman, Lecturer.
Harvey S. Wiener, Professor.
Gladys Williams, Assistant Professor.

Humanities

George L. Gromov, Chairperson, Professor.
Peter A. Alonso, Instructor.
Akua Agye, Instructor.
Albert Arnold, Instructor.
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Max Rodriguez, Coordinator, Foreign Languages; Bilingual Education Program; Assistant Professor.
Nick Rossi, Coordinator, Music and Dance; Associate Professor.
Neil L. Rossman, Coordinator, Philosophy; Professor.
Human Services

Mildred Roberts, Chairperson, Assistant Professor.
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Betty Foraker, Instructor.
Lillie Graham, Assistant Professor.
Mary Grifen-Elder, Instructor.
Elmyria S. Hull, Professor.
Lorraine Long, Associate Professor.
Nancy Nager, Instructor.
Charles A. Sharter, Field Supervisor.

Child Development: Bank Street School for Children, Hannah McElhaney; Beachbrook, Nursery School, Todd Borosoff; Bloomingdale Family Program, Marilyn Barnwell; Bronx Psychiatric Family Center, Carolynn Goodman (Dr.) Corinne Willinger; Campus D.C.C., Renee Butler; Children's All Day School, Joy McCormick, Ronnie Hewitt; Forest Hills Coop Nursery, Lois Rothstein, Carol Rubinstein; Frank Alessi, D.C.C., Sr. Claudia Bradshaw; Greenwich House D.C.C., Hildreth Baptist; Hallet Cove, D.C.C., Agnes Glover; Hamilton-Madison House, Effie Lui; Hudson Guild Nursery Headstart, Aline Greig; Jamaica D.C.C., Irene Tyler; Lexinton School for the Deaf, Eleanor Vorce; Merricats Castle Nursery School, Gretchen Buchenholz; N.Y.C. Fire Department Museum, Lt. Clyde W. Williams; N.Y. Philanthropic League, Susan Samuels; North Queens D.C.C., Vernice Ogundele; Red Balloon D.C.C., Rebecca Ricks; Senior Center, Joyce Atkinson; Boys and Girls Club of America; yogurt, Jim DeMasters; Educational Alliance, New York Foundling Hospital, Pot Shubert; Jewish Memorial Hospital, Mamie Evans; Manhattan Developmental Services, Dorothy Rice; Metropolitan Hospital Center, Alman Garcia; New York Foundling Hospital, Pat Shubert; New York Philanthropic League, Susan Samuels; P.S. 47, Jeff Rothschild; Prison Mental Health Unit, Dept. of Corrections, Linda Gross; Project 25, Alice Riddell; Promesa;

John Franco; Queens House of Detention Program, Sr. Virginia Dorgan; Ridgewood Senior Center, Richard Heinlein; Ridgewood-Bushwick Senior Center, Leo Hunt; Ridgewood-Bushwick Senior Center, Sheila Gregg; Shield Institute, Diane Curry; Training for Life, Lynn Goldberg; Under 21, Jackie Case; Washington Heights Community Services, Carol Coles; Woodside Community Services, Carol Coles; Crosswalk, Gail DeRienzis; Federation of the Jewish Organizations, Dorothy Rice; Infant Core Unit, Ginny Flynn; Jewish Home for the Aged, Mamie Evans; Manhattan Developmental Services, Dorothy Rice; Metropolitan Hospital Center, Alma Negron; New York Foundling Hospital, Pat Shubert; New York Philanthropic League, Susan Samuels; P.S. 47, Jeff Rothschild; Prison Mental Health Unit, Dept. of Corrections, Linda Gross; Project 25, Alice Riddell; Promesa;

Library

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William Grauer, College Laboratory Technician.
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Terence R. Parker, College Lab Technician.
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Colette A. Wagner, Associate Professor.

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Rupert Rivera, College Lab Technician.
Dehily Sanchez, Instructor.
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Elizabeth R. Spicer, Associate Professor.

Middle College High School

Cecilia L. Cullen, Principal.
Ruth Antosofsky, Teacher.
Rafaele Baglino, Teacher.

Terese Born, Chairperson and Teacher, English Department.
Elaine Brandt, Teacher.
George Chambro, Teacher.
Steve Collins, Chairperson, Cooperative Education; Teacher.
Annette Dorf, Teacher.
Isabel Fagel, Paraprofessional.
Dorsey Fano, Paraprofessional.
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Barry Goldin, Teacher.
Gabrielle Grant, Teacher.
Ronnie Green, Teacher.
Yvonne Hilton, Teacher.
Tony Hoffman, Teacher.
Paul Jablon, Chairperson, Science Department; Teacher.
Mark Meyer, Teacher.
Dolores Mitchell, Paraprofessional.
John Philippides, Teacher.
Burt Rosenberg, Counselor.
Fred David, Teacher.
Horriat Schien, School, Secretary.
Frank Scare, Teacher.
Thomas Sena, Assistant Principal, Administration; Teacher.
Winston St. Hill, Assistant Principal — Guidance, Teacher.
Ann Tetzlifski, Teacher.
Catherine Vaglio, Chairperson, Math Department; Teacher.
Monica Vescio, Teacher.
Eileen Wang, Teacher.
Dennis Young, Chairperson, Social Studies Department; Teacher.
Ruth Young, Teacher.

Natural and Applied Sciences

George S. Hamada, Chairperson, Professor.
Mary Lee Abkemeier, Associate Professor.
Joseph R. Bihn, Director, Mortuary Science; Professor.
Godfrey G. CheePeing, Senior College Lab Technician.
Genieve Chung, Assistant Professor.
Robert Douthit, Director, Dietetic Technology; Assistant Professor.
Mary Beth Early, Associate Professor.
Naomi S. Greenberg, Director, Occupational Therapy; Professor.
Walter E. Gross, Assistant Professor.
Dorothy Leung, Dietetic Technician, Foods Laboratory.
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Joseph R. McPhee, Assistant Professor.
Gertrude M. Pinto, College Lab Technician.
Sherrill Powell, Assistant Professor.
Herbert Samuels, Instructor.
Sarah Schlesinger, Program Coordinator, Dental Hygiene Assistant Evening Program.
Byron A. Strock, College Lab Technician.
Janet Suster, Director, School Food Service Management Program.
Secretarial Science

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Nancy J. Birdwell, Associate Professor.
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Brunilda Garcia, Lecturer.
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Audrey W. Harrigan, Lecturer.
Aslinn V. Jones, Senior College Lab Technician.
Jeanette LaBar, Lecturer.
Joann Lanaro, Lecturer.
Catherine R. Lisanti, College Lab Technician.
Margarita Lopez, Professor.
Evelyn Mysch, Lecturer.
Cristina Naranjo, College Laboratory Technician.
Jean Norris, Assistant Professor.
Donna A. Rahn, Senior College Lab Technician.
Rosemary Scalafani, College Lab Technician.
Deborah P. Shuler, Lecturer.
Barbara R. Smith, Lecturer.
Harriet Walcott, Instructor.

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John L. Hyland, Chairperson, Associate Professor.
Gilberto Arroyo, Instructor.
John D. Cato, Professor.
Clare Damio, Assistant Professor.
Judith Gomez, Associate Professor.
William L. Hamilton, Professor.
Janet E. Lieberman, Professor.
Richard K. Lieberman, Coordinator, History and Political Science; Professor.
Carlos Medina, Instructor.
Joel C. Millonzi, Coordinator, Economics; Professor.
Jerolyn J. Minter, Associate Professor.
Joanne R. Relfran, Associate Professor.
Harold T. Washington, Assistant Professor.

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 Act 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 for Personnel and Labor Relations, 212-626-2720.
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.

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<tr>
<th>N.Y.S. Program Name</th>
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<tr>
<td>Social Sciences</td>
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</table>

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 to students without regard to sex, age, race, color, religion or handicap. As a public college, LaGuardia Community College believes, in accordance with the requirements of Title IX of the Education Amendments Act of 1972 and the implementing Federal regulations, in a policy of non-discrimination on the basis of sex in the operation of the College's educational programs and activities. Federal requirements of non-discrimination on the basis of sex include employment by the College and admissions to LaGuardia Community College.
Office Directory

Accounting / 626-5553
Admissions / 626-5588
Animal Health Technology (see Science)
Art (see Humanities)
Basic Skills (for waiver of Basic Skills course prerequisites) / 626-8580
Bursar / 626-8523
Business Administration / Business Management / 626-5553
Career Resource Center / 626-5559
College Discovery / 626-5094
Communication Skills (Reading) / 626-5507
Cooperative Education / 626-5484
Counseling (see Student Development Center)
Data Processing / 626-5510
Dean of Faculty / 626-5533
Dean of Students / 626-5061
Dietetic Technician (see Science)
Economics (see Social Science)
English / 626-5571
ESL / 626-2718
Extended Day (coordinates evening and Saturday courses) / 626-5513
Financial Aid / 626-5515
Foreign Language (see Humanities)
History (see Social Science)
Humanities / 626-5572
Human Services / 626-5076
Managerial Studies (see Business Administration / Business Management)
Mathematics / 626-8582
Music (see Humanities)
Philosophy (see Humanities)
Political Science (see Social Science)
Psychology (see Social Science)
Reading (see Communication Skills)
Registrar / 626-8519
Science / 626-5568
Secretarial Science / 626-5547
Social Science / 626-5542
Sociology (see Social Science)
Speech (see Humanities)
Student Development Center (to make an appointment to see a counselor) / 626-8562
Theatre (see Humanities)
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FALL QUARTER

September 13
First official day of coop internships

September 20
First day of regular classes

September 27
Yom Kippur—no classes

October 11
Columbus Day—no classes

October 27
Last day to drop a course officially

November 2
Election Day—no classes

November 11
Veterans Day—no classes

November 24—28
Thanksgiving—no classes

December 7
Last day of Fall quarter

December 10
Last official day of coop internships

WINTER QUARTER

December 13
First official day of coop internships

December 24—January 2
Winter recess—no classes

January 3
First day of regular classes

January 15
Human Rights Day—no classes

February 9
Last day to drop a course officially

February 12
Lincoln's Birthday—no classes

February 21
Washington's Birthday—no classes

March 14
Last day of winter quarter classes

March 18
Last official day of coop internships

SPRING QUARTER

March 21
First official day of coop internships

April 4
First day of regular classes

May 11
Last day to drop a course officially

May 30
Memorial Day—no classes

June 13
Last day of spring quarter classes

June 17
Last official day of coop internships

SUMMER QUARTER

June 20
First official day of coop internships

June 23
First day of regular classes

July 4
Independence Day—no classes

August 3
Last day to drop a course officially

September 1
Last day of summer quarter classes

September 9
Last official day of coop internships

SEPT 1982

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LaGuardia: The Near-by College

By Subway

The College can be reached easily by both the IND and IRT lines.

The Queens Plaza IND station is serviced by the E, F, G, 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.
New Programs

Nutrition Care Services Program

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

The Nutrition Care Services Program provides training to prepare individuals to work under the supervision of a Registered Dietitian. Nutrition Care Dietetic Technicians become competent in the provision of nutrition services in health-care related facilities. Effective nutrition services include assessment of the patient/client situation; planning, communication, and implementation of a care plan; and evaluation of the nutrition services provided. These responsibilities apply to the care of individuals and to programs providing care for numbers of people.

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. Specifically, the coursework includes topics such as nutrition basics, nutrition throughout the life cycle, therapeutic nutrition, socio-economic and psychological aspects of nutrition, interviewing and evaluating techniques, and nutrition education methodologies. Basic science courses include human 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.

The program requires clinical fieldwork experiences at health care facilities and nutrition-related programs in the New York City area. The fieldwork experiences are supervised by dietitians. Students combine classroom-learning with practical work experience through on-the-job training. Each of the four quarters of the nutrition sequence would include 200 hours of supervised fieldwork experiences.

Graduates will be eligible for immediate employment in such facilities as hospitals, nursing homes, community programs, and nutrition-related businesses. The Nutrition Care Services Dietetic Technician Program offers career ladder opportunities through the transfer of courses to senior level dietetics programs. Graduates are eligible for Technicianship membership in the American Dietetic Association and the Health, Institution, and Educational Food Service Society.

Nutrition Care Services Curriculum

Nutrition Care Services Program

Required Courses

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<td>Social Science</td>
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<td>Introduction to Social Science SS 100</td>
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<td>Sociology of Complex Organizations SS 175</td>
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<td>Philosophical and Social Foundations of Education SSD 210</td>
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<td>Natural Sciences</td>
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<td>Fundamentals Human Biology ISCB 203</td>
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<td>Essentials of Inorganic Chemistry SCC 200</td>
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<td>Community Health SCN 195</td>
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Elective Courses

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Total credits: 67

Note: This program's courses begin after completion of the basic skills and ESL courses, if necessary.

School Foodservice Management Program

Admission to the School Foodservice Management Program is available only to students referred to LaGuardia by District Council 37, Local 372 and/or the City's 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 the school lunch manager position within 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 first academic quarter of the college. Students register for half-time internships which are completed at their school work site under the direction of their district supervisor. The internships are accompanied by workshops known as internship seminars, which are designed to assist students with problems they may encounter 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

Required Courses 60 credits

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<td>Writing for Business ENGL12</td>
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<td>School Foodservices Management I (2x1.5)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>School Foodservices Management II (2x1.5)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>School Foodservices Management III (2x1.5)</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses 6 credits

<table>
<thead>
<tr>
<th>Subject</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts electives</td>
<td>(Recommended electives: Principles in Human Relations HSC102, Mass Communication HUC130 or Public Speaking HUC106)</td>
<td>6</td>
</tr>
</tbody>
</table>

Total credits: 66

School Foodservice Management Program Courses

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.

Prerequisites: ENGL101, MAT099 or waivers

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

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, ENGL099, 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.

SCD160 Foods 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.

Prerequisite: CSE099, ENGL099, 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.

SCD250 Foodservice Management Systems I 3 hours; 3 credits

This course deals with the planning, preparation and service of large quantities of foods as they apply to institutions. Fundamentals of menu development for both regular and modified diets, including ethnic components are covered.

Prerequisite: CSE099, ENGL099, MAT099 or waivers, SCD100

This course satisfies the New York City Department of Personnel requirement for the food preparation 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 foodservice equipment. Lectures, discussions, analysis of layouts, parallel practical experiences complement the course.
Prerequisites: CSE099, ENG099, MAT099 or waivers, SCD100
This course satisfies the New York City Department of Personnel requirement for the food 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.
Prerequisites: 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.
Prerequisites: 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.

Department of Human Services

Child Development Curriculum/See Pg. 20
The Cooperative Education requirement in Child Development is two part-time and two full-time internships, not six part-time as listed.

Gerontology Curriculum/See Pg. 20
Functions of Therapeutic Activity is to be deleted from the program. Activities for Human Services Settings HSC 130 (3 credits) is to be included in the program under Gerontology.
Nutrition I SCD210 replaces Human Nutrition under Electives. Two of the three courses listed under Electives are required, not "suggested," as listed; the correct list of three courses is: Economics of Aging, Nutrition I SCD210, and The Minority Aged in the Inner City SSI240.

Mental Health Curriculum/See Pg. 20
HSM121, HSM122 and HSM123 under Mental Health are to be deleted from the program.
The following required courses are to be included in the program under Mental Health:
Activities for Human Services Settings HSC130 3 credits
Human Services Roles and Systems HSC135 3 credits
The Cooperative Education requirement in Mental Health is two part-time and two full-time internships, not six part-time as listed.

Liberal Arts: A.A. Degree Curriculum/See Pg. 22
The Introductory Cluster is required for day students only.

Liberal Arts: A.S. Degree Curriculum/See Pg. 23
Note that the "Elective Concentrations" should read "Mathematics/Science Elective Concentration" 27 credits.
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.

Department of Natural and Applied Sciences

Animal Health Technology Curriculum/See Pg. 13
SCB203 and SCB204 under Natural and Applied Science and AMM120 under Managerial Studies are to be deleted from the program. Comparative Vertebrate Anatomy and Physiology SCB210 (5 credits) is to be included in the program under Natural & Applied Sciences.
Selected Advanced Internship SCV 292 and Farm Animal Nursing SCV 214 are listed as 2-credit courses; they should both be listed as 3-credit courses.

The course titles for SCV210 and SCV211 are now Veterinary Nursing I and Veterinary Nursing II. Clinical laboratory techniques SCV213 will be given at LaGuardia, not at New York City Technical College as listed. The number of unrestricted elective credits is 9, not 5 as listed.

**Dietetic Technician Curriculum**

**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 studies data will be discussed. Projects will be required.

Prerequisites: MAT099, ENG101 or waivers
Pre- or Co-requisite for Dietetic Program students: SCB203.

Note: This course will fulfill the liberal arts elective requirements specified in a degree program. This course satisfies the New York City Department of Personnel requirement for the nutrition course for eligibility for School Lunch Manager.

**Department of Secretarial Science**

**Corrections for Program Options:**

**Administrative Office Assistant Option**

See Pg. 29

Required courses are given as 60 credits; they should be 59.

Writing the Research Paper ENG103 is listed as a 3-credit course; it is a 2-credit course.

Stenography courses offered include:

- Stenography I SEC100 (Gregg) and SEC101 (Pitman)
- Stenography II SEC110 (Gregg) and SEC111 (Pitman)
- Stenography III SEC120 (Gregg) and SEC121 (Pitman)

Office and Personnel Management AMM120 (3 credits) is not a required course for this option; it should be deleted.

Elective courses are given as 6 credits; they should be 7 credits.

Secretarial Accounting I AMA120 is not offered in the Extended Day program; Extended Day students substitute Principles of Accounting I AMA101.

Unrestricted electives are given as 3 credits; they should be 4 credits.

**Bilingual Concentration Curriculum**

See Pg. 29

The number of Liberal Arts electives required is 2-5, not 1-4 as listed.

**Legal Option Curriculum**

See Pg. 30

Required course are given as 54 credits; they should be 55 credits.

Legal Vocabulary requirement may be satisfied by SEC230, 240 (Gregg), or SEC231, 241 (Pitman), or SEC232, 242 (Machine).

Stenography I, II, and III are listed as 6 credits; these should be 7 credits.

**Word Processing Certificate Curriculum**

See Pg. 30

The last paragraph of the description reads: This program is not available to evening students. It should be corrected to read: This program is available only to evening students.

**Prerequisite Correction**

SEC145 Word Processing I—see page 84. Prerequisite should be SEC141 (Typing I) or equivalent instead of SEC144.

**Restored Courses**

**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

**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

**Course Corrections**

**Film**

**HUC270 American Film and Its Genres**

4 hours, 3 credits

**Studio Art**

**HUA220 Intermediate Sculpture**

Prerequisite: CSE098 or waiver; ENG099 or waiver, HUA120 or permission of instructor.
New Courses

Department of Accounting/Managerial Studies

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, work papers, computer auditing and report writing. (Note: This course is not transferable.)
Prerequisites: CSE099, ENG099, MAT120 for career option students; MAT200 for transfer option students; BDP103 or BDP100, AMA103.

English as a Second Language

ESR098 English as a Second Language for Selected Readers
8 hours (6 lectures, 2 labs), 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 instructions. Students will practice all of the language skills and at the end of the course are expected to use English with greater fluency and facility.
Prerequisites: Based on reading and writing scores achieved on college placement procedures.

Department of Human Services

HSC135 Human Services Roles and Systems
3 hours, 3 credits
The student 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.
Prerequisites: CSE099, ENG099, HSC101, HSC102, SSY100
Corequisite: A cooperative education internship in a related setting.

Department of Humanities

HUA 140 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 proficiency in multi-view projection and pictorial drawing by learning the proper use of basic drafting equipment.
Prerequisites: CSE099, ENG099, MAT099

Department of Natural and Applied Sciences

SCV210 Veterinary Nursing I
6 hours (3 lectures, 3 lab), 4 credits
This course introduces students to the technical procedures of humane 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.
Prerequisites: CSE099, ENG099, MAT099 or waivers; SCB210

SCV211 Veterinary Nursing II
6 hours (3 lectures, 3 lab), 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.
Prerequisites: CSE099, ENG099, MAT099, SCB210, SCV210
Prerequisites/Corequisites: SCB260
Department of Social Sciences

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. Prerequisites: CSE099, ENG099, SS1100

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 issues 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. Prerequisites: ENG099, CSE099, SS1100

Academic Policies

Liberal Arts Elective Restrictions/See Pg. 8
The courses listed on page 8 of this Bulletin may 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.

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.

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.
Exemption Credits Students may be exempted from elementary and/or intermediate level foreign language courses by passing a prescribed examination for this purpose. In addition, they must pass the next higher level course in the same language to be granted any exemption credits due.

Credit by Articulation
When advanced placement credit is awarded to a student based on articulation agreements between LaGuardia departments and a specific high school, such credit may be awarded up to a maximum of 15 credits.
Check with the College Advisor at your high school for detailed information. (Pending approval by the College Senate.)

The "D" Grade
Students receiving the grade "D" may request permission from the department concerned to repeat the course in an attempt to upgrade the skill level achieved. Departments must establish written criteria that explain the conditions under which a student may repeat a grade of "D".
Both grades will appear on the student's transcript and will be included in the calculation of the G.P.A. (even if the student fails the course the second time).

Continuing Education

New Programs

Astoria Adult Education Center
Residents of Astoria may be interested in enrolling in non-credit 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.

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 classes in a convenient location may find this program of particular interest. Further information may be obtained by calling: 626-5513 or 406-2063.
Academic Calendar 1983-84

Fall Quarter
September 12  
First official day of Co-op Internships
September 16-17  
Yom Kippur—no classes
September 26  
First day of regular classes
October 10  
Columbus Day—no classes
October 11  
Last day to add Independent Study/Individualized Course
October 19  
(Classes will meet according to a “Friday” schedule)
November 2  
Last day to withdraw from a course officially
November 3  
Last day to apply for reinstatement from suspension
November 8  
Election Day—no classes
November 11  
Veteran’s Day—no classes
November 24-27  
Thanksgiving—no classes
December 1  
Last day to apply for readmission
December 9  
Last official day of Co-op Internship
December 10  
Last day of fall quarter

Winter Quarter
December 12  
First official day of Co-op Internship
December 24-January 2  
Winter Recess—no classes
January 3  
First day of regular classes
January 15  
Human rights day—Martin Luther King—no classes
January 16  
Last day to add Independent Study/Individualized Course
January 25  
(Classes will meet according to a “Monday” schedule)
February 2  
Last day to apply for reinstatement from suspension
February 7  
(Classes will meet according to a “Monday” schedule)
February 9  
Last day to withdraw from a course officially
February 13  
Lincoln’s Birthday—no classes
February 20  
Washington’s Birthday—no classes
March 1  
Last day to apply for readmission
March 14  
Last day of winter quarter
March 16  
Last official day of Co-op Internship

Spring Quarter
March 19  
First official day of Co-op Internship
March 27  
First day of regular classes
April 10  
Last day to add Independent Study/Individualized Course
April 16-22  
Spring Recess—no classes
April 26  
Last day to apply for reinstatement from suspension
May 2  
Last day to withdraw from a course officially
May 15  
(Classes will meet according to a “Monday” schedule)
May 24  
Last day to apply for readmission
May 28  
Memorial Day—no classes
June 12  
Last day of spring quarter

Summer Quarter
June 18  
First Official Day of Co-op Internship
June 21  
First Day of Regular Classes
July 4  
Independence Day—no classes
July 5  
Last day to add Independent Study/Individualized Course
July 25  
Last day to withdraw from a course officially
July 26  
Last Day to Apply for Reinstatement from Suspension
July 26  
(Classes will meet according to a “Wednesday” schedule)
August 23  
Last day to apply for readmission
August 30  
Last day of summer quarter
September 7  
Last official day of Co-op Internship
Middle States Accreditation
LaGuardia Community College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools.

Credit Values at LaGuardia
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.

Staff Directory
All staff directory information listed on pages 92-106 of this bulletin is based on official college records as of June 8th, 1982. Updated information is available from the Personnel Office. A revised listing will be published in the 1984-85 edition.

CUNY Law School at Queens
College
The City University of New York Law School at Queens College admits 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 will honor 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 practice.
Special Note on the Addendum
Beginning on Page 113:
Some of the curriculum requirements listed in the chapter on Academic Programs (beginning on page 7) have been amended. Revisions of these requirements, however, have been included in the addendum to this edition of the bulletin on pages 115 and 116.

The affected programs and the pages where a change should occur are listed here:
Accounting/Managerial Studies
Business Administration/page 25
Human Services
Child Development/page 20
Gerontology/page 20
Mental Health/20
Liberal Arts: AA Degree/page 22
Liberal Arts: AS Degree/page 23
Natural and Applied Sciences
Animal Health Technology/page 13
Secretarial Science
Administrative Office Assistant/page 29
Bilingual Concentration/page 29
Legal Option/page 30
Word Processing Certificate/page 30
The changes in all of these programs can be found on pages 115 and 116. Students enrolled in these programs are urged to check these changes. If you have any questions, please consult a counselor or faculty advisor.