Once again, I am delighted to provide a forward to the bilingual 2006-2007 edition of one of my favorite publications: The Eugenio María de Hostos Community College Catalog. I recommend it without reservation to anyone seeking a liberal arts or career education in a multilingual, multicultural learning environment.

Beyond serving as a work of reference, the Hostos catalog tells the story of a college in ascent. In pursuit of excellence for the past eight years, we have made remarkable progress toward the following objectives:

- To serve as the premiere bilingual/multicultural academic and career institution in the city, state, and nation;
- To prepare students to compete successfully in the academic and career fields of their choice;
- To enable students to participate fully in a global society;
- To create an educational and work environment that nurtures respect and understanding for cultural and linguistic diversity.

Our catalog provides current and prospective students with essential information about The City University of New York and this college in particular. Its core is formed by eleven sections describing the programs of study that our academic departments offer. In addition to the requirements, descriptions of specializations, and lists of courses, you will find rosters of each department’s faculty and staff. I call attention to this because these are individuals whose exceptional expertise in their respective fields is equaled by their extraordinary dedication to our students.

Faculty and staff members who have been with the college since its establishment have never lost sight of what Hostos represents to the community. Those who have joined the ranks more recently are also contributing significantly to our institutional advancement. You will note from the departmental rosters that our faculty holds degrees from prestigious colleges and universities throughout the world - Harvard, Princeton, Yale, Oxford, the Sorbonne, and others. They have the credentials to teach at any institution; we are indeed fortunate that they have chosen to teach at Hostos.

As a result of the growth and expansion of academic programs central to the mission of this college, our students are profiting from new and innovative approaches to teaching and learning. Hostos now has a core curriculum, honors programs, and collaborative programs in the fields of electrical and civil engineering with the City College of New York. A program in chemical engineering is in the works, and we are developing articulation agreements with other CUNY colleges as well. In addition, Hostos has entered into an innovative relationship with Cheney University and Grambling University, which will provide our graduates with broader access to these prominent Historically Black Colleges.

Emblematic of Hostos’ evolution into a college of excellence is the Serrano Scholars Program, which was developed from a concept brought to us by Congressman José E. Serrano. Initiated in 2001, this government-funded program prepares students from diverse ethnic backgrounds for careers in international affairs and national security. Students who are accepted as Serrano Scholars graduate from Hostos with associate degrees and are then eligible to apply to Columbia University for their undergraduate and masters level studies in international affairs or public administration.

Extracurricular activities also keep school spirit high at Hostos. Our men’s and women’s athletic teams are sources of pride for both the college and our community. In only the third year of its existence, the Hostos Caimans men’s basketball team amazed the world of intercollegiate athletics by winning the national championship.

Encouraged by the progress we have made, the college community is firmly committed to increasing academic standards, strengthening the General Education requirements, and creating new associate degree and certificate programs to meet the needs of the populations we serve. Like the Caimans, we are an invincible team, and there is no limit to what we can and will accomplish.

Dolores M. Fernández, Ph.D
President
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 22-28</td>
<td>T-M</td>
<td>Registration</td>
</tr>
<tr>
<td>Aug 29</td>
<td>T</td>
<td>Last day to DROP a course with 100% tuition refund</td>
</tr>
<tr>
<td>Aug 30</td>
<td>W</td>
<td>First day of classes</td>
</tr>
<tr>
<td>Aug 31</td>
<td>Th</td>
<td>Late registration ($25.00 late registration fee)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Change of program ($18.00 fee for program change)</td>
</tr>
<tr>
<td>Sept 1</td>
<td>F</td>
<td>Change of program ($18.00 fee for program change)</td>
</tr>
<tr>
<td>Sept 4</td>
<td>M</td>
<td>Labor Day - College is closed - No classes scheduled</td>
</tr>
<tr>
<td>Sept 5</td>
<td>T</td>
<td>Last day to DROP a course with 75% tuition refund</td>
</tr>
<tr>
<td>Sept 6</td>
<td>W</td>
<td>Classes follow a Monday Schedule</td>
</tr>
<tr>
<td>Sept 12</td>
<td>T</td>
<td>Last day to DROP a course with 50% tuition refund</td>
</tr>
<tr>
<td>Sept 19</td>
<td>T</td>
<td>Last day to DROP a course with 25% tuition refund</td>
</tr>
<tr>
<td>Sept 20</td>
<td>W</td>
<td>Start of official withdrawal period (9/20-11/13)</td>
</tr>
<tr>
<td>Sept 22-24</td>
<td>F-Su</td>
<td>No Classes Scheduled</td>
</tr>
<tr>
<td>Oct 2</td>
<td>M</td>
<td>No Classes Scheduled</td>
</tr>
<tr>
<td>Oct 3</td>
<td>T</td>
<td>Classes follow a Monday Schedule</td>
</tr>
<tr>
<td>Oct 6</td>
<td>F</td>
<td>Last day to file for January 2007 graduation</td>
</tr>
<tr>
<td>Oct 9</td>
<td>M</td>
<td>College is closed - Columbus Day - No classes scheduled</td>
</tr>
<tr>
<td>Nov 13</td>
<td>M</td>
<td>Last day to withdraw from classes with a grade of 'W'</td>
</tr>
<tr>
<td>Nov 22</td>
<td>W</td>
<td>Classes follow a Friday Schedule</td>
</tr>
<tr>
<td>Nov 23-24</td>
<td>Th-Fr</td>
<td>College is closed - Thanksgiving recess</td>
</tr>
<tr>
<td>Dec 13</td>
<td>W</td>
<td>Last day for removal of &quot;Incomplete&quot; (INC) grades for the SP'06 &amp; SU'06 semesters.</td>
</tr>
<tr>
<td>Dec 14</td>
<td>Th</td>
<td>ESL final examinations</td>
</tr>
<tr>
<td>Dec 15-22</td>
<td>F-F</td>
<td>Final examinations</td>
</tr>
<tr>
<td>Dec 24-25</td>
<td>Su-M</td>
<td>College is closed</td>
</tr>
<tr>
<td>Dec 26</td>
<td>T</td>
<td>All grades due @ 12 noon</td>
</tr>
<tr>
<td>Dec 31</td>
<td>F</td>
<td>College is closed</td>
</tr>
</tbody>
</table>

(This Calendar is subject to change. Check the College website at www.hostos.cuny.edu/oor for the most updated information.)
Spring 2007 Semester

January

1 M  College is closed
15 M  College is closed
18 Th Winter Commencement
18-19 W-Th Registration
22-25 M-Th
26 F  Last day to drop a course with 100% tuition refund
29 M  First day of classes
30 T  Late registration ($25.00 fee)
31 W  Change of program ($18.00 fee)

February

5 M  Last day to DROP a course with 75% tuition refund
12 M  College is closed
13 T  Last day to DROP a course with 50% tuition refund
15 Th Conversion Day no Thursday classes, Classes follow a Monday schedule
19 M  College is closed
20 T  Last day to DROP a course with 25% tuition refund
21 W  Conversion Day no Wednesday classes, Classes follow a Monday schedule
W  Start of official withdrawal period (2/21 - 4/13)
Last day to file for June 2007 graduation

April

2-10 M-T  Spring Recess; No classes scheduled
13 F  Last Day to Withdraw from Classes with a grade of "W"

May

17 Th  Last day of classes
18 F  ESL final examinations
19-25 S-F  Final examinations
28 M  Memorial Day - College is closed
29 T  All grades are due

June

6 W  June 2007 Commencement

THIS CALENDAR IS SUBJECT TO CHANGE. CHECK THE COLLEGE WEBSITE AT WWW.HOSTOS.CUNY.EDU/OOR FOR THE MOST UPDATED INFORMATION.
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Message from the President</td>
<td>i</td>
</tr>
<tr>
<td>Academic Calendar</td>
<td>ii</td>
</tr>
<tr>
<td>Contents</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Hostos</td>
<td>6</td>
</tr>
<tr>
<td>Mission Statement</td>
<td>6</td>
</tr>
<tr>
<td>About Eugenio Maria de Hostos</td>
<td>6</td>
</tr>
<tr>
<td>History of Hostos Community College</td>
<td>6</td>
</tr>
<tr>
<td>The Hostos Campus</td>
<td>7</td>
</tr>
<tr>
<td>Academic Support Services</td>
<td>8</td>
</tr>
<tr>
<td>Honors Program</td>
<td>11</td>
</tr>
<tr>
<td>Student Support Services</td>
<td>12</td>
</tr>
<tr>
<td>Special Programs</td>
<td>19</td>
</tr>
<tr>
<td>Admission Information</td>
<td>24</td>
</tr>
<tr>
<td>How to Apply</td>
<td>24</td>
</tr>
<tr>
<td>Additional Admission Requirements</td>
<td>27</td>
</tr>
<tr>
<td>Student Assessment &amp; Testing</td>
<td>30</td>
</tr>
<tr>
<td>Tuition &amp; Financial Aid</td>
<td>32</td>
</tr>
<tr>
<td>Tuition &amp; Fees</td>
<td>32</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>36</td>
</tr>
<tr>
<td>Registrar’s Office</td>
<td>43</td>
</tr>
<tr>
<td>Registrar’s Office</td>
<td>43</td>
</tr>
<tr>
<td>Policy on Grades and Academic Standards</td>
<td>48</td>
</tr>
<tr>
<td>Degree Programs &amp; Graduation Requirements</td>
<td>52</td>
</tr>
<tr>
<td>Degree Programs</td>
<td>53</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>54</td>
</tr>
<tr>
<td>CPI- College Preparatory Initiative</td>
<td>55</td>
</tr>
<tr>
<td>Allied Health</td>
<td>56</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>76</td>
</tr>
<tr>
<td>Licensed Practical Nursing</td>
<td>87</td>
</tr>
<tr>
<td>Registered Nurse Program</td>
<td>96</td>
</tr>
<tr>
<td>Radiologic Technology</td>
<td>103</td>
</tr>
<tr>
<td>Course Descriptions</td>
<td>108</td>
</tr>
<tr>
<td>Department Faculty &amp; Staff</td>
<td>56</td>
</tr>
<tr>
<td>Behavioral &amp; Social Sciences</td>
<td>56</td>
</tr>
<tr>
<td>Public Administration/Criminal Justice</td>
<td>100</td>
</tr>
<tr>
<td>Public Interest Paralegal</td>
<td>102</td>
</tr>
<tr>
<td>Course Descriptions</td>
<td>108</td>
</tr>
<tr>
<td>Department Faculty &amp; Staff</td>
<td>57</td>
</tr>
<tr>
<td>Business</td>
<td>57</td>
</tr>
<tr>
<td>Accounting</td>
<td>66</td>
</tr>
<tr>
<td>Business Management</td>
<td>68</td>
</tr>
<tr>
<td>Microcomputers for Business</td>
<td>91</td>
</tr>
<tr>
<td>Office Technology</td>
<td>94</td>
</tr>
<tr>
<td>Course Descriptions</td>
<td>108</td>
</tr>
<tr>
<td>Department Faculty &amp; Staff</td>
<td>57</td>
</tr>
<tr>
<td>English</td>
<td>57</td>
</tr>
<tr>
<td>English Program</td>
<td>57</td>
</tr>
<tr>
<td>LIBRA Program</td>
<td>58</td>
</tr>
<tr>
<td>Course Descriptions</td>
<td>108</td>
</tr>
<tr>
<td>Department Faculty &amp; Staff</td>
<td>58</td>
</tr>
</tbody>
</table>

Hostos Community College
<table>
<thead>
<tr>
<th>59 Health &amp; Human Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>74 Community Health</td>
</tr>
<tr>
<td>80 Early Childhood Education</td>
</tr>
<tr>
<td>59 Physical Education/Athletics</td>
</tr>
<tr>
<td>59 Urban Health Studies</td>
</tr>
<tr>
<td>83 Gerontology</td>
</tr>
<tr>
<td>108 Course Descriptions</td>
</tr>
<tr>
<td>60 Department Faculty &amp; Staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>60 Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 Africana Studies</td>
</tr>
<tr>
<td>60 Latin American &amp; Caribbean Studies</td>
</tr>
<tr>
<td>60 Modern Languages</td>
</tr>
<tr>
<td>61 Visual &amp; Performing Arts</td>
</tr>
<tr>
<td>108 Course Descriptions</td>
</tr>
<tr>
<td>61 Department Faculty &amp; Staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>62 Language &amp; Cognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>62 ESL- English as a Second Language</td>
</tr>
<tr>
<td>62 ESL- Intensive Program</td>
</tr>
<tr>
<td>108 Course Descriptions</td>
</tr>
<tr>
<td>63 Department Faculty &amp; Staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>84 Liberal Arts &amp; Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>84 Associate in Arts (A.A.)</td>
</tr>
<tr>
<td>86 Associate in Sciences (A.S.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>63 Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>72 Civil Engineering (A.S)</td>
</tr>
<tr>
<td>81 Electrical Engineering (A.S)</td>
</tr>
<tr>
<td>108 Course Descriptions</td>
</tr>
<tr>
<td>64 Department Faculty &amp; Staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>64 Natural Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>64 Biology</td>
</tr>
<tr>
<td>65 Physical Sciences</td>
</tr>
<tr>
<td>69 Chemical Engineering</td>
</tr>
<tr>
<td>108 Course Descriptions</td>
</tr>
<tr>
<td>65 Department Faculty &amp; Staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>158 Academic Policies</th>
</tr>
</thead>
<tbody>
<tr>
<td>158 CUNY's Policy on Academic Integrity</td>
</tr>
<tr>
<td>163 Affirmative Action Policy</td>
</tr>
<tr>
<td>164 Policy on Computer &amp; Email Use</td>
</tr>
<tr>
<td>164 CUNY’s Policy Against Sexual Harassment</td>
</tr>
<tr>
<td>166 Environmental Health &amp; Safety Policy</td>
</tr>
<tr>
<td>166 Freedom of Information Law (FOIL)</td>
</tr>
<tr>
<td>166 Grievance Procedures for Students with Disabilities</td>
</tr>
<tr>
<td>167 Policy on Drugs, Tobacco, &amp; Alcohol</td>
</tr>
<tr>
<td>168 Workplace Violence Policy</td>
</tr>
<tr>
<td>168 Policy on Use of Hostos Facilities</td>
</tr>
<tr>
<td>168 Public Safety Policies &amp; Procedures</td>
</tr>
<tr>
<td>170 Statement on Public Order</td>
</tr>
<tr>
<td>171 Student Records</td>
</tr>
</tbody>
</table>

**Important Notice of Possible Changes**
The City University of New York reserves the right, because of changing conditions, to make modifications of any nature in the academic program requirements of the University and its constituent colleges without notice. Tuition and fees set forth in this publication are similarly subject to change by the Board of Trustees of The City University of New York. The University regrets any inconvenience this may cause.
Mission Statement

Consistent with the mission of The City University of New York to provide access to higher education for all who seek it, Eugenio María de Hostos Community College was established in the South Bronx to meet the higher educational needs of people from this and similar communities who historically have been excluded from higher education.

The mission of Eugenio María de Hostos Community College is to offer access to higher education leading to intellectual growth and socio-economic mobility through the development of linguistic, mathematical, technological, and critical thinking proficiencies needed for lifelong learning and for success in a variety of programs including careers, liberal arts, transfer, and those professional programs leading to licensure.

The College takes pride in its historical role in educating students from diverse ethnic, racial, cultural and linguistic backgrounds, particularly Hispanics and African Americans. An integral part of fulfilling its mission is to provide transitional language instruction for all English-as-a-Second-Language learners along with Spanish/English bilingual education offerings to foster a multicultural environment for all students. Hostos Community College, in addition to offering degree programs, is determined to be a resource to the South Bronx and other communities served by the College by providing continuing education, cultural events, and expertise for the further development of the communities it serves.

About Eugenio María de Hostos, 1839-1903

Puerto Rican educator, writer, and patriot Eugenio María de Hostos was born on January 11, 1839, in the island village of Río Cañas, Mayagüez, Puerto Rico. He attended elementary school in San Juan, and studied education and law in Spain at the Institute of Higher Education in Bilbao and the University of Madrid. He joined fellow students in efforts to liberalize Spain's colonial rule of Cuba and Puerto Rico and to abolish African slavery. In 1869, he left Madrid for New York City, where he joined other exiles in the Cuban Revolutionary Junta, working for the liberation of Cuba and Puerto Rico. Three years later, Hostos traveled to Latin America to recruit support for the liberation movement. In Peru, he protested the exploitation of Chinese immigrants. In Chile, he championed the opening of educational opportunities for women, particularly in law and medicine. In Argentina, he campaigned widely for the construction of the first trans-Andean railroad.

The government of Chile established a school for Hostos to implement his advanced concepts of education. Under his leadership, Liceo Miguel Luis Amunátegui became one of the foremost educational centers in Latin America. During eight years in Chile, he wrote award-winning curricula in Spanish and history and published literary, artistic, and philosophical works.

After Spanish rule ended in Puerto Rico, Hostos returned to work once again for the island's independence. In 1898, he left for the Dominican Republic, where he was appointed Director of the Central College and Inspector General of Public Education. He died there in August of 1903.

Eugenio María de Hostos is the author of such distinguished works as Ley General de Enseñanza Pública, History of Teaching, Comments on the Science of Teaching, and Reform in the Teaching of Law.

His life's work and ideals are a legacy and an inspiration for all students at Hostos Community College.

History of Hostos Community College

Hostos Community College was created by an act of the Board of Higher Education on April 22, 1968, in response to the demands of Puerto Rican and other Hispanic leaders who urged the establishment of a college to meet the needs of the South Bronx. In September 1970, Hostos admitted a charter class of 623 students at the site of a former tire factory at 475 Grand Concourse. Enrollment grew rapidly to more than 2,000 students by June of 1974. In addition, the State Legislature acted to ease an increasing space shortage by passing a special bill to acquire the "500 Building" across the Grand Concourse from the original site. In the same year, Hostos was granted full and unconditional accreditation following a highly favorable evaluation by the Middle States Association.
The fiscal crisis of the mid-1970's resulted in an effort to merge Hostos with another institution as a cost-saving measure. This effort was rebuffed by strong college and community opposition, which led the State Legislature to include a guarantee of Hostos' existence in the Landes Higher Education Act, passed on June 9, 1976. To meet growing interest in the College, the campus now has six buildings, three of which have been specially designed to meet the institution's need. Hostos takes pride in its well-equipped science, math, writing, and computer labs; its excellent physical education facilities; and its state-of-the-art theatres.

Programs of Study

Hostos Community College offers Associate in Arts (A.A.) and Associate in Science (A.S.) degree programs that prepare students for transfers to four-year colleges upon graduation from Hostos. Also offered are Associate in Applied Science (A.A.S.) degree programs that prepare students for specific careers as well as one Administrative Assistant certificate program and one Practical Nursing (LPN) certificate program. In the health sciences, credits for the A.A.S. degree vary as follows: in Dental Hygiene, 70 credits; in Nursing, 67 credits; in Radiologic Technology, 63.5 credits. In addition, requirements for certification and licensure in these programs impose additional restrictions on the time required to complete them.

Accreditation and Affiliations

Hostos Community College is accredited by the Middle States Association of Colleges and Schools and the Board of Regents of the University of the State of New York.

The College offers career programs accredited by the New York State Education Department, the Joint Review Committee on Education in Radiologic Technology, and the American Dental Association. The Allied Health programs are accredited by the appropriate agencies, including the American Dental Association and the New York Department of Health.

In addition, Hostos Community College is a member of the American Association of Community and Junior Colleges, the American Council on Education, the Hispanic Association of Colleges and Universities, the American Education Research Association, the National Association for Bilingual Education, and other professional and learned organizations devoted to the advancement of education.

The Hostos Campus

Hostos Community College has been involved in the implementation of its Master Plan since 1986. This plan consists of major construction to expand and improve the educational programs and services the College provides to its students and the community. Some of this expansion was accomplished with the completion of the Allied Health building in 1990, the East Academic Complex in 1994 and Savoy Manor in 1997.

Hostos currently occupies several facilities at 149th Street and the Grand Concourse in the Bronx. One of these buildings, at 475 Grand Concourse, houses the Dental Hygiene Program, the Hostos-Lincoln Academy High School, a dental clinic, and several chemistry and biology laboratories, as well as administrative offices and attendant classrooms.

Adjoining and integrated with the 475 Grand Concourse facility is the Shirley J. Hinds Allied Health and Science Complex. Dedicated in December 1990, this addition received several architectural awards. The structure contains a modern library with an online bibliographic system, and state-of-the-art laboratories for the college's programs in Radiologic Technology, Chemistry, Biology, Physics, and Medical Laboratory Technology. Students in the Allied Health programs also avail themselves of clinical space at hospitals and clinics that are affiliated with these programs. The Hostos Children's Center, licensed by the State of New York, is also located in this building and has recently undergone a renovation that doubled its capacity to 120 children.

The building at 500 Grand Concourse contains classrooms, academic and administrative offices, the administrative computing center, and the Student Health Services Office. This facility is currently undergoing a phased renovation, which began in the summer of 2003.
Introduction to Hostos

Phase I of the 500 Grand Concourse building is completed and included the construction of a new Lobby, Admissions Satellite Center and 24-chair Dental Hygiene Patient Care facility on the first floor along with other upgrades to the building’s infrastructure. The Plaza, located between the 500 building and the East Academic Complex will be converted into a Memorial Garden in the Fall 2005. Phase II of the project is tentatively scheduled to begin during the Summer 2006.

The East Academic Complex building, which opened in the Fall of 1994, comprises over 279,000 square feet and adjoins the 500 Grand Concourse facility. This building houses the Business and Accounting, Data Processing and Office Administration and Technology programs; the Humanities Department’s programs in African Studies, Latin American and Caribbean Studies, Modern Languages, and Visual and Performing Arts programs; Physical Education, and numerous student organizations and club offices. In addition, the facility contains ten state-of-the-art micro-computing labs, art and dance studios, a gymnasium, exercise and fitness centers, and a collegiate-size swimming pool. There are also two theaters—the Main Theater and the Hostos Repertory Theater with 892 and 367 seats respectively, a museum-grade art gallery, and a modern college bookstore. A pedestrian bridge spanning the Grand Concourse connects the East Academic Complex to the Allied Health building.

The most recent addition to the campus is the Savoy Manor building, which was occupied in 1997. This building, located at 120 East 149th Street, is greater than 43,000 square feet in size and houses the offices of the Registrar, Bursar, Financial Aid, Business Office, Admissions & Recruitment, and Counseling.

Hostos Center for the Arts & Culture

Located on the ground floor of the college’s East Academic Complex, the Hostos Center for the Arts & Culture adds an important dimension to the learning experience. The center presents artists of national and international renown; it also presents established and emerging local artists; and it has set a goal of serving as a force for new art. Accordingly, the center has established an individual artist’s program consisting of commissions and residencies. The children’s series presents concerts to over 15,000 children from local schools. Lastly, one of the center’s signature components, the award-winning Hostos Repertory Company, presents two to three fully staged productions each season.

The Hostos Center for the Arts and Culture enjoys state-of-the-art facilities. These facilities were inaugurated in 1994, and in the current season will have hosted over 200 cultural and academic events. Over the years, the center has presented and exhibited such artists as Ruben Blades, Dizzy Gillespie, Eddie Palmieri, Dance Theatre of Harlem, Antonio Martorell, Faith Ringgold, Celia Cruz, Marc Anthony, the Barrio Boyz, and Lucecita Benitez.

Academic Support Services

Hostos Academic Learning Center (HALC)

The Hostos Academic Learning Center (HALC) is a complete learning environment that provides students with support services necessary for academic success. Tutorial services are available at the HALC in all subjects offered at Hostos Community College. The Learning Center houses three computer labs equipped with interactive software used for mathematics practice, foreign language acquisition and ESL preparation along with tutorial rooms. Tutors work either one-to-one or in small groups to provide general course review and pre-exam preparation. Students are also welcome to attend the Learning Center days, evenings, and weekends including Sunday throughout the semester and participate in workshops offered including ACT/COMPASS/CMAT examination preparation, study skills, and basic computing.

For more information contact the HALC at (718) 518-6624, or visit the office in room C-350.

The Library at Hostos

Resources

The library supports the needs of the academic programs of Hostos Community College by providing a collection of quality print and non-print materials. Its resources also support the bilingual and multicultural philosophy of the College.

The library’s resources include books, periodicals, newspapers, and a large collection of audiovisual materials, as well as access to numerous online databases. Discipline-based subject guides to web resources, access to subscription databases by academic department, a tutorial resource center, and a guide to Information Literacy resources for faculty and students are all accessible via the library’s web site. The library web site provides direct access to the CUNY Digital Library Initiative, expanding the Hostos collection of accessible electronic resources tenfold with access to over 30 subscription databases and information services—all accessible to the Hostos community from any Internet-connected workstation on campus or from your home PC. See the library web site for more in-depth information on library resources: http://www.hostos.cuny.edu/library/index.html
Online computer terminals located throughout the library provide access to CUNY+ (the City University's integrated library system), periodicals, newspapers, and a wide variety of electronic resources and services through the Internet.

Through interlibrary loan, faculty members may request books and articles that are not in the Hostos collection, and through the METRO Courtesy Card, students, faculty, and staff may use materials in participating libraries in the metropolitan area. For more information, call (718) 518-4215.

Hostos faculty and students with valid identification cards can borrow and return materials directly from and to other CUNY libraries, and have reading privileges in libraries in the New York Metropolitan Reference and Research Library Agency (METRO) network. Through a special arrangement, Allied Health students have reading privileges at the Lincoln Hospital Library, which is located near the College.

The Hostos Library Instruction Program serves the teaching and learning needs of the Hostos community by offering a diverse range of instructional activities. The library curriculum provides instruction on locating, accessing, and evaluating information resources in a variety of formats. Our information competency instruction employs a variety of methods, including group and individual instruction, and is offered through open workshops, course-integrated lectures, handouts and instructional guides, and self-guided online tutorials. These activities are part of an evolving curriculum-integrated, multilevel Information Literacy program that offers the practical skills and educational philosophies that will help the Hostos community be successful lifelong learners in an information age.

Books may be borrowed for 21 days and may be renewed for 21 additional days if not requested by anyone else. Hostos faculty have an extended loan period of two months. All materials borrowed must be returned by the last day of examinations. Reference books, archival materials, periodicals, newspapers, pamphlets, and audiovisual materials do not circulate for home use.

Materials on reserve may be used in the library for two hours. In some instances, and in special cases prearranged with the faculty member, reserve materials may be taken out for home use, beginning one hour before closing. They are due back the next day within the first hour of opening. Last and only copies, including teacher's copies, do not circulate for home use. To obtain reserve materials, borrowers must sign the charge card and leave their IDs with the desk clerk.

**Fines:**

**General Circulation Items:** Ten cents (.10) per day overdue (including days on which the library is closed) to a maximum of the current price of the item.

**Reserve Items:** One dollar and twenty cents ($1.20) per overdue hour to a maximum of the current price of the item.

**Damaged Items:** Overdue fines up to and including the date the item is reported damaged, plus an amount to be determined by nature of extent of damage (not to exceed current price of the item), plus a processing charge of ten dollars ($10.00).

The library entrance is located on the third floor of the Shirley J. Hinds Building, 475 Grand Concourse, Room A-308. For more information call the Circulation Desk, (718) 518-4222 or Reference Desk, (718) 518-4215.

The library offers extended hours during final examination periods.
Other Library Resources

Electronic Classroom and Learning Resources Lab

The Electronic Classroom and Learning Resources Lab is located on the second floor of the library in Room A-214. This new state-of-the-art facility is outfitted with all-new computer workstations for hands-on instruction, a digital presentation projector, and a VCR. The lab is designed to promote active learning and support the library's Information Literacy program. All library workshops, classes, and course-integrated lectures take place in the Electronic Classroom and Learning Resources Lab. Faculty wishing to schedule a course-integrated lecture should contact the Instructional Services librarian.

Multimedia Center

The Multimedia Center is located in Room A-309. The center contains a variety of audiovisual equipment and related materials, such as films, videos, tapes, records, and cassettes for both individual and group listening and viewing. Students and staff desiring to use this facility should contact the Audio-Visual Unit twenty-four (24) hours in advance. AV Unit: (718) 518-4225.

Office of Academic Advisement

As part of the Hostos Academic Learning Center, the Office of Academic Advisement is responsible for the effective coordination and management of a student’s academic advisement. Our primary goal is to provide students with critical information and advice that will help them define, and attain, their educational goals.

The Office of Academic Advisement is a resource for:
- Connecting students with Faculty Advisors
- Providing information about fulfilling Graduation Degree Requirements
- Advisement tools such as the Hostos Academic Degree Audit System
- Advisement Handbooks and Worksheets
- Answering questions about academic policies
- Assisting with course selection, registration, and academic concerns
- Helping students choose a major
- Referring students to campus resources
- Troubleshooting academic issues
- Conducting Student Advisement workshops

Denise Lucena-Jerez, Director of Academic Advisement
Wendy Small-Taylor, Coordinator of Academic Advisement
C-Building, Room 360
(718) 518-6624

Office of Instructional Technology

The Office of Instructional Technology represents the College’s effort to make technology an effective and integral part of the academic endeavor of the institution. The mission of the OIT is threefold: to enhance professional development which will empower faculty to apply new technologies that will improve the teaching and learning process; to provide the student body with a level of computer literacy that will enable them to participate more effectively in their education; and to create a supportive environment in which the possibilities of distance education can be realized to better serve the needs of an ever increasing large number of students who find it difficult to fit their family and work responsibilities into a traditional academic schedule.

An essential component of the Office of Instructional Technology is the Instructional Technology Support Center, established to provide the physical environment where a team of support staff and mentors can work on a one-to-one basis with the faculty on the design, implementation, and use of technology in the curriculum. The Center provides both high-end tools and high-level support to faculty interested in using technology in their teaching.

For information on the Office of Instructional Technology, you may contact Dr. Loreto Porte, Director, Room B-460, telephone: (718) 518-6673, email: lporte@hostos.cuny.edu; Gillian Coutain, Coordinator, Room C511, telephone: (718) 518-6582, email: gcoutain@hostos.cuny.edu; Iber Poma, Room C559, telephone: (718) 319-7971, email: ipoma@hostos.cuny.edu.

You may contact the Instructional Technology Support Center, C-559, Mondays through Fridays 9:00 a.m. to 5:00 p.m., or by appointment at (718) 319-7915, or via email: George Rosa: grosa@hostos.cuny.edu, Elkin Urrea: eurrea@hostos.cuny.edu., or Carlos Victoria: cvictoria@hostos.cuny.edu.

For more information please visit: http://www.hostos.cuny.edu/oaa/insttech.htm
Introduction to Hostos

Honors Program

Dean's List

The Dean's List recognizes students who have demonstrated outstanding academic achievement. To qualify for the Dean's List, certain criteria have to be met, including the following:

I. A student must have 24 college credits each year, with a minimum of 12 completed credits at Hostos Community College and a GPA of 3.5 or higher each semester.

II. A student cannot have grades of "D", "F", "R", "WU", "WA", "INC", or "FIN" within that academic year.

Honors Program

Mission Statement: The mission of the Hostos Community College Honors Program is to provide an enriched academic, cultural and social experience to intellectually inquisitive and motivated students in the Liberal Arts. The program offers students an academic environment that values and promotes critical thinking, analytical writing, research and information competency skills through an innovative and challenging curriculum. Attendance at cultural events, conferences, honors seminars, and an Honors Institute provide an intellectual community that encourages and supports students in pursuing their goals.

The program will offer greater academic opportunities to a previously under-served population, will prepare talented and ambitious students for the challenges of higher education, and will support a successful transition to senior colleges and expanded career options. A fundamental program goal is to promote self-confidence and increase self-esteem in students who need the encouragement to excel and the courage to continue their education and fulfill their goals and dreams.

Honors Program Description: Students will be required to complete an honors option, consisting of four honors contract courses; one honors contract course will be in the general education requirement; two honors contract courses will be in the appropriate cluster, and one honors contract course must be taken in a chosen discipline or interdisciplinary seminar.

Students accepted into the program will be engaged in challenging classroom discussions in special honors contract courses. They will also perform fifteen (15) hours of voluntary community service per semester as a means of underscoring the importance of civic responsibility.

Attendance at all cultural events, academic seminars, and conferences will foster a multicultural academic environment in which students will learn to appreciate the many cultures which they represent as well as prepare students to participate fully in a diverse global environment. The Honors Student, therefore, is encouraged and expected to participate in regularly scheduled, extracurricular activities that enrich his/her cultural understanding and connection to self and others. While in the program, students will receive incentives and privileges associated with the Honors Program. The number of students accepted into the Honors Program is predicated on financial ability and will be determined each year.

Phi Theta Kappa

Phi Theta Kappa, the national honor society for community and junior college students, was first established in 1908. Induction into Phi Theta Kappa acknowledges outstanding scholastic achievement and is available to students who have attained a record of academic excellence, as defined by the national organization and the College.

The Alpha Kappa Tau Chapter of Phi Theta Kappa was initiated at Hostos Community College in 1985. In order to be eligible for induction, which takes place annually, students must meet the following criteria:

1. Enrollment at Hostos Community College at the time of induction;
2. Completion of a minimum of 12 academic credits by the end of the semester prior to induction;
3. Cumulative grade point average of at least 3.5;
4. Attainment of academic excellence and good moral character, as judged by the faculty. Students are required to pay a one-time initiation fee to The National Honor Society and to submit a letter of recommendation from a faculty member.

Sigma Delta Mu

Sigma Delta Mu, the National Hispanic Honor Society, had its foundation in Sigma Delta Pi, the nation's largest honor society in the field of foreign language. It was established in 1979. Induction into Sigma Delta Mu acknowledges a four-fold purpose:

- to honor men and women who strive for and attain excellence in the study of Spanish and in the knowledge of the literature and culture of Spanish-speaking people.
- to honor those who work to make known to English-speaking people, the Hispanic contributions to world cultures.
Introduction to Hostos

- to encourage a greater interest in and a deeper understanding among college students of Hispanic cultures.
- to foster friendly relations and mutual respect between Spanish-speaking and English-speaking people.

The Epsilon chapter of SIGMA DELTA MU was initiated at Hostos Community College in 2005 by the Modern Language Unit of the Humanities Department. In order to be eligible for induction, which takes place annually, students must meet the following criteria:

1. must be enrolled at Hostos Community College at the time of induction;
2. must have studied at least two semesters of Spanish with a minimal grade point average of 3.50 on a scale where "A" is assigned a value of 4.00, "B" a value of 3.00, etc.
3. must have obtained a cumulative grade point average of at least 3.20 on the same above scale;
4. must have attained academic excellence and exhibited good moral character, as judged by the faculty.

Students are required to pay a one-time initiation fee to The National Hispanic Honor Society and to submit a letter of recommendation from a chapter sponsor.

Serrano Scholars

The Serrano Scholars Program is an academically challenging honors program designed to prepare students with a strong interest in bilingualism for careers in international affairs and national security. Outstanding students accepted into the Serrano Scholars Program at Hostos follow the liberal arts program of study and participate in extracurricular enrichment activities, and receive full tuition coverage, stipend, academic guidance, and access to program resources. Serrano Scholars Program at Columbia University School of General Studies and School of International & Public Affairs will be eligible to continue in the Serrano Scholars Program at Columbia University. The Serrano Scholars Program is funded by grants from the United States Departments of State, Education, and Defense, and honors Congressman José Serrano.

For information about the Serrano Scholars Program, please contact Ms. Soo Chon, Executive Assistant to the Provost, at (718) 518-6611.

Student Support Services

Office of Academic Achievement

The Office of Academic Achievement supports student success by providing developmental academic advisement to new students (first-semester freshmen and transfers). The best advisement takes place in the context of a connection between the advisor and the student. To that end, each new student will be assigned a professional advisor to assist them in their transition to college.* Students are encouraged to take full advantage of this resource.

Advisors work closely with their students in the process of selecting a degree program, choosing courses, making future plans, providing referrals to appropriate resources, improving study skills, and learning how to succeed as a Hostos student. Students should contact their advisor whenever they are having difficulty inside or outside of the classroom. The relationship students form with their advisor will help them to achieve their goals. After the first semester, students will receive academic advising through their major department so that they can take advantage of the expertise of Hostos' excellent faculty members.

Academic Achievement also sponsors "Believing and Achieving: Workshops for Student Success." These fun, dynamic workshops provide students with vital skills and information on topics that include: transferring to a senior college; study skills; and navigating college policies and procedures.

Transfer Center

The Office of Academic Achievement is proud to open its new Transfer Center, in Savoy 101 - C. The Transfer Center is open for drop-in assistance for students who are planning to transfer to a senior college. Trained student aides are available to assist you with the basics needed to research other schools, determine transferability of courses within CUNY, and answer other questions. The Transfer Coordinator provides transfer workshops for various career fields and schools, and hosts "transfer fairs" which bring recruiters from senior colleges here to meet you! Please call 718-518-4466 to inquire about office hours and events.

For more information contact:

The Office of Academic Achievement, Savoy Building, Room D-101
Office Hours: Mon., Tues., Fri., 9-5; Wed., Thurs., 9-7
Telephone (718) 518-4466

*Note: New students in Allied Health majors (Dental Hygiene, Nursing, and Radiologic Technology) will be advised by faculty from their Allied Health Department. New students taking English as a Second Language (ESL) or ESL 091 and/or ENG 092 will be advised by faculty in the Language and Cognition Department.
Career Services Office

The Career Services Office (CSO) provides individualized job preparation assistance that includes career counseling and job placement services. The Employment Counselor develops jobs and prepares students for part-time and full-time employment opportunities. Staff also provides career and non-traditional employment counseling and conduct assessments to assist students with developing a sound career plan. Monthly workshops are offered which focus on interviewing skills, resume and cover letter preparation and the web-based job search. In addition, job seekers may use one of the six computers within the Career Resource Lab where staff assists students with accessing postings through the extensive CSO web site database. The resource lab also provides students with access to a fax machine, a phone for job networking, and several local journals with current job-search related information. The lab assistants are available to assist students with online employment applications and use of all technological resources within the lab.

On-campus recruitment takes place three times a month. A job fair is hosted on-campus annually.

The Dress for Success clothes closet houses business suits and accessories for students in need of interview attire. Metrocards are also available to provide students with transportation for interviews.

Students are encouraged to visit the Career Services Office to learn more about opportunities available to them. Career development and career placement is essential to the education provided at Hostos. Program services are available to all enrolled students and recent graduates.

Job Placement

Graduates of occupational programs have been placed in positions directly related to their field of study:
Accounting: tax preparation specialist, junior accountant, assistant accountant, and insurance representative.
Business: manager, personnel assistant. Criminal Justice: paralegal, data collector, information specialist.
Computer: computer support, junior analyst programmer, computer operator, help-desk, computer technician.

Liberal Arts and Science graduates have also been placed in a variety of occupations in the public and private sectors, including the following: case assistants, paralegal assistants, sales managers, customer and account representatives, insurance representatives, bank managers, and various civil service positions in corrections and human resources.

For more information contact:
The Career Services Office, Savoy Building, Room D-102
Office Hours: Mon., Tues., Fri., 9-5; Wed., Thurs., 9-7
Telephone (718) 518-4468, 4464. Website: www.hostos.cuny/cso

College Discovery

The College Discovery Program is funded by the City University of New York to provide support services to eligible students. Students apply through the admissions process. Acceptance is based on financial need, high school average and completion of the summer workshops provided by HALC (Hostos Academic Learning Center). Students must be first time freshmen, provide documentation of at least one year of NYC residency and US citizenship or permanent residency.

College Discovery students receive a variety of academic and support services that include some financial assistance to cover costs of educational expenses. Academic support services consist of supplemental instruction and tutoring in subjects such as ESL, English, Math, Spanish, Biology and Chemistry. In addition, the College Discovery Lab is equipped with computers that provide students with access to the Internet and software that assists students with remedial coursework and preparation for the CPE exam.

Counseling services assist students on personal and academic matters and other issues that impact academic performance. Academic workshops are offered on an ongoing basis. College Discovery Program Office, Savoy Building, Room 101, Telephone (718) 518-4486.
Health Services Office

The mission of the Health Services Office is to provide comprehensive health programs that emphasize wellness and cost-effective, readily accessible services tailored to the needs of the college community. Understanding and meeting the physical, spiritual, and emotional health related needs of students is a major focus of the Office. The following services are available to students:

- First Aid Emergency Treatment
- State Mandated Vaccinations on Measles, Mumps, and Rubella (MMR)
- Hepatitis B vaccinations for students matriculated in the Allied Health Sciences
- Blood Pressure Screening
- Blood Sugar Screening
- Pregnancy Tests
- Urinary Tract Infection Testing
- Over-the-counter Medications
- Department of Motor Vehicle Vision Screening
- Physical for Student Athletes
- Condoms
- Counseling on Sexually Transmitted Diseases/Infections
- Counseling on General Health Issues
- Referrals to general health centers/providers or the Department of Health

Immunizations: Compliance with Public Health Law 2165 and Public Health Law 2167 are required of all potential college students in the state of New York. Students must provide the following before registering for classes at the College:

- Measles, two doses (administered after 12 months of age)
- Mumps, one dose (administered after 12 months of age)
- Rubella, one dose (administered after 12 months of age)
- OR Lab print-out of Measles, Mumps, and Rubella titers proving immunity
- Completion of the Meningococcal Meningitis Response Form

The Health Services Office is staffed by an Adult Nurse Practitioner and opens at 7:30 am everyday. For more information on Health Services contact: Health Services Office, Room C-392, Telephone: (718) 518-6542

Hostos Children's Center

Quality childcare is essential to the educational goals of many Hostos students. The Hostos Community College Children's Center Inc., strives to provide an environment in which language is "a bridge, not a barrier" to obtaining quality, campus-based childcare. Cultural diversity, first and second language acquisition, and age appropriate practice are seen as key in meeting the educational, social, emotional, and physical needs of children and their communities.

The Hostos Community College Children's Center, Inc. is a privately incorporated, campus-based childcare center licensed by the New York City Department of Health. The Center undergoes a periodic comprehensive inspection and all Center employees must fulfill all clearance requirements expected of them. These requirements include fingerprinting, screening for child abuse by the New York State Clearance Register and an annual physical examination.

Services

The Center services children of student and legal guardians attending Hostos Community College. Children ages three to five are eligible for day services at the Center. The evening program services school children up to twelve years of age.

Presently, the Center serves children 3 to 5 years of age during the day and children from 4.6 to 12 in the evening, school-age program. The Center does not offer a drop-off service. Limited services are available only during the college's registration period if space permits. Although the services are not provided free of charge, childcare tuition fees are subsidized for all students. Children who are 4 years of age at the beginning of the fall semester are eligible for the Universal Pre-K program and have a short waiting period. Children enrolled in the Universal Pre-K Program are eligible for 12 fi hours weekly at no cost.

Admission to the Children's Center Program

Enrollment is contingent on the order of the initial requests and available slots. However, the admission policy reserves the right to balance the groups based on age and facility assignment for licensing compliance. All children are eligible for enrollment regardless of ethnicity, color, religion, gender or national origin.
Hostos students interested in placing children at the Center are expected to complete and submit an initial application, which is entered into the Center's database. However, the Center has a general waiting period of between 4 and 6 months based on accessibility. As space becomes available, applicants are then contacted and advised to follow through with the enrollment process in a timely manner.

The Center reserves the right to prioritize childcare slots to:
- Siblings
- Students living in transitional housing
- Students working through domestic violence issues

In order to qualify for these special circumstance admissions, supporting documentation should be made available to the Center's Administration.

Registration Process

Once space has become available, applicants are notified by phone and via mail with information regarding registration dates. At this time, applicants are advised that the registration process occurs on a "first-come first-serve" basis, as admission is limited to space availability. Prospective enrollees should prepare to begin the registration process several months prior to each semester.

The Registration Process is conducted in several phases. If a parent or guardian is unable to participate in the initial enrollment process, they are cautioned that there may not be available vacancies during the final period.

The Center does not offer a Flex Hour Day Program. Children may be enrolled in the morning or evening program, but not in both programs simultaneously. Children enrolled in the day program must attend a minimum of 12.5 hours per week. Children enrolled in the evening program must attend a minimum of 6 hours per week.

Children's Center, Room A-109, Telephone (718) 518-4175. Hours: Monday - Thursday, 7:45 a.m. to 8:30 p.m. Fridays, 7:45 a.m. to 2:00 p.m.

Hostos Athletics, Sports & Recreation

The Athletics, Sports and Recreation programs are viewed as essential components of higher education, supplementing the educational process through enhancements of physical and mental development. Students who participate in recreational sports tend to develop positive self-images, awareness of strengths, increased tolerance and self-control, stronger social interaction skills and maturity - all learned through recreational sports exercises.

Athletics, Sports and Recreation programs are a vital part of the Hostos College experience. Our Athletics Center exists to serve the entire College community by providing the environment and means for a person to enhance his or her quality of life through sports. Emphasis is on participation, with a steadfast commitment to the fundamental values of fair play and sportsmanship.

Hostos adheres strictly to the NJCAA code, as well as CUNY Athletic Association, whereby student participation in intercollegiate athletics is an avocation. Athletics programs foster the physical and educational well-being of student-athletes at all times, reflecting the highest standards of dignity and honor that characterize participation in competitive sports in a collegiate setting.

Our recreational and intramural programs offer a range of options for members of the Hostos community, individually or as part of a team, so they may achieve the physical, mental, and social benefits of participation in athletics. The Aquatic, Athletic and Fitness Centers are quality facilities that have an outstanding staff, and an environment conducive to the enrichment of community life on campus, and an allegiance to the highest moral principles in every aspect of sportsmanship and wellness.

In alignment with Hostos mission, we believe that participation in athletics and recreational programs provide excellent preparation for achievement in our society. Participants learn how to compete effectively and with integrity in any environment, appreciate the value and benefits of teamwork, and how to be motivational leaders. These lessons instill and strengthen qualities that add to success in our students' personal development as well as their future endeavors.

Athletic Teams:
- Men's Baseball
- Men's Basketball
- Men's Soccer
- Women's Basketball
- Women's Volleyball
Introduction to Hostos

**Intemurals:**
Men's Basketball  
Women's Basketball  
Men's Soccer  
Co-ed Swimming  
Table Tennis  
Women's Volleyball

For more information, contact:  
The Athletics Director, (718) 518-6879.

**Personal & Academic Counseling**

The Counseling Center provides ongoing personal and academic counseling for students on an individual and group basis. Counseling is provided in a private and supportive environment in which students may focus on academic and career issues, family problems, personal development concerns and other matters of importance to them. Most counselors on the staff are bilingual (English/Spanish). The Counseling Center maintains a close collaborative relationship with the instructional faculty, who are a source of many student referrals. Counselors are available to consult with faculty on issues affecting student academic performance and retention.

The process begins in a number of ways after a student is admitted to the college. For some, it is initiated through the College Orientation course (see SSD 1000, Freshman Orientation) where students are informed about essential academic policy and procedures, and learn academic and personal success skills. Through this course students develop a relationship with a counselor. Freshmen or continuing students may make appointments directly with the counselor teaching the section of the course in which they are registered or by calling or coming to the Center.

For other students, the process is self-initiated by seeking assistance at the Center. Students may see a counselor on an individual basis by appointment and in most cases by “dropping in” at the Center. Students may also be referred by College faculty and staff.

Counseling is a process in which professional skills, knowledge and experience are applied in a collaborative effort that actively involves students in helping themselves. Students can expect counselors to promote a mutually trusting and respectful relationship in which they can discuss their concerns in a frank and open manner. They can also expect to learn new skills and ways of understanding and managing their lives. All sessions are confidential.

Issues students typically want to address with a counselor:
- Academic and social pressures of college
- Personal trauma, loss or unresolved personal problems
- Academic difficulties
- Domestic violence
- Feelings of anxiety or depression
- Improving self-confidence
- Managing stress
- Problems in relationships
- Problems with substance abuse
- Thoughts about suicide
- Parenting issues

**Referrals**

Counselors may refer students to one of the many resources available outside the College.

**How to contact the Center**

Staff may be reached by calling the Intake Desk at (718) 518-4319. You may direct inquiries to the Center staff person or leave a voicemail and a staff member will return your call.

**Emergencies**

In circumstances when a student needs to see a counselor because of serious emotional or personal problems, no appointment is necessary. Intake staff will facilitate an immediate meeting with a counselor who may, depending on the specific situation, contact Health Services or Campus Safety to arrange for the City’s Emergency Services to come to the College to assist.

**SSD 1000 Freshman Orientation. 0 credits, 1.5 hours**

Effective Fall 2003, this course is required for all new freshmen Liberal Arts (A.A. & A.S.) majors. Successful completion of the course is required for graduation.
This course is strongly recommended for all freshmen and, in practice, is generally a part of blocked courses for freshmen that are placed in ENG 091-English Basic Skills or in Basic ESL courses. Students enrolled in Radiologic Technology must take SSD 1000. Students in other Allied Health programs are encouraged to take the course.

Students in the course are informed about College policies and procedures that every student must know in order to effectively progress through their studies. Through a process of self-assessment for the achievement of greater self-knowledge, students also learn effective study, note taking, test taking, problem solving and time management skills. Other topics covered in the course are Academic Planning, Career Exploration, and Library and Internet Resources. Common sources of stress in the lives of adults as well as causes for student withdrawal from college are also addressed.

Students may enroll in sections of the course that are taught in a traditional classroom setting or in Hybrid-Online sections where a portion of the course is taught online. Check the Class Schedule for details.

Retention Services

The Retention Services Office manages four projects that help students maintain a good academic standing, remain in school, and progress toward graduation. These projects are: The Early Warning System (EWS), the Incomplete Grade Initiative, Non-Returning Student Survey, and the Freshmen Activity Calendar. Through the EWS, students who are academically at risk are identified and referred to the appropriate support services such as counseling, academic advising and/or tutoring. The Incomplete Grade Initiative reminds students who received grades of Incomplete to fulfill the requirements for the course(s) in question in a timely fashion. The purpose of the Non-Returning Survey is twofold: (1) to understand why students do not register from one semester to the next; and (2) to know what steps the institution needs to adopt to improve student services. The Freshmen Activity Calendar is a tool to keep new students abreast of academic, cultural, and social activities within the college. Research shows that students who are engaged in college activities and feel they are a part of the college are more likely to persist toward graduation. For more information, contact: Office of Retention Services, Savoy, Room D-101W, (718) 518-4397.

Services for Students with Disabilities

The Americans with Disabilities Act prohibits discrimination based on disability and requires the College to be physically and programmatically accessible. Beyond the basic requirements of the ADA, Section 504 of the Rehabilitation Act and New York State and New York City statutes, the College has created an office that provides services intended to help each student with a disability maximize his or her potential for success. Based on an intake interview and documentation provided by a student, a variety of accommodations may be provided to assist qualified students to attain their academic objectives. Intake and counseling are provided in English and Spanish.

How to Apply for Services

Students are required to identify themselves to the College in order to be considered for accommodations and services. The most effective way to initiate the process of assessing eligibility for accommodations is to do so prior to, or during, the admission process. Though students are encouraged to self-identify during the Admission process, they may do so at anytime after enrolling. Under the ADA, both the student and the College must carry out their responsibilities in a timely manner, so the sooner a student self-identifies, starts the eligibility determination process and provides the necessary relevant documentation, the more likely it is that necessary accommodations will be in place when they are most needed. In summary, the steps students need to take are:

1. Identify him/herself to the Office as soon as possible
2. Participate in the Intake Process
3. Provide the necessary, relevant documentation
4. Participate in and complete the Accommodations Plan
5. Provide their instructors with the Accommodations Notification Form

Services a Student May Receive

Pre-admissions counseling, academic advisement, accommodation planning and coordination with non-college disability-related services are provided. A student who provides the appropriate documentation may receive the following accommodations:

- Modified testing (for CUNY Placement Tests and regular course exams)
- Specialized tutoring
- Assistive technology
- Moving classes to accessible locations
- Other academic accommodations based on his/her specific disability and limitations.

The staff works closely with faculty and external resources identified by the student and the Office to provide the most appropriate and effective academic accommodations based on documented need.
Introduction to Hostos

In addition to planning and coordinating accommodations, the Office provides counseling to assist students to deal with the full range of academic, career and personal issues that confront individuals in college. The Academic Achievement and Career Services units of the Counseling Center are routinely utilized as part of a comprehensive response to student needs and interests. The Office also maintains a close working relationship with external State and not-for-profit vocational rehabilitation and disability services agencies and organizations in order to facilitate student referral and use of their services.

Technology Resources

A major strength of the Office is the extensive selection of personal computers and assistive technology available to students. This includes a Xerox Reading Machine, CCTV's and personal computers with large-print and speech capabilities (Zoom-Tech and JAWS) for students with vision impairments, and a Kurzweil 3000 system and Inspiration software for students with learning disabilities. Students with hand function impairments, seizure disorders and other limitations may also find adaptive solutions to their limitations through the use of assistive technology, including voice recognition software. The Office also coordinates Computer Literacy and Internet use training with the library and offers Assistive Technology training in the our Technology Resource Center for Students with Disabilities. Please visit the office web page for additional information: www.hostos.cuny.edu/sswd

How to contact the Office:
Staff may be reached by calling (718) 518-4454
or by email at the following addresses:
Prof. Michael R. Stimola, Director; mstimola@hostos.cuny.edu
Ms. Aida Gonzalez, Disability Specialist & Assistant to the Coordinator; agonzalez@hostos.cuny.edu

Office Location: Counseling Center, Savoy Building, Room D-101P. Both the building, service and accommodation areas are wheelchair accessible.

Office Hours: Mondays through Fridays, 9:00 a.m. to 5 p.m. Evening appointments and accommodations can be arranged.

Hostos Community College has a policy of non-discrimination. You may request our brochure "Equal Opportunity for Every Student". Students who believe they have been discriminated against because of their disability may follow the "Grievance Procedures for Students with Disabilities" in the section on "Hostos and CUNY Policies" in this catalogue.

Student Activities

The College promotes a broad and varied program to enhance classroom learning. Extra-curricular activities are an integral part of life at Hostos. Extra-curricular activities provide students with opportunities to use their special talents, socialize, serve others, or pursue particular interests.

The Office of Student Activities assists student clubs and organizations on campus to coordinate intellectual, cultural, social, and recreational programs in order to expand the classroom experience. There are clubs and organizations on campus that sponsor academic, ethnic and athletic programs; these programs include guest speakers, panel discussions, workshops, concerts and cultural events. The programs are a reflection of the students' ethnic backgrounds as well as their diverse interests.

Students have the opportunity to improve their leadership skills by participating in Student Government or by joining student clubs. The activities planned by Student Government and the clubs increase group interaction and develop the framework in which student leadership may develop.

The Director of Student Activities works closely with the Student Government Organization in developing student activities. Faculty and staff members function as advisors to clubs and organizations.

Office of Student Activities, East Academic Complex, Room C-371, (718) 518-6561

Veterans Affairs

Veterans and dependents of veterans are entitled to a variety of benefits. For all students who plan to receive educational benefits under the provision of the G.I. Bill, will have their educational benefit claims sent to:

Dept. of Veterans Affairs
Regional Office
P.O. BOX 4616
Buffalo, NY  14240-4616

Certificate of Eligibility for Vietnam, Persian Gulf, Malaysia, and National Guard Veterans have their educational benefit claims sent to:
The Veteran should then report to the College Veterans Liaison Representative with the Certificate of Release/Discharge from Active Duty Form (DD214) or Certification of Eligibility Form (DD2384/2384-1). The receipt of benefits takes approximately eight to ten weeks. Veterans applying for benefits must be able to document their service in the military, marital status, and number of dependents they support.

It is necessary for every veteran attending Hostos to report to the Veterans Liaison Office each successive session (that is, in September, January, and June) to initiate the veteran's and dependents enrollment status to the V.A. Personal and academic counseling are available for veterans and dependents of veterans in the Office of Counseling Services.

To obtain information regarding the certification process, you may contact:

Veterans Liaison  
Office of the Registrar  
Savoy Bldg., Room D-207  
(718) 518-6771

Department of Veterans Affairs has a national Home Page on the World Wide Web (internet) where you can get information about V.A. educational benefit programs. The National Home Page address is: www.gibill.va.gov or call toll-free at 1-888-GI-BILL-1/1-800-827-1000. If you are hearing impaired call toll-free at 1-800-829-4833. We give our full support to all Veterans.

Special Programs

Adult & Continuing Education

The Adult and Continuing Education Department at Hostos Community College offers educational, career, and personal development opportunities designed to address the needs of the South Bronx, Bronx, and Upper Manhattan communities. Some of our offerings are free; most are available at a reasonable cost. We offer courses and certificate programs for adults and children on weekday evenings, Saturdays and Sunday. We invite you to join the thousands of others who have enjoyed the caring, family-like atmosphere and academic excellence that have made Hostos unique among community colleges. For more information, contact: Lorraine Altman, Director, (718) 518-6656. Email: cedu@hostos.cuny.edu

The Adult Learning Center: The Adult Basic Education Program is a free grant-funded program designed for people seeking to improve their reading, writing, and math abilities and/or to prepare for the high school equivalency examination. The ABE Program offers pre-GED/ GED in English and Spanish as well as English for Speakers of Other Languages. For more information, contact: Lorraine Altman, Director, (718) 518-6656. Email: cedu@hostos.cuny.edu. The Adult Learning Center, Zenobia Johnson, Director (718) 518-6746.

Alumni Relations

The Alumni Relations Office at Hostos Community College offers an array of services designed especially for our graduates and provides a variety of ways for the alumni to stay connected to their alma mater. The main objectives of the office are: to promote interest of the alumni in the general welfare of the College, its students, faculty and staff; to keep the alumni current on matters concerning the college, and to assist the College in efforts to obtain funding from public and private sources.

To support the mission of keeping an open and active relationship with graduates, the Alumni Relations Office, in conjunction with the Public Safety Department, has developed the Alumni ID Card. The ID card is a passport to many benefits after graduation and gives the alumni access to selected areas in the College, including:

Library Services - Browsing and in-house use of the library for personal and business needs; reference assistance with research and search strategies; instructional support for use of print and non-print sources; and full access to the Hostos Library's online electronic collection.

Career Development Services - Important resources for employment and advancement tools.

Athletic and Recreational Facilities - Access to the newly renovated and fully-equipped Fitness Center, Olympic-sized pool, plus free attendance to all athletic events: men's basketball, women's basketball, volleyball and soccer games.

Cultural Events - Twenty percent discount tickets to most cultural events sponsored by the Hostos Center for the Arts and Culture. Come and visit the Alumni Relations Office, 475 Grand Concourse, Room A-337, Telephone: 718-518-4180.
Introduction to Hostos

Discounts - Hostos graduates can now enjoy discounts on a variety of vacation services such as lodging and car rental. Vacations at World class condominium Resorts in over 80 countries are available to our graduates with an alumni id card.

COPE - College Opportunity to Prepare for Employment

COPE is a collaboration between CUNY and the Human Resources Administration, to assist qualified students enrolled in occupational degree programs. The program provides: enhanced academic and comprehensive support services; individual and group advisement on a variety of issues; Metrocards; Fair Hearing requests and assistance; TRE policies and procedures, preparing school letters and ACD 548 forms; Attendance Verification Letters, monitor attendance and compliance of students assigned to work/study or internship, WEP Assistance, Employment counseling, coaching, and placement.

The mission of COPE is:

- To facilitate program completion and to provide our students with the opportunity of obtaining a challenging job, which in turn will foster financial independence, self-confidence and personal growth;
- To qualify, students must be enrolled in an occupational degree program with children in their HRA budget, or non-public assistance individuals with at least a minor child and must meet poverty criteria.

For more information, call: Maria Cano, Director, at (718) 518-4362 or Yolanda Soto, Adm. Asst. at (718) 518-4363.

CLIP - CUNY Language Immersion Program

The CUNY Language Immersion Program (CLIP) offers students the opportunity to study English intensively for a period of time before they enroll in formal college courses. This program includes ESL instruction, computer-assisted learning, tutoring, books and other materials, field trips, college orientation, and advisement. Because of the intensity of the language instruction (25 hours a week), students do not take additional college coursework while they are attending the Language Immersion Program.

CLIP Highlights:

- The Hostos CLIP program is recommended for entering freshmen who have already been admitted to a CUNY college and who need additional English as a Second Language classes prior to entering college. CLIP is also for students who have not been successful in their college ESL courses (did not pass one semester of ESL at the community college level or failed the same ESL course two times at a senior college).
- Students may choose a day or evening schedule. Classes meet Monday through Friday. Day classes meet from 9:00 a.m. to 2:30 p.m. Evening classes meet from 5:30 p.m. to 10:30 p.m.
- Students can enroll in the program for up to one year or for one semester only. There are three cycles of classes: two sessions of 15 weeks in Fall and Spring, and a six-week cycle in the Summer. Students are given the Freshman Skills Assessments Tests before leaving CLIP so that they can be placed in the appropriate classes when they return to their college.
- Students do not use their financial aid in CLIP. The cost of the program including books and materials is $150 in Fall or Spring, and $60 in the Summer. Students on public assistance pay $37.50 for Fall or Spring, and $15 for the Summer. SEEK and College Discovery students, and those on public assistance pay $37.50 for fall or spring semester and $15 for summer. For more information about CLIP, please contact Fatiha Makloufi, Director: fmakloufi@hostos.cuny.edu, or Belkys Vetsch, Administrative Assistant: bvetsch@hostos.cuny.edu. Visit our office: Room C-553 Hours: 8:00 a.m. to 8:00 p.m daily. Telephone: (718) 518-6645 or -6657, Fax (718) 518-5745.

CUNY Baccalaureate Program

Established in 1971, the CUNY Baccalaureate Program (CUNY BA/BS) is a small, University-wide individualized degree program intended for self-directed, academically strong students who have well-formulated academic and career goals. Students who are admitted to the program work out an individualized area of specialization with guidance from a CUNY faculty member who agrees to serve as a mentor. Students also complete the Program's liberal arts core distribution and other degree requirements. They are also able to incorporate independent studies and internship into their degrees, and may be able to earn up to 15 credits for documenting learning experiences that occurred prior to entering college. Although students in the Program are matriculated at one CUNY College, they are free to pursue their studies and take courses at any other CUNY college including, in some cases, the CUNY Graduate Center.

To be eligible to apply, students must have a clear academic goal and must have completed at least 15 college credits with a grade point average of 2.5 or higher. The CUNY BA and BS degrees are fully accredited and are awarded by the City University rather than by a University Center. Further information may be obtained from the CUNY Baccalaureate Program Office at 25 West 43 Street, New York, New York 10036 (212) 642-2905.
Latin American Writers Institute - LAWI

Founded in 1987 by Professor Isaac Goldemberg while teaching at City College, the Latin American Writers Institute (LAWI) has become, over its first sixteen years of existence, a strong supporter of Latino writers whose work appears in Spanish, English, or both languages. In 1991, LAWI received the Manhattan Borough President's "Excellence in Arts Award."

Hostos Community College became the Institute's new home in 1992. LAWI is the central advocacy and service organization for the dissemination of the work of Latino writers in the United States. LAWI offers established and emerging Latino writers many services related to their professional careers. It also develops new talent and encourages understanding of and public interest in new writers by hosting and sponsoring writing workshops, readings, and conferences. LAWI publishes books under its imprint, The Latino Press, and it also publishes Hostos Review/Revista Hostosiana, a journal devoted to culture.

In keeping with LAWI's goal of increasing intercultural understanding, its activities are designed for a multi-ethnic audience. The institute seeks to recognize and encourage cultural diversity in its membership and all of its programs.

Study Abroad Programs

Study Abroad Programs provide opportunities for CUNY students, faculty, and staff to increase their understanding of the history, culture, and language of other communities and countries throughout the world. They help to create an institutional environment that promotes respect for cultural and linguistic differences. Furthermore, they cultivate skills that will prepare participants to compete in the global economy.

Since 1992, Hostos Community College and Universidad Autónoma de Santo Domingo (UASD) have collaborated in a series of very successful academic exchange programs involving both faculty and students. In 1998, this institution entered into an academic exchange agreement with Interamerican University in San Germán, Puerto Rico. Hostos' other partners in academic exchanges include universities in Puerto Rico, Universidad Complutense in Madrid, Spain, and Universidad de la Habana in Cuba.

STOCS Grants

With the assistance of a grant from The New York Community Trust De Witt Wallace/Youth Travel Enrichment Fund in 1994, CUNY established the Study/Travel Opportunities for CUNY students (STOCS) project. STOCS grants help CUNY students participate in eligible, short-term study abroad programs that take place during the summer or the winter recess. In recent years, Hostos has received STOCS grants from the Office of International Programs in CUNY Office of Academic Affairs. These grants provide financial support through scholarships for students participating in the study abroad programs. Additional funding and support has been provided by The New York State Department of Education, New York State Assemblyman Adriano Espaillat and American Airlines.

Study Abroad Curriculum

Participants register for credit-bearing courses and attend classes at the host institution. The following are examples of typical courses offered in study abroad program: History, Culture and Art of the Dominican Republic; Contemporary Spanish Literature; History and Culture of Puerto Rico; Beginning Spanish for non-native speakers.

A study abroad program is conducted over four weeks. From Monday through Friday, there are four hours of classroom lectures in the morning, and supplementary educational and cultural experiences are provided in the afternoon. The classes feature lectures by distinguished scholars from the host university. The supplementary experiences include visits to artists' studios, museums, historical sites, and other places of interest. Field trips enable students to adapt quickly to the language and culture of the host country. It is unlikely that a comparable experience could be achieved in an English-only environment.

Accommodations

Participants may choose from a variety of housing arrangements and meal plans. The options will vary, based on preference, cost, and availability of host-university facilities. Some students choose to stay with friends or relatives. Whatever their preference for breakfast and dinner, students are encouraged to have lunch together at a selected restaurant.

Study Abroad Programs have been established or are being developed with institutions of higher education in the following countries: Cuba, The Dominican Republic, Puerto Rico, and Mexico.

For further information, please call: Ana I. Garcia Reyes
Special Assistant to the President for Community Relations, Director of International Programs
Room A-314, Tel. (718) 518-4313 or 4300, Fax (718) 518-4751, email: agreyes@hostos.cuny.edu
Introduction to Hostos

Programs for High School Students

Hostos-Lincoln Academy of Science

Hostos-Lincoln Academy of Science at Hostos Community College is a collaboration between the New York City Board of Education and The City University of New York. The academy is modeled after the middle college concept. Students are accepted directly from intermediate and junior high schools in the Bronx and upper Manhattan. The four-year academic program is college preparatory, with most classes culminating in New York State Regents Examinations. Using the College as a resource for classroom instruction as well as a role model, Hostos-Lincoln Academy provides students with enrichment experiences intended to promote their success not only at the secondary level but eventually at the college level as well.

Eligibility for admission to Hostos-Lincoln Academy is based on completion of the NYC high school application and an additional application that is available in the academy counselor’s office. The latter form may also be obtained by calling (718) 518-4333. Applicants should have reading and math scores on or close to grade level.

Hostos-Lincoln students are members of the Hostos community and have access to all the facilities of the College, including language, writing, and science labs and the library. They also participate in College clubs, sports, and recreation. Upon completion of required proficiencies, academy students are allowed to take college courses tuition-free and can “bank” these credits toward an associate’s degree. All Hostos Lincoln Academy graduates are guaranteed admission to Hostos Community College.

Special Features

Hostos-Lincoln Academy is dedicated to involving families and the community in the school. To this end, the academy offers a parent involvement program on Saturdays, at which parents and members of the community participate in computer training, English as a second language and GED classes (in English and Spanish), and stained glass workshops. Childcare is provided for children ages four years and older. Parents who wish to volunteer their time may do so by tutoring students in math, Spanish, and other subjects, or by serving as mentors.

In order to achieve high success in Regents courses and to provide a safe place for students, Hostos-Lincoln Academy offers an extended day and a year-round tutoring program in academic subjects from 3:00 p.m. to 5:00 p.m. PSAT and SAT tutoring is provided on Saturdays from 10:00 a.m. to 2:30 p.m. During winter, President's week, and spring recesses, students participate in a wide range of extracurricular activities, including physical education, stained glass art, drama, computer training, chess, CPR, and debate. Tutoring in all academic subjects is also available during school breaks.

In the summer, there is a five-to-six-week program for all incoming freshmen, the purpose of which is to provide a supportive and responsive environment that will ease the anxiety and apprehension many students feel as they enter high school. Students learn the skills of critical thinking, analytical reading, and problem solving. Activities include math and science enrichment, English development, computer training, and conflict resolution.

In addition to a curriculum that emphasizes math and science skills, students can select courses on both the high school and college level in the fine and performing arts, computer skills, and business.

The Academy is planning to convert to a 6-12 model, admitting a 6th grade class September 2004.

Hostos-Lincoln Academy Faculty and Staff
Miriam Uzzan, Interim Acting Principal
Vincent Marano, Assistant Principal
Susan Levi-Palmiotto, Guidance Counselor
Vicky Sanacore, Chairperson, Humanities Dept.
College Now

College Now is a collaborative program of the City University of New York (CUNY) and the New York City Department of Education (DOE) which aims to give students a jumpstart on their college education while helping them succeed in high school courses. At Hostos Community College, College Now motivates and prepares South Bronx high school students for the reality of higher education and the college experience by offering them an opportunity to take college-level courses and earn college credits while still in high school.

Each semester, over 400 high school students from 19 partnering South Bronx high schools register for College Now classes. In addition to offering college credit courses after-school (including Pre-Calculus, Introduction to Probability and Statistics, Introduction to Criminal Justice Administration, Introduction to Business, Psychology and Expository Writing), College Now partners with Hostos Lincoln Academy to offer team-taught college credit courses to eligible juniors and seniors. College Now has also recently piloted a college awareness workshop entitled Think College Now for 11th grade students, created a Young Men's Leadership Institute for 9th and 10th grade students, and co-sponsored drama and creative writing workshops with Liberty Partnership.

College Now at Hostos Community College partners with the following high schools: Academy for Careers in Sports; Alfred E. Smith; Banana Kelly High School; Bronx Guild; Bronx International High School; Bronx Leadership Academy I; Bronx School for Law, Government and Justice; Bronx School for Medical Sciences; Community School for Social Justice; Fannie Lou Hamer High School; FLAGS High School; Health Opportunities High School; Hostos Lincoln Academy; New Explorers High School; New School for Arts and Sciences; Pablo Neruda Academy; School for Excellence; and School for Violin and Dance.

For more information about the program, please contact Daniel Voloch, Director of College Now, at dvoloch@hostos.cuny.edu or (718) 518-6750.

Liberty Partnership Program

The Liberty Partnership Program is an after-school program for high school students. The objectives of the LPP are (1) to assist students sharpen their academic skills and (2) to introduce them to the college environment. LPP also offers summer youth employment at Hostos Community College campus.

The LPP offers enrichment courses geared to arouse attention to the pursuit of careers in computers, health, math and science. Classes range from the basic math and science, to the non-traditional courses of stained glass, photography, and career workshops. These are all accredited courses. In addition, students are encouraged to explore the Arts through various hands-on activities and trips.

The program is a partnership between community based organizations, high school students, parents, faculty, businesses, the Department of Education, and institutions of higher education. Partner institutions are: Hostos-Lincoln Academy, H.S., Health Opportunities H.S., New School for Arts & Sciences, William H. Taft H.S., FLAGS (Foreign Language Academy of Global Studies), SOBRO, and Better Bronx for Youth (BBFY). For more information, contact: Liberty Partnership Program, José Encarnación, Director, Mayra Iglesias, Administrative Assistant, or Venusia Castro, Academic Liaison, (718) 518-4188.
The Office of Admissions at Hostos Community College encourages prospective students to meet with an admissions counselor regarding their higher education goals. The counselor will help students examine their objectives, and review admissions requirements, policies, and procedures.

How to Apply

The Application Process

All applicants must complete the appropriate City University of New York Application and provide the required documents, as specified below. Failure to file the correct application will result in a delay in processing for admission and may possibly incur additional fees and subject students to disciplinary action. Be sure to read the instructions carefully and submit all necessary documentation.

*International Transfer Students should meet with an Admissions Counselor. However, they must submit their application, fee, official transcripts and translations (when applicable) directly to University Application Processing Center (UAPC).

Hostos Community College
Office of Admission
500 Grand Concourse
Bronx, New York 10451
(718) 319-7900

CUNY Office of Admission Services
1114 Avenue of the Americas (15th floor)
New York, NY 10036
(212) 997-2869 Or
Email a request to:
Admissions@hostos.cuny.edu

CUNY AFFIRMATIVE ACTION POLICY

Hostos does not discriminate on the basis of age, sex, race, color, creed, national origin, physical or mental disability, sexual orientation, marital status, alienage or citizenship status, or veteran's status.

Note: You should apply as early as possible. However, your application will be considered whenever you apply. Freshman applications allow students to apply to six programs. Transfer applications allow students to apply to four programs. Transfer students will be admitted to one college ONLY, the first choice for which they are eligible. Freshmen may be admitted to three CUNY colleges for fall admission and one college for spring admission.

Freshman Application Process

Students who have never attended a college, university, or post-secondary institution since graduating from high school/secondary school or receiving an equivalent (GED) in the U.S. or abroad should complete the CUNY Freshmen Application and indicate Hostos as the First Choice.
The freshman application requires the following:

1. An official high school transcript or the general equivalency diploma (GED) and scores with a minimum score of 2250 (formerly 225). The following are not acceptable:
   - A high school certificate
   - An IEP diploma
   - At-home-study diploma
   - Correspondence High School diploma
2. A $65 money order application fee payable to UAPC (University Application Processing Center).
3. Students educated outside the United States should refer to the "Students Educated Abroad" section for additional information and requirements.

Transfer Student Application Process

Students who have attended a college, university, or other post-secondary institution in the U.S. or abroad since graduating from high school/secondary school or receiving the equivalent (a GED) should file a CUNY Transfer Application and indicate Hostos as the First Choice.

A transfer application requires the following:

1. An official high school transcript, a copy of original high school diploma, or the general equivalency diploma (GED) and GED scores with a minimum score of 2250 (formerly 225). The following are not acceptable:
   - A high school certificate
   - An IEP diploma
   - At-home-study diploma
   - Correspondence High School diploma
2. An official transcript from all post-secondary institutions, colleges or universities attended since graduating from high school/secondary school or earning a GED.
3. A $70 money order application fee payable to the UAPC (University Application Processing Center).
4. Students currently attending another CUNY college do not have to pay the $70 fee. The transfer application must include the courses in progress. Once grades are posted, an official transcript from that college must be mailed to the Admissions Office.

Transfer Credits

Students may transfer credits earned at other accredited colleges in the U.S. or outside the U.S., provided that (1) the courses were taken at institutions that are accredited by one of the regional accrediting commissions recognized by CUNY and (2) the courses are comparable to those offered at Hostos Community College. The Credit Evaluator evaluates transfer credits at the Office of Admissions and Recruitment prior to or during the first semester of attendance. The maximum number of credits that may be transferred is 30. Credits may be accepted if a grade of at least "C" was obtained. Students seeking entry into any program offered at Hostos must adhere to any additional departmental requirements.

Students Educated Abroad

A student educated abroad must submit one of the following:

- Secondary school transcripts, bacciller notas, baccalaureate, mark sheets or secondary external examination certificates (i.e. CXC, GCE, WASC, EAS, etc.) and, when appropriate,
- Official transcripts from any college, university, or other post-secondary school attended since graduation from high school/secondary school.
Admissions Information

Guidelines for Official Translations of Documents

Documents written in languages other than English must be accompanied by an official translation, on letterhead, prepared using the same format as the original document. All translations must be in compliance with the translation guidelines of the International Admissions Unit of UAPC (University Application Processing Center). Contact the Admissions Office to obtain a copy of "Guidelines for Official Translation of Documents".

International Student Admissions Process

International students should review and follow the above submission of documents requirements for "Freshman", "Transfer" and "Students Educated Abroad" sections in order to apply for an I-20 Certificate. Prospective students should be aware that an I-20 Certificate can only be issued to a student after he/she has been completely processed and accepted into the college through the University Application Processing Center (UAPC).

International Student Initial Attendance to Hostos:

If you have never been to the United States, you or your sponsor must submit the following documents:
- Either you or your sponsor must demonstrate the financial capability to fund living and attending school in the US. The total amount necessary for issuance of an I-20 is $16,510 per academic year.
- The following documents are suggested for establishing proof of financial capability: bank statements/letters (with the balance and/or account activity), letter from employer (stating annual salary), tax returns.
- Affidavit of support (Form I-134) - this form is to be filled out by the student's sponsor. You can download this form through the Citizenship and Immigration website at: www.cis.gov.
- Once we have received this information, we then issue the I-20 Certificate.

International Transfer Student:

If you are under an F-1 Visa already and are just transferring schools, you will need to follow the admissions process first. Once you have received a letter of acceptance to Hostos you need to come to the International Student Office and request our Transfer Release Form.

You should bring with you:
- Passport & I-94 card
- All previous I-20 Certificates issued to you
- Either you or your sponsor must demonstrate the financial capability to fund living and attending school in the US. The total amount necessary for issuance of an I-20 is $16,510 per academic year.
- Affidavit of Support (Form I-134) from your sponsor. You can download this form from the CIS website at: www.cis.gov

Be advised that your I-20 Certificate cannot be issued to you until your previous school transfers it through the SEVIS program. Students doing a Transfer of the I-20 Certificate have until 15 days from the start of the semester to complete this process.

The International Student Services Office is located in the Admissions and Recruitment Office in the Savoy Building, Room D-210. You can direct any questions or concerns you have to: The International Student Advisor at (718) 518-4404.

Second Degree

Students with an Associate degree from Hostos may apply to Hostos Community College for a second undergraduate degree, provided it is different from the first degree. Applicants should complete an undergraduate transfer application for admission and submit to the Admissions and Recruitment Office (1) official transcript(s) of all previous college work and (2) a $70.00 money order payable to UAPC.

Non-Degree

Students who are not pursuing a degree but wish to enroll in courses at Hostos may be admitted as non-degree students. Students must apply directly to the Hostos Admissions and Recruitment Office. Non-degree students do not work toward a degree and are limited to courses on a space-available basis.

Non-degree students who have accumulated 12 credits must apply for degree status by filing an Admissions Application with the Office of Admissions and Recruitment.
Non-degree students are not entitled to financial aid.

**Non-degree students must submit the following:**

1. An official high school transcript or the general equivalency diploma (GED) with a minimum score of 2250 (formerly 225). The following are not acceptable:
   - A high school certificate
   - An IEP diploma
   - At-home-study diploma
   - Correspondence High School diploma
2. A transcript from all post-secondary institutions, colleges or universities attended since graduating from high school/secodary school or earning a GED.
3. A $65 money order application fee payable to Hostos Community College.

**Senior Citizens**

Bona fide residents of New York City who are 60 years of age or older may be admitted by following the regular degree-seeking student application process. Senior citizens WHO ARE NOT PURSUING A DEGREE may study tuition-free at the college upon the payment of a $65 fee on a space-available basis.

**Additional Admissions Requirements**

**Testing**

The CUNY Skills Assessment Tests assess reading comprehension, mathematics, and writing to determine students' readiness in these basic academic areas. Based on their performance, students may be required to take remedial courses to strengthen their academic skills, or ESL courses to develop their English language proficiency. After successful completion of coursework in any of these areas, students are retested. For specific information regarding the CUNY Skills Assessment Test and other testing issues, please see the section on Student Assessment and Testing in this catalog.

**Immunization**

**Measles, Mumps, Rubella**

The City University of New York policy, in accordance with Public Health Laws (PHL 2165), requires that all students who register for six (6) or more billable credits and who were born after December 31, 1956, submit proof of two measles vaccines and one mumps and rubella vaccination in order to attend the University. To ensure full compliance, colleges must adequately notify students of these requirements upon entering the University. The following is the minimal requirement for students to complete the registration process and continue in attendance:

- Partial Compliance: One proof of measles, mumps, and rubella vaccinations and a doctor's appointment for the second measles vaccination. The second proof of measles vaccination must be submitted by the 30th or 45th day of the semester.
- The Registrar's offices will alert students in partial compliance that their attendance, academic record, and financial aid eligibility can be affected if they do not complete the immunization process.
- A second letter is mailed to students in partial compliance before the 15th day of class, informing them that (1) they will be excluded from class beginning on the 31st or 46th day of the semester and that (2) free, on-campus immunization is available.
- Students who do not comply with the minimal requirements must be excluded from class and will not be allowed to return until they are in full compliance. An administrative withdrawal grade ("WA") will be placed on the student's academic record in lieu of a regular grade.

Three (3) steps are needed to reverse the "WA" grade before the end of the semester, thereby allowing the student to return to class and receive a letter grade from the instructor:

1. Present proof of immunization to the Nurse Practitioner before the end of the semester (last day of classes);
2. Obtain approval (signed reversal form) from the instructor to return to class;
3. Submit reversal form to Registrar's Office before the end of the semester.

It is essential that all steps be completed to reverse "WA" grades. The "WA" grade is not reversible beyond the semester in question. Even if students satisfy the immunization requirement during the following semester, "WA" grades will remain on their transcripts as permanent grades.
Meningitis

In accordance with PHL 2167, students must be provided written information about meningococcal meningitis and students must complete, sign, and return a meningococcal meningitis response form. PHL 2167 does not require that students be immunized against meningitis.

Note: For more information, refer to “CUNY Immunization Requirements” in the Policy and Procedures section of this catalogue.

Residency in New York City and New York State

The residency process qualifies students for the lower tuition rate. Residency is determined by combining the length of time a student has resided in New York State and/or New York City and the immigration status of non-U.S. citizens. In the residency verification process, the Office of Admissions and Recruitment determine the tuition to be charged to students. The University has approved two forms to document the student residency determination:

1. Residency Form
2. Alternate Lease Statement (a Hostos form adopted by CUNY)

Residency Verification Process

A community college student may qualify for the resident tuition rate if s/he meets both of the following conditions:

a) Continuously maintained his/her principal place of abode in the State of New York for a period of twelve (12) consecutive months immediately preceding the first day of classes. (A student who has attended a high school in New York City or State for the two semesters immediately prior to the first day of classes satisfies this condition).

b) Continuously maintained his/her principal place of abode in New York City for at least the last six (6) months immediately preceding the first day of classes. (A student who has attended a high school in New York City in the semester immediately prior to the first day of classes satisfies this condition).

Residency Flags: Students may not qualify for the NYC/NYS resident tuition rate if:
1. Student is not a U.S. citizen or a permanent resident.
2. Student's parents reside outside the city or state.
3. Student previously attended college as a non-resident.
4. Student resides outside the state.
5. Students who have immigrant or non-immigrant status (F-1 status, pending refugee, paroled pending, working visa, etc.).
6. Students who are undocumented (except for students with a New York State High School Diploma or GED and students that were enrolled in CUNY for the Fall 2001 semester and qualified for resident tuition at that time).
7. Student has resided in New York State for less than one (1) year.

Special Situation- County chargebacks at Community Colleges

Community colleges require, as a condition for registration, that every New York state resident who resides outside of New York City present a certificate of residence issued no earlier than two months prior to the first day of classes. The certificate is valid for a period of one year. In the event the county of residence declines to issue the certificate on the basis that the student is not a county resident, the student may appeal to the New York Secretary of State.

Students verifying residency must complete the City University Residency Form. The form can be picked up at the Admissions and Recruitment Office, Savoy room D-210 or the Admissions Satellite Center at 500 Grand Concourse. No Residency Form will be accepted after the end of the semester for which the student is applying for a determination.

Any student who receives a negative residency determination must receive, along with this determination, a copy of the College’s appeal procedures. They can be obtained in the Admissions and Recruitment Office, Savoy room D-210. Students wishing to appeal a negative residency determination must notify the Admissions and Recruitment Office within ten days of notification that he or she has been determined to be a non-resident. A student appeal form will be submitted to the University’s Office of the Vice Chancellor for Legal Affairs and General Counsel.
The City University of New York

Policy on the Submissions of Fraudulent Documents in Support of an Application for Admission

The submission of documents of applications for admissions such as transcripts, diplomas, test scores, references, or the applications themselves, that are forged, fraudulent, altered from the original, obtained under false pretenses, or otherwise deceptive (collectively referred to as fraudulent documents) is prohibited by the City University of New York (CUNY) and may be punishable by: a bar to applying for admission, suspension, and expulsion. The term applications for admissions includes transfer application.
General Information

As a part of The City University of New York (CUNY), Hostos requires that students take the CUNY basic skills tests in reading and writing, and mathematics to demonstrate their proficiency and readiness to do college level work. A test of Spanish proficiency is given to students for appropriate placement in Spanish-Language courses.

No student is permitted to register without taking the required placement tests or showing acceptable proof of exemption accepted by the University.

Entering Freshmen

Results of the CUNY and Hostos tests are used to determine placement into the appropriate level of classes in reading, writing, English as a Second Language (ESL), mathematics, Spanish, or foreign language.

Students who are placed in remedial or developmental courses will have an opportunity to retake the tests after completing those courses. Students should consult with an advisor/counselor to ensure that they meet the course requirements of specific majors.

Transfer Students

Students who are transferring from a college outside of CUNY must take the reading, writing, and mathematics skills assessment tests, unless otherwise exempted.

Students transferring from another CUNY college must have their placement test results transmitted to the Office of Student Assessment through UAPC. Students are responsible for ensuring that the sending college enters the test results into the UAPC system. Students transferring from another CUNY college may not retake placement tests not passed previously as part of the admissions process.

Exemptions from Testing

Entering students are exempt from the reading and writing tests if they achieve a score of 480 or above on the verbal part of the SAT, 20 or above on the ACT, or 75 or above on the English Language Arts Regents. Likewise, students are exempt from the mathematics skills test if they achieve a score of 480 or above on the mathematics part of the SAT; 20 or above on the ACT, or 75 or above on the Sequential II or III or Math A or Math B Mathematics Regents Examination.

Students who have already earned a bachelor's degree from an accredited college in the United States may be exempt from testing. Students whose degree is from a non-English speaking country will be given the CUNY Skills test for placement purposes only.

All students who are exempt from the mathematics skills test are still required to take that test for placement into the appropriate mathematics courses.

CUNY Testing Requirements for Graduation

In order to graduate from a community college in CUNY, all students must pass the reading and writing tests. Certain degree programs also require passing the mathematics test. Students should seek detailed information from their academic advisor(s) about other graduation requirements for their major.

CUNY Proficiency Examination (CPE)

Since Fall 2003, all students, regardless of when they first entered CUNY, are required to take and pass the CUNY Proficiency Examination (CPE) to graduate from Hostos Community College. Students are required to take the CPE after they have earned their 45th credit. Students have the option to take the CPE in the term in which they reach their 45th credit. The CPE is currently administered 4 times a year: January, March, June, and October.
The CPE tests students' ability to understand and think critically about ideas and information, and to write clearly, logically and correctly at a level associated with success in upper-division courses. The CPE contains two tasks: Analytic Reading and Writing; and Analyzing and Integrating Material from Graphs and Texts. Students are provided with complete information when they register for the CPE. Students may take the CPE three (3) times in order to pass it. Students who do not take the CPE when they are required to do so forfeit that opportunity to take the test. All students are responsible for knowing if they are required to take the CPE.

Students who fail or are absent from the CPE three (3) times must petition the CPE Appeals Committee to take the test a fourth time. If permission is granted for a fourth chance to take the CPE and the student fails, the student will not be permitted to register at the College or anywhere else in the University as a matriculated student. These students may apply to the CPE Appeals Committee to take the CPE. If the student passes the CPE, the student's matriculated status will be restored.

Students with a bachelor's degree or higher, from an accredited college, are exempted from the CPE requirement for graduation. The bachelor's degree exemption must have been requested at the time of admission to the College. Bachelor's degree exemptions not requested at the time of admission will not be granted or honored when the student is required to take the CPE.

Since CPE rules and regulations change and are updated, students should contact the Office of Student Assessment for more detailed information about the CPE and its requirements.

**Testing Requirements for Transfer to a CUNY Senior College**

Students planning to transfer to a CUNY senior college, directly or at a later time, must pass all three basic skills tests. Students are strongly advised to take and pass the writing, reading, and mathematics skills tests prior to applying for transfer. CUNY senior colleges will not admit students who have not passed all of the basic skills tests.

CUNY senior colleges may provisionally admit CUNY community college transfer students who have completed all graduation requirements except the CPE. Such students must take the CPE during their first semester at the senior college. However, students who are eligible are strongly advised to take the CPE while at Hostos.

Students are urged to seek more detailed information about graduation and transfer requirements from their academic advisors.

**Computerized Testing**

Skills tests in reading and mathematics are administered by computer. No special computer skills are required in order to take these tests. At the time of testing, students will receive complete instructions in the use of the facility.

For more information contact:
Office of Student Assessment
500 Grand Concourse
Room B-207
(718) 319-7921
# Tuition & Financial Aid

## Tuition & Fees

### New York State Residents

Undergraduate (includes students enrolled prior to 6/1/92, or enrolled as first time freshmen, or non-CUNY transfer students from semesters or sessions beginning on or after 6/1/92)

Matriculated:
- Full-time (per semester) ........................................... $1,400.00
- Part-time (per billable equivalent credit) ......................... $120.00

Undergraduate (all others):
- Non-degree: (per billable equivalent credit) .................. $160.00
- Senior citizen fee (per semester or session) ................ $ 65.00

All Students: (including non-degree and senior citizens)
- Consolidated Services Fee: (per semester or session) ....... $15.00

### Non-State Residents & Foreign Students

Undergraduate (includes students enrolled prior to 6/1/92, or enrolled as first time freshmen, or non-CUNY transfer students for semesters or sessions beginning on or after 6/1/92)

Matriculated:
- Full-time (per billable equivalent credit) ....................... $190.00
- Part-time (per billable equivalent credit) ..................... $190.00

Undergraduate (all others):
- Non-degree: (per billable equivalent credit) ................. $250.00

All Students: (including non-degree and senior citizens)
- Consolidated Services Fee: (per semester or session) ...... $15.00

### Qualifying for the Community College Resident Tuition Rate

This section describes the requirements necessary for consideration as a resident student and the documentation necessary to prove residency.

Residency Verification Process- A community college student may qualify for the resident tuition rate if he or she meets both of the following considerations:

a) Continuously maintained his or her principal place of abode in the State of New York for a period of twelve consecutive months immediately preceding the first day of classes. (A student who has attended a high school in New York City or State for the two semesters immediately prior to the first day of classes satisfies this condition.) Students who are disabled as defined by the American with Disabilities Act (ADA) and are attending part-time (at least 3 academic credits per semester or the equivalent) can be certified for part-time TAP award for any approved term.

b) Continuously maintained his or her principal place of abode in the City of New York for at least the last six months immediately preceding the first day of classes. (A student who has attended a high school in New York City in the semester immediately prior to the first day of classes satisfies this condition.)
Special Situation

County charge backs at community colleges:

Community colleges require, as a condition for registration, that every New York State resident who resides outside of New York City present a certificate of residence issued no earlier than two months prior to the first day of classes. The certificate is valid for a period of one year. In the event the county of residence declines to issue the certificate on the basis that the student is not a county resident, the student may appeal to the New York Secretary of State.

Students verifying residency must complete the City University Residency Form. The form is distributed at the Admissions & Recruitment Office, Savoy room D-210. No Residency Form will be accepted after the end of the semester for which the student is applying for a determination.

A full-time undergraduate student is one who is enrolled for 12 credits, or billable equivalent, or more.

A part-time student is one who is enrolled for fewer than 12 credits or billable equivalent.

Students taking in excess of 18 academic credits will be charged a Fee for Accelerated Study per the following:

Fees for Accelerated Study

<table>
<thead>
<tr>
<th>Academic Credits in Excess of 18</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than or equal to 2</td>
<td>$100.00</td>
</tr>
<tr>
<td>Greater than 2 but less than or equal to 4</td>
<td>$230.00</td>
</tr>
<tr>
<td>Greater than 4 but less than or equal to 6</td>
<td>$460.00</td>
</tr>
<tr>
<td>Greater than 6</td>
<td>$690.00</td>
</tr>
</tbody>
</table>

This fee applies to regular semesters only. Study during intersession, summer session or modules under non-traditional calendars, other than spring and fall, are not subject to this fee.

This fee does not apply to non-degree students who pay on the basis of billable equivalent credits regardless of the number of credits for which they register. This non-instructional fee will be applied uniformly to resident and non-resident students.

The tuition fee rate to be charged shall be determined by a student's status as a full-time or part-time student and his or her residency and degree status.

The schedule of tuition fees shall apply to all scheduled sessions, regardless of duration, subject to such special tuition fee rates as may be established by the Board.

A child of a member of the permanent staff of the Board, or a child of a deceased or retired member of such staff, who has served for more than five years on an annual salary, or a child of an employee of the City of New York or of a city agency who is required to live outside the City of New York in the performance of official duties, shall be charged resident rates.

The resident rate shall be applicable to a student of another college or university that grants exchange resident rates to a student of a college within The City University of New York. Evidence of satisfactory educational qualifications must be presented and the approval of the President of such college within the City University is required.
# Tuition & Financial Aid

## Special Fees for all Students, Matriculated & Non-Matriculated

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application for Admission (non-refundable)</td>
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<tr>
<td>Freshman</td>
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</tr>
<tr>
<td>Transfer Students</td>
<td>$70.00</td>
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<tr>
<td>Student Activities Fee</td>
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</tr>
<tr>
<td><strong>Fall Semester:</strong></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>$62.60</td>
</tr>
<tr>
<td>Part-time</td>
<td>$29.10</td>
</tr>
<tr>
<td><strong>Spring Semester:</strong></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>$62.60</td>
</tr>
<tr>
<td>Part-time</td>
<td>$29.10</td>
</tr>
<tr>
<td><strong>Summer Session:</strong></td>
<td></td>
</tr>
<tr>
<td>Each Session</td>
<td>$29.10</td>
</tr>
<tr>
<td>Technology Fee</td>
<td></td>
</tr>
<tr>
<td><strong>Fall Semester:</strong></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>$75.00</td>
</tr>
<tr>
<td>Part-time</td>
<td>$37.50</td>
</tr>
<tr>
<td><strong>Summer Session:</strong></td>
<td></td>
</tr>
<tr>
<td>Each Session</td>
<td>$37.50</td>
</tr>
<tr>
<td>University Student Senate Fee</td>
<td>$0.85</td>
</tr>
<tr>
<td>Consolidated Service Fee</td>
<td>$15.00</td>
</tr>
<tr>
<td>Transcripts</td>
<td>$7.00</td>
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<tr>
<td>(No charge for transcripts sent to a CUNY college)</td>
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<tr>
<td>Late Registration</td>
<td>$25.00</td>
</tr>
<tr>
<td>Change of Program</td>
<td>$18.00</td>
</tr>
<tr>
<td>Duplicate of ID Photo Card or other college record</td>
<td>$5.00</td>
</tr>
<tr>
<td>Readmission</td>
<td>$10.00</td>
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<tr>
<td>Nonpayment Service Fee</td>
<td>$15.00</td>
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<td>Returned Check Processing Fee</td>
<td>$15.00</td>
</tr>
<tr>
<td><strong>Special Examinations</strong></td>
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</tr>
<tr>
<td>First</td>
<td>$15.00</td>
</tr>
<tr>
<td>Each Additional</td>
<td>$5.00</td>
</tr>
<tr>
<td>Senior Citizens</td>
<td>$65.00</td>
</tr>
<tr>
<td>Cooperating Teachers</td>
<td>$25.00</td>
</tr>
<tr>
<td>Duplicate Diploma</td>
<td>$15.00</td>
</tr>
</tbody>
</table>
Student Notification Regarding Payment of Collection Costs

If you do not make full payment on your tuition and fees and other college bills and your account is sent to a collection agency, you will be responsible for all collection costs, including agency fees, attorney fees and court costs, in addition to whatever amounts you owe the college. In addition, non-payment or a default judgment against your account may be reported to a credit bureau and reflected in your credit report. (Office of University Controller June 5, 2009)

Refunds for Tuition

All refunds of the tuition charges appearing in the College's catalog, as well as registration material, regardless of whether paid by cash or money order, are subject to the Refund Entitlement Schedules established by The City University of New York Board of Trustees. Any refunds due are also subject to the review by the College of all student accounts. Authorized refunds will be returned to students in the form of a check at the completion of such review.

Other Refunds:

Official withdrawal from other than summer session courses before the scheduled opening date of the session: 100%
Official withdrawal within one week after scheduled opening date of the session: 75%
Official withdrawal during second week after scheduled opening date of the session: 50%
Official withdrawal during third week after scheduled opening date of the session: 25%
Official withdrawal after completion of third week after scheduled opening date of the session: None

Please note that these percentages apply to the Fall & Spring semesters only. For summer sessions, please refer to the registration calendar contained in the schedule of classes, and/or the College website for refund information.

How does withdrawing from all classes affect my financial aid?

The Higher Education Act of 1965 as amended in 1998 revised the rules to "Return Title IV Funds" (e.g. Federal Pell) for students who completely withdraw from a term of enrollment. The new rules, which took effect in Fall 2000, assume that students earn their Financial Aid based on the period of time they remain enrolled.

During the first 60% of the term, students earn Title IV funds in proportion to the time they are enrolled, except students who withdraw prior to the fifth week are required to provide proof of attendance (This is based on the City University of New York's attendance policy for community colleges). If a student received more aid than s/he earned, the unearned portion must be returned to the Department of Education. If a student received less aid than the amount earned, s/he may be eligible for a late disbursement.

The portion of aid the student is entitled to receive is based on a percentage by comparing the total number of days in the semester to the number of days completed before the withdrawal. For example, if you completed 20% of the semester, you would have earned 20% of your Title IV aid. If you received 100% of your title IV aid you would have to return the unearned portion. Students who remain enrolled beyond the 60% point of the term are considered to have earned all their aid and do not have to return any of the Title IV funds upon withdrawal.

Please note: All tuition and fee schedules are necessarily subject to change without notice, at any time, upon action by the Board of Trustees of The City University of New York, regardless of its tuition and fees schedules in effect at the time of registration. Information on any such changes can be obtained in the Office of the Registrar, the Bursar, the Dean of Students, and Hostos web site.
Tuition & Financial Aid

Financial Aid

The following represents the most recent and/or revised information regarding available financial aid programs for Hostos Community College students. It replaces all information contained in prior Hostos College Catalogs.

Hostos Community College participates in the following financial aid programs:
- Federal Pell Grant (FPG)
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Work Study (FWS)
- Federal Perkins Loan (FPL)
- Tuition Assistance Program (TAP)
- Aid for Part-time Study (APTS)
- Part-time TAP (PTAP)
- College Discovery (CD)

General Information

The Financial Aid Office provides a myriad of student aid related services, ranging from assistance with financial aid forms to job referrals. It serves an average of 4,500 students annually, awarding Hostos' students well over $15,000,000 per year. Financial aid counseling is provided through group workshops conducted throughout the academic year. Individual counseling is also available by appointment. Student aid related literature is available at the Financial Aid Office. Students are encouraged to take advantage of these services, and to call the Financial Aid Office at (718) 518-6555 or visit our Web site www.hostos.cuny.edu/ofa

Grants are funds that do not have to be repaid.
Work Study provides employment opportunities to assist students in paying their educational expenses.
Loans are borrowed money that must be repaid.

Eligibility Criteria

In general, the student must be currently enrolled in their chosen major, making satisfactory progress, and meeting academic standards. The student must not owe a refund on a Federal Pell Grant (FPG) or a Federal Supplemental Educational Opportunity Grant (FSEOG), or be in default on any loans: Federal Family Education Loan (FFEL), Federal Direct Lending Program, Perkins Loan, as well as any other types of emergency loan.

In general, student aid is awarded on the basis of need.

Need is the difference between the student's estimated cost of attendance - including but not limited to tuition, fees, books, transportation, housing and the amount the student and/or his family can afford to pay. For federal student aid programs, a federally approved formula called the Expected Family Contribution (EFC) is used to calculate the amount that a family is expected to pay toward educational expenses. This ensures equity in the awarding process throughout the City University system.

Students With Disabilities

Since July 1, 1998 students with disabilities have been eligible for part-time state aid (part-time TAP). Students with disabilities that necessitate additional educational costs should call the Office of Services for Students with Disabilities at (718) 517-4454 or the Financial Aid Office at (718) 518-6555.

General Breakdown of Estimated Educational Expenses

Expenses for Academic Year 2006-2007 for a student living away from parents:
- Tuition .......................................................... $2,800.00
- Books .......................................................... 832.00
- Student Activities Fees .................................. 125.20
- Transportation .............................................. 816.00
- Personal Expenses (including lunches) ............ 6,013.00
- Housing ...................................................... 4,778.00
- Consolidated Fee ............................................ 30.00
- Technology Fee ............................................ 150.00
- Total .......................................................... 15,544.20
Citizenship

To be eligible for student aid, a student must be a U.S. citizen, U.S. national, or a U.S. permanent resident who possesses I-151, I-551, or I-551C. Individuals in the U.S. with an F1, F2, J1, or J2 Student Visa are not eligible for federal aid.

Transfer Students

If you transfer from another college to Hostos, your financial aid does not automatically transfer with you. Procedures vary depending on the particular student aid program and the time the transfer occurs. Please inquire at the Financial Aid Office.

Method for Selection

Two basic application forms are currently used to process student aid requests. The Renewal FAFSA for returning students and Free Application for Federal Student Aid (FAFSA) is to determine an applicant's eligibility for Title IV Aid (Federal Pell Grant, Federal SEOG, and Federal Perkins). The TAP/APTS Application, Electronic TAP application and CUNY Supplement form is used to process both New York State and campus based aid. A student can also apply on the Internet by using FAFSA on the Web.

A minimum of four weeks is required to process these applications. It is the student's responsibility to review the information contained in the application for completeness and accuracy prior to mailing or submitting it online to the processing agent. Deadlines and specific program procedures are posted on the Financial Aid Office bulletin board or on the Web page. Please refer to them for updates and/or legislative changes.

Federal Programs

Federal Academic Standards: Students are required to maintain satisfactory academic progress in their chosen major toward the completion of a degree to receive Federal Student Aid (Title IV). In addition, the student must achieve the minimum GPA required for probationary status at the institution. After two years of enrollment at the College, students must have earned at least a "C" average, its equivalent or academic standing consistent with the requirements for graduation. Students must also accumulate credits toward the degree according to the following standards:

Title IV Satisfactory Progress Quantitative Measure: Students will be measured against the above-mentioned standard at the end of each term. Those who fall below the standards may appeal through the normal institutional academic appeal process to regain eligibility.

A. 150% CAP: Students are required to complete their course-work in no more than 150 percent of an academic program's published length. The following formula may be used: See example below for an associate degree program of 64 credits. [(Academic Program's published length in credits) x 1.5 = 96]

B. Regular Standard: If a student has attempted fewer than 150% of the total program credits, his or her accumulated (or earned) credits must be equal to or greater than two-thirds of the cumulative credits attempted at the College.

C. Conditional Standard: If the standard in the above paragraph is not met, eligibility may be retained by meeting the following conditional standard: For associate degree programs, the accumulated credits must be equal to or greater than [(credits attempted x 0.875) - 21]

Attempted Credits

All attempted credits are reflected on the student's file. Accumulated credits are credits that the student has earned toward the completion of the degree program. "W"s, (WA, WF, AND WU), "F"s, "R"s, "I"s, and "FIN"s transfer credits, and repeated courses reported on a student's grade transcript are counted as attempted credits. Second degree students shall have their status initialized for Federal Student Aid (Title IV) by using the number of credits accepted towards the second degree as cumulative attempted credits and cumulative earned credits.

City University of New York
Tuition & Financial Aid

Federal Student Aid (Title IV).

Recipients are permitted a maximum of thirty (30) credits in remedial courses. ESL courses are excluded from this rule.

A.A. Degree [64-credit degree x (1.5)]

<table>
<thead>
<tr>
<th>Credit Accumulation</th>
<th>Required Credits</th>
<th>Conditional Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>8</td>
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</tr>
<tr>
<td>24</td>
<td>6</td>
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</tr>
<tr>
<td>96</td>
<td>64</td>
<td>64.0</td>
</tr>
</tbody>
</table>

General Documents Required

When you apply for student aid, you should have certain records on hand. The U.S. income tax form(s) is the most important record. Other documents include social security forms, public assistance records, alien card, and proof of independence. Financial aid applications are subject to a Federal Edit System whereby applicants are selected to document the accuracy of their information. In some cases, financial aid applicants may be required to undergo a verification process in which data on major portions of the financial aid forms must be documented for accuracy and reasonableness. Failure to comply with the verification process will render the applicant ineligible for Federal Student Aid (Title IV).

Federal Student Aid Programs

Federal PELL: Students registered for one or more credits will be considered for an award. Awards are prorated according to the following: a student's enrollment status, based on federal appropriations, the College's cost of attendance, and the applicant's EFC. Awards for eligible applicants range from approximately $400 to $4,050. All previously mentioned requirements apply. For further information, call PELL directly at 1-800-433-3243, or visit their website at: www.pellgrantsonline.ed.gov
Or contact the Financial Aid Office at (718) 518-6555
Or visit us online at www.hostos.cuny.edu/ofa

Campus Based Aid Programs

The three programs discussed in this section are called Campus Based Aid Programs because they are administered directly by The City University of New York and the Hostos Financial Aid Office. Previously mentioned requirements apply. Although each program is different, they have these characteristics in common:

* The amount of aid you receive depends on your financial need, the amount of other aid you will be receiving, and the availability of funds at the College. Once all program funds have been depleted, no more awards can be made from that program.
* Each college determines its own deadlines to apply for Campus Based Aid.
* There are no guarantees that an applicant will be granted an award, even if s/he can demonstrate need or if the applicant received an award previously.
* Generally, applicants must be enrolled for at least six credits per semester.

Federal Supplemental Educational Opportunity Grant (FSEOG) is intended for undergraduates with exceptional need. Priority is given to students with low Expected Family Contributions (EFCs) and to students who are receiving Federal Pell Grants. An FSEOG does not have to be repaid. Award amounts are based on the availability of funds, based on federal allocations, costs of attending and the applicant's EFC. Awards for eligible applicants range from approximately $100 to $4,000.
The Federal Work Study (FWS) Program provides employment opportunities for qualified job candidates. The program encourages community service and provides funds to help pay educational expenses. A great variety of work experience is available for students who are interested in working off campus. Jobs on campus are limited and subject to federal allocations, cost of attendance, and the applicant's EFC. Awards for eligible applicants range from approximately $800 to $4,000.
Federal Perkins Loan is a low interest (5%) loan for undergraduate students with exceptional financial need. Federal Perkins Loans are made through The City University of New York and the Hostos Financial Aid Office. Based on federal allocations, cost of attendance and the applicant’s EFC. Awards for eligible applicants range from approximately $800 to $4,000. The City University is the lender and the loan is made with government funds. If the student borrower drops to less than six credits in a semester or leaves school, s/he is entitled to a six-month grace period before beginning repayment. The repayment period may extend over a period of ten years. An additional ten years may be granted at the discretion of the institution if the borrower submits an application. This extension applies to loans made after October 1, 1980 in accordance with the regulations of the Department of Education. Payments are not required for up to the first three years of active U.S. military service, or service in the Peace Corps, Vista, or a similar national program. This also applies for borrowers with disabled dependents. First time borrowers after July 1, 1987 have nine months in which to begin repayment. Loan deferments are available for individuals that work in certain public service employment. For further details, please contact the Financial Aid Office at (718) 518-6555 or the Student Receivables Office at (718) 518-4359.

Return of Title IV Funds: The Higher Education Amendments of 1998 changed many requirements for participating in and administering the Title IV programs. These rules apply to students to whom aid is disbursed and then withdraws from a term, payment period, or period of enrollment. The rules assume that a student earns his or her aid based on the period of time he or she remains enrolled. During the first 60% of the period, a student "earns" the Title IV funds in direct proportion to the length of time he or she remains enrolled. A student who remains enrolled beyond the 60% point earns all aid for the period.

New York State Student Aid

Eligibility Criteria: In addition to the previously mentioned citizenship requirements, student aid applicants must be New York State residents for twelve months preceding the award year, have taxable incomes below a certain specified amount, and meet satisfactory academic standards. Only courses in declared major are eligible for state aid. Courses not required for major will not qualify for state aid.

Academic Standards: For the purpose of receiving state aid, students must adhere to the College’s previously mentioned academic standards and to the following state standards as well. Students will be permitted a maximum number of six full time semesters (three years) of TAP to earn an associate degree. Students enrolled in the College Discovery Program may be eligible for an additional semester of TAP eligibility. Please contact the College Discovery Office at (718)-518-4475.

*New York State Financial Aid Academic Requirements states that: To qualify for a TAP or APTS award, you must be enrolled for a minimum of 12 billable credits (of which 6 must be academic credits). For part-time TAP and APTS eligibility you must be enrolled for a minimum of 6 to 11 billable credits (of which 3 must be academic credits). All courses must meet graduation requirements for your major/curriculum.

Pursuit of Program: Students are required to complete the specified minimum number of credits/billable equivalent credits each semester:

<table>
<thead>
<tr>
<th>To be eligible for a TAP payment by semester</th>
<th>Coursework completed by %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>00%</td>
</tr>
<tr>
<td>2</td>
<td>50%</td>
</tr>
<tr>
<td>3</td>
<td>50%</td>
</tr>
<tr>
<td>4</td>
<td>75%</td>
</tr>
<tr>
<td>5</td>
<td>75%</td>
</tr>
<tr>
<td>6</td>
<td>100%</td>
</tr>
</tbody>
</table>
Tuition & Financial Aid

Satisfactory Academic Progress: Students are required to accumulate the following specified minimum number of credits and achieve the following specified cumulative grade point average to be eligible for the TAP award number indicated below.

Satisfactory Academic Progress Update: N.Y.S. student aid recipients must have achieved at least a C average accumulated or its equivalent after completing the second academic year. Additional information may be obtained from the Financial Aid Office or online at: www.hostos.cuny.edu/ofa.

<table>
<thead>
<tr>
<th>To be eligible for TAP payment</th>
<th>Min. # of Degree Credits Accrued</th>
<th>Minimum Cumulative GPA Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>1.00</td>
</tr>
<tr>
<td>4</td>
<td>18</td>
<td>1.20</td>
</tr>
<tr>
<td>5</td>
<td>31</td>
<td>2.00</td>
</tr>
<tr>
<td>6</td>
<td>45</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Other Academic Related Issues: Students who withdraw from all courses during a semester will lose eligibility for state aid in the next semester. Students who fail to meet the above standard and can demonstrate that exceptional circumstances beyond their control impacted negatively on their academic achievement, may be eligible for a one-time waiver. A waiver will be considered if there is a reasonable probability that the student will regain good academic standing and the student is able to present full documentation to substantiate an appeal. Students who wish to apply for a TAP Waiver must first receive counseling and obtain assistance from the Financial Aid Office.

Billable/Equivalent Credits: All developmental courses are charged as billable equivalent credits. Only the credit-bearing portion of the course counts toward the degree, and may be paid for with financial aid funds. The difference between the academic and billable credits does not count toward a degree and impact on financial aid.

Note: Students who receive a retroactive withdrawal may have to pay back financial aid funds received for the period when they withdraw.

Types of New York State Aid

Tuition Assistance Program (TAP): provides tuition assistance to full-time matriculated students. Students must be registered for twelve (12) billable equivalent credits in their chosen major and with six (6) or more academic credits for the semester. Awards are based on the New York State net taxable income. The New York State Higher Education Services Corporation (NYSHESC) directly notifies the applicant of his/her award status. Based on state allocations, awards for eligible applicants range from approximately $275 to $2,800 per academic year. Students who apply early and present their TAP notification before their appointed registration date will receive a credit towards their tuition liability. Students who receive their TAP notification later will be responsible for paying their tuition at registration. The Student Receivables Office will notify the student by mail of their TAP reimbursement. For questions concerning TAP refund contact the Student Receivables Office at (718) 518-4359.

The Supplemental Tuition Assistance Program (STAP) was created to provide additional support for students who require remediation. Since the 1995-1996 school year, STAP has been available for first-time recipients enrolled in an approved remediation program conducted in the summer.

Aid for Part-Time Study Program (APTS): Students who intend to register for 6 to 11.5 billable equivalent credits and have not utilized their six semesters of TAP are eligible to apply for an APTS award. Unlike the STAP and TAP programs which are entitlements, the APTS Program has limited funds and is directly administered by The City University of New York and the Hostos Financial Aid Office. When these funds are exhausted, additional awards cannot be made for the academic year. Based on state allocations, awards for eligible applicants may range from $45.00 to $505.00 per semester.
Part Time TAP (PTAP): The New York State budget included a provision for a three-year pilot program at The City University of New York to fund part-time undergraduate students with TAP awards beginning in Fall 2000. This Part-time TAP (PTAP) program will allow students taking between 6 and 11 credits to receive prorated TAP awards based on the number of credits for which they enroll in a semester.

A student is eligible for participation in the pilot program if he/she meets the following criteria:

- Enrolled as a first-time freshman at CUNY during the 1998-1999 academic year or thereafter;
- Earned at least twenty-four credits at The City University of New York by the time of the receipt of the award;
- Has a cumulative grade-point average of at least 2.00; and is enrolled for at least six but less than twelve semester hours, or the equivalent, in an approved undergraduate degree program;
- Satisfies all program requirements for tuition assistance program awards except the full-time attendance requirement.

*Part-Time TAP for Disabled Students*

Since July 1, 1998, students with disabilities have been eligible for part-time state aid (Part-Time TAP). Students who are disabled as defined by the American with Disabilities Act (ADA) and are attending part-time (at least 3 academic credits per semester or equivalent) can be certified for part-time TAP award for any approved term. Students with disabilities that necessitate additional educational costs should call the Office of Services for Students with Disabilities at (718) 518-4454 or the Financial Aid Office at (718) 518-6555.

**Other State Aid Programs**

Contact the NYSHESC at (518) 473-7087 for information and/or an application for the following scholarships:

- Flight 587 Memorial Scholarships.
- Regents Award for Child of a Veteran (CV) and the Child of a Correction Officer Award.
- Memorial Scholarship for Families of Deceased Firefighters, Volunteer Firefighters, Police Officers, Peace Officers and Emergency Medical Service Workers.
- New York State Volunteer Recruitment Service Scholarship.
- New York State World Trade Center Memorial Scholarship.
- Regents Award for Children of Deceased or Disabled Veterans (CV).
- Regents Health Care Scholarship (HC)
- Regents Professional Opportunity Scholarship.
- Robert C. Byrd Honors Scholarship Program, and the National Science Scholars Program.
- Scholarship for Academic Excellence.
- State Aid to Native Americans.
- Tuition Benefit for Active New York State National Guard Members.
- Vietnam/Persian Gulf Veterans Tuition Award Program.
- War on Terrorism Scholarship.

**Special Programs**

*College Discovery (CD):* This is a special program that provides assistance in the form of counseling, tutoring, and financial aid to eligible students. It is limited to those who are admitted to the College as a College Discovery student. Based on state funding and allocations, awards for eligible applicants range from approximately $340 to $1,000. For additional information, you may contact the College Discovery Office at (718) 518-4475.

Note: Due to the terrorist attacks that occurred on September 11, 2001, new relief programs have been established. For a complete listing, please check the Financial Aid Web site at www.hostos.cuny.edu/ofa
Special Provisions for Students in the Military: As of this printing, students called for military service before the end of the semester qualify for 100% refund of tuition and all other fees, except application fees. For more detailed information, see: Registrar Policies & Procedures*, section on Total Withdrawal for Military Reasons. Students may qualify for late disbursements of their Title IV award. Please contact the Financial Aid Office or call (718) 518-6555 for further information.

List of Institutional Aid Programs

1) Hostos Emergency Loan Program (HELP)
   - Avon Loans
   - Baynes
   - Average Loan $300

2) Hostos Scholarship Grant Awards
   - Average Award $100 - $500
Registrar's Office

The Office of the Registrar, Savoy Building, Room D-207, telephone 718-518-6617 (www.hostos.cuny.edu.orr) is the repository of all official student academic records. The Registrar also manages registration and certifies degree candidates. The following are explanations of the various items pertaining to a student's college records and descriptions of services that are available to all students, faculty, and staff of the College.

Student Records

The Office of the Registrar is the repository of the students' academic college record. The staff of the Registrar's Office will provide students with information related to their college records and refer those students requiring additional assistance to the proper College official.

Official transcripts of work taken at other institutions (including high schools) that were presented for admission or for evaluation of credit, become the property of the College and cannot be copied or re-issued. If a transcript of this work is needed, it should be obtained directly from the other institution.

Student Identification Number

When students file the initial application to attend Hostos, they are asked to supply the College with their social security number, which is kept confidential. This number is used to prevent the misfiling of student records and to enable the college to utilize its data processing facilities for maintaining these records. Entry to the data bank is by numeric identification of the student. In addition, a PIN number (Personal Identification Number) is also assigned to each student. The PIN number will facilitate a student's access to his or her academic file.

Degree Status

Degree Students

Students admitted to CUNY and Hostos and who are enrolled and pursuing the course of study leading to a degree or certificate in their selected field are matriculated degree students.

Non-Degree Students

Students who wish to register for classes but are not interested in earning a degree or in pursuing a certificate program should file an "Application for Non-Degree Status." A student from outside the College may apply as a non-degree student for courses on a space-available basis. However, prerequisites and co-requisites, if any, must be met. Furthermore, the non-degree student should ascertain that said courses are acceptable at his or her home College.

Change of degree Status

Non-degree students who have accumulated 12 credits must apply for degree status by filing an Admissions application with the Admissions and Recruitment Office.

Degree Readmission

Students may not be readmitted until they have been separated from the University for at least one semester or the equivalent calendar time. An official leave of absence is required for readmission to the College. All readmission applications must be on file in the Registrar's Office one month prior to the first day of classes and validated with the appropriate fee of $10.00 (non-refundable).

Students who attended another institution after leaving Hostos must submit an official transcript from the other institution before readmission with advance standing is considered.

Non-degree Readmission

Non-degree students who have not been in attendance for one or more semesters must apply for readmission. All readmission applications must be on file in the Registrar's Office one month prior to the first day of classes and validated with the appropriate fee of $10.00.
Reinstatement

Students placed on probation/dismissal are required to consult the Counseling Department upon request for readmission.

A student who has lost his or her matriculation status and wishes to return to a matriculation status, after having fulfilled the conditions set down at the time of his or her dismissal, should contact the Registrar's Office at least one month prior to registration for a given session.

Changes of Information

Changes of Name and/or Address

Any change of address or name must be reported to the College on a form available online or from the Registrar's Office. In the case of a change of name because of marriage or divorce, the student should report the change, provide appropriate documents, and indicate the name to be used on College records. In the case of a change of name because of a court order, it is necessary for the student to produce the court order at the time of reporting the change. The court order will be returned to the student.

Change of Curriculum

Students who wish to change their career and/or educational objectives should report to the Office of the Registrar to obtain appropriate forms. They must also consult with the coordinator of the program in which they are studying and obtain the permission of the coordinator of the program to which they desire to transfer.

Leave of Absence

Students who decide, upon consultation with their counselor, to arrange for a leave of absence from Hostos, must file a properly completed application for the leave. The major purpose for filing an application for a leave of absence is to clear the student's record, making it possible for him or her to return to the college with relative ease, and to set down clearly the terms of the student's future matriculation and financial aid. Applications for a leave of absence are available at the Office of the Registrar.

Maximum Student Course Load

The maximum course load for a student is not to exceed 18 academic credits or a combination of 18 academic and billable equivalent credits. Science laboratories, clinical, and physical education courses will be counted as credits. However, the student is still liable for the tuition.

The Dean of Academic Affairs must approve exceptions to this 18-credit-maximum policy. Students requesting exceptions must present their latest transcript. There are two possible reasons for making exceptions:

1. The student completed all 18 academic credits or 18 billable equivalent credits attempted in the previous semester;
2. A student who is not on probation needs additional credits in order to complete graduation requirements.

A fee for accelerated study will be charged for students registered for credits beyond the established College limit of 18 academic credits per semester.

Eligibility for Commencement

Hostos Community College grants degrees at the end of each fall and spring term and summer session. Commencement ceremonies are held twice each year: In January, to recognize degrees awarded the preceding summer and fall, and in June, to recognize students completing their degrees in the spring.

Students whose records indicate they are on schedule to graduate at the end of the term are invited to commencement. Students whose records indicate that degree requirements cannot be completed in advance of commencement will have to wait for a later ceremony and reapply for graduation at the appropriate time.

Students planning to graduate at a particular time are responsible for maintaining an appropriate course load and completing degree requirements.
Applying for Graduation

At least six months prior to the expected date of graduation, candidates must complete a "Graduation Readiness Assessment" application with the Academic Achievement Office. If the candidate is eligible for graduation, he or she will be provided with an "Application for Graduation" form to be filed with the Registrar's Office. Filing dates are posted each semester and are also printed in the academic calendar.

Students should file the "Application for Graduation" form for summer, fall, or spring when they register for what they expect to be their final term of study. The application triggers a review of the student's academic record to determine whether it is possible for the student to complete degree requirements by the end of that term.

Only after the "Application for Graduation" form has been filed can the Office of the Registrar begin processing the necessary information for final certification of graduation.

Transcripts & Certified Statements

To secure a transcript, students must complete a transcript request form. Forms are available in the Office of the Registrar or can be downloaded from the web: www.hostos.cuny.edu/oor. A $7.00 fee is charged for transcripts. The fee is waived for transcripts sent to units of The City University of New York.

Transcripts, whether for transfer, employment, or any other reason, are never sent automatically. Each transcript must be specifically requested in order to safeguard the privacy of each student's official records from unauthorized review.

Certified statements, required for such things as proving current or past attendance, may be obtained without charge upon filing an application available from the Office of the Registrar. In addition, an official transcript of a student's academic record can be forwarded to any institution or agency if the student submits a written request to the Registrar's Office two weeks before the transcript is needed. Official transcripts bear the College seal and signature of the Registrar, and are not issued to students or alumni.

Note: The College reserves the right to withhold all information on the record of any student who has not fulfilled financial and other responsibilities to the College.

Transfer to Another College

Students who have decided to apply for transfer to another college must contact that institution and comply with the requirements for admission set down by its administration. Students should arrange for an official transcript from Hostos to be sent in support of their application for admission. All questions concerning specific information should be directed to the Office of Admissions at the school in which the student wishes to enroll. Hostos students who contemplate such a transfer should arrange to see their college counselor to discuss the advisability of the transfer before making a final decision. Students should also see academic advisors or the College Transfer Coordinator in the Office of Academic Achievement for assistance in applying for transfer and preparing themselves for the process. It is necessary that all students transferring, with the exception of those who transfer upon graduation from Hostos, arrange for a leave of absence.

Note: On April 5, 1976, the Board of Higher Education passed the following resolution: "RESOLVED, that students moving to the upper divisions of a four-year college, either from the lower divisions of the college or from a community college within the University system or outside of it, must provide evidence in accordance with a standard to be determined by the Chancellor, that they have attained a level of proficiency in basic learning skills necessary to cope successfully with advanced work in the academic disciplines."

Permits

e-Permits to Attend Another CUNY College

Students are responsible for securing a bulletin from the prospective host college and fulfilling whatever requirements it may establish for attendance. Students who wish to take courses at another CUNY college while matriculated at Hostos must have a GPA of 2.0, have passed all three CUNY skills exam in order to attend a CUNY four year college (Baruch, Brooklyn, City, Lehman, Medgar Evers, NYC College of Technology, Queens or York College), have no stops on their record, have all required immunizations, and are limited to the maximum number of credits allowable at the home college. Also, the course must meet degree requirements.

If the student is unable to register at the host college, it is the student's responsibility to inform the home college Registrar's Office (a written letter is needed from the Registrar's Office host college).

Procedures for Hostos Students to file an e-Permit Request.

The City University of New York has put in place an e-Permit system designed to help students find, get approval for, and register for courses at other CUNY colleges.
Chairs and Coordinators must approve requests to take a course on permit at another CUNY college. Through e-Permit, students can file an online request and it will be processed online. Students are kept informed of the progress of their permit request throughout the approval process. If a request is rejected, a student will be notified electronically of the reason for the disapproval. To access e-Permit, students should go to the CUNY homepage (http://www.cuny.edu) and click the “Log In” button at the left. Once on the University Home Page, students initially will have to register for a Portal ID and Password, by clicking on “Register” and following the directions. Once registered and logged in, students will find themselves on their own “My Page,” that has a link to the e-Permit system prominently displayed.

Under no circumstances shall more than 30 earned credits granted from another institution be applied toward graduation from Hostos; this includes advanced standing credits.

Grades for courses taken on permit at another CUNY college are posted to students' records and are counted in the computation of a student's GPA (effective, Fall 2004). Students receiving a failing grade (WU, F, FIN) under no circumstances will benefit from the F-grade policy.

Those students receiving TAP must bring a letter from the HOST college in which they have enrolled certifying their enrollment status. This letter should be submitted to the HOME college Registrar during the fifth week of the semester.

Through the e-Permit website, students can find listings and descriptions of courses at all CUNY colleges. The CUNY online schedule of classes, accessible through the e-Permit website, enables students to easily determine whether a selected course is being offered in that semester, whether it fits into the student's schedule, and whether seats are still available. Students are encouraged to use the e-Permit application by login on to www.cuny.edu.

Permits to take courses at Hostos: Students from Other CUNY Colleges

Students from other CUNY colleges who wish to take courses at Hostos need to follow the e-Permit procedures and may register on a space-availability basis. Students should come to registration at Hostos with the approved e-Permit, and follow the regular registration procedures.

Note: At the end of the semester, an official transcript will be forwarded to the home college.

Permits to take courses at Hostos: Students from Non-CUNY Colleges/Institutions

Students from institutions other than CUNY must apply for Non-degree Status at the Admissions Office prior to registration. Students may register for courses on a space-availability basis.

Procedures for filing a Permit Request to take a Course at a Non-CUNY College

1. Obtain a non-CUNY permit form through your Home College Registrar's Office.
2. To be eligible for a Permit, you must:
   a. Be matriculated and currently in attendance at Hostos Community College.
   b. Be in good standing - not academically dismissed.
   c. Have all required immunizations at the Home College completed.
3. Take the Permit Form to the appropriate department chairperson / Coordinator for approval and signature.
   a. Inform the department which course(s) you wish to take at the Host College.
   b. The chairperson or Coordinator will determine if the course(s) is equivalent to a course(s) offered at Home College. (This process may be quicker if you bring a catalog from the Host College.)
4. Registrar Processing
   a. After academic approval, the Permit Form must be brought to the Registrar's Office at Hostos Community College.
   b. The Registrar's Office will affix its official seal or authorizing stamp. You should take the Permit Form with you when you register at the Host College.
   c. When the course(s) is completed, the student should contact the Host College Registrar's Office to ensure that his/her grade is transferred to Hostos Community College - Office of the Registrar. While the grade for a course taken outside of CUNY will not be posted to a student's record and will not count in the computation of a student's GPA, credit for the course cannot be given until the grade is received in the Registrar's Office at Hostos Community College.
5. Financial Aid Approval: The student must obtain the approval of a financial aid counselor who will indicate whether the non-CUNY coursework is eligible for financial aid.
6. Tuition payment: If you are going to take a permit course at a Private or State College (non-CUNY), you will pay tuition for that course there. Be sure to bring the Non-CUNY Permit Form with you.
7. There may be a limit to the number of permit credits allowed by your Home College. Please check the Home College catalog.
8. Permits will not be issued to the following:
   a. Non-degree students
b. A readmitted matriculated student who is not currently enrolled or who does not need the permit courses for graduation.

c. An incoming newly matriculated student who requests a permit for the semester or summer session preceding his/her effective date of admission.

Withdrawals

Total Withdrawals After the Official Deadline for Medical Reasons

Students seeking to withdraw totally from the College for medical reasons after the official withdrawal deadline may obtain a special leave through the Counseling Department in Room D-102, Savoy Building. Requests for medical leave are reviewed by a counselor and approved by the Director of Counseling Services.

Total Withdrawal for Military Reasons

The Board of Trustees policies on the treatment of students who leave CUNY to fulfill military obligations established the following rules:

I. Students called to the reserves or drafted before the end of the semester:
   A. Grades. In order to obtain a grade, a student must attend 13 weeks (5 weeks for summer session).
   B. Refunds. A student called to the reserves or drafted who does not attend for a sufficient amount of time to qualify for a grade is entitled to 100% refund of tuition and other fees except application fees.

II. Students who volunteer (enlist) for the military:
   A. Grades. Same provision as for students called up to the reserves. In order to obtain a grade a student must attend 13 weeks (5 weeks for summer session).
   B. Refunds. The amount of the refund depends upon whether the withdrawal is before the 5th week of classes.
      1. Withdrawal before the beginning of the 5th calendar week (3rd calendar week for summer session): 100% refund of tuition and all other fees except application fees.
      2. Withdrawal thereafter: 50% refund.

III. Other Provisions for Military Service: Please consult with the Veterans Liaison in the Office of the Registrar.

Federal Education Rights and Privacy Act of 1974

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

1. To be advised of the types of student records and the information contained therein which the College maintains.
2. To be advised of the name and position of the official responsible for the maintenance of each type of record, the persons who have access to those records, and the purposes for which they have access.
3. To be advised of the policies of the college for reviewing and expunging those records.
4. To be advised of the procedures to grant you the right to access your student records.
5. To be advised of the procedures in order to challenge the content of your student records.
6. To be advised of the cost, if any, which will be charged for reproducing copies of your student records.
7. To be advised of all other rights and requirements under the Federal Education Rights and Privacy Act of 1974 and the regulations promulgated therein.

All of the above information may be obtained from the Office of Student Development, Room C-330, during the hours of 9:00 a.m. to 5:00 p.m., Monday through Friday, while classes are in session. In general, no information as to present or past student status may be given to any individual or organization over the phone. In response to a written request from a prospective employer, the College will refer them to the National Clearinghouse. The College will not provide any other information concerning a student's status unless the student so requests in writing.

Students or former students may request that any or all of the above information not be released without their prior written consent. This consent may be withdrawn or modified at the Registrar's Office during office hours.
Policy on Grades and Academic Standards

Hostos Community College awards letter grades to denote the level of achievement for each course. The grading system is as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Range</th>
<th>Quantity Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>70-76</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td></td>
<td>0.0</td>
</tr>
</tbody>
</table>

Other Grades

AUD - Audit Policy:

Matriculated and non-degree students may audit a course on a seat availability basis. Students are cautioned to consider the effect of auditing a class that is required for their major or is a pre/co-requisite of another course. Auditors will be charged full tuition and required fees. Audited courses cannot be used to qualify for full-time or part-time status, financial aid, veteran's benefits, or foreign student status. No credit will be given and a grade of "AUD" will be recorded. "AUD" grades cannot be changed to any other grade.

To audit a course a student must:

- Obtain written permission from the Department's Chairperson or Unit Coordinator.
- Provide Registrar's Office with written approval declaring auditor status no later than the last day of the add/drop period.
- Audit status cannot be changed to credit status nor can credit status be changed to audit status after the last day of the add/drop period.

INC - Incomplete: This grade indicates that the objectives of a course have not been completed for good and sufficient reasons, and that there is a reasonable expectation that the student can, in fact, successfully complete the requirements of the course. For an instructor to grant an INC, the student must have met the instructor's attendance requirements in the course, completed most of the coursework and have a passing semester average. Whether or not the student is registered at HCC, the INC becomes a FIN grade if the missing coursework is not completed by the 8th week of the semester immediately following the semester in which the INC grade was assigned. The FIN grade is computed into the GPA as an F. THE STUDENT SHOULD NOT RE-ENROLL FOR THE SAME COURSE WHILE THE INC GRADE IS PENDING.

W - Withdrawal without penalty: This grade indicates that a student has good and sufficient reasons for withdrawing from the course, and is doing so at a time when he or she is doing passing work, prior to the tenth week of the course.

WU - Unofficial Withdrawal: Given for non-attendance. Replaces NC grades assigned prior to 1980. This grade is included in the computation of the GPA and counts as a failure (F).

WA: All students born on or after January 1, 1957, whether degree or non-degree, who register for six or more credits/billable equivalent credits are required to demonstrate proof of immunization for measles, mumps, and rubella. A non-punitive administrative grade (WA) will be given to students who are excluded from classes for reasons of non-compliance with the New York State Immunization Law (PHL 2165).

R: Given in courses designed as developmental (remedial courses with credit and excess hours) and remedial courses (with no credit).

An "R" grade is given when a student has not reached a minimal level of proficiency for the course, but has fulfilled all three of the following conditions:

- Satisfactory attendance record;
- Satisfactory completion of in-class and homework assignments;
- Satisfactory progress toward the performance objectives of the course.

The "R" grade is considered a non-punitive grade, and is not included in the computation of the GPA. It is given one time only per course, except in the case of ESL.091 or ENG 091, which may be given twice. Students who take ENG 1399/ENG 092 Spring 2003 and thereafter may receive an "R" grade twice.
Registrar's Office

P - Passing: A grade assigned to SSD 1000 (Freshman Orientation), and COOP 101, 102, 103 (Cooperative Education).

F - Grade Policy: The grades of "#F," "#WU," and "#FIN" denote grades excluded from GPA calculation. Grades not computed in grade point averages are based on CUNY policy effective September 1, 1990.*

When an undergraduate student receives the earned academic grade of "F," "FIN," "WU," or an administrative failing grade, and that student subsequently retakes that course and receives a grade of "C" or better, the initial grade of "F" will no longer be computed into the cumulative grade point average. The "F" will remain on the transcript. The number of failing credits that can be deleted from the grade point average calculation shall be limited to 16 for the duration of the student's undergraduate enrollment in the institutions of The City University of New York.*

- If a course for which a student wants the failing grade to be replaced by a grade of "C" or better was taken prior to September 1, 1984, the student must receive the approval of the appropriate Committee on Academic Standing:
  - For a grade of "C" or better to replace a grade of F in the calculation of the cumulative GPA, the failing grade cannot have been received at another institution;
  - A failing grade may not be partially replaced. If a student has replaced 14 credits of failing grades and subsequently receives a grade of "C" or better in another 3-credit course that was previously failed, the failing grade cannot be replaced;
  - If a student has received more than one failing grade for the same course and subsequently earns a grade of "C" or better in the course, the failing grades will be deleted from the calculation of the cumulative GPA, subject to the 16-credit limit;
  - If a student fails a course that was taken on a pass/fail basis and subsequently retakes the course, a grade of "C" or better must be earned in order for the failing grade to be replaced;
  - If the course number or title of a course was changed in the period between the receipt of the failing grade and the repetition of the course but the content remained the same, the failing grade will be replaced if a grade of "C" or better was received in the repeated course;
  - If the content of the course was changed in the period between the receipt of the failing grade and the repetition of the course, or when a student has been allowed to substitute one course for another, the declaration of course equivalency for the purpose of deleting the failing grade from the calculation of the cumulative GPA will be at the discretion of the appropriate Committee on Academic Standing;
  - The cumulative GPA calculated on the basis of this policy is to be used for purposes of retention and graduation from the college and the admission to and continuance in a major or specialization. It will not be used to calculate graduation honors, the Dean's List, or departmental honors at graduation.

Any student who does not want a repeated course to replace a previously recorded failing grade should notify the Registrar so that the replacement does not take place. This request may be made at any time after the second enrollment, provided the student is enrolled in the College.

Note: The policy is not applicable to an e-Permit course; students receiving a failing grade ("WU", "F", "FIN") under no circumstances will benefit from the "F" grade policy.

FIN - Failure due to Incomplete

A grade given when an "Incomplete" reverts to an "F" grade. Failure to complete requirements of a course by the end of the next academic semester results in an "FIN" grade, effective Spring 1998 semester.

Z - Grade: No grade submitted by instructor.

"Z" is an administrative grade, which cannot be assigned by the instructor.

Repeating Courses

Repeating Courses with Passing Grades: You should not repeat a course if a passing grade of "C" or better has been received*, or if transfer credit has been accepted for a course completed at another institution. However, if you repeat a course for which you have received a grade of "C" or better, you will not be awarded credit and your financial aid may be affected. *Note: Some programs are exempted from the above statement (e.g., Allied Health). Consult your program coordinator.
Registrar’s Office

Attendance

Students are expected to attend all class meetings in the courses for which they are registered. Classes begin at the times indicated in the official schedule of classes. Arrival in class after the scheduled starting time constitutes lateness.

The maximum number of absences is limited to 15% of the number of scheduled class hours per semester, and a student absent more than the indicated 15% is deemed excessively absent. Attendance is monitored from the first official day of classes. In the case of excessive absences or lateness, the instructor has the right to lower the grade, assign a failing grade, or assign additional written work or readings.

Absences due to late registration, change of program, or extenuating circumstances, will be considered on an individual basis by the instructor.

Each department and program may specify in writing a different attendance policy.

Instructors are required to keep an official record of student attendance and inform each class of the College or department attendance policy.

Note:
- Any work missed during any period of absence must be made up by the student.
- To meet financial aid criteria, a student must attend class at least once in the first three weeks and once in either the fourth or fifth week of class.

Probation, Dismissal, Appeals, Readmission

Probation and Dismissal

Academic Standards and Satisfactory Academic Progress

The following table indicates the minimum cumulative index (Grade Point Average) that must be earned at specific levels of credits attempted and the satisfactory rate of progress expected in each block of credits attempted:

- Students who have fewer than 25 credits must meet the cumulative GPA standards stated below:
  - Students will automatically be placed on probation the semester their cumulative GPA is equal to or below the standard for the number of credits attempted. A Registration STOP will be placed in SIMS.
  - Students on probation will automatically be dismissed if their second/probation semester cumulative GPA continues below the standard for the number of credits attempted.
  - Students on probation who achieve a semester GPA at or above satisfactory progress level will automatically remain on probation but are not subject to dismissal.

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Minimum Cumulative GPA</th>
<th>Probation Cumulative GPA</th>
<th>Satisfactory Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>00-12.5</td>
<td>1.50</td>
<td>1.49</td>
<td>1.51</td>
</tr>
<tr>
<td>13-24.5</td>
<td>1.75</td>
<td>1.74</td>
<td>1.76</td>
</tr>
</tbody>
</table>

- Students who have 25 or more credits must maintain a minimum cumulative GPA of 2.00
  - Students will automatically be placed on probation the semester their cumulative GPA is equal to or less than 1.999. A Registration STOP will be placed in SIMS.
  - Students on probation will automatically be dismissed if their second/probation semester cumulative GPA is less than or equal to 1.999.
  - Students on probation who achieve a semester GPA of 2.01 or above will automatically remain on probation but are not subject to dismissal.

Appeals of Dismissal

1. Appeal of dismissals must be made in writing, with supporting documentation attached, to the Dean of Students.
2. The Dean of Students will receive the petitions and provide students with appropriate advice.
3. The Dean of Students will review and decide if the student should continue on probation or be dismissed.

- Conditions for continuing on probation may include, but are not limited to:
  - Reduced semester credit/hour load;
  - Mandatory participation in recommended intervention(s).
- Registration STOPS
- Registration STOPS will remain while student is advised by faculty;
- After advisement, student returns to DOS to have STOP lifted for registration.
- STOP will be placed again after student is registered.

4. Cases of students who are dismissed two or more times will be reviewed and decided upon by the Dean of Students and the Chair of the CAS (Committee on Academic Standards).

**Readmission**

1. A student who's cumulative GPA is 2.0 or higher can be automatically readmitted.
2. A student who's cumulative GPA is equal to or less than 1.999 must petition for readmission through the Office of the Dean of Students.

At the end of each semester, the Dean of Students will prepare a report to the Provost, copy to the Chair of CAS, for each student who successfully appealed his or her dismissal or readmission, and attach transcripts, rationale, and recommendations.
## Degree Programs & Graduation Requirements

Registered Programs Approved by the New York State Education Department
(Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.)

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Degree</th>
<th>HEGIS Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>A.A.S.</td>
<td>5002</td>
</tr>
<tr>
<td>Business Management</td>
<td>A.S.</td>
<td>5004</td>
</tr>
<tr>
<td>Chemical Engineering Science</td>
<td>A.S.</td>
<td>5609</td>
</tr>
<tr>
<td>Civil Engineering Science</td>
<td>A.S.</td>
<td>5609.00</td>
</tr>
<tr>
<td>Community Health</td>
<td>A.S.</td>
<td>5506</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Community Health Certificate)</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>A.A.S.</td>
<td>5203</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>A.A.S.</td>
<td>5503</td>
</tr>
<tr>
<td>Electrical Engineering Science</td>
<td>A.S.</td>
<td>5609.00</td>
</tr>
<tr>
<td>Gerontology</td>
<td>A.A.S.</td>
<td>5506.20</td>
</tr>
<tr>
<td>Liberal Arts &amp; Sciences</td>
<td>A.A./A.S.</td>
<td>5649</td>
</tr>
<tr>
<td>Microcomputers for Business</td>
<td>A.A.S.</td>
<td>5101</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Computer Information System &amp; Network Technology Options)</td>
</tr>
<tr>
<td>Nursing</td>
<td>A.A.S.</td>
<td>5208.10</td>
</tr>
<tr>
<td>Office Technology:</td>
<td>A.A.S.</td>
<td>5005</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Administrative Assistant; Legal Administrative Assistant; Medical Office Manager)</td>
</tr>
<tr>
<td>Public Administration</td>
<td>A.A.S.</td>
<td>5508</td>
</tr>
<tr>
<td>Public Interest Paralegal Studies</td>
<td>A.A.S.</td>
<td>5099</td>
</tr>
<tr>
<td>Radiologic Technology</td>
<td>A.A.S.</td>
<td>5207</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>(certificate)</td>
<td>5005</td>
</tr>
<tr>
<td>Practical Nursing (LPN)</td>
<td>(certificate)</td>
<td>5209.20</td>
</tr>
</tbody>
</table>
Hostos Community College offers Associate in Arts (A.A.) and Associate in Science (A.S.) degree programs that prepare students for transfers to four-year colleges upon graduation from Hostos. Also offered are Associate in Applied Science (A.A.S.) degree programs that prepare students for specific careers as well as one Administrative Assistant certificate program and one Practical Nursing (LPN) certificate program. In the health sciences, credits for the A.A.S. degree vary as follows: in Dental Hygiene, 70 credits; in Nursing, 67 credits; in Radiologic Technology, 63.5 credits. In addition, requirements for certification and licensure in these programs impose additional restrictions on the time required to complete them.

Candidates for the A.A. degree study the arts and sciences. These include the Behavioral and Social Sciences, English, Mathematics, Africana Studies, Latin American and Caribbean Studies, Modern Languages, Philosophy, and Visual and Performing Arts and other courses in Humanities.

Candidates for the A.S. degree follow programs that closely parallel the A.A. degree program, but provide greater concentration in the areas of Mathematics or Natural Science. Candidates for the A.S. degree may also study Business Management. In addition, there is no modern language requirement for the A.S. degree.

Candidates for the A.A.S. degree follow programs in which there is concentration in the applied field. The professional fields in which programs are offered include Accounting, Dental Hygiene, Early Childhood Education, Gerontology, Microcomputers for Business, Nursing, Office Technology, Public Interest Paralegal Studies, Public Administration, and Radiologic Technology.

In keeping with the regulations of the Commissioner of Education of the State of New York, a minimum of 32 credits of the total required in any of the degree programs must be completed at Hostos Community College.

Entering freshmen who are veterans of the United States military service should note that they will be required to fulfill the Physical Education requirement for all degree programs that include it.
Programs of Study

Graduation Requirements for all Degree Programs (except where specified).

1. GPA: Students must have a minimum GPA of 2.0 to be eligible for graduation. Nursing requires a GPA of 2.5 to be eligible for graduation.

2. CPI: For students who graduated high school June 1993 and thereafter (or GED September 1993 and thereafter), and entered CUNY September 2000 and thereafter, CUNY requires 16 CPI units, distributed across six areas: English, Math, Lab Science, Social Sciences, Fine Arts, and Foreign Language. (See CPI chart on page 55 for details).

3. SKILLS TESTS: Effective May 1997, CUNY requires that all students pass the writing and reading basic skills tests as a graduation requirement from all community colleges. In addition, students who wish to transfer to senior colleges must also pass the mathematics skills test prior to transferring (1985 policy). (See Assessment for more details).

4. CPE: Effective Fall 2003, all students are required to take and pass the CUNY Proficiency Examination (CPE) in order to graduate. Students are required to take the CPE after they have earned their 45th credit. (See Assessment for more details)

5. SSD 1000: Effective Fall 2003, all first-time freshmen liberal arts majors must take SSD 1000: Freshman Orientation course.

6. Writing Intensive (WI): Effective Fall 2003, all entering students are required to take two (2) Writing Intensive courses prior to graduation. These specially designated sections are designed to help students improve their writing skills along with their understanding of course material. Through both formal and informal writing assignments, students will strengthen their writing proficiencies as they become familiar with the writing unique to particular disciplines. It is expected that, through these intensive, meaningful opportunities for writing, students will be able to become better writers and communicators, skills highly valued both in college and in the job market.
The College Preparatory Initiative (CPI) was developed by the New York City Public School and the City University of New York in order to improve the academic preparation of high school students. Students with strong high school academic backgrounds succeed in greater numbers in college and the world of work. Students entering CUNY are required to complete a number of academic/CPI units in six areas: English, Math, Laboratory Science, Social Sciences, Fine Arts, and Foreign Languages. The number of academic/CPI units required are dependent upon the year of entry to CUNY. CPI requirements must be satisfied by all students who graduated from high school in or after June 1993 or who received a GED *** in or after September 1993. Students who entered Hostos/CUNY prior to fall 1993 are not required to complete CPI. NOTE 1: A one-semester college course generates 1 CPI unit.

<table>
<thead>
<tr>
<th>AREA / DEPARTMENT</th>
<th>CPI UNITS REQUIRED By Year of Entry to Hostos</th>
<th>HIGH SCHOOL CPI COURSES</th>
<th>HOSTOS CPI SUBSTITUTE COURSES (Equivalent)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1993</td>
<td>1995</td>
<td>1997</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Social Studies</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL CPI Units required By year of entry</td>
<td>9</td>
<td>11</td>
<td>13</td>
</tr>
</tbody>
</table>

* If student has fewer than 2 units of English from high school, passing the CUNY Writing & Reading tests each generates one CPI unit.
** If student enters with no Math units from high school, passing the CUNY Mathematics Skills Assessment Test generates 1 Math CPI unit.
*** GED: Transcripts of any high school experience and a score above specified threshold on GED exam will be reviewed for meeting Math and English CPI units. GED students are advised to follow a college preparatory GED program whenever possible.
**** Graduates (prior to 1993) of foreign H.S. will be exempt. Demonstrating fluency in the native language may count for 2 foreign language units.
DEPARTMENTS

Allied Health

The Allied Health Sciences Department offers three career programs: Dental Hygiene, Nursing, and Radiologic Technology. A rewarding career in preventive health and medicine awaits those who choose dental hygiene, nursing, or radiologic technology as a vocation. A rapid growth in technology has created a great demand for trained men and women to fill positions as dental hygienists, nurses, and technologists in medicine, industry, and research.

Faculty and Staff

Geraldine Ruiz, Chairperson, Allied Health Department and Professor, Radiologic Technology B.S., M.A., R.T., L.R.
Mary L. Ernico, Professor and Coordinator, Dental Hygiene A.A.S., B.A., R.D.H., D.D.S.
Christine A. O'Reilly, Associate Professor, Coordinator, Nursing Programs, B.S., M.S., Ed.D., R.N.
Alain Solomon, Professor and Coordinator, Radiologic Technology B.S., M.S.Ed., R.T., L.R.T.
Robert Lippincott, Clinical Coordinator, Radiologic Technology M.S., R.T., L.R.T.
Nieves Aguilara, Associate Professor, Nursing B.S., M.A.
Julie Bencosme, Assistant Professor, Dental Hygiene A.A.S., B.S., M.A., R.D.H., CHES
Cherrill Colson, Assistant Professor, Nursing R.N., B.S., M.A., Ed.D., C.S.
Joyce Dais, Assistant Professor, Dental Hygiene A.A.S., B.A., M.P.H., R.D.H.
Kathleen Donohue, Assistant Professor, Assistant Coordinator LPN Program, R.N., B.S., M.A.
Charles Drago, Assistant Professor, Radiologic Technology B.S., M.S.Ed., R.T., L.R.T.
Jamar M. Jackson, Assistant Professor, Dental Hygiene A.A.S., B.S., M.A., R.D.H.
Hamide Laucar, Assistant Professor, R.N., B.S., M.S.N., A.N.P.
Denise Brown, College Laboratory Technician, Dental Hygiene A.A.S., B.S., R.D.H.
Irina N. Colon, College Laboratory Technician, Nursing A.A.S.
Ramon Tejeda, College Laboratory Technician, Radiologic Technology A.A.S., R.T.
Jarek Stecmaric, Lecturer, B.S., R.T., LRT.
Rosemary Bruno-Lippincott, Radiologic Technology Adjunct Faculty M.S., R.T.
Daniel Buffa, Radiologic Technology Adjunct Faculty M.S., R.T.
Veda Burgess, Nursing Adjunct Faculty B.S., M.A.
Arthur Carosi, Radiologic Technology Adjunct Faculty B.S., R.T.
Rocco Dacchille, Radiologic Technology Adjunct Faculty B.S., R.T.
Guy Fata, Radiologic Technology Adjunct Faculty B.S., R.T.
Maria San Jose, B.S., R.T., LRT.
Eric Gallo, B.S., R.T., LRT.
Juan B. Lacay, Higher Education Officer B.S., B.E.E.E., M.A., M.E.E.E., Marie McGillicuddy, Nursing Adjunct Faculty B.S., Ph.D.
José Miguel Mitre, Assistant Professor, Nursing R.N., B.S., M.S.N., A.N.P.
Salim Rayman, Assistant Professor, Dental Hygiene A.A.S., B.S., M.P.A., R.D.H.
Jo-Ann Rover, Assistant Professor, Dental Hygiene A.A.S., B.S., M.P.A., R.D.H.
Jacqueline Samuels, Assistant Professor, Dental Hygiene B.A., D.D.S.
Robert Schumeyer, Radiologic Technology Adjunct Faculty B.S., R.T.
Heidi Sonalan, Nursing Adjunct Faculty B.S., M.S.

Behavioral and Social Sciences

The Behavioral and Social Sciences Department consists of the following units: Behavioral Sciences, Social Sciences, Public Administration, and Paralegal Studies. The Behavioral Sciences unit offers courses in the disciplines of psychology, sociology, and anthropology. The Social Sciences unit offers courses in the disciplines of history, economics, political science, interdisciplinary social sciences, and political economy. The Public Administration unit offers courses in public administration, criminal justice, and paralegal studies.

The Behavioral and Social Sciences disciplines are essential elements of a liberal arts education. In recognition of this, the College requires the successful completion of twelve (12) credits in these disciplines as part of the requirements of the A.A. degree. Three (3) credits in Public Administration may be applied toward the twelve-credit behavioral and social sciences graduation requirement for the A.A. degree. A study of these disciplines should contribute to an individual's functioning in many areas of life. Moreover, this study provides an opportunity for students to examine the nature of society and human behavior, social problems, and social change. The behavioral and social sciences are, therefore, recommended for all students.
Study in the behavioral and social sciences allows for a wide choice of careers in teaching, law, government, diplomacy, public agencies, social work, research foundations, business, health fields, as well as self-employment. Several introductory, behavioral and social sciences courses are offered in both English and Spanish.

**Faculty and Staff**

Felix Cardona, Assistant Professor, Chairperson, Coordinator, Public Administration and Paralegal Studies, B.A., J.D.
Linda Anderson, Professor, B.A., M.S., M.Phil., Ph.D.
Leslie Ault, Professor, Behavioral Sciences, B.A., M.A., Ph.D.
Peter Roman, Professor, Coordinator, Social Sciences, B.A., M.A., Ph.D
Oliver Crespo, Associate Professor, B.A., M.S.W., M.A., M.Phil, Ph.D.
Marcella Bencivenni, Assistant Professor, Ph.D
Adrian Benitez, Assistant Professor, Behavioral Sciences, B.A., M., M.Ed.
Felipe Pimentel, Assistant Professor, Ph.D.
Amy Ramson, Assistant Professor, Public Administration, B.A., J.D.
Synos Mangazva, Lecturer, Social Sciences, B.A., M.A.
Marta Rivera, Lecturer, Coordinator, Behavioral Sciences, B.A., M.A., M.A.

**Business**

The Business Department offers programs of study in Accounting, Business Administration, Microcomputers for Business, and Office Technology. Students can earn an Associate in Arts (A.A), Associate in Science (A.S.), and an Associate in Applied Science (A.A.S.) degree. In addition, the Department offers Certificate Programs in Administrative Assistant, Medical Office Manager, and Legal Administrative Assistant.

**Faculty and Staff**

Sandy Figueroa, Chairperson, Assistant Professor, Computer Information Systems & Technology, A.A.S., B.S., M.S.
Julio Gallardo, Professor, Unit Coordinator, Computer Information Systems & Technology Licenciado en Fisica, M.S., Ph.D.
Sharon M. Hill, Unit Coordinator, Office Technology, Assistant Professor, A.A.S., B.A., M.A
Hector Lopez, Unit Coordinator and Chair of the College Senate, Assistant Professor, Business & Accounting, A.S., B.S., M.B.A., M.S. Ed., D.B.A.
Leonard Ledereich, Professor, Business & Accounting, B.B.A., M.B.A., J.D., C.P.A.
Fred Soussa, Professor, Business & Accounting, B.A., M.B.A., C.P.A.
George Cheng, Assistant Professor, Computer Information Systems & Technology, B.B.A., M.S.
Carol Hule, Assistant Professor, Computer Information Systems & Technology, A.A.S., B.S., M.S.
Glenroy Prince, Assistant Professor, Business & Accounting, B.B.A., M.B.A., M.Div.
Héctor Rivera, Assistant Professor, Business & Accounting, B.S., M.B.A., C.P.A.
Kathleen Moran Engram, College Laboratory Technician, Office Technology, B.A, M.S.
Maria Marisa Rodríguez, College Laboratory Technician, Computer Information Systems & Technology, A.A., B.S.

**English**

By providing all students with a solid grounding in reading, composing, and critical thinking skills, English Department courses enable them to use language as a tool for expressing ideas, thinking analytically and creatively in academic and career contexts, and for reading literature with sensitivity and enjoyment.

The specific goals of the English Department are threefold: first, to further develop students' language and literary skills; second, to give students a liberal arts perspective through the offering of electives in literature and linguistics; third, to contribute to the transfer process by offering courses accredited in other institutions.

To complete English courses successfully, students are required to demonstrate their achievement of course objectives through essays, research assignments, and other measures of assessment.

On the basis of performance on placement tests, the entering student will be advised as to whether s/he may register for: (1) Freshman Composition (ENG 110, Expository Writing); or (2) the developmental Libra Program (ENG 091, Core English, and/or ENG 092, Developmental Reading).

**The English Program**

The program is designed to enable the student to use written and spoken English as a flexible, creative tool to express ideas and improve facility with written and spoken language. Emphasis is given to the essentials of English, the nature of language, writing as communication, and imaginative literature as a vitalizing and humanizing experience.
The English program consists of two Freshman-level English courses, ENG 110 Expository Writing and ENG 111 Literature and Composition, and several Sophomore-level Elective courses. In order to enter ENG 110, all students must have passed the CUNY/ACT Reading and Writing tests or be exempted from them. For such students, the following six-credit sequence is required for satisfying the Core requirements of the A.A. and A.S. degrees:

- ENG 110 Expository Writing
- ENG 111 Literature & Composition

In addition, some Clusters (e.g. Cluster I and Cluster II), and some Options (e.g. Women's Studies and Pre-Engineering) require one or more Elective English courses which range from ENG 200 to ENG 230 and include WST 1010 and ENG 202.

After completing Core English requirements, students may elect to study for an Option in English. In order to complete one of the English Options and receive a Hostos degree in Liberal Arts, students must:

- Pass or be exempt from the CUNY/ACT Reading and Writing tests,
- Complete sixty credits distributed over various academic areas,
- Pass ENG 110 and 111 with a minimum grade of "C" or better,
- Obtain grades of "C" or better in a number of English electives;
- Pass the CUNY Proficiency Examination (CPE).

Hostos has an articulation agreement with Lehman College whereby students who graduate with an Option in English can transfer seamlessly into Lehman's English program and, after completing an additional two 300-level courses there, obtain a Minor in English. They may also proceed to major in English if they so choose.

For entering students who do not pass the CUNY-mandated Reading and Writing tests, and whose native language is English, or who are English dominant, the following sequence is required to satisfy Core requirements for the A.A. and A.S. degrees:

- ENG 091 Core English
- ENG 092 Developmental Reading (unless exempted by having passed the CUNY/ACT Reading Test)
- ENG 110 Expository Writing
- ENG 111 Literature & Composition

The Libra Program

The Libra Program, which is a one-semester program, provides a total learning environment for the student who requires further development of basic English skills. The emphasis is on communication of all kinds - reading, writing, speaking, listening - in a context of intellectual inquiry focused upon subject matter related to the Health Sciences or Arts and Sciences programs. The schedule for the student in the Libra Program can include:

- ENG 091 Core English
- ENG 092 Developmental Reading (Unless exempt)
- VPA 192 Fundamentals of Public Speaking
- Core Subject (health sciences, social sciences, visual and performing arts, Africana or Latin American and Caribbean studies, business)
- PED Elective
- SSD 1000 Freshman Orientation

The goal of the Libra Program is to develop those skills which enable the student to succeed in the regular college program. Under advisement from an academic counselor, the student may enroll in a mathematics course.

Faculty and Staff

Kathleen Kane, Chairperson, Professor and Writing and Literature Coordinator B.A., M.A., Ph.D.
Frances B. Singh, Writing Coordinator, Professor B.A., M.Phil., Ph.D.
Diana Diaz, Professor B.A., M.A., Ed.D
Linda Hirsch, Professor B.A. M.A., Ph.D.
Paul Italia, Professor B.A. M.A., Ph.D.
John Scarry, Professor B.A. M.A., Ph.D.
Sue Dicker, Associate Professor B.A., M.A., Ed.D.
Jerilyn Fisher, Associate Professor B.A., M.A., Ph.D.
Francis Kayondo, Associate Professor B.A., M.A., M.Ed., Ed.D.
David Weiser, Associate Professor, B.A., Ph.D.
Maria Bennett, Assistant Professor B.A., M.A., Ph.D.
Nelly T. Justicia, Assistant Professor B.A., M.A., Ph.D.
Remy Roussetzki, Assistant Professor B.A., M.A., Ph.D.
Maya Sharma, Assistant Professor B.A., B.Ed., M.A., M.Ed., Ed.D.
Mary Williams, Assistant Professor, B.A., M.A.T., Ph.D.
Vermell Blanding, Lecturer B.A., M.A., M.Ed.
Lucinda Hughey-Wiley Lecturer B.A., M.A.
Health and Human Services

The Health and Human Services Department offers degree programs that lead to rewarding careers in gerontology, health education, and early childhood education. The Associate in Arts (A.A.) degree program is recommended for students interested in pursuing a baccalaureate degree, while the Associate of Applied Science (A.A.S.) degree programs are designed for students who plan to enter the workforce immediately after graduation. The department also has offerings in physical fitness, nutrition, and mental health.

The faculty of the Health and Human Service Department is committed to student well-being. As such, counseling, advisement, education, and other assistance is made available to students both in and out of the classroom.

Physical Education/Athletics

The philosophy of the Physical Education/Athletics Unit is to provide students with educational experiences to help them meet the needs of individual physical fitness and leisure living. The unit attempts to express its philosophy in the following ways:

1. Through a service program, the Unit seeks to insure that each student acquires a comprehensive understanding of physical fitness, dynamic health, and leisure living; the ability to identify personal fitness and leisure living needs on a continuing basis; the experience of counseling techniques which explore available options toward meeting individual fitness and leisure living needs; and basic and advanced skills in healthful physical activities of the student's own selection.
2. The Unit offers a program of intramural, recreational, and special activities designed to meet student skills and interests.
3. The Unit offers varsity, intercollegiate athletic programs to meet student needs and interests when feasible.

Students who are interested in planning a concentration in physical education are advised to consult with the Physical Education/Athletics Unit Coordinator.

All required physical education modules within the service program are to be taken from among modules PED 100 to PED 146.

Courses identified with an asterisk (*) will be offered when there is sufficient demand.

Athletic/ PED credit

Students may fulfill ONE academic credit by participating a full season in a varsity sport sanctioned by the National Junior College Association at Hostos Community College. In addition, interested students must register for PED 144 (Independent Study), in order to fulfill the requirements for an academic credit. Other requirements include: written work in the form of a report or a Journal of pre- and post-season conditioning exercises.

Urban Health Studies

The mission of the Urban Health Studies Unit is four-fold:

1. The Urban Health Studies Unit serves to introduce students to a wide range of educational experiences within the health field by offering an interdisciplinary overview of basic health concepts (common to all the health professions) derived from biological, behavioral, and social sciences. Emphasis is placed on human relations skills essential for effective performance in the health professions. The generic curriculum is organized around three major components: scientific knowledge, attitude exploration, and behavioral concepts related to health.
2. The Urban Health Studies Unit offers students, enrolled in career programs, courses which are accepted by the appropriate accrediting agencies and designed to complement their professional studies. Courses are regularly offered and reserved in order to accommodate their rigorous, professional schedule. The Urban Health curriculum relies heavily on an interdisciplinary approach in developing guided learning experiences which are relevant to these emerging health professionals. Students who want to prepare for a career that involves working with older adults may pursue a course of study leading to an A.A.S. Degree in Gerontology.
3. The Urban Health Studies Unit strives to meet the needs of Spanish dominant students by offering them the opportunity to take required career courses in their native language while they continue to develop their English skills.
Faculty and Staff
Carlos A. Acevedo, Professor and Chairperson, B.A., M.A., Ed.D.
Juan Preciado, Professor and Coordinator, Urban Health Studies, B.A., M.A., Ed.S., Ph.D.
Diane Penner, Associate Professor and Coordinator, Gerontology, B.S., M.S., Post Master's Certificate Gerontology
América Trinidad, Lecturer and Coordinator, Physical Education, B.A., M.S.
Robert H. Taylor, Associate Professor, Physical Education, B.S., M.A.
Raymond Torres-Santos, Associate Professor, Early Childhood Education, Ph.D.
Eileen Kennedy, Assistant Professor, Early Childhood Education, Ph.D.
Christine Mangino, Assistant Professor, Early Childhood Education, B.S., M.S.
Iris Mercado, Assistant Professor, Urban Health Studies, CDN, Ed.D.
Susan Anton, Instructor, Early Childhood Education, B.S., M.S.
Keith M. Hinton, College Laboratory Technician, Physical Education
Leonidas López, Senior College Laboratory Technician, Physical Education, A.S., B.S., M.S.
Luz Rivera, College Laboratory Technician A.A.S. B.S.

Humanities
The Humanities Department fosters and maintains the history and practice of all aspects of humanistic endeavor in the College and the community. Through its curriculum, members of the College community and other members of the urban community explore, interpret, and apply the humanistic practices that lead to a better understanding of themselves, their environment, and their roles in the world.

The Humanities Department comprises the following: Africana Studies, Latin American and Caribbean Studies, Modern Languages, Philosophy, Visual and Performing Arts, World Literature, and Humanities.

Africana Studies:
The Africana Studies curriculum offers courses which trace the history and culture of African people on the continent as well as in the Diaspora. All courses are taught within the framework of the established academic disciplines such as history, sociology, anthropology, psychology, and literature.

Students interested in planning a concentration in Africana Studies should consult with the Africana Studies Coordinator.

Latin American & Caribbean Studies
Latin American and Caribbean Studies offer a program that introduces students to the various facets of Latin American and Caribbean cultures.

This program is designed to promote and further develop an understanding of the Latin American and Caribbean realities and to motivate involvement with those communities. For the Latin American and Caribbean students, the curricular offerings foster a better understanding and appreciation of their culture and history. The program also introduces non-Hispanic students to the complexities of the Latin American and Caribbean societies and their cultural diversity.

The Latin American and Caribbean Studies curriculum provides an opportunity for intensive interdisciplinary exploration of the Caribbean and Latin American reality. Interested students can pursue a liberal arts concentration with a focus on the literary, sociological, or historical aspects of the region.

A variety of courses dealing with the history, politics, economics, society, literature, performing and visual arts of Latin America and the Caribbean are offered in English and Spanish as determined by student need. To earn credit and achieve progress, the student must successfully complete the course requirements as outlined in the respective syllabi.

Modern Languages
The study of modern languages is designed to help students acquire elementary communication skills in French, Italian, or Spanish for daily social and professional purposes, and for career goals; to encourage students who wish to reinforce and develop their native language written and verbal comprehension skills; and to offer those students who already possess developed linguistic abilities the opportunity to pursue offerings in language and literature in French, Italian, and Spanish.

In the elementary offerings, the use of the vernacular will be limited to the minimum necessary to insure comprehension. Only the modern language itself will be used in composition and literature courses.
In the above offerings, credit is earned by the achievement of the course objectives through oral and written tests. To attain conversational skills in the 01 and 02 sequence, attendance is mandatory at each class meeting, reinforced by a minimum of one-hour-per-week oral practice in the language laboratory. We urge the student to arrange immediately for the 01-02 elementary sequence without interruption, in order to solidify those skills established initially.

In the advanced courses, credit is earned by the development of skills basic to the appreciation of literature. These include the identification of literary genres, analysis of texts, patterns reflected in a given work, comparison of stylistic modes, and the organization of ideas in writing techniques.

An integral part of Modern Languages course offerings is development in Spanish composition. A student placed in SPA 121 is required to complete the Spanish composition sequence. The skills developed in this sequence are fundamental for successful performance in content courses taught in Spanish.

A diagnostic test will be administered during the first week of classes, in all language courses, to assess and assure accurate placement.

Students in Liberal Arts are encouraged to take six (6) credits in one, and the same, language.

Students interested in continuing the study of modern languages should be advised by members of the Modern Languages faculty.

The Epsilon Chapter of SIGMA DELTA MU (the nation's largest honor society in the field of foreign languages) was initiated at Hostos Community College in 2005 by the Modern Languages Unit of the Humanities Department.

Since 1980, the Modern Languages faculty has also granted the Dr. Raoul Perez Award to the graduate with the highest grade point average in modern languages. To qualify, students must have completed at least nine (9) credits in language study.

**Visual & Performing Arts**

Visual and Performing Arts offers courses in art, commercial art, painting and drawing, photography, music, public speaking, theater, and the development of arts and civilization. Lecture courses are designed for those students who may choose to pursue advanced study in a senior college. Skill courses are designed for those students who may choose to seek career, or employment opportunities.

Students who elect to earn credits in the visual and performing arts will find a variety of approaches to learning which include lectures, workshops, reading assignments, tests, field trips, individual projects, and public performances. Students who complete courses successfully will find a background in the arts a useful and, in some situations, essential basis for study in other disciplines as well as a valuable source for personal development.

Students interested in planning a concentration in the visual and performing arts are advised to consult with the Visual and Performing Arts Coordinator.

**Faculty and Staff**

Magda Vasillov, Professor, Visual and Performing Arts Unit, and Departmental Chairperson, B.A., M.A.
Alberto J. Bird, Professor and Coordinator, Visual and Performing Arts Unit, B.M., M.M., M.A.
Michael C. Mbabuik, Professor and Coordinator, Africana Studies Unit, B.A., M.A., D.Lit.
Isaac Goldemberg, Distinguished Professor, Modern Languages Unit, B.A., M.A.
Orlando J. Hernández, Professor, Modern Languages Unit, B.A., M.A., Ph.D.
Walter Rada, Assistant Professor and Coordinator, Modern Languages Unit, B.A., M.A., M.Phil., Ph.D.
Carlos Sanabria, Assistant Professor and Coordinator, Latin American & Caribbean Studies Unit, B.A., M.A., Ph.D.
Miguel Correa, Assistant Professor, Modern Languages Unit, B.A., M.A., Ph.D.
Cristina La Porta, Assistant Professor, Modern Languages Unit, B.A., M.A., M.Phil., Ph.D.
Maria T. Miranda, Assistant Professor, Modern Languages Unit, B.A., M.A., Ph.D.
Sot Miranda, Assistant Professor, Visual and Performing Arts Unit, B.A., M.A., M.Phil.
Ian C. Scott, Assistant Professor, Visual and Performing Arts Unit, B.A., M.F.A.
Jairo J. Taylor, Assistant Professor, Africana and Latin American Studies Unit, B.A., M.A., Ph.D.
Patricia Iñiguez-Pérez, Lecturer, Modern Languages Unit, B.H., B.A., M.A., M.Phil.
Isabel Li, Lecturer, Modern Languages Unit, B.A., M.A., M.Phil.
Rosa Velázquez, Lecturer, Modern Languages Unit, B.A., M.A., M.A.Phil.
Marino A. Comiel, College Laboratory Technician, Photography and Digital Imaging, Visual and Performing Arts Unit, A.A.S.
Emmanuel Diaz, College Laboratory Technician, Music/Piano Laboratory, Visual and Performing Arts Unit
The Board of Trustees unanimously incorporated the Department of Language and Cognition on January 27, 1999. The department seeks to:

- Facilitate the acquisition of second language and academic skills, within a sequential program of content-based ESL instruction leading to success on CUNY-mandated tests and in the College's academic programs;
- Develop various programmatic options of interdisciplinary study suited to the academic needs and aspirations of different student groups;
- Offer Linguistics for Liberal Arts and Education majors;
- Serve as a pedagogic resource to departments seeking to further develop teaching techniques for making content comprehensible to ESL students and for developing strategies to optimize class participation and oral/written response to content by such students.

**ESL - English as a Second Language**

Placement into English as a Second Language (ESL) - Entering students whose native language is other than English, whose performance on the ACT Writing Exam is designated ESL by CUNY-wide readers, are referred to the ESL Placement Committee for evaluation and placement. Depending on their original placement level and progress, ESL students take a sequence of courses to complete the requirements for the A.A. or A.S. degree. The number of credits will depend on their original level of placement and progress.

**Content-Based Program of ESL Instruction**

A new program of ESL instruction was phased in, starting Fall 2003. The ESL program of study integrates content area to develop both English language skills and a body of interdisciplinary content and discourse information necessary for students to navigate academic courses and University requirements.

The ESL sequence of courses is:

- ESL 015 ESL in the Content Areas I and Co-requisite: ESL 016
- ESL 025 ESL in the Content Areas II and Co-requisite: ESL 026 or ESL 027
- ESL 035 ESL in the Content Areas III and Co-requisite: ESL 036 or ESL 037

After completing the ESL sequence, students may take the CUNY reading and writing skills tests and, if passed, may proceed to ENG 110 Expository Writing. If not passed, they must take ESL 091 Basic Composition, and/or ESL 092 Foundations of Critical Reading, and be retested.

**College Language Policy**

The College offers a transitional ESL Program designed to foster the movement from native language to English:

- Students in the beginning level (ESL 015) must take ONE content course in English.
- Students at the intermediate level (ESL 025) must take TWO content courses in English.
- Students at the advanced level (ESL 035) must take ALL* their content courses in English.
- Once students enter Basic Composition (ESL 091) they must take ALL* of their content courses in English.

*Students would be permitted to take courses to fulfill foreign language and literature requirements.

**ESL Intensive Program**

The ESL Intensive Program is a one-year accelerated ESL program divided into two (2) levels. This program provides content-based instruction in all language skills and is designed to bring a selected group of students through three (3) semesters of ESL in two (2) semesters. Students are selected after their first or second semester at Hostos through teacher recommendation and individual testing. Each level of the program involves fifteen (15) hours of ESL class work per week. This includes writing and reading components, as well as a language workshop. Additionally, students are blocked into two (2) content courses taught in English as part of the curriculum. The schedule for the student in the ESL Intensive Program includes the following:

**Level I**

- ESL 081 Intensive ESL Writing and Language Workshop I - 3 credits (9 equated/billable), 9 hours
- ESL 083 Intensive ESL Reading and Conversation I - 2 credits (6 equated/billable), 6 hours

**Level IIA**

- ESL 082 Intensive ESL Writing and Language Workshop II - 3 credits (9 equated/billable), 9 hours
- ESL 084 Intensive ESL Reading and Conversation II - 2 credits (6 equated/billable), 6 hours

**Level IIb**

- ESL 086 Intensive ESL Writing and Language - 3 credits (9 equated/billable), 9 hours
- ESL 088 Intensive ESL Reading and Conversation - 2 credits (6 equated/billable), 6 hours
In addition, content courses include selected courses in mathematics, word processing, humanities and visual
and performing arts. ESL 081/083 and ESL 082/084 of the Intensive ESL Program are the equivalents of the
regular ESL sequence, ESL 025 and ESL 035.

Note: Students in the Intensive Program who have completed four (4) courses, but have received only 11 credits,
may apply for an exemption from the 12-credit requirement.

The College Language Policy and all ESL offerings are currently under review and may change during the life of
this Catalog.

The Department of Language and Cognition offers basic skills support services within the Academic Support
Center.

Under the auspices of the Academic Support Center, trained tutors offer students, at all levels of the ESL and
English course sequences, the opportunity to develop their fluency, clarity, and grammar, and to refine reading and
writing skills requisite to passing the ACT and College Proficiency Exams. Students referred to the center, upon a
teacher's recommendation, may seek assistance in meeting course requirements or requirements for passing
CUNY exams. They may also seek enrichment to accelerate progress through their ESL/English sequence of
study. Individual students may also drop into the center for assistance, subject to tutor availability.

Faculty and Staff
Robert Cohen, Associate Professor and Chairperson, B.A., M.A., Ph.D.
Linda Watkins-Goffman, Professor B.A., M.A., Ph.D.
Henry Lesnick, Professor, B.A., M.A., Ph.D.
Lewis Levine, Assistant Professor, Intensive ESL Program Coordinator, B.A., M.A, Ph.D.
Norma Peña de Llorenz, Lecturer and Deputy Chair, ESL Program Coordinator, B.A., M.A.
Alexander Astor, Assistant Professor, B.A., M.A., Ph.D.
Gail August, Assistant Professor, B.A., M.A., Ph.D.
Socorro De Jesús, Assistant Professor, B.A., M.A., Ph.D.
Ganzhi Di, Assistant Professor, B.A., M.Ed., Ed.D., Ed.D.
Audre Garcia Grice, Assistant Professor, A.A., B.S., M.S., M. Ed., Ed.D.
Merce Pujols, Assistant Professor, B.A., M.A., Ph.D.
Barbara Radin, Assistant Professor, B.A., M.A., Ph.D.
Kim Sanabria, Associate Professor, B.A., M.A., Ph.D.
Minerva Santos, Assistant Professor, B.A., M.A., Ed.D.
Patricia Frenz-Belkin, Assistant Professor, B.A., M.A., M.Ed., Ed.D.
Thomas Mencher, Lecturer, B.A., M.A.
Aida Ortiz-Ruiz, Lecturer, B.A., M.A., M.Ed.
Mildred Rabry, Lecturer, B.A., M.A.

Mathematics

The main goals of the Mathematics Department are as follows:

• To provide students with the mathematical knowledge and skills they need to pursue careers in Computer
  Information Systems, the Natural Sciences, Engineering Sciences, Mathematics, Allied Health, Business
  Administration, Accounting, Public Administration, Health and Human Services, Paralegal, and Office
  Technology.

• To provide students in the liberal arts programs with a broader understanding of the foundation of
  mathematics, permeating different topics and transcending mere computation, with emphasis on logic and
  systematic constructions leading to more sophisticated mathematical models.

The mathematics curriculum provides a variety of offerings that survey the meaning of mathematics as a logical
system. The particular models chosen to exemplify these logical principles will vary from time to time depending
on the current interests of our students and faculty. As such models are meant to be illustrations only, the choice
can be selective without any change of purpose.

Effective Fall 2003, no student may be placed in a college-level Mathematics course who has not passed or been
exempted from the CUNY Mathematics Skills Test.

Although the language of instruction is English, a few sections of some courses in the Mathematics Department
are offered in Spanish, depending upon student needs. Language-enhanced materials are used in all
developmental courses to support students' linguistic needs.

City University of New York
Students planning to continue study in mathematics, or mathematics related areas, are advised to consult with the Mathematics Department Chairperson.

**Faculty and Staff**

Daniel Maysonet, Professor and Chairperson, B.A., M.A., M.S., Ed.D.
William Baker, Assistant Professor and Deputy Chair, B.A., M.A., Ph.D.
Nieves Angulo, Assistant Professor, B.A., M.A., M.S., Ed.D.
Loreto Porte de Pérez, Professor, B.A., M.S., M.A., Ed.D
Terence Brenner, Associate Professor, B.A., M.A., Ph.D.
Humberto Cañate, Associate Professor, B.S., M.A., Ed.D.
Bronislaw Czarnocha, Associate Professor, M.A., Ph.D.
Thomas J. Joyce, Assistant Professor, B.A., M.A.
Isaías DeJesus, Assistant Professor, B.A., M.A.
Violeta Menil, Assistant Professor, B.S.E., M.A., M.S, Ph.D.
Shiyuan Wei, Assistant Professor, B.S., M.S., Ph.D.
Olen Dias, Assistant Professor, B.A., M.A., Ph.D.
Joseph Johnson, Assistant Professor, B.A., M.A., Ph.D.
Alexander Vaninsky, Assistant Professor, B.A., M.A., Ph.D., D.Sc.
Aníbal Galiana, Lecturer, B.A., M.A.
John Randall, Lecturer, B.S., M.A.

**Natural Sciences**

The Natural Sciences Department consists of the Biology Unit and the Physical Sciences Unit. The former offers courses in general biology, anatomy and physiology, and microbiology. The latter offers courses in chemistry, physics and environmental science.

The Biology and Physical Sciences Units offer courses for liberal arts students and for students who intend to continue study in the natural and physical sciences as well as the medical fields. In addition, courses are offered for career-oriented programs in the allied health areas, such as radiologic technology, dental hygiene, and nursing.

Students pursuing the Associate in Arts (A.A.) degree must complete eight credits in the Natural Sciences Department in one of the following sequences: General Biology (BIO 110 and 120); or BIO 3902 and BIO 3904 if taken prior to Spring 2005; Anatomy and Physiology (BIO 230 and 240); General Chemistry (CHE 210/212 and 220/222); Physics (PHY 4302/4402 and PHY 4304/4404 or PHY 4502 and 4504); Environmental Science (ENV 4014 and 4016). Some Biology and Environmental Science I courses are offered in both English and Spanish.

Students who select the Associate in Science (A.S.) degree can follow a program of study leading to professions in the sciences and medical fields. This program is designed for students planning to enter science or health related programs such as Pre-Medicine, Pre-Dentistry, Physician Assistant, Pharmacy, and Optometry.

The program requires a minimum of 60 credits and must include the specified number of credits in the areas indicated below. Students interested in this program of study should contact the Natural Sciences Department for information regarding credit distribution, options and transfer to senior colleges.

**Biology**

The Biology curriculum is dual in nature: a transfer curriculum in biology and a career-oriented curriculum in the health sciences. Thus, the unit provides the student with the required skills to transfer to a four-year college for a biology major or to move into a job with an Associate in Applied Science (A.A.S.) degree.

Students can earn credits in biology courses by satisfactorily completing all examinations and laboratory work. Laboratory attendance is mandatory.

**Courses offered primarily for Allied Health Programs**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 230</td>
<td>Anatomy &amp; Physiology I</td>
<td>4.0</td>
</tr>
<tr>
<td>BIO 240</td>
<td>Anatomy &amp; Physiology II</td>
<td>4.0</td>
</tr>
<tr>
<td>BIO 310</td>
<td>Microbiology</td>
<td>4.0</td>
</tr>
</tbody>
</table>
Physical Science

The Physical Sciences Unit offers courses in chemistry, physics and environmental science.

Students planning to enter science or health related fields should follow the sequence described in the Associate in Science (A.S.) degree. This program of study provides students with the foundation in math and science needed to transfer to senior colleges. The A.S. degree sequence is also recommended for students interested in medical fields such as Pre-Medicine, Pre-Dentistry, Physician Assistant, Pharmacy, and Optometry.

Faculty and Staff

Amanda Bernal-Carlo, Professor, Biology, and Chairperson B.A., M.S., Ph.D.
Victor De León, Professor, Biology, B.S., M.A., Ph.D.
John Gillen, Assistant Professor and Coordinator, Biology, B.A., M.A., Ph.D.
Ann Deery, Assistant Professor, Physical Sciences, B.S. M.S., M.A., Ph.D.
Francisco Fernandez, Assistant Professor, Physical Sciences, B.S., M.S., Ph.D.
Flor M. Henderson, Assistant Professor, Biology, B.S., M.A., Ph.D.
Franklin Campbell, College Laboratory Technician, Physical Sciences, B.S., M.S.
Vladimir Ovtcharenko, Assistant Professor, Biology, M.S., Ph.D.
Julie Trachman, Assistant Professor, Biology, B.S., M.S., Ph.D.
Iván Rivera-Torres, Assistant Professor, Physical Sciences, B.S., M.S., Ph.D.
Santa Rosario, College Laboratory Technician, Biology, M.S.
Dora Villa-González, College Laboratory Technician, Biology, A.A.
MAJORS

Accounting

The need for professionally trained men and women to fill positions in business and industry is a vital concern of the Accounting Program.

The Accounting Program has three aims:
- To train students for entry-level career positions in the accounting profession,
- To provide students with an educational foundation to pursue advanced accounting studies at any four-year college leading to a bachelor's degree,
- To provide Spanish-dominant students the opportunity to learn accounting and to make a successful transition to an English-speaking work environment.

The program is designed for professional training in two tracks: English dominant and Spanish dominant. A broad and comprehensive introduction to accounting is provided. Upon successful completion of these course requirements, the student is granted an Associate in Applied Science (A.A.S.) degree in Accounting.

After graduation, a bachelor's degree may be pursued. With appropriate experience and the passing of a state examination, students may qualify as Certified Public Accountants (CPA).

The following represents the credit distribution and requirements for the program of study leading to the A.A.S. degree in Accounting.

<table>
<thead>
<tr>
<th>Liberal Arts &amp; Sciences</th>
<th>21.0 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business and Accounting</td>
<td>39.0 credits</td>
</tr>
<tr>
<td>Total Credits for Degree</td>
<td>60.0 credits</td>
</tr>
</tbody>
</table>

Criteria for Progression into the Accounting Program

For English-dominant students: The student must be able to register in, or have completed, ENG 091 Core English and MAT 1622 Elementary Algebra.

For Spanish dominant students: The student must be exempt from or have completed SPA 121 Basic Spanish Composition I AND must be able to register in, or have completed, ENG 025 Intermediate English as a Second Language or ESL 084 Intensive ESL Reading and Conversation II AND must be able to register for or have completed MAT 1622 Elementary Algebra.

Program of Study Leading to the A.A.S. Degree in Accounting

<table>
<thead>
<tr>
<th>Liberal Arts and Sciences</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English ENG 110 &amp; 111</td>
<td>6.0</td>
</tr>
<tr>
<td>Mathematics MAT 1622</td>
<td>4.0</td>
</tr>
<tr>
<td>Social Science ECO 4643 or 4645</td>
<td>3.0</td>
</tr>
<tr>
<td>Humanities VPA 192 (recommended)</td>
<td>3.0</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>4.0</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>21.0</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Business &amp; Accounting</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 100 Introduction to Accounting</td>
<td>2.0</td>
</tr>
<tr>
<td>ACC 101 Accounting I</td>
<td>3.0</td>
</tr>
<tr>
<td>ACC 102 Accounting II</td>
<td>3.0</td>
</tr>
<tr>
<td>ACC 201 Intermediate Accounting I</td>
<td>3.0</td>
</tr>
<tr>
<td>ACC 250 Federal Personal Income Tax</td>
<td>3.0</td>
</tr>
<tr>
<td>ACC 1848 Tax Assistance Program</td>
<td>1.0</td>
</tr>
<tr>
<td>Or ACC 1849 Internship Seminar</td>
<td>1.0</td>
</tr>
<tr>
<td>ACC 1850 Accounting Applications for the Microcomputer</td>
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<tr>
<td>BUS 100 Introduction to Business</td>
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<tr>
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A.A.S. in Accounting Recommended Sequence

First Year

<table>
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<tr>
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<td>BUS 100</td>
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<tr>
<td>MAT 1628</td>
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<tr>
<td>OT 103</td>
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Second Semester

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Second Year

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<td>ACC 250</td>
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<td>BUS 1805</td>
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Fourth Semester

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<tr>
<td>ACC 102</td>
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<td>ACC 201</td>
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<tr>
<td>ACC 1848</td>
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</tr>
<tr>
<td>OR</td>
<td>1.0</td>
</tr>
<tr>
<td>ACC 1849</td>
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<tr>
<td>ACC 1850</td>
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<td>BUS 1812</td>
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Total Credits for Degree .............................................. **60.0**
Business Management

The Business Management Program provides training for students in entry-level, administrative positions in the private sector. The program also offers courses that may be transferred to a baccalaureate program, thereby allowing the option of further study for the graduate degree in business administration.

Candidates for the Associate in Science degree will be given substantial exposure to the field of administrative management. Functional areas in business are covered by courses in the principles of management, finance, marketing, and accounting. In addition, students will be given a strong grounding in legal aspects of business activity. Students will become familiar with basic concepts and applications of data processing to business problems.

Courses have been selected so that transfers within the Department are possible between the A.S. in Business Management and the A.A.S. programs in Accounting and Microcomputers for Business, should a student elect to change within the first two semesters of study. MAT 1628 Pre-Calculus and MAT 1682 Introduction to Probability and Statistics are required for all students who are candidates for the A.S. degree in Business Administration.

Criteria for Progression into the Business Management Program

For English-dominant students: The student must be able to register in or have completed ENG 091 Core English and MAT 1622 Elementary Algebra.

For Spanish dominant students: The student must be exempt from or have completed SPA 121 Basic Spanish Composition I AND must be able to register in or have completed ESL 025 Intensive ESL Reading and Conversation II AND must be able to register in or have completed MAT 1622 Elementary Algebra.

Program of Study Leading to the A.S. in Business Management

<table>
<thead>
<tr>
<th>Liberal Arts &amp; Sciences Courses</th>
<th>Credits</th>
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<tr>
<td>*ENG 110 . . . .Expository Writing</td>
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<tr>
<td>ENG 111 . . . .Literature and Composition</td>
<td>3.0</td>
</tr>
<tr>
<td>*MAT 1682 . . . .Probability and Statistics</td>
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<tr>
<td>Natural Science</td>
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<tr>
<td>*ECO 4643 . . . .Micro Economics</td>
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<tr>
<td>*ECO 4645 . . . .Macro Economics</td>
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<td>Four (4) courses chosen from at least three of the following groups:</td>
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<tr>
<td>Group 1: Anthropology, History, Political Science, Psychology, Sociology 1232 to 1242</td>
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<tr>
<td>Group 2: English 210 to 230, Women's Studies</td>
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<tr>
<td>Group 4: Mathematics 1628, 1642* (for students transferring to Baruch College)</td>
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<td>Group 5: French, Italian, Spanish</td>
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<th>Major Courses</th>
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<tr>
<td>*ACC 100 . . . .Introduction to Accounting</td>
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<tr>
<td>*ACC 101 . . . .Accounting I</td>
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<tr>
<td>ACC 102 . . . .Accounting II</td>
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<tr>
<td>BUS100 . . . .Introduction to Business</td>
<td>3.0</td>
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<tr>
<td>*BUS 210 . . . .Business Law I</td>
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<tr>
<td>BUS 201 . . . .Principles of Management</td>
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<tr>
<td>*CIP 101 . . . .Introduction to Information Systems</td>
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<td>Choose 3 . . . .Business and accounting electives</td>
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<td>Three courses from the following:</td>
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<td>BUS 212 Business Law II</td>
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<td>BUS 220 Marketing</td>
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<td>BUS 230 E-Commerce</td>
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<tr>
<td>BUS 240 Entrepreneurship</td>
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<td>ACC 201 Intermediate Accounting I</td>
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* Students transferring to Baruch College, Zicklin School of Business must take Mathematics 1642, Calculus I, as part of the Liberal Arts electives and have an overall 2.25 GPA plus a 2.25 in courses indicated by an asterisk*

**A.S. in Business Management (Recommended Course Sequence)**

**First Year**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 110 Expository Writing</td>
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<tr>
<td>MAT 1628 Pre-Calculus</td>
<td>4.0</td>
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<tr>
<td>BUS 100 Introduction to Business</td>
<td>3.0</td>
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<td>CIP 101 Introduction to Information Systems</td>
<td>3.0</td>
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<tr>
<td>OT 103 Computer Software for Document Processing</td>
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<thead>
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<tbody>
<tr>
<td>ENG 111 Literature &amp; Composition</td>
<td>3.0</td>
</tr>
<tr>
<td>MAT 1682 Intro to Probability &amp; Statistics</td>
<td>3.0</td>
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<tr>
<td>ACC 100 Introduction to Accounting</td>
<td>2.0</td>
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<tr>
<td>BUS 210 Business Law I</td>
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<td>Elective Social Sciences (ECO 4643 or 4645)</td>
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**Second Year**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>BUS 1805 Personal Financial Planning</td>
<td>3.0</td>
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<tr>
<td>ACC 101 Accounting I</td>
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<td>VPA 192 Fundamentals of Public Speaking</td>
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<td>PED 100 Physical Fitness</td>
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<td>PSY 1032 Introduction to Psychology</td>
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<tr>
<td>Elective Business &amp; Accounting</td>
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<td><strong>Subtotal</strong></td>
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<table>
<thead>
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<tbody>
<tr>
<td>ACC 102 Accounting II</td>
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<td>Elective Natural Science</td>
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<td>Elective Liberal Arts</td>
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<td><strong>Subtotal</strong></td>
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**Total Credits for Degree** **60.0**

---

**Chemical Engineering Science**

Hostos Community College (HCC) offers the Associate in Science (A.S.) degree in Chemical Engineering as a jointly registered, dual admission program with the existing Bachelor of Engineering in Chemical Engineering (B.E./ChE.) at the City College of New York. The program has been designed to meet the licensure guidelines of the Accreditation Board for Engineering and Technology (ABET).

This program is designed to provide HCC students with the same curriculum as the first two years of the licensure qualifying Chemical Engineering program required at CCNY. The collegial nature of the program will facilitate the transition to the professional portion of the curriculum.

HCC students will be enrolled in the existing science and mathematics courses at Hostos and will enroll in eight engineering/chemistry courses at CCNY until there is sufficient enrollment to offer the courses at Hostos.
### Hostos Community College

#### Hostos - First Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MAT 1642</td>
<td>Calculus I</td>
<td>4</td>
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<td>ENG 110</td>
<td>Expository Writing</td>
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<tr>
<td>CHE 210</td>
<td>Chemistry I</td>
<td>3</td>
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<tr>
<td>CHE 212</td>
<td>Chemistry Lab I</td>
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<tr>
<td>*ENG 10100</td>
<td>Engineering Design I</td>
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<td></td>
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<tr>
<td>MAT 1644</td>
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<td>ENG 111</td>
<td>Literature and Composition</td>
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<tr>
<td>CHE 220</td>
<td>Chemistry II</td>
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<td>CHE 222</td>
<td>Chemistry Lab II</td>
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<tr>
<td>*ENG 10300</td>
<td>Analysis Tools for Engineers</td>
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#### Hostos - Second Year

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<td>*CHE 22800</td>
<td>Intro to Chemical Engineering Principals &amp; Practice</td>
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<td>*CHE 310</td>
<td>Organic Chem I</td>
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<tr>
<td>PHY 4502</td>
<td>Physics I</td>
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<td>MAT 1742</td>
<td>Differential Equations</td>
<td>3</td>
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<tr>
<td>*CHEM 33000</td>
<td>Physical Chem I</td>
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<td>*CHE 320</td>
<td>Organic Chem II</td>
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<td>Organic Chem Lab I</td>
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<td>PHY 4504</td>
<td>Physics II</td>
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<tr>
<td>*CHE 22900</td>
<td>Chem Engr Thermo I</td>
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Total Hostos Credits for Degree: **68**

### City College of New York (CCNY) - Third Year

#### CCNY - Third Year - Fall

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<tr>
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<tr>
<td>CHEM 33200</td>
<td>Physical Chem II</td>
<td>3</td>
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<tr>
<td>ChE 33000</td>
<td>Engr Thermo II</td>
<td>3</td>
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<tr>
<td>ChE 34100</td>
<td>Trans Phenomena I</td>
<td>3</td>
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<tr>
<td>ChE 34900</td>
<td>Prob, Stat &amp; Design Expt</td>
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<tr>
<td>MA 39200</td>
<td>Linear Algebra/Vector</td>
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<td>ENG 21007</td>
<td>Writing for Engr</td>
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#### CCNY - Third Year - Spring

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<td>ChE 31000</td>
<td>Intro/Materials Science</td>
<td>3</td>
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<tr>
<td>ChE 36000</td>
<td>ChE Science Lab</td>
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<td>ChE 34200</td>
<td>Trans Phenomena II</td>
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<tr>
<td>ChE 34600</td>
<td>Transport Operations</td>
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<td>ChE 34500</td>
<td>Separations Operations</td>
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**CCNY - Fourth Year - Fall**

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<tr>
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<td>Chemical Reactions</td>
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<td>ChE 46000</td>
<td>Transport Operations Lab</td>
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<td>ChE 47900</td>
<td>Process &amp; Control</td>
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<td>ChE 49500</td>
<td>Techn Chem Engr Design</td>
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**CCNY - Fourth Year - Spring**

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<tr>
<td>ChE 46200</td>
<td>Separ Opers &amp; Constr Lab</td>
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<tr>
<td>ChE 49600</td>
<td>Chem Engr Design Project</td>
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Technical Electives (see note below+)

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<tr>
<td>ChE 45200</td>
<td>Powder Sci &amp; Tech</td>
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<td>ChE 46700</td>
<td>Polymer Sci &amp; Eng</td>
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<td>ChE 49800</td>
<td>Research I (3cr)</td>
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<tr>
<td>ChE 49900</td>
<td>Research II (3cr)</td>
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<td>ChE 51200</td>
<td>Pharmaceutical Appl</td>
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<td>ChE 54800</td>
<td>Comp Methods</td>
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<td>ChE 57700</td>
<td>Advanced Materials</td>
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<td>ChE 58000</td>
<td>Bioprocess Engr</td>
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<td>ChE 59000</td>
<td>Nanotechnology</td>
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<td>Fluidization</td>
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<td>Human Physiology**</td>
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<td>BME 50200</td>
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<td>Energy Conversion</td>
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**TOTAL CUNY CREDITS**

**TOTAL DEGREE CREDITS**

Bachelor of Engineering in Chemical Engineering - B.E. (ChE)

**Technical Elective Requirements:**

Select three courses from the Technical Electives, but not more than one 2-cr course and not more than one Biomedical Engineering course (denoted by asterisks**). Students who select the Biomedical Engineering Option must take BIO 32100, ME 50100, 50200 & 50300 (total 13 credits) as their Technical Electives, for a total of 131 degree credits.

*Course will be co-listed. Students will be given a Permit to attend CCNY until such time as there is sufficient enrollment to offer the course at Hostos.

**General Education/Liberal Arts Requirements:**

Eligible courses that can be used to fulfill the general education requirement must be equivalent to or selected from only those courses listed as meeting the objectives of the following four clusters: i) Professional and Ethical Responsibilities Cluster (Outcome f), ii) Communication Cluster (outcome g), iii) Global and Societal Context Cluster (outcome h), and iv) Contemporary Issues Cluster (outcome j). A list of approved courses is posted on the school of Engineering website at http://www.cuny.edu/engineering and can be viewed at the Office of Undergraduate Affairs (T-209) or the Office of Student Programs (T-2M). This list is subject to periodic review and updates.
Civil Engineering Science

Hostos Community College offers the Associate in Science (A.S.) degree in Civil Engineering as a jointly registered, dual admission program with the existing Bachelor of Engineering in Civil Engineering (B.E./C.E.) at the City College of New York. The program has been designed to meet the licensure guidelines of the Accreditation Board of Engineering and Technology (ABET).

This program is designed to provide HCC students with the same curriculum as the first two years of the licensure qualifying Civil Engineering program required at CCNY. The collegial nature of the program will facilitate the transition to the professional portion of the curriculum.

HCC students will be enrolled in the existing science and mathematics courses at Hostos and will be given permit to enroll in the eight engineering courses at CCNY until such time as there is sufficient enrollment to offer the course(s) at Hostos.

Hostos Community College

Hostos - First Year

<table>
<thead>
<tr>
<th>First Year - Fall</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 1642 Calculus I</td>
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</tr>
<tr>
<td>ENG 110 Expository Writing</td>
<td>3.0</td>
</tr>
<tr>
<td>CHE 210 Chemistry I</td>
<td>3.0</td>
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<tr>
<td>CHE 212 Chemistry Lab I</td>
<td>1.0</td>
</tr>
<tr>
<td>ENGR 10100 Engineering Design I</td>
<td>1.0</td>
</tr>
<tr>
<td>Liberal Arts</td>
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</tr>
<tr>
<td>VPA 111, 112 or 113</td>
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<tr>
<td>SSD 1000 Freshman Orientation</td>
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<tr>
<th>First Year - Spring</th>
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<tbody>
<tr>
<td>MAT 1644 Calculus II</td>
<td>4.0</td>
</tr>
<tr>
<td>ENG 111 Literature &amp; Composition</td>
<td>3.0</td>
</tr>
<tr>
<td>CHE 220 Chemistry II</td>
<td>3.0</td>
</tr>
<tr>
<td>CHE 222 Chemistry Lab II</td>
<td>1.0</td>
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<tr>
<td>PHY 4502 Physics I</td>
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<tr>
<td>MAT 1698 Modern Programming</td>
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Hostos - Second Year

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>MAT 1646 Calculus III</td>
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</tr>
<tr>
<td>CE 23100 Introduction to Structural Mechanical</td>
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<tr>
<td>CE 20900 Structural and Site Plans</td>
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<tr>
<td>CE 28400 Data Analysis</td>
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<td>PHY 4504 Physics II</td>
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>MAT 1742 Differential Equations</td>
<td>3.0</td>
</tr>
<tr>
<td>CE 33200 Mechanics of Deformable Bodies</td>
<td>4.0</td>
</tr>
<tr>
<td>CE 35000 Fluid Mechanics</td>
<td>3.0</td>
</tr>
<tr>
<td>CE 37200 Environmental Impact Assessment</td>
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<tr>
<td>ENG 202 Technical Writing</td>
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</table>

Total Hostos Credits for Degree | 69.0
City College of New York (CCNY) - CCNY - Third Year

CCNY - Third Year - Fall ................................................................. .Credits
CE 34000 ..........Structural Analysis ........................................ 3.0
CE 36500 ..........Hydrology & Hydraulic Engineering ............. 3.0
CE 33500 ..........Computational Methods in CE ......................... 3.0
CE 32600 ..........Transportation Engineering .......................... 3.0
MA 39200 ..........Linear Algebra /Vector Analysis .................... 3.0
LA ......................Liberal Arts Elective .................................. 3.0
Subtotal ......................................................................................... 18.0

CCNY - Third Year - Spring .......................................................... .Credits
CE 34500 ..........Soil Mechanics .................................................. 3.0
CE 31600 ..........Civil Engineering Decision & Systems Analysis .... 3.0
CE 44100 ..........Reinforced Concrete ....................................... 3.0
CE 32700 ..........Transportation Systems Engineering ............. 3.0
ENGR 23000 ........Thermodynamics ........................................ 3.0
LA ......................Liberal Arts Electives .................................. 3.0
Subtotal ......................................................................................... 18.0

CCNY - Fourth Year - Fall .............................................................. .Credits
CE 40500 ..........Civil Engineering Management ....................... 3.0
CE 43500 ..........Dynamics of Civil Engineering Systems .......... 3.0
CE 40100 ..........Reviews of Engineering Fundamentals .......... 1.0
CE 47400 ..........Environmental Engineering ............................ 3.0
Specialization Core (Select one option; 6 cr) ......................... 6.0

Structures
CE 44000 ..........Finite Element Analysis of Structures .......... 3.0
CE 44200 ..........Structural Design ............................................... 3.0
OR

Environmental
CE 45100 ..........Environmental Water Resources .................. 3.0
CE 48200 ..........Environmental Engineering II ....................... 3.0
OR

Transportation
CE 52000 ..........Traffic Engineering ......................................... 3.0
CE 54000 ..........Highways Engineering ........................................ 3.0
Subtotal ......................................................................................... 16.0

CCNY - Fourth Year - Spring .......................................................... .Credits
CE 50900 ..........Senior Design Project ...................................... 3.0
ENGR 20400 ........Electrical Circuits ........................................ 3.0
LA ......................Liberal Arts Elective .................................. 3.0
Specialization Design Electives ................................................ 6.0
(Take two courses from the same specialization option selected above)

Transportation
CE 50500 ..........Construction Project Management .............. 3.0
CE 51000 ..........Independent Study .......................................... 3.0
CE 52500 ..........Geometric Design of Facilities ...................... 3.0
CE 52600 ..........Rail System Design ........................................ 3.0
CE 54100 ..........Highway & Airport Construction .................. 3.0
CE 54500 ..........Urban Transportation ..................................... 3.0
CE 59000 ..........Foundation of Engineering ............................ 3.0
OR

Environmental
BIO 35000 ..........Microbiology ................................................. 3.0

Credits
...3.0
...3.0
...3.0
...3.0
...3.0
...3.0
...3.0
...3.0
...3.0
...6.0
...16.0
...3.0
...3.0
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...3.0
...3.0
...3.0
...3.0
...6.0
...16.0
...3.0
...3.0
...3.0
...3.0
...3.0
...3.0
Bachelor of Engineering in Civil Engineering - B.E (C.E)

*Course will be co-listed. Students will be given a permit to attend CCNY until such time as there is sufficient enrollment to offer the course at Hostos.

Community Health

The A.S. degree in Community Health at Hostos Community College will produce graduates who can provide culturally and linguistically appropriate services to the most vulnerable populations in New York City. The goal of this program is to educate an emerging group of public health professionals in an effort to increase diversity in health-related fields. Students graduating from this program would be in unique positions to join national efforts to eliminate health disparities in New York City and other metropolitan areas in the United States.

Paraprofessionals who are not seeking an A.S degree, but want to update their skills and expand their employment opportunities may choose to seek a Community Health Worker (CHW) Certificate. The Community Health Worker Certificate could be applied towards satisfaction of College graduation requirements.

Program of Study Leading to the A.S. Degree in Community Health

<table>
<thead>
<tr>
<th>General Requirements</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 110 . . . Expository Writing</td>
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<tr>
<td>ENG 111 . . . Literature and Composition</td>
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</tr>
<tr>
<td>MAT 1682 . . . Introduction to Probability &amp; Statistics</td>
<td>3</td>
</tr>
<tr>
<td>HISTORY</td>
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<tr>
<td>CUB 3130 . . . Ethnicity, Health &amp; Illness OR</td>
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<tr>
<td>VPA 192 . . . Fundamentals of Public Speaking</td>
<td>3</td>
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<tr>
<td>PSY 1032 . . . General Psychology</td>
<td>3</td>
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<tr>
<td>SPA 101 . . . Elementary Spanish I AND</td>
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<tr>
<td>SPA 102 . . . Elementary Spanish II OR</td>
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</tr>
<tr>
<td>SPA 117 . . . Spanish for English Dominant Hispanics I AND</td>
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</tr>
<tr>
<td>SPA 118 . . . Spanish for English Dominant Hispanics II OR</td>
<td></td>
</tr>
<tr>
<td>SPA 121 . . . Spanish Composition I OR HIGHER **3-8</td>
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<tr>
<td>BIO 230 . . . Anatomy &amp; Physiology I</td>
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<table>
<thead>
<tr>
<th>Major Requirements</th>
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<tbody>
<tr>
<td>HLT 110 . . . Introduction to Community Health Education</td>
<td>3</td>
</tr>
<tr>
<td>HLT 212 . . . Bilingual Issues in Community Health</td>
<td>3</td>
</tr>
<tr>
<td>HLT 214 . . . Substance Use and Abuse</td>
<td>3</td>
</tr>
<tr>
<td>HLT 215 . . . Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>HLT 220 . . . Contemporary Health Issues</td>
<td>3</td>
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**A.S. Degree in Community Health Recommended Sequence**

**First Year**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>First Semester</strong></td>
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<tr>
<td>ENG 110</td>
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<tr>
<td>HISTORY</td>
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<tr>
<td>HLT 110</td>
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<tr>
<td>HLT Elective</td>
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<tr>
<td>Liberal Arts Elective</td>
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</tr>
<tr>
<td><strong>Second Semester</strong></td>
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</tr>
<tr>
<td>ENG 111</td>
<td>3</td>
</tr>
<tr>
<td>MAT 1682</td>
<td>3</td>
</tr>
<tr>
<td>PSY 1032</td>
<td>3</td>
</tr>
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<td>CUB 3130</td>
<td>3</td>
</tr>
<tr>
<td>HLT 220</td>
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<tr>
<td><strong>Subtotal</strong></td>
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**Second Year**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
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<tr>
<td><strong>Third Semester</strong></td>
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<tr>
<td>SPANISH</td>
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<tr>
<td>BIO 230</td>
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<td>HLT 212</td>
<td>3</td>
</tr>
<tr>
<td>HLT 215</td>
<td>3</td>
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<td><strong>Subtotal</strong></td>
<td>13-14</td>
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<tr>
<td><strong>Fourth Semester</strong></td>
<td></td>
</tr>
<tr>
<td>SPANISH</td>
<td>0-4</td>
</tr>
<tr>
<td>BIO 240</td>
<td>4</td>
</tr>
<tr>
<td>HLT 299</td>
<td>3</td>
</tr>
<tr>
<td>HLT 214</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>2-7</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>16-17</td>
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</tbody>
</table>

**Total Credits for Degree**

- First Year: 15
- Second Year: 13-14
- Total: 60

**Notes:**
- Based on placement, native speakers of Spanish will be required to complete 3 credits and non-Spanish speakers will be required to complete 8 credits of Spanish.
- Select three credits from the following:

**Program Electives**

- Interpersonal Relations: 3
- Health of the Young Child: 3
- First Aid and Safety: 2
- CPR: 1
- Mental Health: 3
- Human Sexuality: 3
- Medical Terminology: 3
- Introduction to Gerontology: 3
- AIDS Perspectives and Implications for Health Professionals: 3

**Total Credits for Degree: 60**
Program of Study Leading to a Certificate in Community Health (Community Health Worker).

- HLT 110 Introduction to Community Health Education ............................................. 3
- HLT 117 First Aid and Safety ....................................................................................... 2
- HLT 118 CPR ................................................................................................................. 1
- HLT 212 Bilingual Issues in Community Health ....................................................... 3
- HLT 214 Substance Use and Abuse ............................................................................. 3
- HLT 220 Contemporary Health Issues ........................................................................ 3

Total .................................................................................................................................. 15

Note: A minimum grade of "C" is required in each course to receive credit toward the certificate.

Dental Hygiene

The Dental Hygiene Program leads to an Associate in Applied Science (A.A.S.) degree for students who successfully complete the course of study. Students are prepared to become registered dental hygienists and pass an intensive theory National Board and Clinical State Board examination. Passing both examinations is required for licensure and employment. The Dental Hygiene Program offers a two and three consecutive semester Dental Hygiene course of study. The Extended Three-Year Program is targeted for the student who is academically compromised by familial and financial obligations. By using staggered admissions, it delays entrance into the clinical component of the program until the basic dental hygiene courses are satisfactorily underway. Students take longer to graduate, but participate in a less intensive course of study before they are mainstreamed into the regular program.

Approaches to the educational and professional development of the students stem from the goal to graduate competent clinicians who can positively affect their community and the dental hygiene profession through personal, academic, intellectual and professional achievements. Students provide preventive dental health care treatment and education at the campus Dental Hygiene Clinic.

Students provide dental hygiene care for patients of all ages under the direct guidance and supervision of licensed professional dental hygienists and dentists. Faculty, students, staff, family, and friends have access to free dental hygiene care and oral health maintenance. Two academic years and one summer are required to complete the 70-credit degree program. Graduates are eligible to transfer to senior colleges and receive junior year status.

All eligible students are encouraged to apply for the various academic and health profession scholarships and to join both the local and national Student American Dental Hygienist Association (SADHA). Awards for achievement include the Hu-Friedy Golden Scaler Award, the New York City Dental Hygienist Association Clinical Proficiency Award, the American Dental Association Professional Achievement Award, and the Dental Hygiene Program Student Achievement Award. Dental hygienists find employment in private dental practices, public and private health agencies, hospitals, industrial clinics, government agencies, the U.S. Armed Services, Peace Corps, World Health Organizations, and dental hygiene schools.

Goals of the Dental Hygiene Department
- Promote student success for program completion and the passing of the dental hygiene licensing examinations.
- Provide opportunities for the student to be a competent contributor to the community and the dental hygiene profession.
- Provide comprehensive, quality dental hygiene patient care and education to patients.
- Foster principles of evidence-based decision-making and life-long learning.

Criteria for Progression into the Clinical Phase of the Dental Hygiene Program

All students progressing into the clinical phase of the Dental Hygiene Program must pass the CUNY assessment skills test in math, reading, and writing. Students in need of any remediation (as determined by the placement test) must complete the required remediation before starting the clinical phase of the dental hygiene sequence of courses. The remedial sequence will be based on the individual's placement scores and will be developed by the academic advisors (Dental Hygiene, Libra and/or ESL). The Dental Hygiene Program has a limited number of spaces available. Therefore, a remediation G.P.A. of 2.0 does not guarantee progression into the Dental Hygiene Program.

Transfer Students
Any student wishing to transfer from another college must make an appointment with the Admissions Office personnel, (718) 518-6633, and/or Dental Hygiene faculty, (718) 518-4234, to have his or her transcripts evaluated.
Decisions will be based on space availability and academic profile.

**Program Readmission and Withdrawal Policy**

Students who withdraw from any DEN course(s) or request an official leave of absence are not guaranteed readmission into the program. The Program Coordinator must approve all readmissions. Readmissions will not be approved after one year. *Students readmitted into the program must adhere to the same entrance requirements as new applicants.*

**Retention Policy - Scholastic Requirements**

Students may be dismissed or suspended from the Dental Hygiene Program for failure to meet academic standards of performance and/or failure to adhere to standards of professional conduct.

1. A Dental Hygiene student is required to maintain a grade point average of 2.0 for each semester of the program.
2. Failure of two (2) Dental Hygiene courses may result in immediate dismissal from the program.
3. A student may only repeat a Dental Hygiene course once, assuring that the overall GPA is 2.0 and above. A GPA below 2.0 requires immediate dismissal from the program.
4. The retained students will be required to audit the pre-clinical/clinical course to assure the retention of essential manual skills.
5. In any case of failure to meet the required GPA, the student's progress will be evaluated by the program and a retention recommendation will be made.
6. Dental Hygiene students are expected to conduct themselves in accordance with the professional conduct standards required of health care professionals. Misconduct is not consistent with ethical/professional behavior.

**Grading System**

The basic criteria for grading in the Dental Hygiene Program, in all Dental Hygiene courses are:

- **A**.................................................93-100
- **B**.............................................83-92
- **C**.............................................75-82
- **D**.............................................70-74
- **F**...........................................Grades below 70

**Deficient and Failing Grades**

Performance of “D” in any course required in the dental hygiene program is unsatisfactory and not accepted in the program. A grade of “C” is minimal accepted performance for any of the listed dental hygiene program required courses. Courses, for which a “D” grade is earned, must be repeated if the student is recommended by the faculty to remain in the program. This may have Financial Aid implications. Consult with a Financial Aid Counselor.

**Special Requirements for Dental Hygiene Students**

- Prior to progressing into the clinical phase of the program students must successfully complete all pre-requisites for ENG110.
- Prior to progressing into the clinical phase of the program students must successfully complete or be exempt from MAT 1622.
- Students must have liability insurance and be certified in C.P.R. before the client treatment phase of the clinical experience.
- All students must meet the citizenship requirements as stated in Chapter 133 of the 1982 citizenship laws. They must be United States citizens or have an alien registration number. These stipulations have been set forth by the Division of Professional Licensing.
- All candidates applying for a dental hygiene license under the New York State Education Department must admit or deny having been convicted of a crime (felony or misdemeanor) in any state or country. In addition,
all candidates must admit or deny having been charged with a crime (felony or misdemeanor) in any state or
country, if the disposition was other than acquittal or dismissal.

**Dental Hygiene Program Affiliations**
The Hostos Community College Dental Hygiene Program is affiliated with Lincoln Medical and Mental Health
Center/Dental Division.

**Dental Hygiene Advisory Committee**
Leslie A. Abraham D.D.S.
Hyacinth Alleyne, R.D.H.
Maribel Aybar, R.D.H.
Lawrence Bailey, D.D.S
Su-Yan Barrow, R.D.H.
Michael Bolden, D.D.S.
Joan Charles, R.D.H.
Anita Cunningham, Professor Emeritus, R.D.H.
Betsy Davis, R.D.H.
Dennis Gardner
Brady Hope, R.D.H.
Selena James, Professor Emeritus, R.D.H.
Ernestine Leach, R.D.H.
Dennis A. Mitchell-Lewis, D.D.S.
Leonard Marotta, MDT, CDT,TF
James McIntosh, D.D.S.
Rawie Philbert, D.D.S.
Denise L. Quarles, ESQ.
Teodora E. Regus, D.D.S.
Reneida Reyes, D.D.S.
Joseph Rispoli, D.C.
Rev.Wiley Wavley Robinson
Richard Sewell
Rosa Sapadin, R.D.H.
Maria Serpico, R.D.H.
Clarence Shelton, D.D.S.
Trevor Simmonds, D.D.S.
Ramon Smitha, D.D.S.
Thomas Wingate
*All Dental Hygiene Faculty are Advisory Committee members

**Program of Study Leading to the Associate in Applied Science (A.A.S.)**
**Degree in Dental Hygiene**

<table>
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<th>Program</th>
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<tr>
<td>Liberal Arts &amp; Sciences</td>
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<tr>
<td>Dental Hygiene</td>
<td>41.0</td>
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<tr>
<td>Total for Degree</td>
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**First Year**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 230 . . .Anatomy &amp; Physiology I</td>
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</tr>
<tr>
<td>CHE 110 . . .Intro. to Chemistry I (Lecture and Lab)</td>
<td>4.0</td>
</tr>
<tr>
<td>DEN 110 . . .Oral Anatomy &amp; Physiology (Lecture and Lab)</td>
<td>2.0</td>
</tr>
<tr>
<td>DEN 111 . . .Head &amp; Neck Anatomy</td>
<td>1.5</td>
</tr>
<tr>
<td>DEN 112 . . .Clinical Dental Hygiene Practice I</td>
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<tr>
<td>ENG 110 . . .Expository Writing</td>
<td>3.0</td>
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<td><strong>Subtotal</strong></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credits</th>
</tr>
</thead>
</table>

**Hostos Community College**
Enrollment in the Dental Hygiene Program requires a substantial financial investment for a greater return upon completion of the program. For training, students are required to purchase instruments, supplies, lab coats, uniforms, white shoes, books, and liability insurance. Estimates of required expenditures are as follows:

**First Semester:** All students starting the Dental Hygiene curriculum will need the money to buy all first semester books, equipment, and material by the second week of classes. Therefore, students beginning the program must prepare in advance to pay for these expenses:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
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</thead>
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<tr>
<td>Books</td>
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<tr>
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<tr>
<td>Supplies</td>
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<td>Uniforms</td>
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**Second Semester:**

<table>
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**Second Year**

<table>
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<th>Items</th>
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<tr>
<td>DEN 210</td>
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<td>General &amp; Oral Pathology</td>
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<td>DEN 219</td>
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<td>PSY 1032</td>
<td>.3.0</td>
<td>Intro to Psychology</td>
<td></td>
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<tr>
<td>VPA 192</td>
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<td>Fundamentals of Public Speaking</td>
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<td>DEN 221</td>
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<td>DEN 222</td>
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<td>DEN 223</td>
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<td>DEN 224</td>
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<td>SOC 132</td>
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**Total Credits**  **.70.0**
Summer Semester:
Books ............................................................................................................................................ $150.00

Third Semester:
Books ............................................................................................................................................ $250.00
Instruments ..................................................................................................................................... 100.00
SADHA/SNDHA/SHDA Dues ........................................................................................................ 50.00
Clinic Supplies .................................................................................................................................. 250.00
Total .............................................................................................................................................. $650.00

Fourth Semester:
Books ............................................................................................................................................ $300.00
NERB State Board Exam ................................................................................................................ 700.00
National Board Exam .................................................................................................................... 200.00
Malpractice Insurance .................................................................................................................... 17.00
SADHA Annual Conference ......................................................................................................... 150.00
NYS Registration Requirement courses ....................................................................................... 125.00
School Pin ........................................................................................................................................ 30.00
Clinic Supplies .................................................................................................................................. 200.00
Total .............................................................................................................................................. $1,722.00

Grand Total .................................................................................................................................... $4,834.00

SADHA: Student American Dental Hygienist Association
SNDHA: Student National Dental Hygienist Association
SHDA: Student Hispanic Dental Association

Note: Prices listed above are subject to change due to manufacturer/organization requirements.
Note: Students applying for financial aid should include these expenses. The grand total of $4,834.00 can make a significant financial impact.

Early Childhood Education

The Education Program consists of two distinctive degree programs that will prepare students for careers in education: The Associate in Arts (A.A.) in Liberal Arts degree with the Option in Early Childhood Education and the Associate in Applied Science (A.A.S.) in Early Childhood Education.

Transfer Program

Associate in Arts (A.A) - 60 credits

The A.A. degree program is designed for students interested in pursuing their studies in education, child psychology, counseling, or social work after graduating from Hostos. This course of study will allow the maximum number of credits to transfer to a senior college, and is strongly recommended for students who seek careers requiring a baccalaureate degree, such as primary and secondary school teachers.

The A.A. degree in Liberal Arts program with the Option in Early Childhood Education requires student three components:

1. General Education Requirements .................................................................................. 21-22 credits
2. Cluster III Processes in Behavioral & Social Sciences ........................................ 18 credits
3. Early Childhood Education Option and Electives ............................................... 20-21 credits

Students may specialize in Early Childhood Education by allocating 12 out of the 20 - 21 Options/Electives credits to EDLT courses.

Career Program

Associate in Applied Science (A.A.S.) - 60 credits

The A.A.S. degree program in Early Childhood Education is designed for students who plan to enter the workforce immediately after graduation to work in daycare centers, residential homes, and other facilities designed for the care and development of the preschool child. Students may also choose between a non-bilingual or bilingual option

The A.A.S degree in Early Childhood Education requires students to satisfy two major components:

1. General Education Requirements .................................................................................. 33-34
2. Major Requirements ........................................................................................................ 27-28
Electrical Engineering Science - Electrical Engineering

Hostos Community College offers the Associate in Science (A.S.) degree in Electrical Engineering Science as a jointly registered, dual admission program with the existing Bachelor of Engineering in Electrical Engineering (B.E./E.E.) at the City College of New York.

The program has been designed to meet the licensure guidelines of the Accreditation Board for Engineering and Technology (ABET). The program will provide HCC students with the same curriculum as the first two years of the licensure qualifying electrical engineering program required at CCNY. Upon successful completion of the lower division at HCC students will have a seamless transition to the upper division of the baccalaureate program at CCNY. The collegial nature of the program will facilitate the transition to the professional portion of the curriculum.

Electrical Engineering Science students will enroll in the existing science and mathematics courses at Hostos and will enroll in the two engineering courses at CCNY.

Hostos Community College

First Semester ................................................................. Credits
MAT 1642 ............................................... Calculus I ........................................ 4.0
ENG 110 ........................................................ Expository Writing .......................... 3.0
CHE 210 ........................................................ Chemistry I ..................................... 3.0
CHE 212 ........................................................ Chemistry Lab I ............................ 1.0
PSY 1032 .................................................... General Psychology ........................ 3.0
Subtotal ................................................................. ................. 14.0

Second Semester ............................................................... Credits
MAT 1644 ........................................................ Calculus II ..................................... 4.0
### Third Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>Literature &amp; Composition</td>
<td>3.0</td>
</tr>
<tr>
<td>SOC 1232</td>
<td>Introduction to Sociology</td>
<td>3.0</td>
</tr>
<tr>
<td>MAT 1698</td>
<td>Modern Programming</td>
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<td>ENGR 10100</td>
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**Subtotal**: 14.0

### Second Year

**First Semester**

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<tbody>
<tr>
<td>MAT 1646</td>
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<tr>
<td>PHY 4502</td>
<td>Physics I</td>
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<tr>
<td>ENGR 10300*</td>
<td>Tool/Engineers</td>
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<tr>
<td>ENG 202</td>
<td>Technical Writing</td>
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<tr>
<td>VPA 192</td>
<td>Fundamentals of Public Speaking</td>
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**Subtotal**: 16.0

**Second Semester**

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<tr>
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<tr>
<td>ENGR 20400</td>
<td>Electric Circuits</td>
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<tr>
<td>MAT 1722</td>
<td>Linear Algebra with Vector Analysis</td>
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<tr>
<td>PHY 4504</td>
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**Subtotal**: 16.0

**TOTAL CREDITS**: 60.0

### City College of New York (CCNY)

### Third Year

**First Semester**

<table>
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<tr>
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<tbody>
<tr>
<td>EE 21000</td>
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<tr>
<td>EE 20500</td>
<td>Linear Systems Analysis I</td>
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<td>EE 22100</td>
<td>Electrical Engineering Laboratory I</td>
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<td>EE 24100</td>
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<tr>
<td>EE 25900</td>
<td>Programming for Electrical Engineering</td>
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**Subtotal**: 14.0

**Second Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>EE 30600</td>
<td>Linear Systems Analysis II</td>
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<tr>
<td>EE 31100</td>
<td>Probability and Statistics</td>
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<td>EE 32200</td>
<td>Electrical Engineering Laboratory II</td>
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<td>EE 33000</td>
<td>Electromagnetics</td>
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**Subtotal**: 16.0

### Fourth Year

**First Semester**

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<tr>
<td>EE 32300</td>
<td>Electrical Engineering Laboratory III</td>
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<tr>
<td>EE 33300</td>
<td>Introduction to Antennas, Microwaves and Fiber Optics</td>
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<tr>
<td>EE 33900</td>
<td>Semiconductor Materials and Devices</td>
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<tr>
<td>EE 37100</td>
<td>Linear Feedback System</td>
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**Subtotal**: 16.0

**Second Semester**

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<tr>
<td>EE 44100</td>
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<td>EE 44400</td>
<td>Digital Computer Systems</td>
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<td>EE 23000</td>
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<td>Lecture Electives</td>
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**Subtotal**: 15.0
The purpose of the Gerontology Program at Hostos Community College is to prepare students for careers that involve working with older adults. Qualified professionals can work in such settings as: senior citizen centers, health related and skilled nursing facilities, and home health care agencies.

The Gerontology Program awards the Associate in Applied Science (A.A.S.) degree. Students who would like to further their education may then apply their courses at a four-year institution in a program of gerontology, social work, physical or recreation therapy, etc.

The Gerontology Program is interdisciplinary in nature and will draw upon faculty expertise from different departments within the College. Individual courses are therefore listed throughout this catalog under the various disciplines.

Students who are interested in planning a concentration in the field of gerontology should consult the Gerontology Coordinator for further information.

The following represents the requirements for the A.A.S. degree in Gerontology:

**Liberal Arts & Sciences** ................................................................. 45.0 credits

**Major Courses** ........................................................................... 15.0 credits

**Recommended Program of Study for an A.A.S. Degree in Gerontology**

**First Year**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
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<tr>
<td>HLT 130</td>
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<td>ENG 110</td>
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<td>HLT 103</td>
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<td>ENG 111</td>
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**Fifth Year**

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**Total CCNY CREDITS** .............................................................. 75.0

**TOTAL BB/EE DEGREE CREDITS** .............................................. **135.00**

**Bachelor of Engineering in Electrical Engineering - BE(EE)**

†Students who complete VPA 192 at Hostos, must take an additional three (3) credits of Liberal Arts at CCNY. Students needing remedial or compensatory courses will require additional credits for graduation. Course will be co-listed, students will be given a permit to attend CCNY until such a time as there is sufficient enrollment to offer the course at HOSTOS.

All first time freshmen must take SSD 1000: “Critical Skills for the 21st Century”;

The College requires successful completion of the CUNY tests in Reading, Writing and Mathematics; the College Proficiency Examination (CPE) and 16 CPI units as required (See College Catalog).
Second Year

Third Semester

- BIO 210 General Biology I ......................................................... 4.0
- PED 180 Physical Education & Recreation for the Aging .................. 3.0
- PSY 1080 Psychology of Aging ..................................................... 3.0
- Elective English ........................................................................... 3.0
- Elective Physical Education .......................................................... 1.0

Subtotal ....................................................................................... 14.0

Fourth Semester

- BIO 220 General Biology II .......................................................... 4.0
- SOC 1200 Intro to Social Work ..................................................... 3.0
- Or
- ADM 2532 Social Service Administration ..................................... 3.0
- CUB 3130 Ethnicity and Health .................................................... 3.0
- Or
- CUP 3212 Puerto Rican Society & Culture ...................................... 3.0
- Or
- CUP 3218 Caribbean Society & Culture ........................................ 3.0
- HLT 6532 Fieldwork with an Older Population ............................ 3.0

Subtotal ....................................................................................... 13.0

Total Credits for Degree .............................................................. 60.0

Liberal Arts and Sciences

Associate In Arts (A.A) Liberal Arts Degree

The A.A. Liberal Arts core/general education curriculum requirement is a group of lower-division courses that ensure that graduates of Eugenio Maria de Hostos Community College have the preparation necessary to succeed in a diverse and changing work environment and to develop as thoughtful and responsible citizens, ready to participate and contribute to their communities. The courses selected also prepare students to transfer to senior colleges to continue their education within The City University of New York system. Core Components are: General Education Requirements (21-22 credits); Cluster (18 credits); and Electives/Options (20-21 credits).

General Education Requirements (21-22 credits)

The General Education Requirement (GER) is a group of lower-division courses that provide graduates of Hostos the preparation necessary to succeed in a diverse and changing work environment, and to develop as thoughtful and responsible citizens, ready to participate and contribute to their communities. These courses will introduce and educate students in fundamental areas of knowledge. All students in the Liberal Arts must take the GER.

Requirements for the Associate In Arts (A.A) Liberal Arts Degree

These courses will introduce and educate students in fundamental areas of knowledge.

A. General Education Requirements .............................. 21.0 - 22.0 credits

- English ................................................................................. 6.0
  - ENG 110 Expository Writing .............................................. 3.0
  - ENG 111 Literature and Composition ............................... 3.0
  - SSS 1000

- Science - One (1) sequence of courses from the following: 8.0
  I. BIO 110 Concepts in Biology ............................................ 4.0
     BIO 120 Plants and Society ............................................... 4.0
     OR
  II. BIO 210 General Biology I .............................................. 4.0
     BIO 220 General Biology II ............................................... 4.0
     OR
  III. BIO 230 Anatomy and Physiology I ............................... 4.0
       BIO 240 Anatomy and Physiology II ............................ 4.0
IV. CHE 210 General Chemistry ................................................................. 3.0
   CHE 212 General Chemistry Laboratory ................................................ 1.0
   CHE 220 General Chemistry II ............................................................... 3.0
   CHE 222 General Chemistry Laboratory II .............................................. 1.0

OR

V. ENV 110 Environmental Science I ....................................................... 4.0
   ENV 120 Environmental Science II ......................................................... 4.0

OR

VI. PHY 4502 General Physics I ................................................................. 4.0
   PHY 4504 General Physics II ................................................................. 4.0

History - One (1) course from the following: ............................................... 3.0
   HIS 4660 World History to 1500
   HIS 4661 Modern World History
   HIS 4663 United States History: Through the Civil War
   HIS 4665 United States History: Reconstruction to the Present

Mathematics- One (1) course from the following: ...................................... 3.0 - 4.0
   MAT 1628 Pre Calculus
   MAT 1632 Introduction College Mathematics I
   MAT 1642 Calculus I
   MAT 1682 Introduction To Probability & Statistics

Physical Education ......................................................................................... 1.0

Total General Education Requirements ...................................................... 21.0 - 22.0 credits

B. Clusters: .................................................................................................... 18.0 - 20.0 credits

The courses in the clusters will provide a broad background in the liberal arts and sciences and will help students acquire skills in the disciplines they want to major when attending a senior college. All students in the liberal arts program must choose one cluster according to their academic interests. Four clusters are offered:

Cluster I - Communication and Cultural Skills
This cluster is recommended for students interested in international studies, computer information technology, languages, humanities, performing arts, and library sciences.

Mathematics ................................................................................................. 3.0
   MAT 1690 Computer Literacy

Health or Education ...................................................................................... 3.0
   HLT 103, HLT 220, HLT 6509, or EDU 121

Humanities ................................................................................................... 6.0 - 8.0
   HUM 3001, 3021, PHI 3400, CUB 3130, LAC 244, VPA 141, 151, 181, 192, SPA 101, 102, 117, 118, 121, 222, 300; FRE 101, 102, ITA 101, 102;

Behavioral & Social Sciences ..................................................................... 3.0
   (PSY; SOC; BSC; ANT; HIS; POL; ECO; SSC)

English .......................................................................................................... 3.0
Total for Cluster I ........................................................................................ 18.0 - 20.0 credits

Cluster II - Arts and Humanities
This cluster is recommended for students interested in arts, humanities, philosophy, literature, music, theater, Africana studies, and Caribbean and Latin American studies.

Humanities - Modern Languages* ............................................................... 6.0 - 8.0
   SPA 101, 102, 117, 118, 121, 222, 300, FRE 101, 102; ITA 101, 102; Or other LAC & Modern Languages.
*Once a language is selected, the student is urged to complete six credits in that language as fewer than six credits are generally not transferrable to other colleges.

English Elective ........................................................................................... 3.0

Humanities ................................................................................................. 6.0
CUB 3103, 3104, 3172; LAC 109, 110, 244; HUM 3001; 3403; VPA 111, 112, 141, 171.

Behavioral and Social Sciences ......................................................... 3.0
(PSY; SOC; BSC; ANT; HIS; POL; ECO; SSC)

Total for Cluster II ............................................................................. 18.0 - 20.0 credits

Cluster III - Processes in the Behavioral Sciences
This cluster is recommended for students interested in psychology, sociology, anthropology, and social work.

Behavioral & Social Sciences ............................................................... 9.0
(PSY; SOC; BSC; ANT; HIS; POL; ECO; SSC)

Health & Human Services ................................................................. 3.0
EDU 101, 121, HLT 103, 110, 111, 130, 133, 220, 6509.

Humanities .......................................................................................... 6.0 - 8.0
CUB 3130, 3124; LAC 118, PHI 3400, FRE 101, 102; ITA 101, 102, SPA 101, 102, 117, 118, 222, 300,
VPA 111, 112, 192.

Total for Cluster III ............................................................................. 18.0 - 20.0 credits

Cluster IV - Processes in the Social Sciences
This cluster is recommended for students interested in history, government, social issues, political sciences, and economy.

Behavioral & Social Sciences ............................................................... 9.0
(PSY; SOC; BSC; ANT; HIS; POL; ECO; SSC)

Courses to be suggested by the Behavioral & Social Sciences Department.

English Literature or Spanish Literature ............................................. 3.0

Humanities .......................................................................................... 6.0 - 8.0

Total for Cluster IV ............................................................................. 18.0 - 20.0 credits

C. Electives & Options .......................................................................... 20.0 - 21.0 credits

Electives: The student may use the elective credits in any number of ways. Students may choose to take courses that interest them, or they may choose to select courses that satisfy one of the options available at Hostos.

Note: at least six (6) credits of these electives must be in the area of Liberal Arts.

Options: The options allow students to increase their knowledge in specialized, academic disciplines and may be used as a foundation for advanced study at a senior college.

African Studies
CUB 3103, CUB 3160, and 3 additional credits in CUB (African Studies)

Education
EDU 101, and any two from the following: EDU 113, 116, 150

English
English Option I: See English Department
English Option II: See English Department
Women's Studies: WST 1010, ENG 223, and PSY 1040

Total Credits for A.A. ................................................................. 60.0

Hostos has the following Articulation Agreement for those students wishing to pursue a Baccalaureate degree:
Official Articulation Agreement with Medger Evers College.
Official Articulation Agreement with Hunter and Lehman Colleges.

Requirements for the Associate in Science (A.S) Degree
The requirements for the Associate in Science Degree make it versatile and appealing to students planning to enter professions in the Sciences or to Medical related programs and provides students with the first two years of study required to major, or minor, in these fields at the senior college level.

A. General Education Requirements

English
ENG 110 Expository Writing ................................................................. 3.0
ENG 111 Literature and Composition .................................................. 3.0
Mathematics
MAT 1628 Pre-Calculus ................................................. 4.0
MAT 1642 Calculus .......................................................... 4.0

History
HIS 4660 or 4661 or 4663 or 4665 ........................................... 3.0

Physical Education ............................................................. 1.0

Behavioral and Social Sciences ......................................... 3.0
Choose one from the following: PSY or SOC or ANT or SSC or ECO or POL

Humanities ................................................................. 3.0
Choose one from the following: CUB or CUP(LAC) or HUM or VPA

Total General Education Requirements ....................................... 24.0

B. Science/Mathematics Requirements
Select three (3) course sequences from the following:
BIO 210 and 220;
OR
BIO 230 and 240
OR
CHE 210/212 and 220/222
OR
MAT 1644 and 1646
OR
PHY 4302 and 4402, 4304 and 4404

Total Science/Math Requirements ........................................... 24.0

C. Free Electives ................................................................. 12.0

Total Credits for A.S. ......................................................... 60.0

All first-time freshmen students must take SSD 1000 Freshman Orientation

College requires successful completion of CUNY tests in reading, writing, and mathematics; the CUNY Proficiency Examination (CPE); 16 CPI units as required, (see College Catalog); and 30 credits in Liberal Arts courses. Students must complete 60 credits for the Associate in Science Degree.

Students should consult Natural Science or Mathematics faculty advisors to discuss their choice of disciplines.

Licensed Practical Nursing Program

The Certificate Program in Practical Nursing addresses the need for an alternative career option in the Allied Health Sciences. The three-semester course of study at Hostos Community College provides the successful graduate, who passes the NCLEX-PN Exam, with marketable skills as a Licensed Practical Nurse within one calendar year.

The major course content within this program is based on a practical nursing curriculum. This program supports a major focus for the College, which is the provision of both strong allied health career programs and a broad-based, liberal arts education. A unique feature of this course of study is that, unlike the traditional practical nursing programs, students are exposed to other disciplines in a collegiate setting - e.g., English and the natural, social, and behavioral sciences.

The framework for the Certificate Program in Practical Nursing embodies basic needs, selected components of the nursing process, and the skills that are needed to practice as a member of the health care team. Students learn to deliver nursing care to patients of all age groups in a variety of settings, under the direct guidance and supervision of qualified professional nurse instructors.

Objectives of the Program in Licensed Practical Nursing

Upon completion of the program, the graduate will be able to do the following:

1. Use critical thinking skills and knowledge acquired from nursing, the physical, biological, social, behavioral sciences and the humanities to identify and respond to health needs of our culturally diverse patients and their significant others across the life span.
2. Use components of the nursing process to deliver care to patients using therapeutic communication, patient teaching and a caring attitude.
3. Use components of the nursing process to deliver care to patients across the life span to function as a member of the interdisciplinary health care team.
4. Appropriately manage one's own nursing care and monitor the care provided by unlicensed caregivers.
5. Assume responsibility and accountability for one's nursing practice based on established standards and the Code of Ethics for the Licensed Practical Nurse.
Application/Entrance Process for LPN Certificate

Students seeking to become Licensed Practical Nurses (LPN) must first apply for admission to Hostos Community College and must satisfactorily complete the pre-requisites specified below. Students seeking entry to the LPN Program are urged to seek academic and registration advisement from the Nursing faculty.

Note: Admission to the College does not guarantee entry to the Nursing Program. Upon satisfactory completion of all pre-requisites and entrance examinations, students will be selected for available spaces. Required courses must be taken in the identified sequence. Students should obtain a copy of the "LPN Student Handbook." Students are expected to read and adhere to all policies outlined in the student handbook.

Note: All requirements for the LPN Certificate Program must be completed within three (3) years. Students are urged to seek advisement for academic and financial planning. Finally, students must take and pass the NCLEX-PN examination to be licensed.

Pre-requisites for Freshmen, First-Time-To College

Freshmen students must meet the following criteria:

1. Have a high school average of 75% or a GED score of at least 275;
2. Have passing scores on Math, Reading, and Writing on CUNY Skills Tests, specifically:
   a. Pass CUNY Reading and Writing examination and placement into ENG 110.
   b. Pass the CUNY Math Test (Math score of 32 or better, with a minimum score of 14 in Part 1, exempts students from taking MAT 1622 Elementary Algebra).
   c. Students who are exempted from the Math Test (SAT score of 480 or better, or corresponding Regents score of 75 or better) must take MAT 1622 - Elementary Algebra.
   d. Students who do not pass the CUNY Skills Tests must take the appropriate remedial course(s) and re-test after they successfully complete the course.
   e. ESL students may apply for entry after completing their ESL courses, passing all CUNY skills tests, and passing all pre-requisite courses.

Pre-requisites for Transfer Students

Transfer students seeking LPN certification must ensure that all transcripts and test results have been submitted to Hostos Office of Admissions for review by the Nursing Admissions Committee.

Transfer students must meet the following criteria:

1. Overall GPA of 2.5 at previous institution(s) and GPA of 2.5 in all courses equivalent to those required in the LPN sequence. (See number three (3) below for more details about transferring courses.)
2. Testing Requirements- Students transferring from another college must meet the same testing requirements outlined above for first-time-to-college, freshmen students.
3. Transferring Courses:
   a. The Nursing Admissions Committee will review transcripts of transfer students seeking entry to the LPN Program.
   b. Nursing courses taken at another college are non-transferable.
   c. Science courses more than two (2) years old are non-transferable to the LPN Program.
   d. ESL courses are non-transferable.
   e. Students who have failed out of an RN Program may have an opportunity to enter the LPN program, on a space-available basis, if they meet all the above requirements. Students must successfully complete each LPN course on the first attempt or be dropped from the LPN Program.
   f. Students in the LPN Program who had failed from an associate or bachelor's degree nursing program will be dropped from the program if they fail a clinical course.

Entrance to the LPN Program

Entry into the LPN Program is competitive.

1. The NLN (National League of Nursing) Pre-Nursing examination must be taken and scheduled at student convenience at an NLN approved testing site. Only official scores released to Hostos will be accepted. Students may repeat the examination if necessary after one year has elapsed. A score at or above the 50th percentile or better must be achieved.
2. Students who successfully complete all pre-requisites, who are currently registered at Hostos Community College, and achieve a passing NLN score become eligible to take the ATI (Assessment Technologies Institute) computerized examination. The ATI (TEAS) assessment examination will be offered in November of each year on a space-available basis.
3. There are fees for each of these examinations.
4. Students who successfully complete the ATI will then be eligible for an evaluation of a writing sample by the Nursing Admission Committee.
5. Students who achieve the highest scores on the examinations and the writing samples will be selected for available spaces in the LPN Program.

Each year the process begins anew. An applicant is considered an LPN candidate when selected by the Nursing Admissions Committee.

**Progression in the LPN Program**

1. Students must maintain a GPA of 2.5.
2. The minimum acceptable grade for any required course is "C". The exceptions are NUR 8001 and ENG 110; the minimum acceptable grade in these courses is "B."
3. All required courses must be taken in the identified sequence. Students must complete all coursework by the time of registration. Incomplete grades are not accepted for any required and/or elective courses.
4. Students may repeat only one, non-clinical course once.
5. Only one, clinical Nursing course may be repeated. A second failure in a clinical Nursing course results in student being dropped from the LPN Nursing Program.
6. Students who fail clinical courses (NUR 8002 or NUR 8003) must submit a letter to the coordinator seeking readmission into the LPN program. Students may choose to audit the lecture component of a previous course for a registration fee, in order to prepare for return into the LPN program.
7. All requirements for the LPN Nursing Program must be completed within three years.
8. All nursing students are required to pay for ongoing, external testing each semester.

**Requirements for Entry to the Clinical Phase**

Prior to clinical placement, students must meet the state-mandated (1) health requirements, (2) liability insurance, and (3) complete a Basic Cardiac Life Support course given by the American Heart Association and/or the Red Cross. More detailed information is provided in the LPN Student Handbook. The documentation must be presented prior to registration for NUR 8000.

**Attendance Policy**

Students must be present from the beginning to the adjournment of a class, lecture or a hospital clinical session. Absences will be reviewed by Nursing Faculty to determine if a student may remain in the program. (See LPN Student Handbook.)

**Program of Study Leading to a Certificate in Licensed Practical Nursing**

<table>
<thead>
<tr>
<th>Semester I, Spring Term</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 230 Anatomy &amp; Physiology I</td>
<td>4.0</td>
</tr>
<tr>
<td>PSY 1032 General Psychology</td>
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</tr>
<tr>
<td>NUR 8000 LPN Clinical Nursing I</td>
<td>7.0</td>
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<tr>
<td>NUR 8001 Pharmacology I</td>
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<td><strong>Total Semester Credits</strong></td>
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<table>
<thead>
<tr>
<th>Semester II, Summer Term</th>
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</thead>
<tbody>
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<td>BIO 240 Anatomy &amp; Physiology II</td>
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<tr>
<td>NUR 8002 LPN Clinical Nursing II</td>
<td>3.5</td>
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<tr>
<td>ENG 110 Intro to Composition</td>
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<td><strong>Total Semester Credits</strong></td>
<td><strong>10.5</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Semester III, Fall Term</th>
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</tr>
</thead>
<tbody>
<tr>
<td>BIO 310 Microbiology</td>
<td>4.0</td>
</tr>
<tr>
<td>CUB 3130 Ethnicity, Health &amp; Illness</td>
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</tr>
<tr>
<td>NUR 8003 LPN Clinical Nursing III</td>
<td>7.0</td>
</tr>
<tr>
<td>PSY 1037 Lifespan Development Behavior</td>
<td>3.0</td>
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<tr>
<td><strong>Total Semester Credits</strong></td>
<td><strong>17.0</strong></td>
</tr>
</tbody>
</table>

| Total General Education Credits | 24.0 |
| Total Nursing Credits | 19.5 |
| **Total Credits for Certificate** | **43.5** |
Requirements for the Transition from LPN to A.A.S. RN Program

The transition from LPN to the A.A.S. RN program is another career option for Licensed Practical Nurses. The transition course is open to any Licensed Practical Nurse who fulfills the following criteria:

1. Successful completion of an accredited, practical nursing program.
2. Passed the NCLEX-PN Examination.
3. Completed CHE 4019 (a combination of inorganic and organic chemistry) with permission from the Coordinator and a strong background, or have taken CHE 110 AND 120.
4. Passed the NLN Mobility I Profile Examination.
5. Have a GPA of at least 2.5 to enter, progress, and complete the program.
6. Have taken PSY 1032.
7. Passed the ACT Reading and Writing examinations.
8. Have a grade of "B" or better in ENG 110.
9. Have taken MAT 1622 or scored at least 32 or better on the placement exam, with a minimum score of 14 in Part one.
10. Completed any courses needed to meet CPI requirements.

Note: If not a graduate of Hostos’ Certificate Program in Licensed Practical Nursing or a CUNY certificate-bearing Practical Nursing Program, the candidate must meet the entrance requirements as outlined in the Student Handbook.

Curriculum for the LPN Graduate Transition to A.A.S. RN Program

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>NUR 7000 Introduction to Concepts &amp; Principles of Nursing</td>
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</tr>
<tr>
<td></td>
<td>ENG 111 Literature and Composition</td>
<td>3.0</td>
</tr>
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<td>Total Semester Credits</td>
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<th>Semester</th>
<th>Course Description</th>
<th>Credits</th>
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<tr>
<td>II</td>
<td>NUR 7003 Scientific Basis of Nursing Practice II</td>
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<td>NUR 7102 Pharmacology II</td>
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<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Description</th>
<th>Credits</th>
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<tr>
<td>III</td>
<td>NUR 7004 Scientific Basis of Nursing Practice III</td>
<td>7.0</td>
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<tr>
<td></td>
<td>HLT 215 Nutrition</td>
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<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>IV</td>
<td>NUR 7005 Scientific Basis of Nursing Practice IV</td>
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</tr>
<tr>
<td></td>
<td>NUR 7006 Issues &amp; Trends in Nursing Practice</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>MAT 1690 Computer Literacy</td>
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Total Credits for LPN Transfer: 37.0

Ancillary Expenses for Practical Nursing Students*

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Pre-Entrance NLN (National League of Nursing) RN Exam</td>
<td>$30.00</td>
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<tr>
<td>ATI Examination</td>
<td>$22.00</td>
</tr>
<tr>
<td>NLN End of Course Exam for all students</td>
<td>$70.00</td>
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<tr>
<td>Professional Basic Life Support Certification</td>
<td>$85.00</td>
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<tr>
<td>Uniforms</td>
<td>$80.00</td>
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<tr>
<td>Shoes</td>
<td>$45.00</td>
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<td>White Hose, one pair</td>
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<td>Class Pin</td>
<td>$70.00</td>
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<tr>
<td>Instruments and Carry Case</td>
<td>$65.00</td>
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<tr>
<td>NCLEX-PN Licensure Exam</td>
<td>$240.00</td>
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<td><strong>Grand Total</strong></td>
<td>$1,022.00</td>
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</table>

* These are current prices and are subject to change without notice.
Microcomputers in Business

The objectives of the Microcomputers for Business Program (Information Systems Option) is to produce a graduate who:
- Is ready to enter the labor force as a junior programmer, Database Administrator Assistant, or as a support person in a Help Desk environment.
- Is able to work independently with little supervision.
- Have strong analytical and critical thinking skills;
- Is capable of utilizing business oriented software packages and of programming in various procedural and object oriented microcomputer computer languages.
- Is able to provide computer technical services;

Students in the Microcomputers for Business program will be exposed to the many different computer systems accessible in the computer laboratories and will have the opportunity to use the large variety of computer software available.

Skills acquired will help graduates to seek job opportunities as microcomputer specialists, junior programmers, office systems technicians or other related jobs. Graduates may also pursue a bachelor's degree in Information Systems or information management at a four-year institution.

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

Degree Requirements Computer Information Systems Option

<table>
<thead>
<tr>
<th>Category</th>
<th>Course Code</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Liberal Arts &amp; Science</td>
<td></td>
<td>6.0</td>
</tr>
<tr>
<td>English- ENG 110 &amp; 111</td>
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<td>4.0</td>
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<tr>
<td>Mathematics- MAT 1628</td>
<td></td>
<td>3.0</td>
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<tr>
<td>Humanities- VPA 192</td>
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<td>1.0</td>
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<td>Physical Education</td>
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<td></td>
</tr>
<tr>
<td>Elective:</td>
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<tr>
<td>Behavioral &amp; Social Sciences</td>
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<tr>
<td>Behavioral &amp; Social Sciences (ECO 4643 recommended)</td>
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<tr>
<td>Subtotal</td>
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<tr>
<td>Business and Office Technology</td>
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<tr>
<td>BUS 100</td>
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<td>3.0</td>
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<tr>
<td>OT 203 or MSS 5669</td>
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<tr>
<td>MSS 5601</td>
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<tr>
<td>Computer Information Systems and Technology</td>
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<tr>
<td>CIP 101</td>
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<tr>
<td>CIP 2310</td>
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<td>CIP 2314</td>
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<td>CIP 2318</td>
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<td>CIP 2330</td>
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<td>CIP 2333</td>
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<td>CIP 2350</td>
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<tr>
<td>Any five (5) credits may be taken from a combination of the following courses not already taken:</td>
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<tr>
<td>CIP 2319, CIP 2325, CIP 2336, CIP 2338</td>
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</table>
## Program of Study Leading to the A.A.S. Degree in Microcomputers for Business

### Computer Information Systems Option Recommended Course Sequence

#### First Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First Semester</td>
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</tr>
<tr>
<td></td>
<td>ENG 110 Expository Writing</td>
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<tr>
<td></td>
<td>MAT 1628 Pre-Calculus</td>
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</tr>
<tr>
<td></td>
<td>CIP 101 Introduction to Information Systems</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>BUS 100 Introduction to Business</td>
<td>3.0</td>
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<tr>
<td></td>
<td><strong>Subtotal</strong></td>
<td><strong>13.0</strong></td>
</tr>
<tr>
<td></td>
<td>Second Semester</td>
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</tr>
<tr>
<td></td>
<td>ENG 111 Literature &amp; Composition</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>PED Elective</td>
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<tr>
<td></td>
<td>CIP 2310 Programming Logic &amp; Design</td>
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</tr>
<tr>
<td></td>
<td>CIP 2318 Advanced Microcomputer Concepts</td>
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<tr>
<td></td>
<td>VPA 192 Fundamentals of Public Speaking</td>
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<tr>
<td></td>
<td>MSS 5601 Computer Keyboarding Fundamentals</td>
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#### Second Year

<table>
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<tr>
<th>Semester</th>
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<tr>
<td></td>
<td>Third Semester</td>
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<tr>
<td></td>
<td>CIP 2340 Systems Analysis &amp; Design</td>
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<td></td>
<td>CIP 2333 Object Oriented Programming</td>
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<td></td>
<td>MSS 5669 Business English</td>
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<tr>
<td></td>
<td>ECO 4643 Microeconomics</td>
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<tr>
<td>or</td>
<td>ECO 4645 Macroeconomics</td>
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<td></td>
<td>Fourth Semester</td>
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<td></td>
<td>CIP 2314 Database Management</td>
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<tr>
<td></td>
<td>CIP 2330 Operating Systems</td>
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<td></td>
<td>CIP 2338 C Programming</td>
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<td></td>
<td>Electives Liberal Arts &amp; Sciences</td>
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<td>Fifth Semester</td>
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<td></td>
<td>CIP 2350 Internship</td>
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|          | **Subtotal**                                  | **6.0** 

### Degree Requirements Network Technology Option

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<th>Credits</th>
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<tr>
<td>Liberal Arts &amp; Science</td>
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</tr>
<tr>
<td>English- ENG 110 &amp; 111</td>
<td>6.0</td>
</tr>
<tr>
<td>Mathematics- MAT 1628</td>
<td>4.0</td>
</tr>
<tr>
<td>Elective</td>
<td>3.0</td>
</tr>
<tr>
<td>Behavioral &amp; Social Sciences (ECO 4643/4645 recommended)</td>
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</tr>
<tr>
<td>Humanities- VPA 192</td>
<td>3.0</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1.0</td>
</tr>
<tr>
<td>Elective</td>
<td>4.0</td>
</tr>
<tr>
<td>Behavioral &amp; Social Sciences, Humanities (except VPA), Natural Sciences, or Math</td>
<td>21.0</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>21.0</strong></td>
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<tr>
<td>Business and Office Technology</td>
<td></td>
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<tr>
<td>BUS 100</td>
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</table>

### Total Credits for Degree

**60.0**
### Program of Study Leading to the A.A.S. Degree in Microcomputers for Business

**Network Technology Option Recommended Course Sequence**

#### First Year

**First Semester**
- ENG 110 Expository Writing .................................................. 3.0
- MAT 1628 Pre-Calculus .................................................................. 4.0
- CIP 101 Introduction to Computer Systems .................................. 3.0
- BUS 100 Introduction to Business .............................................. 3.0
- MSS 5601 Computer Keyboarding Fundamental .......................... 1.0

**Subtotal** .................................................................................. 14.0

**Second Semester**
- ENG 111 Literature & Composition ............................................. 3.0
- MSS 5669 Business English .......................................................... 3.0
- CIP 2310 Programming Logic & Design .................................... 3.0
- CIP 2318 Advanced Microcomputer Concepts ............................ 2.0
- ECO 4643 Microeconomics ......................................................... 3.0
  OR
- ECO 4645 Macroeconomics ....................................................... 3.0

**Subtotal** .................................................................................. 14.0

#### Second Year

**Third Semester**
- CIP 2319 Fundamentals of Data Communication ....................... 2.0
- CIP 2327 Basic Networking Concepts ....................................... 4.0
- CIP 2330 Operating Systems .................................................... 3.0
- Elective Liberal Arts .................................................................. 4.0
- VPA 192 Fundamentals of Public Speaking ................................. 3.0

**Subtotal** .................................................................................. 16.0

**Fourth Semester**

Any nine (9) credits may be taken from a combination of the following courses not already taken:
- CIP 2314
- CIP 2325
- CIP 2328
- CIP 2331
- CIP 2340

**Subtotal** .................................................................................. 9.0

**Total Credits for Degree** ........................................................... 60.0
Office Technology

The Office Technology Program prepares administrative support professionals for today's technological offices. The program offers three (3) options leading to an Associate of Applied Science (A.A.S.) degree: Administrative Assistant, Legal Administrative Assistant, and Medical Office Manager. Students in degree options are provided with work-related experience through a required internship program.

The Office Technology Program also offers three (3) credit bearing certificate programs: Administrative Assistant, Legal Administrative Assistant and Medical Office Manager. Courses in the certificate programs can be applied toward degree options.

Course content incorporates the latest technology and software programs. Students are made aware of essential workplace skills and attitudes while acquiring keyboarding and document formatting skills. Students also develop the critical thinking skills, communications skills, and teamwork skills essential for success in today's challenging workplace.

Program of Study Leading to the A.A.S. Degree in Office Technology:
Administrative Assistant, Legal Administrative Assistant, Medical Office Manager

I. General Education Requirements ............................................... Credits
   ENG 110 Expository Writing ......................................................... 3.0
   ENG 111 Literature and Composition ........................................... 3.0
   Mathematics MAT 1632 or 1634 or 1682 ...................................... 3.0
   Behavioral & Social Sciences .................................................... 3.0
      (Anthropology, History, Political Science, Psychology or Sociology 1232-1242)
   PED ......................................................................................... 1.0
   Natural Sciences ......................................................................... 4.0
   Humanities ............................................................................... 3.0
      (Africana Studies, Humanities, Latin American and Caribbean Studies, Philosophy, Visual and Performing Arts 111, 112, 113, or 192)
   Liberal Arts Elective .................................................................... 3.0
      Choose one from the following:
      Anthropology, History, Political Science, Psychology, Sociology 1232-1242, English 210-230
      Women's Studies, Africana Studies, Humanities, Latin American and Caribbean Studies, Philosophy, French, Italian, Spanish, Visual and Performing Arts 111, 112, 113, or 192

Total General Education Requirements ......................................................... 23.0

II. Major Requirements ................................................................. Credits
   BUS 100 Introduction to Business ............................................... 3.0
   ACC 100 Introduction to Accounting ............................................ 2.0
   OT 101 Basic Computer Keyboarding & Document Formatting ....... 3.0
   OT 102 Intermediate Computer Keyboarding & Document Formatting ...... 3.0
   OT 103 Introduction to Computer Software Packages ................. 3.0
   OT 104 Office Systems and Procedures ...................................... 3.0
   OT 201 Advanced Computer Keyboarding & Document Formatting .... 3.0
   OT 202 Transcription .................................................................. 3.0
   OT 203 Business Communications .......................................... 3.0
   OT 207 Office Technology Internship ....................................... 2.0
   OT 208 Professional Office Management .................................... 3.0
Total Major Requirements ................................................................. 31.0

III. Select one option from the following:

Administrative Assistant
BUS 240 Entrepreneurship ................................................................. 3.0
WEB 101 Fundamentals of Web Design ............................................... 3.0

or

Legal Administrative Assistant
LEG 8500 Introduction to the Legal System ....................................... 3.0
OT 205 Legal Terminology/Transcription ........................................... 3.0

or

Medical Office Manager
OT 206 Medical Billing and Insurance .............................................. 3.0
OT 204 Medical Terminology/Transcription ....................................... 3.0

Total Option Requirements .............................................................. 6.0

Total A.A.S. Degree in Office Technology ........................................... 60.0

---

**Recommended Course Sequence for Degree Options**

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<thead>
<tr>
<th>First Semester</th>
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Subtotal ................................................................................. 14.0

Total Credits A.A.S. ............................................................... 60.0
Certificate Programs in Administrative Assistant, Medical Office Manager, and Legal Administrative Assistant

First Semester

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<thead>
<tr>
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<tbody>
<tr>
<td>OT 102</td>
<td>Intermediate Computer Keyboard and Document Formatting</td>
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<tr>
<td>OT 103</td>
<td>Introduction to Computer Software Packages</td>
<td>3.0</td>
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<tr>
<td>OT 104</td>
<td>Office Systems and Procedures</td>
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<td>OT 202</td>
<td>Transcription</td>
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Second Semester

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<tr>
<td>OT 201</td>
<td>Advanced Computer Keyboarding and Document Formatting</td>
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</tr>
<tr>
<td>ENG 110</td>
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Select one Option from the following:

Medical Office Manager (6 credits)

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<th>Course Title</th>
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<tbody>
<tr>
<td>OT 204</td>
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<td>OT 206</td>
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Legal Administrative Assistant (6 credits)

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<tr>
<td>LEG 8500</td>
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Administrative Assistant (6 credits)

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<tr>
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<td>BUS 240</td>
<td>Entrepreneurship</td>
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**Subtotal**

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Total for Certificate 30.0

Registered Nurse Program

The Nursing Program leads to an Associate in Applied Science (A.A.S.) degree for students who successfully complete the required five semesters of study. Students are prepared to become registered nurses upon successful completion of the course of study and satisfactory performance on the National Council Licensure Examination-Registered Nurse (NCLEX-RN). The framework for the nurse education program embodies basic needs, the nursing process, and the Associate Degree Nurse (A.D.N.) competencies. Students utilize the nursing process in the care of patients in acute general care hospitals and nursing homes. In addition to hospitals, students work within community settings. Teaching/learning environments also include lecture halls and patient simulated laboratory, where students practice and achieve proficiency in their technical skills to prepare them for patient assignments. Students, under the direct guidance of qualified professional nurse instructors, learn to provide nursing care for patients of all ages in a variety of settings. All students are encouraged to join the National Student Nurses Association of New York and the on-campus, Gonzalez-Tubman Nursing Club. Some scholarships are available to nursing students.

Goals of the Nursing Program

The program aims to prepare students who, as A.D.N. graduates, are able to:

- Provide comprehensive nursing care based on the use of the nursing process in structured health care environments, and view men and women from a holistic perspective.
- Integrate knowledge from nursing and the physical, biological, behavioral, and social sciences to meet the needs of individuals, families, and community members.
- Demonstrate competence as communicators, providers of patient care, patient teachers, managers of care, and as beginning members of the nursing profession.
- Successfully complete the curriculum which includes liberal arts, urban health, biological sciences, physical sciences, and nursing courses encompassing both lecture and clinical practice.
- Take the NCLEX-RN.

Application/Entrance Process for All Nursing Applicants

Students seeking a degree in Nursing from Hostos Community College must first satisfactorily complete the prerequisites specified below. Students seeking entry to the Nursing Program are urged to seek academic and registration advisement from the Nursing faculty.
After successfully meeting all pre-requisites, students interested in the nursing program will apply for progression to the Pre-Clinical phase. Students who need remediation or developmental coursework must complete these and pre-requisite courses.

Upon satisfactory completion of all pre-clinical requirements, students are evaluated for progression to the Clinical phase.

Required courses must be taken in the identified sequence. Students should obtain a copy of the "RN Student Handbook". Students are expected to read and adhere to all policies as outlined in the student handbook.

Note: All requirements for the nursing A.A.S. degree in nursing must be completed within five (5) years. Students are urged to seek advisement for academic and financial planning.

Finally, graduates must take and pass the NCLEX-RN examination to be licensed.

### Pre-Requisites for Freshmen, First-Time-To College*

Freshmen students must meet the following criteria to be considered "nursing-bound":

1. Have a high school average of 75% or a GED score of at least 275;
2. Have passing scores on CUNY Skills Tests of Mathematics, Reading, and Writing, specifically:
   a. Pass CUNY reading and writing examinations and placement into ENG 110.
   b. Passing score on CUNY Math test (Math score of 32 or better, with a minimum score of 14 in Part 1), exempts students from taking MAT 1622 Elementary Algebra.
   c. Students who are exempted from the Math test (SAT score of 480 or better, or corresponding Regents score of 75 or better) must take MAT 1622 Elementary Algebra.
   d. Students who do not pass the CUNY Skills Tests must take the appropriate remedial course(s) and retest after successful completion of each course.
   e. ESL students may apply for entry to the pre-clinical phase of the nursing program after completing their ESL courses, passing all CUNY skills tests, and passing all pre-requisite courses.

### Pre-requisites for Transfer Students*

Transfer students seeking entry to the Nursing Program should ensure that all transcripts and test results have been submitted to Hostos for review by the Nursing Admissions Committee. To be considered "nursing-bound," transfer students must meet the following criteria:

1. Have an overall GPA of 2.5 at previous institution(s) and a GPA of 2.5 in all courses equivalent to those required in the nursing sequence. (See #3 below for more details about transferring courses.)
2. Testing Requirements
   a. Transfers from non-CUNY colleges must take all required CUNY basic skills tests.
   b. Have passing scores on CUNY/ACT Reading and Writing CUNY Skills Tests.
   c. Pass the CUNY Math test (Math score of 32 or better, with a minimum score of 14 in Part 1), exempts students from taking MAT 1622 - Elementary Algebra.
   d. Transfers from another CUNY college, who retest at Hostos, will be placed in English and Math courses based on their Hostos placement test results only.
   e. Students who are exempted from the Math test (SAT score of 480 or better, or corresponding Regents score of 75 or better) must take MAT 1622 - Elementary Algebra.
   f. Students who do not pass the CUNY Skills Tests must take the appropriate remedial course(s) and retest after successful completion of each course.
   g. ESL students may apply for entry to the pre-clinical phase of the Nursing Program after completing their ESL courses, passing all CUNY skills tests, and passing all pre-requisite courses.

* Students should also complete any courses needed to meet CPI requirements.

3. Transferring Courses
   a. The Nursing Admissions Committee will review transcripts of transfer students who have declared Nursing as their major.
   b. Any student who has not been permitted to enter, progress, or graduate from another nursing program may not transfer any credits into the Hostos Nursing Program. They are, however, permitted to begin the program of study.
   c. Nursing courses taken at another college are not transferable to Hostos.
   d. Students must maintain a GPA of 2.5 or higher. Letter grades will be reviewed for Equivalency as per CUNY guidelines.
   e. Science courses more than three (3) years old are not transferable to the RN program.
   f. ESL courses are not transferable.
Pre-requisites for Second Degree Students
Students who have completed one degree and seek entry to studies leading to the RN degree must meet the same requirements as Transfer students.

Entry/Progression to Clinical Phase
To progress to the Clinical Phase of the Nursing program, students must:
1. Maintain a minimum GPA of 2.5 with no grade less than "C" in any required course;
2. Have completed all course work at time of registration to the Nursing Program. No Incomplete grades are accepted for any required or elective course.
3. Students are officially nursing majors after successfully completing NUR 7000.
The Clinical phase of the Nursing Program has limited capacity. When more students seek entry than can be accommodated, entry will be competitive based on:
1. Highest GPA in courses required for Nursing;
2. Highest scores on NLN, ATI Exams and Writing Sample;
3. There is no waiting list; the application process begins anew annually.

Attendance Policy
Attendance in all courses is required for both lecture and clinical components, from start to adjournment. Attendance is mandated for the study group hour attached to the lecture. Absences are reviewed by the Nursing faculty to determine if a student may remain in the program.

Clinical Phase Requirements:
1. Prior to first day of Clinical, students must meet and have documented current state-mandated requirements:
   • Health Requirements;
   • Liability Insurance;
   • Professional Basic Life Support for Health Care Professionals.
2. Completion of Infection Control and Child Abuse courses;
3. Completion of required personal health examinations and clearances, including toxicology screening:
   • Anyone who fails a toxicology-screening test must withdraw from nursing courses. Student may apply for re-admission to the program, no sooner than one year, on a space-available basis.

Progression in the Nursing Program
1. A minimum GPA of 2.5 is required to progress and graduate from the program.
2. The minimum grade for NUR 7002 is "B."
3. Students may repeat only one, required non-nursing course once.
4. A failure in a clinical nursing course results in student dismissal from the nursing program. A student may seek re-admission by submission of a letter to the coordinator. Students may repeat one clinical nursing course if approved by the Nursing Unit Coordinator and faculty, if all other requirements are met.
5. A second failure in a clinical nursing course results in the student dismissal from the Nursing Program.
6. Students who fail a clinical course may audit the lecture component of the previous clinical course for a registration fee.
7. The student who drops a nursing course may reapply the following year on a space-available basis.
8. All nursing students in clinical courses are required to pay for external testing measures.
9. Ancillary expenses can be found in this College Catalog and the RN Student Handbook. These are current prices, and as such they are subject to change.

Completion, Graduation, Licensing
1. A minimum GPA of 2.5 is required to progress and graduate from the program.
2. Students who have completed 45-60 credits must take and pass the CPE (CUNY Proficiency Examination), which is a graduation requirement.
3. Completion of two (2) WI (Writing Intensive courses).
4. Upon successful completion of all requirements, graduates are eligible to take the NCLEX-RN licensing examination.
5. All senior nursing students are required to pay for on-going NCLEX-RN review courses.
   a. NOTE: To license nurses, the New York State Education Department requires applicants to be "of good moral character" and requires review of anyone with a felony record.
   b. Information will be disseminated by the Nursing Department.
Program of Study Leading to the A.A.S. Degree in Nursing

Pre-Requisites
- Pass CUNY/ACT Reading and Writing Skills Tests.
- Pass CUNY Compass Math, take MAT 1622, or be exempt (have a score of 27 or higher in M1 and M2).
- Pass ENG 110 (Expository Writing) with a minimum grade of "B."
- Pass CHE 110 and CHE 120 (or CHE 4019).
- Pass PSY 1032.
- Have a minimum score of 50 on the NLN Pre-Nursing examination (may be repeated once after one year has elapsed).
- Pass ATI examination and the Writing Sample.
- Maintain a 2.5 GPA for entry, progression, and completion of the RN A.A.S. degree program.

Pre-Clinical Sequence

<table>
<thead>
<tr>
<th>Pre-Clinical Sequence</th>
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<tr>
<td>ENG 111. Literature &amp; Composition</td>
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<td>BIO 230. Anatomy &amp; Physiology I</td>
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<td>PSY 1037. Lifespan Development of Behavior</td>
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<tr>
<td>NUR 7000. Intro to Concepts &amp; Principles in Nursing</td>
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First Year

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<tr>
<td>BIO 240. Anatomy &amp; Physiology II</td>
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<td>NUR 7001. The Scientific Basis of Nursing Practice I</td>
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<td>NUR 7002. Pharmacology I</td>
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<td>BIO 310. Microbiology</td>
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Second Year

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<td>CUB 3130. Ethnicity, Health, &amp; Illness</td>
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<td>HLT 215. Nutrition</td>
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<td>NUR 7004. The Scientific Basis of Nursing Practice III</td>
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It is possible to take the NLCEX-PN Exam after Semester III.

Fourth Semester

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<tr>
<td>MAT 1690. Computer Literacy</td>
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<td>NUR 7005. The Scientific Basis of Nursing Practice IV</td>
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Total Credits for Degree: 67.0

The NCLEX - RN examination is taken upon successful completion of the degree requirements for the AAS Program in Nursing.

Ancillary Expenses for Nursing Students*

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<tr>
<td>Pre-Nursing Examinations</td>
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<td>NLN End of Course Exams for all students</td>
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The following represents the requirements for the A.A.S. degree in Public Administration:

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<td>Behavioral &amp; Social Sciences</td>
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The A.A.S. in Public Administration requires a minimum of 27 credits from any of the following courses:

<table>
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<tr>
<th>Courses</th>
<th>Credits</th>
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*These are current prices and subject to change without notice.

Description of the Clinical Simulation Laboratory

The clinical simulation laboratory for Nursing students is located on the fourth floor of the Allied Health Building. The laboratory simulates a hospital setting and provides a realistic environment for patient care and skills development. Students have the opportunity to learn and practice skills in a nurturing, safe, supportive, stimulating and comfortable environment before attempting them in an actual clinical site. This promotes confidence and improves skills, as well as awareness necessary for providing safe patient care under supervision in the clinical area.

The laboratory serves as a classroom, audiovisual, computer room and authentic patient settings. Nursing faculty and staff provide a total educational experience by using visual aides, anatomical simulators, and other faculty/staff directed activities.

Public Administration (includes Criminal Justice)

This program involves organization and management, for public agencies, private business, and corporations, including civil service and criminal justice. The Public Administration curriculum is designed to prepare men and women with the foundation for employment in management; supervisory, or executive positions in one of the many career areas available in the public sector at the federal, state, county, and municipal levels of government; in the private sector, in various areas of small business and corporate and industrial organizations; and in community organizations. The student completing the Public Administration sequence, including a language and science requirement, will also be prepared to transfer to a four-year college to pursue a bachelor’s degree.

Students successfully completing the requirements of this program shall be eligible to receive an Associate in Applied Science (A.A.S.) degree.

The objectives of this program are to educate individuals to become meaningfully employed in public, private, and community organizations, including civil service; to provide them with a practical understanding and background so that they can successfully, creatively, and effectively work in either the public or private sector; and to obtain promotions in these areas.

Comprising 60 credits, this program requires students to complete a minimum of 27 credits in Public Administration and/or Criminal Justice; the balance to be distributed among liberal arts courses and electives.

Upon graduation, the student will be qualified to seek employment in various civil service, corporate, bureaucratic, or public service organizations.
ADM 2502 . . . Fundamentals of Public Administration (required) ........................................... 3.0
ADM 2504 . . . Supervision .................................................. 3.0
ADM 2507 . . . Bureaucracy ................................................. 3.0
ADM 2508 . . . Field Practicum ........................................... 3.0
ADM 2510 . . . State and Local Administration ...................... 3.0
ADM 2511 . . . Federal Administration .................................. 3.0
ADM 2512 . . . Women in Management ............................... 3.0
ADM 2514 . . . Unions ......................................................... 3.0
ADM 2519 . . . Introduction to Criminal Justice .................... 3.0
ADM 2520 . . . Penal Law ..................................................... 3.0
ADM 2521 . . . Role of the Police in the Community ............... 3.0
ADM 2522 . . . Law and Social Change .................................. 3.0
ADM 2525 . . . Immigration Law ........................................ 3.0
ADM 2526 . . . Family Law .................................................. 3.0
ADM 2527 . . . Public Employee Benefit Law ....................... 3.0
ADM 2530 . . . Critical Issues in Law Enforcement Policy ........ 3.0
ADM 2531 . . . Criminal Justice Workshop .......................... 3.0
ADM 2532 . . . Social Services Administration ..................... 3.0
ADM 2533 . . . Health & Hospital Administration .................. 3.0

Subtotal .................................................................................. 27.0

Electives .................................................................................. 8.0

Electives may be chosen from the above Public Administration and Criminal Justice courses in order to meet the total credits required for the A.A.S. degree. It is strongly urged that elective credits be taken from the Public Administration and Criminal Justice selection of courses. For students transferring to a senior college, three credits in modern languages are recommended.

**Total Credits for Degree** .......................................................... 60.0

**Suggested Program of Study A.A.S. Degree - Public Administration**

**First Year**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110 . . . Expository Writing</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM 2502 . . . Fundamentals of Public Administration</td>
<td>3.0</td>
</tr>
<tr>
<td>Elective . . . ADM</td>
<td>3.0</td>
</tr>
<tr>
<td>Elective . . . ADM</td>
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</tr>
<tr>
<td>Elective . . . Humanities</td>
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<td><strong>Subtotal</strong></td>
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</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111 . . . Literature &amp; Composition</td>
<td>3.0</td>
</tr>
<tr>
<td>MAT . . . 1632 or 1634 or 1690</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM 2504 . . . Supervision</td>
<td>3.0</td>
</tr>
<tr>
<td>Elective . . . ADM</td>
<td>3.0</td>
</tr>
<tr>
<td>Elective . . . Behavioral &amp; Social Sciences</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>15.0</strong></td>
</tr>
</tbody>
</table>

**Second Year**

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required . . . BIO 210/390 or ENV 110</td>
<td>4.0</td>
</tr>
<tr>
<td>Elective . . . ADM</td>
<td>3.0</td>
</tr>
<tr>
<td>Elective . . . ADM</td>
<td>3.0</td>
</tr>
<tr>
<td>Elective . . . Behavioral &amp; Social Sciences</td>
<td>3.0</td>
</tr>
<tr>
<td>Elective . . . ADM 2519</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>16.0</strong></td>
</tr>
</tbody>
</table>

*Recommended for students pursuing the Criminal Justice concentration.*
The Public Interest Paralegal Program offers an A.A.S. degree in paralegal studies with an emphasis on training students for public service legal work. Students will be trained in the skills necessary to provide paralegal services in legal service and legal aid offices, community and religious organizations, social services agencies, the courts, unions, and other public service institutions.

The curriculum provides specialty training in the areas of Family Law, Employee and Public Benefit Law, and Immigration Law integrated with a general program of paralegal studies including legal writing and research as well as Hearing and Trial Advocacy.

To insure access to the program for Spanish-dominant students, introductory law courses from the Public Administration Program that are required as part of the Paralegal Program are offered in Spanish as well as English.

Students in the program will concentrate their studies in one of the three specialty areas: Immigration Law, Family Law, and Public & Employee Benefit Law. Each concentration includes an introductory course and an advanced course emphasizing practical implementation of legal services in the student's concentration area. Two, three-credit semester courses in a field placement office that offers services in the student's legal concentration are also required. Thus, upon graduation, the student will have completed twelve (12) credit hours of study in an area of legal concentration.

The following represents the requirements for the A.A.S. degree in Paralegal Studies:

**Liberal Arts & Sciences**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3.0</td>
</tr>
<tr>
<td>Behavioral &amp; Social Sciences</td>
<td>9.0</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>4.0</td>
</tr>
<tr>
<td>Humanities</td>
<td>3.0</td>
</tr>
<tr>
<td>Computer Application</td>
<td>3.0</td>
</tr>
<tr>
<td>Elective</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>30.0</td>
</tr>
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</table>

**Paralegal Studies**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADM 2522 . Law &amp; Social Change</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM 2525 . Immigration Law</td>
<td>3.0</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>ADM 2526 . Family Law</td>
<td>3.0</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>ADM 2527 . Public &amp; Employee Benefit Law</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>15.0</td>
</tr>
</tbody>
</table>

**Total Credits for Degree**

| Subtotal**                                  | 60.0    |

---

**Suggested Program of Study A.A.S. Degree - Paralegal Studies**

**First Year**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>ENG 110 . Expository Writing</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>ADM 2508, recommended</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>MAT 1632 . Introductory College Mathematics</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>LEG 8500 . Introduction to the Legal System</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>ADM 2522 . Law &amp; Social Change</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>ADM 2525 . Immigration Law</td>
<td>3.0</td>
</tr>
<tr>
<td>OR</td>
<td>ADM 2526 . Family Law</td>
<td>3.0</td>
</tr>
<tr>
<td>OR</td>
<td>ADM 2527 . Public &amp; Employee Benefit Law</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td>15.0</td>
</tr>
</tbody>
</table>
Radiologic Technology

Radiologic Technology is the art and science of using radiation to provide images of the tissues, organs, bones, and vessels that comprise the human body. These images may be recorded on film or displayed on a video monitor. The radiologic technologist is responsible for the production of these images and is an essential member of the health care team. The Radiologic Technology Program is designed to provide students, who will work under the direction of a radiologist, with the essential skills needed to use ionizing radiation as a means of determining the nature of disease or injury.

Students participate in classroom lectures, in activities in the department's energized laboratory, and in clinical experiences at affiliate hospitals. Learning approaches include the use of audio tapes, radiographic films, slides, computers, and laboratory assignments.

Students will be required to adhere to all regulations and policies as outlined in the Radiologic Technology Student Handbook. Clinical education commences in the spring semester of the freshman year and continues through the six-semester program. The Radiologic Technology Program is accredited by The New York State Department of Health, Bureau of Environmental Radiation Protection, and The Joint Review Committee on Education in Radiologic Technology.

Program Mission Statement

The faculty of the Radiologic Technology Program believe learning is an active process, within the individual, by which behavior changes occur as a result of interactions with the environment. It has the properties of being decisive, innovative, and transferable, and is most effective in an environment that provides learning experiences that permit students to identify their needs and relationships to future goals.

The mission of the Radiologic Technology Program at Hostos Community College is to provide an educational experience that culminates in the production of a competent, professional radiologic technologist who can function effectively as a member of the health care team. The Radiologic Technology Program faculty believe that every student will be able to perform all routine radiographic procedures after completion of the program.

The Radiologic Technology Program's mission is consistent with the College's mission in that it strives to provide
educational opportunities, leading to socioeconomic mobility for first and second generations Hispanics, Blacks, and other residents of New York City who have encountered significant barriers to higher education.

**Program Goals**

The faculty and students of the Radiologic Technology Program consistently strive to achieve the following program goals:

- Provide students with the knowledge and skills necessary to competently perform radiographic procedures upon graduation.
- Produce graduates who will provide an optimal level of patient care.
- Provide an educational experience that results in high satisfaction for graduates.
- Graduate students who maintain high ethical and professional standards.
- Achieve a program retention rate of 60%.
- Achieve course completion rates of not less than 75%.
- Have graduates earn their degrees within three years after entrance to the College.
- Achieve a job placement rate of not less than 75%.
- Achieve a 75% pass rate on the national credentialing examination.

The program goals are designed to measure the following student learning outcomes that will ensure that graduates can successfully:

- Apply knowledge of imaging principles and concepts to produce diagnostic radiographs.
- Demonstrate knowledge of the principles of radiation protection, radiographic technique, positioning and anatomy in the production of optimal quality radiographs.
- Provide patient care essential to medical imaging procedures.
- Demonstrate problem solving skills, critical thinking skills, and communication skills that contribute to effective professional practice.
- Practice within the profession's legal and ethical boundaries to meet the healthcare needs of patients.
- Perform routine, radiographic procedures competently and safely.

**Criteria for Progression into the Clinical Phase of the Radiologic Technology Program**

The Radiologic Technology Program can only accept a limited number of students each year into the clinical phase of the program. This number is mandated by the Program's accrediting agency: The Joint Review Committee on Education in Radiologic Technology (J.R.C.E.R.T.). Each September, sixty students progress to the clinical phase of the program.

In order to progress into the clinical phase of the program, the student must meet the following criteria:

- Minimum Grade Point Average is 2.5.
- Successful completion of the following courses with a "C" or better grade:
  - English 110 - Expository Writing
  - MAT 1622 or higher - Elementary Algebra
  - HLT 124 - Medical Terminology
  - BIO 230 - Anatomy & Physiology I

**The Selection Process**

The program utilizes a "rolling admissions policy" whereby students are accepted for fall clinical courses upon completing all their Pre-requisite course work.

1. Students who have completed all their Pre-requisites by the end of the fall semester will be admitted into the clinical phase of the program (for September) during the spring advisement period.
2. If additional seats are available, those students who have completed the Pre-requisites during the spring semester will be considered. Transcripts will be reviewed during the summer and students will be notified in July.
3. If additional seats are still available, those students who complete the Pre-requisites during the summer will be considered.
4. If at any time during the admissions process more students qualify than seats are available, a departmental committee will review transcripts. Admission into the clinical phase of the program will be competitively evaluated based upon the student's cumulative GPA and the number of liberal arts courses completed.

**Program Readmission and Withdrawal Policy**

Students who withdraw from any XRA course(s) or request an official leave of absence are not guaranteed readmission into the program. The Program Coordinator must approve all readmissions. Readmission will not be approved after one year.

Students readmitted into the program must adhere to the same entrance requirements as new applicants.

**International Students**

Any international student may apply for admission to a matriculated program at CUNY regardless of immigration status. However, the radiology program has five mandatory clinical semesters of hospital internship. As a result of...
9/11, hospitals now require that all medical staff and employees prove their legal presence in this country. Legal presence means that a person is either a U.S. citizen or is legally authorized to be in the United States. Legal presence can be proved using a U.S. birth certificate or U.S. passport, Certificate of Citizenship or Naturalization, Resident Alien Card or a valid foreign passport with a visa, I-94 or an I-94W with a participating country. The hospitals reserve the right to deny access to students who are unable to prove their legal presence in this country.

Furthermore, the hospital internship is an essential, legal requirement as specified in the Joint Review Committee on Education in Radiologic Technology Standards For An Accredited Educational Program In Radiologic Sciences. Consequently, the radiology program only accepts students into the clinical phase of the program if they can prove their legal presence in the United States. Students are encouraged to reapply for admission into the program after they have established their legal presence in the United States.

Appeal Process for Radiologic Technology Readmission

Any student dismissed from the Program has the right to appeal their dismissal to a Department Appeals Committee if they believe there are extenuating circumstances that prevented their academic success. The student must be able to document these circumstances. The student must submit a written request and documentation for the appeal to the Program Coordinator within two weeks of posting the final grades. A written response will be sent after the Committee reviews all documentation.

If readmission is granted, students will be required to audit all previously completed Radiologic courses in order to maximize their academic success. These courses must be audited at the expense of the student because they do not qualify for financial aid. Audited courses will be recorded as "AUD" on the transcript. Students must follow the "Audit Policy" as outlined in the "Academic Policies and Procedures" section of this catalog. All readmissions are based on space availability and will not be considered after one year.

Moral Character

The New York State Department of Health requires that all applicants for licensure be of good moral character. Anyone who has been convicted of a felony must submit a Pre-Application Review of Eligibility to the American Registry of Radiologic Technologists. This Pre-Application determines the impact these convictions may have on the student's eligibility to receive national certification and registration.

Transfer Students

Students transferring into the Radiology Program must make an appointment to meet with the Program Coordinator. Transfer students must meet the same criteria outlined above to progress to the clinical phase of the program.

Certification

Upon successful completion of all coursework, the graduate is eligible to take a national certifying examination sponsored by the American Registry of Radiologic Technologists. Successful completion of this exam will provide the applicant with National Certification and a New York State License.

In addition to the stated degree requirements, and as part of the transitional bilingual model, a student may be required to take ESL, Math and Spanish remedial/developmental courses to fulfill language, math, and/or college preparatory initiative (CPI) requirements. These may include courses in English, math, natural sciences, behavioral and social sciences, fine arts, and/or modern languages, depending on the student's level of preparation, and in congruence with the College's bilingual mission. Depending on the preparation and placement of the student, these additional credits may be necessary for progress in degree programs.

Students eligible for state and federal financial aid should be alerted to the fact that there are limits in the number of semesters for which they are eligible to receive aid.

Ancillary Expenses for Radiologic Technology Student (Approximate)

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks</td>
<td>$900.00</td>
</tr>
<tr>
<td>Uniforms</td>
<td>300.00</td>
</tr>
<tr>
<td>Radiologic accessories</td>
<td>100.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1300.00</strong></td>
</tr>
</tbody>
</table>

Program of Study for the A.A.S. Degree in Radiologic Technology

A. Credit Distribution

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Requirements</td>
<td>22.0</td>
</tr>
<tr>
<td>Major Requirements</td>
<td>41.5</td>
</tr>
<tr>
<td><strong>Total Credits for A.A.S. Degree</strong></td>
<td><strong>63.5</strong></td>
</tr>
</tbody>
</table>
B. General Education Requirements

These courses will introduce and educate students in fundamental areas of knowledge.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110</td>
<td>Expository Writing</td>
<td>3.0</td>
</tr>
<tr>
<td>ENG 111</td>
<td>Literature and Composition</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Natural Sciences

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 230</td>
<td>Anatomy and Physiology I and Lab</td>
<td>4.0</td>
</tr>
<tr>
<td>BIO 240</td>
<td>Anatomy and Physiology II and Lab</td>
<td>4.0</td>
</tr>
</tbody>
</table>

Mathematics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 1622</td>
<td>Elementary Algebra</td>
<td>2.0</td>
</tr>
</tbody>
</table>

One of the following higher-level math courses may be substituted:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 1624</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 1632</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 1628</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MAT 1690    | Computer Literacy                          | 3.0     |

Health & Human Services

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLT 124</td>
<td>Medical Terminology</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Total General Education Requirements: 22.0

C. Major Requirements

These courses will provide knowledge in both fundamental and advanced areas of the radiologic sciences. They will provide an educational experience that culminates in the production of a competent, professional radiologic technologist who can function effectively as a member of the health care team.

Radiologic Technology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>XRA 110</td>
<td>Radiography I &amp; Lab</td>
<td>2.5</td>
</tr>
<tr>
<td>XRA 111</td>
<td>Radiologic Science I &amp; Lab</td>
<td>2.5</td>
</tr>
<tr>
<td>XRA 112</td>
<td>Radiologic Physics</td>
<td>2.0</td>
</tr>
<tr>
<td>XRA 113</td>
<td>Topographic Anatomy I</td>
<td>2.0</td>
</tr>
<tr>
<td>XRA 114</td>
<td>Professional Practice Issues in Diagnostic Imaging</td>
<td>2.0</td>
</tr>
<tr>
<td>XRA 120</td>
<td>Radiography II &amp; Lab</td>
<td>2.5</td>
</tr>
<tr>
<td>XRA 121</td>
<td>Radiologic Science II &amp; Lab</td>
<td>2.5</td>
</tr>
<tr>
<td>XRA 122</td>
<td>Radiation Protection</td>
<td>2.0</td>
</tr>
<tr>
<td>XRA 123</td>
<td>Topographic Anatomy II</td>
<td>1.0</td>
</tr>
<tr>
<td>XRA 124</td>
<td>Contrast Media</td>
<td>1.0</td>
</tr>
<tr>
<td>XRA 129</td>
<td>Clinical Radiography I</td>
<td>2.0</td>
</tr>
<tr>
<td>XRA 139</td>
<td>Clinical Radiography II</td>
<td>3.0</td>
</tr>
<tr>
<td>XRA 210</td>
<td>Radiation Biology</td>
<td>1.0</td>
</tr>
<tr>
<td>XRA 211</td>
<td>Advanced Procedures I</td>
<td>1.0</td>
</tr>
<tr>
<td>XRA 219</td>
<td>Clinical Radiography III</td>
<td>2.5</td>
</tr>
<tr>
<td>XRA 220</td>
<td>Pathology</td>
<td>2.0</td>
</tr>
<tr>
<td>XRA 221</td>
<td>Advanced Procedures II</td>
<td>1.0</td>
</tr>
<tr>
<td>XRA 222</td>
<td>Applied Quality Assurance</td>
<td>2.0</td>
</tr>
<tr>
<td>XRA 229</td>
<td>Clinical Radiography IV</td>
<td>2.5</td>
</tr>
<tr>
<td>XRA 230</td>
<td>Seminar</td>
<td>2.0</td>
</tr>
<tr>
<td>XRA 239</td>
<td>Clinical Radiography V</td>
<td>2.5</td>
</tr>
</tbody>
</table>

Total Major Requirements: 41.5

Academic Program Planning

The following materials should be used as a guide to design your personal academic plan. Your specific program should be designed with the assistance of an academic advisor.

Pre-Clinical Course Sequence

To progress into the clinical phase of the program, students must meet the following criteria:

- Minimum cumulative Grade Point Average of 2.5.
- Successful completion of the following general education courses with a grade of C or better.
NOTE: As of fall 2005, D grades are not acceptable in any of the required general education courses.

<table>
<thead>
<tr>
<th>Pre-Clinical Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 230. Anatomy &amp; Physiology I and Lab</td>
<td>4.0</td>
</tr>
<tr>
<td>ENG 110. Expository Writing</td>
<td>3.0</td>
</tr>
<tr>
<td>HLT 124. Medical Terminology</td>
<td>3.0</td>
</tr>
<tr>
<td>MAT 1622. Elementary Algebra</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12.0</strong></td>
</tr>
</tbody>
</table>

### Clinical Course Sequence

#### First Year Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>XRA 110. Radiography I &amp; Lab</td>
<td>2.5</td>
</tr>
<tr>
<td>XRA 111. Radiologic Science I &amp; Lab</td>
<td>2.5</td>
</tr>
<tr>
<td>XRA 112. Radiologic Physics</td>
<td>2.0</td>
</tr>
<tr>
<td>XRA 113. Topographic Anatomy I</td>
<td>2.0</td>
</tr>
<tr>
<td>XRA 114. Professional Practice Issues in Diagnostic Imaging</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11.0</strong></td>
</tr>
</tbody>
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#### First Year Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>XRA 120. Radiography II &amp; Lab</td>
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<tr>
<td>XRA 121. Radiologic Science II &amp; Lab</td>
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<tr>
<td>XRA 122. Radiation Protection</td>
<td>2.0</td>
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<tr>
<td>XRA 123. Topographic Anatomy II</td>
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<tr>
<td>XRA 124. Contrast Media</td>
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<tr>
<td>XRA 129. Clinical Radiography I</td>
<td>2.0</td>
</tr>
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#### First Year Summer Session

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<tr>
<td>XRA 139. Clinical Radiography II</td>
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#### Second Year Fall Semester

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<tr>
<td>XRA 210. Radiation Biology</td>
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<tr>
<td>XRA 211. Advanced Procedures I</td>
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<tr>
<td>XRA 219. Clinical Radiography III</td>
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<tr>
<td>ENG 111. Literature and Composition</td>
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<tr>
<td>MAT 1690. Computer Literacy</td>
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#### Second Year Spring Semester

<table>
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<tr>
<td>XRA 220. Pathology</td>
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<tr>
<td>XRA 221. Advanced Procedures II</td>
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<tr>
<td>XRA 222. Applied Quality Assurance</td>
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</tr>
<tr>
<td>XRA 229. Clinical Radiography IV</td>
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<tr>
<td>BIO 240. Anatomy &amp; Physiology II and Lab</td>
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<td><strong>Total</strong></td>
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#### Second Year Summer Session

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>XRA 230. Seminar</td>
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<td>XRA 239. Clinical Radiography V</td>
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COURSE DESCRIPTIONS

Accounting

ACC 100 Introduction to Accounting
(Formerly ACC 1841)
2 credits, 3 hours
Pre-requisite: BUS 100
Co-requisites: MAT 1622 and Sections in English: ENG 091 or ESL 091 or above; Sections in Spanish: ESL 035

The student will become familiar with the nature of accounting and recording process for business transactions, and will acquire an understanding of the complete accounting cycle for a service and merchandising business. The student will develop the ability to record business transactions in special journals, to maintain general and subsidiary ledgers, to prepare simple entries to adjust recorded data, and to prepare financial statements commencing with the worksheet for a service business and a merchandising business. The student will study the accounting operations associated with each. The student will become familiar with accounting for payroll, develop the ability to calculate employee earnings and deductions, complete a payroll register and record accounting entries for employee earnings and deductions and for payment of the payroll. Both service and merchandise will be covered. Computerized accounting will be emphasized through the use of computerized general ledger software.

ACC 101 Accounting I
(Formerly ACC 1842)
3 credits, 3 hours
Pre-requisite: ACC 100
Co-requisites: ENG 091 or ESL 091 or above

The student will study the accounting operations associated with employer payroll taxes and reports. The student will become familiar with accounting for notes payable and notes receivable and interest, and accounting for bad debts. The student will study the accounting processes associated with merchandise inventories, accounting for plant assets and depreciation and accounting for accruals and deferrals. The student will study the accounting process associated with corporate formation and paid-in capital. In addition, the student will develop the ability to analyze and calculate the effects of operating, investing and financing activities on cash and prepare a statement of cash flow. The student will be required to complete a computerized practice set for a corporation.

ACC 102 Accounting II
(Formerly ACC 1843)
3 credits, 3 hours
Pre-requisite: ACC 101

The student will study in detail the techniques and methods of managerial accounting and become familiar with accounting for partnerships. Areas of concentration will include: cost concepts and analysis of costs, materials control, accounting for labor, the nature and application of manufacturing overhead, job order cost systems, process cost systems, cost/volume profit analysis, budgeting, and standard costing. Statement of cash flow will be covered in detail, and a comprehensive discussion on long-term liabilities and investments will be presented.

ACC 201 Intermediate Accounting I
(Formerly ACC 1844)
3 credits, 3 hours
Pre-requisite: ACC 102

The students will increase their ability to analyze and interpret accounting data as a result of having an in-depth study of accounting concepts which apply to cash, receivables, inventories, investments, property and equipment, and intangibles. There will be a detailed discussion of the statement of cash flow.

ACC 250 Personal Income Tax
(Formerly ACC 1845)
3 credits, 3 hours
Pre-requisite: ACC 101

The student will master the preparation of the taxpayer's short form 1040A and long form 1040 with applicable supporting schedules: salaries and wages; interest and dividends; gains and losses; itemized deductions; and adjustment to income, including alimony, moving expenses and employee business expenses will be analyzed.

ACC 1846 Federal Business Income Taxes
(Formerly ACC 1868)
3 credits, 3 hours
Pre-requisite: ACC 250

The student will analyze fundamental concepts of income taxation pertaining to partnerships, corporations, estates, and trusts, including topics on corporate distributions to stockholders, business deductions, losses, tax accounting principles, and installment sales. Offered alternating semesters.

ACC 1847 New York City & State Business Taxes
(Formerly ACC 1869)
3 credits, 3 hours
Pre-requisite: ACC 250

The student will examine the various federal, state, and local taxes that are imposed on unincorporated and corporate business. Taxes to be discussed include New York State/City personal and unincorporated taxes, New York State corporate franchise tax, and New York City rent and occupancy tax. Offered alternating semesters.
ACC 1848 Tax Assistance Program
(Formerly ACC 1867)
1 credit, 1 hour
Pre-requisite: ACC 250 and permission of instructor.
The student will gain practical experience in the preparation of federal, state and local income tax forms, while providing a community service. An orientation seminar will be conducted at the beginning of the semester. In addition, the student will prepare a final paper on the program describing the experience and reactions to the program. Five hours orientation lectures plus a total of thirty hours tax preparation experience are required for completion. Offered spring semester only.

ACC 1849 Accounting Internship Seminar
(Formerly ACC 1814)
1 credit; 6 hours
Pre-requisite: Completion of 14 credits in accounting and permission of the Coordinator; ENG 110 or higher
Students will apply classroom theory and techniques to assigned work situations through department-selected part-time experience in the accounting field. Employers or the college will provide work sites. Evaluation of the experiential learning will be based on student reports and weekly conferences between the work supervisor and the faculty coordinator. The work assignment will be equivalent to six hours per week for a semester. The presentation of a final written report on the internship experience is required.

ACC 1850 Accounting Applications for the Microcomputer
3 credits, 4.5 hours
Pre-requisites: ACC 101, CIP 101, ENG 091 or ESL 091 or above
This course emphasizes management information systems through giving students "hands-on" microcomputer experience in the processing of accounting data and solving accounting problems. Areas in which students will prepare computerized accounting records and reports include journals, ledgers, trial balance, accounts receivable, accounts payable, and payroll. Students will explore both spreadsheets and dedicated accounting software (including QuickBooks) and will be introduced to Peachtree.

Public Administration / Criminal Justice

ADM 2502 Fundamentals of Public Administration & Management
3 credits, 3 hours
The student will examine the basic concepts and processes of organization, leadership, decision-making, and information flow as they are applied in the public sector.

*ADM 2503 Career Planning in the Public Sector
1 credit
The student will learn about the various types of public employment located in the diverse domestic and international sectors of government in order to become familiar with the potential job market and its infinite possibilities. The student will learn to recognize personal interests, and be guided in building and achieving career goals which are meaningful, realistic, and afford the highest levels of motivation and achievement. The student will prepare a job resume and become familiar with questions appearing on typical job application forms. The student will demonstrate knowledge of pre-employment personnel practices and interview techniques. The student will be introduced to the standard type of "skills tests" in employment sectors. Offered spring semester.

ADM 2504 Supervision
3 credits, 3 hours
Recommended Co-requisites: ADM 2502
Students will be introduced to fundamental concepts about human resource administration, including personnel management and various supervisory techniques. Through case studies and realistic treatment of actual personnel problems, the student will learn about recruitment, selection, motivation, and placement of employees. Group and individual approaches will be used.

ADM 2507 Bureaucracy
3 credits, 3 hours
Recommended Co-requisites: ADM 2502
The student will assess the administrative processes as they relate to the behavior of complex organizations. The student will discuss attitudes and how they affect and/or control behavior, the principles of motivation and how to use them, and the dynamics of interpersonal relationships.

ADM 2508 Field Practicum / Organization Theory
3 credits, 3 hours
Recommended Pre-requisites: ADM 2502; eighteen (18) more ADM credits
The student will observe and participate in an area of special interest and ADM concentration. The student will be placed in governmental departments or agencies where he/she will engage in specific research projects/administrative assignments at policy or administrative levels. The students will also meet in the classroom to explore the fundamentals of organization theory and to discuss where theory and practice of the practicum assignment fuse, are in conflict, or are not related.
ADM 2510 State & Local Administration
3 credits, 3 hours
The student will explore, through case histories and selected readings, current problems arising from the relationships between American state, county, city, and local governments. Special emphasis will be paid to the influence of the media, laws, politicians, and pressure groups on organizing and managing public agencies and programs.

ADM 2511 Federal Administration
3 credits, 3 hours
Recommended Co-requisites: ADM 2502
The student will study the nature, structure, and management of the federal bureaucracy and civil service; the types of roles of the public administrator, and employment in the public sector, particularly in the federal government. In addition, the student will analyze the role of the public administrator, as well as employment in the public sector.

ADM 2512 Women in Management
3 credits, 3 hours
The course will analyze the role of women in managerial positions, particularly in public sector organizations. Case examples will be utilized to provide students with a practical understanding of the obstacles encountered and strategies used to successfully achieve the objectives.

ADM 2514 Unions
3 credits, 3 hours
This course is intended to study the development, growth, and trends of unionism and to acquaint the student with the history of collective bargaining in America. Attention will be paid to definitions and concepts of arbitration, grievances, complaints, negotiation, and mediation. The impact of strikes, legislation, and government regulation on employer-employee relationships, employee organizations, and the civil service system will also be examined and evaluated. Unionism as a phenomenon in both the public and private sector will be traced and analyzed.

ADM 2516 Careers in Criminal Justice
3 credits, 3 hours
The student will explore career opportunities in the criminal justice system at state and local levels, including the courts, correctional institutions, police agencies, and parole and probation departments. The student will understand the human relations and technical skills associated with such careers.

ADM 2519 Introduction to Criminal Justice Administration
3 credits, 3 hours
The student will examine the roles and functions of institutions within the criminal justice system at the federal, state, and local levels. Emphasis is placed on interactions between the police, the courts, the correctional institutions at the local level, and the influence of these institutions on the quality of life in the South Bronx community.

ADM 2520 Penal Law of New York State
3 credits, 3 hours
The student will gain a general understanding of the Penal Law of the State of New York with its historical and legal underpinnings. The Criminal Procedure law and its effect on the residents of the State of New York will be examined.

ADM 2521 The Role of Police in the Community
3 credits, 3 hours
Recommended Co-requisites: ADM 2519
The student will gain an understanding of the role and functions of the police department. The issues affecting the interactions between the police and the community will be examined from various points of view, including prejudice and discrimination.

ADM 2522 Law & Social Change
3 credits, 3 hours
Through historical investigation and critical analysis, the student will gain an understanding of the relationship between law and social change. The student will examine historical movements such as: the abolitionist movement, labor movement, women's rights movement, and civil rights movement.

ADM 2525 Immigration Law
3 credits, 3 hours
Fundamentals of current immigration and nationality law in the United States, its history, and proposals for change.

ADM 2526 Family Law
3 credits, 3 hours
The student will survey the theory and practice of family law, with an emphasis on New York State practice. The student will become acquainted with primary source materials and with the courts and agencies that enforce and administer the law. The student will review the laws of marriage, divorce and annulment, child custody and guardianship, paternity and child support, and adoption. The student will study the role of the civil and criminal courts in assisting the victims of domestic violence.
ADM 2527 Public & Employee Benefit Law
3 credits, 3 hours
The student will study the fundamentals of income maintenance and employee benefit law. The student will become acquainted with New York State and Federal eligibility requirements and procedures for public benefits, unemployment insurance, workers' compensation, and social security insurance.

ADM 2530 Issues in Law Enforcements
3 credits, 3 hours
Students will examine major issues confronting modern American law enforcement agencies. Emphasis will be placed on recurring problems in today's society and their relevance to law enforcement.

ADM 2531 Criminal Justice Workshop
3 credits, 3 hours
Recommended Pre-requisites: ADM 2519
The course is designed for students who are interested in the potential for research in criminal justice management. Students will explore idealistic principles that have served to define, for both criminal justice practitioners and the public, social roles and expectations in the criminal justice field. Moreover, students will examine why these principles are often difficult to apply in the administration of justice.

ADM 2532 Social Services Administration
3 credits, 3 hours
Recommended Co-requisites: ADM 2502
Students will examine management of client-centered social and human services, i.e. the helping professions. Some of these areas of study will include: psychological and social services; assistance to the needy, aged and/or disabled; health counseling, therapeutic, and rehabilitative services for shut-ins, the mentally impaired, or incarcerated persons; welfare and other forms of aid in the areas and institutions of education, health, mental health, and correction.

ADM 2533 Health & Hospital Administration
3 credits, 3 hours
This course will deal with all levels of management in the health and hospital field. Students who wish to administer programs in health or health-related areas will explore, develop, and train for the acquisition of requisite skills in dealing with staff, facilities, budget, and community.

Anthropology

ANT 1110 Introduction to Anthropology
3 credits, 3 hours
The student will demonstrate an understanding of the basic topics of cultural anthropology, including the concept of culture, cultural development, sex and marriage patterns, family and kinship patterns, social control, religion-magic-arts, and physical anthropology including human evolution and race.

BSC 1110 People & Society
3 credits, 3 hours
The student will learn the research methods and scope of the "behavioral sciences" disciplines. The student will also learn the discipline's points of view on various issues (ethnicity, poverty, welfare, etc.), leading to an analysis of problems from a holistic point of view. In addition, the course is designed to help transitional ESL students through integrated reading and writing exercises and assignments.

Biology

BIO 110 Principles of Biology
4 credits, 3-hr lecture, 2 hr. lab
Prerequisite: Mat 1604
Pre/co-requisites if taught in English: ENG 091 or ESL 091
Pre/co-requisites if taught in Spanish: SPA 222
This course is designed to give students an overview of the principles of biology that apply to living organisms. Topics examined will include the structure and function of the cell, diffusion and osmosis, types of plant and animal tissues, molecular biology, and animal reproduction and development. The laboratory illustrates the concepts discussed in the lecture. This course is for non-science major students. Offered in Spanish and English.

BIO 120 Plants and Society
4 credits, 3-hr lecture, 2 hr. lab
Pre-requisite: BIO 110
Pre/co-requisites if taught in English: ESL 091 or ENG 091
Pre/co-requisites if taught in Spanish: SPA 222
This course introduces students to the world of plants; their vital role in human life and in human society as sources of food, medicine, fiber, fuel, technology and the environment. Students will study plant domestication and social implications associated with the biological and technical aspects of crop production including historical developments and global environmental issues.

BIO 130 Organismic Biology
4 credits, 3-hr lecture, 3 hr. lab
Pre-requisites: BIO 110
Lecture topics include the theory of evolution by natural selection, the evolution and diversity of organisms and their classification into the five kingdoms. Students will learn the main morphological features of each group as well as animal digestion, endocrine system, circulation, immunity, nervous system and basic concepts of ecology. The laboratory illustrates the concepts discussed in the lecture. This course is for non-science major students.
BIO 210 General Biology I
(Formerly 3902)
4 credits, 3-hr. lecture/3 hr. lab
Pre-requisites: ESL 091 or ENG 091; MAT 1622 or Exempt
This course, the first of two courses in biological science, is intended for students preparing for careers in science. Lecture topics include basic properties of living organisms, metabolism, energy transformation, cellular reproduction, Mendelian genetics, molecular genetics and gene expression. Offered in English.

BIO 220 General Biology II
(Formerly 3904)
4 credits, 3-hr. lecture/3 hr. lab
Pre-requisite: BIO 210
This is the second part of two courses in biological science intended for students preparing for careers in science. Lecture topics include the theory of evolution by natural selection, the evolution and diversity of organisms and their classification into five kingdoms. The students will learn about animal nutrition, circulation, gas exchange, homeostasis, immunity, nervous control, reproduction and development and ecology. Offered in English.

BIO 230 Anatomy & Physiology I
(Formerly BIO 3906)
4 credits, 3-hr. lecture/3-hr. lab
Co-requisites: ENG 091, ESL 091 or ESL 035; MAT 1622
The student will demonstrate knowledge of basic chemistry, body fluids, and the structure and function of the cell. The student will also list and describe the four kinds of animal tissue; list major bones and their function; and describe structure and function of the muscular and circulatory systems. Offered in English only.

BIO 240 Anatomy & Physiology II
(Formerly BIO 3908)
4 credits, 3-hr. lecture/3-hr. lab
Pre-requisite: BIO 230
The student will study and describe the structure and function of the urinary, respiratory, digestive, endocrine, nervous, and reproductive systems. Offered in English only.

BIO 310 Microbiology
(Formerly BIO 3912)
4 credits, 3-hr. lecture/3-hr. lab
Pre-requisite: BIO 220 or 240
The student will study and describe terms related to the following aspects of microbiology: history, methods of studying and cultivation, reproduction and growth, metabolism, genetics, and control. The student will also study the following topics: pathogens, resistance and immunity, bacteria, rickettsia, chlamydia, viruses, parasitology, mycology, and epidemiology. Offered in English only.

Business

BUS 100 Introduction to Business
(Formerly BUS 1802)
3 credits, 3 hours
Pre-requisite: MAT 1604 or higher.
Co-requisites: For sections in Spanish: Exempt from or passed SPA 121. For sections in English: ESL 091 or above. For sections in Spanish, ESL 035 or above.
The student will discuss and analyze problems relating to financing and operating a business, and will demonstrate knowledge of the functions of a business including terms, such as human resources and market management. The student will explain the principles of business management, such as planning, staffing, organizing, directing, and decision-making. The student will participate in individual and group written analysis and oral presentation of cases. The student will also apply analytical thinking by solving business problems using microcomputers in a laboratory setting. Offered in English and Spanish.

BUS 110 Business Ethics
3 credits, 3 hours
Pre-requisite: BUS 100 and ENG 091 or ESL 091
This course examines the origins, principles, and practices of business ethics within the context of the work environment. Students will examine, analyze, and discuss ethical issues concerning consumerism, civil rights, ecology, technological change (cyberethics), and social responsibility from a moral and philosophical perspective. Topics will include: contemporary conceptual frameworks for business ethics, the corporation in society, business in its diverse moral contexts, marketplace and workplace issues, and the moral manager. Both descriptive and case studies of unethical decision making in business will be analyzed.

BUS 201 Principles of Management
(Formerly BUS 1813)
3 credits, 3 hours
Pre-requisite: BUS 100, ACC 102
Co-requisite: MAT 1628
The student will examine the historical, developmental, and contemporary aspect of management. The student will be introduced to qualitative as well as quantitative tools and techniques, and to management case materials. In addition, the student will study the role of the manager as a decision maker in a dynamic environment.
BUS 210 Business Law I  
(Formerly BUS 1809)  
3 credits, 3 hours  
Pre-requisite: BUS 100  
This course begins with an introduction to the American legal system, court system, common law, and statutory law as they relate to contracts. The course examines the essential principles of the law of business contracts in depth. Through the use of cases, the principles are applied to typical modern business transactions. Heavy emphasis is placed on case analysis and student participation. Particular reference is made to New York law.

BUS 212 Business Law II  
(Formerly BUS 1811)  
3 credits, 3 hours  
Pre-requisite: BUS 210  
The student will be introduced to the law of agency, partnerships, and corporations. Particular emphasis will be placed on the analysis of business transactions in recent New York cases.

BUS 220 Principles of Marketing  
(Formerly BUS 1815)  
3 credits, 3 hours  
Pre-requisites: BUS 100; MAT 1604 or higher  
The student will undertake a basic survey of marketing focusing on the methods, policies, and institutions involved in the flow of goods and services from the conception of the product to the adoption of the product by the consumer. The social and legal environment in which marketing operates will be analyzed. Other topics include consumer behavior, marketing organization, product planning, pricing, promotion, and channels of distribution.

BUS 230 E-Commerce  
(Formerly BUS 1820)  
3 credits, 3 hours  
Pre-requisites: BUS 100  
This course introduces students to the rapidly evolving concepts of e-commerce. Students will analyze the e-strategies of various firms and examine how companies are using the Internet to solve business problems. Topics to be covered include marketing, sales procurement, managerial decision making, supply chain management, and on-line financial investment decisions.

BUS 240 Entrepreneurship  
(Formerly BUS 1822)  
3 credits, 3 hours  
Pre-requisites: BUS 100  
This course examines the fundamentals of how to start and operate a small business. Students are introduced to the importance of small business, its status, problems, and requirements for success. Students are also introduced to the various methods of how a successful entrepreneur functions in today's competitive business world. Students will learn the steps leading to the establishment of an independent business involving the choice of the form of business structure, financial needs and cash flow management, startup, marketing strategies and market research, legal and tax issues, and management practices. Preparing and presenting a usable Business Plan is a term requirement and the culmination of this course.

BUS 1805 Personal Financial Planning  
3 credits, 3 hours  
Pre-requisite: ACC 1841 (or former ACC 1852)  
The student will learn the skills needed by a personal financial counselor. Topics will include consumer credit, budgets, home ownership, insurance, pensions, investing, taxes, and wills and trusts. Computer spreadsheets and case studies will be used.

BUS 1812 Principles of Finance  
3 credits, 3 hours  
Pre-requisite: ACC 101  
The student will be introduced to the principles of corporate financial analysis and management. Starting with an examination of tax factors in financial decision making, the student will examine the concepts of financial statements analysis and planning, capital budgeting, and long term financing of a company's growth through the use of debt and equity securities. The course emphasizes quantitative analysis.

Chemistry  
CHE 110 Introduction to Chemistry (2 excess hours)  
(Formerly CHE 4012)  
4 credits, 3-hr. lecture/1-hr. recitation / 2-hr. lab  
Pre-requisite: MAT 1604 or satisfactory performance on math skills test.  
Co-requisite: MAT 1622 or satisfactory performance on math skills test.  
The student will solve problems and analyze data which require a knowledge of the principles of atomic theory, chemical bonding, the gas laws and solutions. The student will also recognize the different classes of organic compounds. This course is for Dental Hygiene students and a requirement for entry into the Nursing Program. No student may receive credit for both CHE 110 and CHE 4019. Offered in English only.
CHE 120 Principles of Organic Chemistry  
(Formerly CHE 4018)  
2 credits, 2-hr. lecture  
Pre-requisite: CHE 110  
A survey of the fundamentals of organic and biological chemistry. This course is for Dental Hygiene students and a requirement for entry into the Nursing Program. Offered in English only.

CHE 210 General Chemistry I - Lecture  
(Formerly CHE 4002)  
3 credits, 3-hr. lecture/1-hr. recitation  
Pre-requisite: ESL 035 or ENG 091  
Pre/Co: MAT 1628  
The student will analyze data and solve problems related to the principles of modern atomic theory, stoichiometry, oxidation-reduction reaction, gas laws, thermochemistry, electromagnetic radiation and quantum theory, chemical bonding and molecular structure, and properties of solutions. Offered in English only.

CHE 212 General Chemistry I - Lab  
(Formerly CHE 4102)  
1 credit, 3 hours  
Co-requisite: CHE 210  
The student will learn to use basic laboratory equipment and proper procedures while performing experiments which illustrate some of the laws and concepts of chemistry taught in General Chemistry I. Offered in English only.

CHE 220 General Chemistry II - Lecture  
(Formerly CHE 4004)  
3 credits, 3-hr. lecture/1-hr. recitation  
Pre-requisite: CHE 210 CHE 212  
Co-requisite: CHE 222  
The student will explain concepts and solve problems related to chemical kinetics, ionic equilibria in aqueous solution, thermodynamics, electrochemistry, nuclear chemistry, classes of organic and biochemical compounds. Offered in English only.

CHE 222 General Chemistry II - Lab  
(Formerly CHE 4104)  
1 credit, 3 hours  
Pre-requisite: CHE 210 /CHE 212  
Co-requisite: CHE 220  
The student will learn basic laboratory techniques and procedures related to the chemistry of ionic reactions. Offered in English only.

CHE 310 Organic Chemistry I  
3 credits, 3-hr. lecture/1-hr. recitation  
Pre-requisite: CHE 220 and CHE 222  
This course will provide the student with a thorough understanding of the basic concepts of organic chemistry. Molecular structure and bonding will be introduced at a theoretical level. Students will become familiar with molecular orbitals and their use in understanding chemical phenomena, hydrocarbons, stereochemical (3-dimensional) aspects of structure; strategies of organic synthesis will be emphasized by means of problem solving. This course is intended for chemistry, biochemistry, molecular biology, chemical engineering, and other students on scientific or professional careers paths.

CHE 312 Organic Chemistry I Lab  
2 credits, 4 hours lab  
Pre/Co-requisite: CHE 310  
The student will perform exercise involving the preparation and purification of carbon compounds. For students majoring in Engineering.

CHE 314 Organic Chemistry I Lab  
3 credits, 6-hr lab  
Pre/Co-requisite: CHE 310  
The students will be introduced to organic chemistry laboratory techniques, including methods of synthesis, isolation, purification, and analysis. The major techniques introduced will be distillation, extraction, and recrystallization. The chromatographic techniques that will be used include thin layer, micro-column, and gas chromatography. Infrared spectroscopy will also be introduced. These techniques will be introduced in conjunction with a synthetic experiment (e.g. Sn1 reaction, aldol condensation, Diels-Alder reaction, synthesis of aspirin and acetylferrocene) (For students majoring in Natural or Physical Sciences). This is the Organic Chemistry I Laboratory course for chemistry majors.
CHE 320 Organic Chemistry II
3 credits, 3-hr. lecture/1-hr. recitation
Pre-requisite: CHE 310 and CHE 312 or CHE 314
Co-requisite: CHE 322
The objective of this course is to give students of chemical, physical sciences and molecular biological sciences a complete and in-depth understanding of organic chemistry. The chemistry of the remaining functional groups not covered in CHE 310 will be discussed including nomenclature, stereosomerism, and stereoselectivity of reactions. Organic functional groups will be introduced and discussed in detail. Problem solving will be used to give the student a working understanding of multi-step reaction mechanisms, modern reagents used for organic synthesis, and synthetic strategy. Polyfunctional compounds and interactions between functional groups will also be covered, as well as applications of organic chemistry in biochemistry, biotechnology, and materials science. Modern organic analytical methods, such as mass spectrometry and nuclear magnetic resonance will be covered in detail.

Civil Engineering
Course are co-listed with The City College of New York.

CE 20900 Structural and Site Plans
3.0 credits, 5.0 hours
Pre-requisite: CSC 10200 Intro to Computer Science, and passing grades in all three CUNY/ACT.

CE 23100 Introduction to Structural Mechanics
Pre-requisites: C or better in General Physics (Phys 207), Introduction to Computing (CSC102) and passing grades in all three SKAT tests, Calculus II (Math 202)
Pre-requisites by courses: CE 231 (minimum grade of C), MA 203 (minimum grade of C), CSD 102
Co-requisites: MA 391, CE 264

CE 26400 Civil Engineering Data Analysis
3.0 credits, 5.0 hours
Pre-requisites: CSC 10200 Intro to Computer Science, and passing grades in all three CUNY/ACT.

CE 33200 Mechanics Deformable Bodies
4.0 credits, 3 hour class, 2 hour lab
Pre-requisites: CE231 (min. grade of C), MATH 203 (min. grade of C), CSC 102
Co-requisites: MATH 391, CE 264
Stresses and strains in elastic and inelastic materials subjected to axial, torsional, and flexural loads and combinations of loads for statistically determinate and indeterminate configurations. Deformations and deflections due to loads and temperature. Combined stresses. Mohr circles and principles stresses. Introduction to energy methods. Castiglian's theorem. Stability of columns and critical loads. Testing of engineering materials. Stress-strain characteristics, including creep, shrinkage, and hysteresis effects. Effects of temperature and impact loading on material properties.

CE 35000 Fluid Mechanics I
3.0 credits, 3.0 hours
Pre-requisites: CE 23100 (min. C grade), CSC10200
Pre/Co-requisite: MAT 39100 (min. C grade)
Study of behavior of viscous and non-viscous fluids at rest and in motion through development and application of the principles of fluid statistics, continuity, energy, momentum, similitude, and dimensional analysis. Applications include flow in open and closed conduits, the boundary layer, dynamics of drag and measurement of velocity and discharge.

CE 37200 Environmental Impact Assessment
3.0 credits, 3.0 hours
Pre-requisites: CE 23100 (min. C grade), CSC10200
Pre/Co-requisite: MAT 39100 (min. C grade)
Study of behavior of viscous and non-viscous fluids

Microcomputers for Business
CIP 101 Introduction to Information Systems
(Formally CIP 2308)
3 credits, 3 hours lecture, 1 hour laboratory
Pre-requisites: MAT 1604 or higher; ESL 035 or ESL 091 or higher.
This course introduces the student to information systems as applied to business organizations and the management of those systems. The course will explore issues of security and the ethical use of technology in society as well as application of various software currently used in a business environment. Students will be expected to demonstrate proficiency in such software as word processors, spreadsheets, and database management and presentation programs.

CIP 2310 Programming Logic & Design
3 credits, 3 hours lecture
Pre-requisites: CIP 101, MAT 1622 or higher; ESL 035 or ENG 091 or ESL 091 or higher
This course will teach students to develop structured logical solutions for the purpose of creating effective programming design and style. The student will apply the skills learned in this course to any programming language.
CIP 2312 Microcomputer Applications I  
4 credits, 3 hours lecture, 3 hours lab  
Pre-requisites: CIP 101; ESL 035 or ESL 091 or higher; MAT 1624 or higher  
Students will gain an understanding of microcomputer operating system commands. Students will survey various word processing software and discuss the advanced capabilities of these software. Students will study advanced concepts of spreadsheets and will practice the use of these concepts by solving business problems actually encountered in the field. Students will learn to write, use, and apply macros. They will also be required to consult software and system manuals on various projects in order to enhance problem-solving skills. Students will be required to complete team projects that will require conferences with the instructor to assess their progress. Students are expected to make use of the laboratory facilities a minimum of ten hours per week in addition to class instruction.

CIP 2314 Database Management System  
4 credits, 3 hours lecture, 3 hours lab  
Pre-requisites: CIP 2340 or a programming course (CIP 2333 or CIP 2336 or CIP 2338) or permission from the Program Coordinator  
This course is an introduction to the principles and applications of database systems. It provides students with the necessary skill and knowledge for designing, developing, implementing and normalizing relational databases. Upon completion of the course, students will have a working knowledge of relational databases and be able to design and implement databases to meet user needs. Lab classes will involve hands-on experience with database management software. Students will be required to complete team projects.

CIP 2318 Advanced Microcomputer Concepts  
2 credits, 1.5 hour lecture, 3 hours lab  
Pre-requisites: CIP 101; ESL 035 or ESL 091 or higher; MAT 1622 or higher  
This course introduces the student to microcomputer operation concepts, such as file and system security, file maintenance and recovery procedures using utilities, such as Norton Utilities and PC Tools. Other topics include software selection, installation and upgrade, directory creation and management, hard disk management, troubleshooting, and telecommunication concepts. Extensive use of laboratory facilities is expected.

CIP 2319 Fundamentals of Data Communications & Networking  
2 credits, 1.5 hours lecture, 3 hours lab  
Pre-requisites: CIP 101, CIP 2318, ESL 035 or ESL 091 or higher, MAT 1622 or higher  
This course develops an understanding of basic communication concepts and operations. Students learn how communications media and equipment work within a hands-on environment. In lab exercises, participants will install a modem, implement a data switchbox, learn how to connect and build various cables, work with communications software and design a simple network topology. Fundamental concepts such as data transmission, communications media, coding schemes, digital versus analog, circuits, types of networks, and terminal interfaces will be covered.

CIP 2320 COBOL Programming I  
4 credits, 3 hours lecture, 3 hours lab  
Pre-requisites: CIP 2310; ESL 035 or ESL 091 or higher  
This course introduces the student to the COBOL programming language. The student is familiarized with the conceptual and syntactical characteristics of the COBOL languages and then moves to practical COBOL by means of drills, exercises, and writing of programs in COBOL. The course subject area is woven into the business environment and experience with a variety of applications involving inventory control, payroll, personnel records, etc. Students are expected to spend a minimum of ten hours per week working in the computer laboratory.

CIP 2325 Help Desk Support  
3 credits, 3 hours lecture  
Pre-requisites: CIP 2310; ESL 035 or ESL 091 or higher; MAT 1622 or higher  
This course provides an overview of the help desk, its development and its functionality. Students will learn how to fulfill the mission of the help desk, which is to provide a single point of contact and responsibility for rapid closure of end-user technology problems. Students will also learn how to extend the help desk’s role into that of a technology-facilitator, which is achieved by the gathering and analysis of data to manage proactively end-user technology.

CIP 2327 Basic Networking Concepts  
4 credits, 3 hours lecture, 3 hours lab  
Pre-requisites: CIP 2319  
This course describes the components of a typical network and what is required for computers to communicate with each other. Students will learn to distinguish between client and server. They will be able to explain the concept of a layered model and identify and describe the seven layers of the Open Systems Interconnect model as well as their characteristics. In addition, students will learn to configure client computers running varied operating systems so they can be networked. Students will apply the concepts learned in the lectures with hands-on experiments during the lab hours.
CIP 2328 Advanced Networking Concepts
4 credits, 3 hours lecture, 3 hours lab
Pre-requisites: CIP 2327
Students will learn the common communication problems and their possible solutions. They will learn network design methodologies. Routing protocols will be discussed, and students will learn how to provide security to networks by learning to configure switches and routers.

CIP 2330 Operating Systems
3 credits, 3 hours lecture
Pre-requisites: Any programming course such as CIP 2333 or 2338; ESL 035 or ESL 091 or higher; MAT 1624 or higher
This is a major course in operating systems covering their concepts, functions, and purposes. Functions of multiprogramming, multiprocessing, and data communications are studied through the steps of job initialization, resource allocation, task selection, and program preparation. Various forms of operating systems, from mainframes to microcomputers, are discussed.

CIP 2331 Network Operating Systems
4 credits, 3 hours lecture, 3 hours laboratory
Pre-requisites: CIP 2319 or CIP 2330
This course provides an overview of commonly used network operating systems. Students will learn to differentiate these operating systems. They will also learn to install and configure the operating systems. Students will work with these operating systems and will show familiarity with their basic properties.

CIP 2333 Object Oriented Programming
4 credits, 3 hours lecture, 3 hours lab
Pre-requisites: CIP 2310; ESL 035 or ESL 091 or higher; MAT 1624 or higher.
This course will be an introduction to the use of object-oriented programming (OOP) in various business applications. Students will master a typical object-oriented programming language, use object-oriented extension of popular languages, and develop various projects using these languages.

CIP 2336 Pascal Programming
3 credits, 3 hours lecture
Pre-requisites: CIP 2310; ESL 035 or ESL 091 or higher, MAT 1624 or higher.
This course introduces the students to the Pascal programming language. The student is familiarized with the conceptual syntactical characteristics of the Pascal language. The student then moves to practical Pascal by the use of programming drills, exercises, and the writing of programs. Extensive use of the laboratory facilities outside class is expected.

CIP 2338 C Programming
3 credits, 3 hours lecture
Pre-requisites: CIP 2310; ESL 035 or ESL 091 or higher, MAT 1624 or higher
An introduction to the C programming language and the techniques used to interface application programs written in C. Topics such as operators, functions, program flow control, data pointers, and standard input and output will be discussed. Extensive use of the laboratory facilities outside class is expected.

CIP 2340 System Analysis & Design
3 credits, 3 hours lecture
Pre-requisites: CIP 2310; ESL 035 or higher, MAT 1624 or higher
This course deals with the analysis of existing manual or electronic data processing systems and the design of a computer system to replace them. Consideration will be given to organizational structures, scheduling, and software organization. Actual and simulated case studies will be utilized. The student will program and document a comprehensive system study.

CIP 2350 Internship
6 credits (12 equated)
Pre-requisite: Completion of all other course requirements
Students will apply classroom theory and practical techniques to assigned work situations through department-selected part-time employment in the data processing field. Local employers, the College, or the Computer Center will provide work sites. Evaluation of the experiential learning will be based on student reports and weekly conferences between the work supervisor and the department coordinator. A presentation of a final report is required.

Cooperative Education

Coop 101 – Introduction to Career Practices
1.0 credit, 1.0 hour
Pre-requisite: Eng 110 & Mat 1624 or Passing grade/exemption of COMPASS
This course is designed to prepare students in setting personal and career goals; development of effective resumes, cover letters, interviewing skills, and job-search skills and strategies. Instruction will include legal and ethical considerations for Co-operative employment. This course will be graded pass/fail.

Coop 102 – Work Experience I
1.0 credit, 10 hours fieldwork
Pre-requisite: Eng 110 & Mat 1624 or Passing grade/exemption of COMPASS
Pre/Co-requisites: Coop 101 & Acceptance by the Cooperative Education Committee
This course is designed to provide students with entry-level work experience related to the field of study. Students will gain clarity of career goals and an understanding of workplace culture and workplace competencies. This course will be graded pass/fail.
Coop 103 – Work Experience II
1.0 credit, 10 hours fieldwork
Pre-requisite: Eng 110 & Mat 1624 or Passing grade/exemption of COMPASS
Pre/Co-requisites: Coop 101 and/or Coop 102 and acceptance by the Cooperative Education Committee. This course is a continuation of Coop 102. This course will be graded pass/fail.

Africana Studies

CUB 310 Negritude
3 credits, 3 hours
Pre/Co-requisite: ENG 110
The course is designed to explore the cultural, literary, intellectual, political, moral, artistic and social values of peoples of Africa and the African Diaspora as represented in the literature of the Negritude Movement. The course will trace the development of Negritude as a political, literary, cultural, moral movement which attempts to rehabilitate the people of African descent from the psychological and moral degradation of slavery, colonialism and imperialism. The inter-relationship between the Negritude Movement, the Harlem Renaissance and the Pan Africanist Movement will be explored. The critique of Negritude by Anglophone African writers and intellectuals will be examined. The issue of alienation, and the dilemma of the assimilated African (l’évolu, l’assimilé) will be emphasized.

CUB 320 The Harlem Renaissance
3 credits, 3 hours
Pre/Co-requisite: ENG 110
This course is designed to explore the socio-political environment and evolution of Afro-Americans as reflected in the literature of the Harlem Renaissance (1919-1939) in drama, fiction, poetry and other forms of artistic expression. Students will study the relation of the various changes taking place on the social and political scenes during the first four decades of the twentieth century. The birth of the “New Negro”, the impact of black Art and Music first in Europe and in the United States will be treated through its literature of justification/revolt or literature of racial/ethnic promotion, cultural awareness and identity. The course will compare the works of key figures of the Harlem Renaissance such as Claude McKay, Counte Cullen, Langston Hughes, Jean Toomer and those of writers of the “lost generation” such as Hemingway and Fitzgerald. New themes and forms developed by the Renaissance writers and their influence on succeeding generations will be studied.

CUB 3103 African Civilization I
3 credits, 3 hours
Pre-requisite: ENG 091 or ESL 091
This course is designed to provide a broad acquaintance with African history, civilization, and culture from the earliest times to the 16th century. The course will discuss the origins and development of civilization in Africa, focusing on the oral civilizations, ancient African kingdoms, the African middle ages, traditional and foreign missionary religions, and Africa before the advent of the Europeans.

CUB 3104 African Civilization II
3 credits, 3 hours
Pre-requisite: ENG 091 or ESL 091
This course is designed to provide a broad acquaintance with modern African social history, civilization, and culture. After a quick overview of the period of Oral Civilization and the colonial partition of Africa, the continuity and development of African culture and civilization will be analyzed: its social and political institutions, its people and the growing social issues which confront African society today. The course will explore the social, political, economic, and intellectual dimensions of African life through a wide variety of readings from the various disciplines of history, anthropology, political science, literature, music, and the arts.

CUB 3106 The African-American Experience I
3 credits, 3 hours
The student will be introduced, through a series of guided readings, to the experiences of peoples of African descent from Africa’s genesis through the middle passage, slavery, emancipation, the reconstruction and the aftermath of de jure slavery in the Americas. The literary, economic, socio-psychological, and cultural aspects of the African-American experience till the end of the 19th century will be discussed and analyzed. (Formerly History of African People in the Americas I)

CUB 3108 The African-American Experience II
3 credits, 3 hours
The student will be introduced, through a series of guided readings, to the experiences of peoples of African descent in the Americas. After a brief overview of the preceding periods of Black presence in the New World, the experiences of African-American peoples from the Reconstruction Era to the eve of the 21st century will be discussed and analyzed. The student will become familiar with the unique history, literature, music, and arts emerging from that experience. (Formerly History of African People in the Americas II)

CUB 3114 Growth & Development of the Minority Child
3 credits, 3 hours
The student will be introduced, through a series of guided readings, to the study of the development of minority children from conception to adulthood. The social influences on the development of physical, emotional, intellectual, personality, language, and social characteristics will be discussed and analyzed. (Formerly Psychosocial Development of the African-American Child)

CUB 3116 The African-American & Latino Family
3 credits, 3 hours
The student will consider the family as a social institution and those behavior patterns that are specific to the African-American and Latino family. Emphasis will be placed on the affective influence of the family environment.
CUB 3119 History of African-American Religion
3 credits, 3 hours
The student will trace the history of African-American religion as a continuation of African religions as well as a response to the experience of the Diaspora. Major emphasis will be placed on the church as an integral part of the African-American community.

CUB 3124 Social Problems of the Minority Communities
3 credits, 3 hours
The student will analyze various aspects of social problems which affect disadvantaged and multicultural communities, including drugs, housing, welfare, and crime, with respect to their etiology, as well as strategies for amelioration.

*CUB 3128 African-American Biographical Sketches
3 credits, 3 hours
The student will relate the lives of major historical figures to the cultural settings in which they lived. Frederick Douglas, W.E.B. DuBois, Malcolm X, and others will be considered.

CUB 3130 Ethnicity, Health & Illness
3 credits, 3 hours
Pre-requisite: ESL 091
The student will investigate the relationship between health, illness, and ethnicity from the standpoint of folk beliefs and traditions rooted in the socio-cultural histories of African-Americans, Asians, Hispanics, and other ethnic groups.

CUB 3172 African Literature
3 credits, 3 hours
The student will identify the main sources and trace the thematic development of African oral and written literature. The student will discuss and evaluate the contribution of literature to African historiography. The student will discuss, analyze, and critique representative works from such countries as Nigeria, Kenya, and Ethiopia. The works considered will be from the earliest times to the present. Credit will be awarded in either English or Africana Studies.

*CUB 3178 The History of Black-American Art
3 credits, 3 hours
The student will be able to trace the major works of art from the earliest times to the present. S/he will analyze the works of art in relation to the cultural and social conditions under which they were produced. The works of Henry Tanner, Aaron Douglas, Charles White, and others will be considered.

Dental Hygiene
DEN 110 Oral Anatomy & Physiology
(Formerly DEN 5302)
2 credits, 3 hours lecture, 1.5 hours lab
Co-requisites: All first semester courses
The student will demonstrate a knowledge of the gross and microscopic anatomy of the teeth, tissues, organs of the oral cavity, nomenclature, functions and forms of the teeth, as well as identify normal and malocclusions.

DEN 111 Head & Neck Anatomy
(Formerly DEN 5303)
1.5 credits, 3 hours lecture
Co-requisites: All first semester courses
The student will identify, describe, and locate the bones of the skull, muscles of mastication, tongue, face, pharynx, and glands of the head and neck.
DEN 112 Clinical Dental Hygiene Practice I
(Formerly 5306)
2 credits, 3 hours lecture, 6 hours lab
Co-requisites: All first semester courses
The student will demonstrate procedures relative to the
dental appointment. These procedures include those
aspects of Phase I and Phase II periodontal treatments,
which are legally relevant to the clinical practice of
dental hygiene.

DEN 120 Clinical Dental Hygiene Practice II
(Formerly DEN 5308)
1.5 credits, 3 hours lecture
Pre-requisites: All first semester courses
Co-requisites: All second semester courses
The student will demonstrate definitive instrumentation
procedures used in the treatment of periodontal disease
and maintenance of oral health. Emphasis is placed on
treatment planning, principles of root planning,
instrument care, and screening procedures

DEN 121 Dental Radiology I: Basic Concepts
(Formerly DEN 5316)
1 credit, 1.5 hours lecture, 1.5 hours lab
Pre-requisites: All first semester courses
Co-requisites: All second semester courses
The student will learn the theory of radiation production
and safety. Learning methods include lectures,
demonstrations, visuals, and labs.

DEN 122 Oral Microbiology
(Formerly DEN 5318)
1.5 credits, 3 hours lecture, 3 hours lab
Pre-requisites: All first semester courses
Co-requisites: All second semester courses
The student will classify and describe the main groups
of microorganisms, and isolate and cultivate
microorganisms in the laboratory. The concepts of
general microbiology will be correlated with the oral
ecology and factors associated with pathogenesis.
Special emphasis will be placed upon correlation to
periodontology, dental caries, and phase contrast
microscopy. Sterilization, disinfection, asepsis, and
chemotherapy will also be emphasized.

DEN 123 Oral Embryology & Histology
(Formerly DEN 5334)
1.5 credits, 3 hours lecture
Pre-requisites: All first semester courses
Co-requisites: All second semester courses
The student will be able to understand the origins of
human tissues and relate these to the clinical Dental
Hygiene practicum, emphasizing the histological
foundations of preventive dentistry. Orofacial
embryology and histology will be a basis for future
understanding of periodontology, general and oral
pathology, and for making clinical evaluations of
patients with common oral diseases.

DEN 129 Clinic I
(Formerly 5310)
3 credits (6 equated/billable), 8 hours clinical practice
Pre-requisites: All first semester courses
Co-requisites: All second semester courses
In a clinical setting, the student will demonstrate
procedures relative to dental hygiene therapeutic
treatment. Procedures include taking health histories
and other screening procedures, performing the oral
prophylaxis, applying preventive treatment, and patient
educating.

DEN 130 Nutrition
(Formerly DEN 5315)
2 credits, 3 hours lecture
Pre-requisites: All second semester courses
Co-requisites: All summer semester courses
The student will be able to relate the biological and
chemical needs of patients to their nutritional intake.
Nutritional disturbances observed in the clinic will be
identified, analyzed, and discussed. Treatment of
nutritional problems will have direct application to
didactic material.

DEN 131 Dental Radiology II: Technique &
Interpretation
(Formerly DEN 5317)
2 credits, 1.5 hours lecture, 3 hours lab
Pre-requisites: All second semester courses
Co-requisites: All summer semester courses
The course will provide the student with knowledge
necessary to utilize the techniques of bisecting and
paralleling for the exposure of radiographs. The course
will also provide students with the knowledge necessary
to differentiate between normal anatomical structures
and pathological conditions. Learning methods include
lectures, demonstrations, slides, tapes, and laboratory
experiences.

DEN 132 Dental Materials
(Formerly DEN 5332)
2 credits, 2 hours lecture, 1.5 hours lab
Pre-requisites: All second semester courses
Co-requisites: All summer semester courses
The student will demonstrate an understanding of the
physical and chemical properties of materials used in
dentistry and their proper manipulations and
applications. This course will consist of 2 hours lecture-
discussion and 1.5 hours of laboratory exercises for
each of the six (6) weeks of summer school.

DEN 210 General & Oral Pathology
(Formerly DEN 5320)
1.5 credits, 3 hours lecture
Pre-requisites: All first and second semester and
summer courses
Co-requisites: All third semester courses
The student will make clinical evaluations of conditions
related to general and pathologic conditions, etiologies
of disease, inflammation, infection, immunity, and
degeneration processes.
DEN 211 Periodontology
(Formerly DEN 5324)
1.5 credits, 3 hours lecture
Pre-requisites: All second and summer semester courses
Co-requisites: All third semester courses
The student will expand his/her knowledge of prevention of gingival and periodontal disease by (1) identifying the etiology, and (2) applying methods available to treat gingival and periodontal diseases.

DEN 212 Dental Health Education
(Formerly DEN 5327)
1.5 credits, 3 hours lecture
Pre-requisites: All second and summer semester courses
Co-requisites: All third semester courses
The student will develop learning strategies and teach dental health education lessons to a variety of grade levels in a public school setting encompassing the areas of prevention, maintenance, consumer education, and nutritional counseling.

DEN 213 Advanced Clinical Dental Hygiene Practice
(Formerly DEN 5329)
1.5 credits, 3 hours lecture, 3 hours lab
Pre-requisites: All second and summer semester courses
Co-requisites: All third semester courses
The student will be able to describe the theory, demonstrate laboratory procedures, and perform selected clinical procedures in the areas of preventive dentistry, periodontology, and general dentistry.

DEN 219 Clinic II
(Formerly DEN 5312)
4 credits (6 equated/billable),
12 hours clinical practice; 1 hour recitation
Pre-requisites: All second semester courses
Co-requisites: All third semester courses
The student will administer comprehensive dental hygiene care to patients based on individual treatment plans and make referrals when indicated. The course consists of 13 hours of clinical practice. Procedures will include those legalized aspects of Phase I and Phase II periodontal treatment that are relevant to the practice of dental hygiene. This course is a continuation of DEN 129.

DEN 220 Community Dental Health
(Formerly DEN 5322)
1.5 credits, 3 hours lecture
Pre-requisites: All third semester courses
Co-requisites: All fourth semester courses
The student will be able to provide dental health services to the community using program planning, health, education, and population survey techniques. Learning methods include seminar, field experience, and lectures.

DEN 221 Pharmacology
(Formerly DEN 5325)
1.5 credits, 3 hours lecture
Pre-requisites: All third semester courses
Co-requisites: All fourth semester courses
The student will list the following characteristics of drugs used in the clinical practice of dental hygiene and dentistry: action and use, methods of administration, and toxicology.

DEN 222 Specialties
(Formerly DEN 5330)
1 credit, 3 hours clinical rotation
Pre-requisites: All third semester courses
Co-requisites: All fourth semester courses
The student will demonstrate procedures relative to the eight dental specialties recognized by the American Dental Association.

DEN 223 Ethics / Jurisprudence / Practice Management
(Formerly DEN 5331)
1.5 credits, 3 hours lecture
Pre-requisites: All third semester courses
Co-requisites: All fourth semester courses
The student will place dental hygiene practice within the perspective of ethics and law, develop leadership skills and acquire practice in management skills.

DEN 224 Senior Seminar
(Formerly DEN 5333)
1.5 credits, 3 hours lecture
Pre-requisites: All third semester courses
Co-requisites: All fourth semester courses
The student will develop professional acuity to current theories, methodologies, and dilemmas in dental hygiene practice through a seminar-discussion. The course will include a review of current literature, case presentations, and exposure to personnel associated with dental hygiene practice.

DEN 229 Clinic III
(Formerly DEN 5314)
4 credits (6 equated/billable), 12 hours clinical practice; 1 hour recitation
Pre-requisites: All third semester courses
Co-requisites: All fourth semester courses
The student will administer comprehensive dental hygiene care to patients based on individual treatment plans and make referrals when indicated. The course is a continuation of DEN 219.

Economics, Political Economy

ECO 4641 Introduction to Political Economy
3 credits, 3 hours
This course presents an examination of the relationship between political and economic structures. This is accomplished through a historical study from tribal society to the emergence of capitalism.
ECO 4642 Contemporary Political Economy
3 credits, 3 hours
This course examines the development of the political and economic structures of capitalism. Topics include commodity exchange, wage labor, profit monopolies, and economic and political crises.

ECO 4643 Economics: Microeconomics
3 credits, 3 hours
In this course we learn how individuals and other decision-makers, such as consumers, resource owners, business firms, and public institutions, maximize gains and/or minimize losses. The determination of prices, output through supply, and demand in different market organizations will be examined.

ECO 4645 Economics: Macroeconomics
3 credits, 3 hours
This course studies the major components of the economy such as the household, business, and government. It deals with the aggregate (total) level of output and employment, the level of national income, and the general price index. Private and government investment expenditures as well as imports and exports of goods and services are examined in depth.

ECO 4647 Political Economy of Latin America
3 credits, 3 hours
The student will study the history of colonialism and neo-colonialism in Latin America and analyze the present structure of economic and political dependence.

*ECO 4649 Political Economy of Africa
3 credits, 3 hours
Pre-requisites: Completion of an introductory course is recommended
The student will study the response of African nations to the problems of Balkanization and economic development, the influence of multinationals, foreign aid, and planning for rapid economic change. The issues of the colonial heritage (including neo-colonialism) and the effects of dependence on foreign markets will be analyzed.

*ECO 4653 The Economics of Human Resources
3 credits, 3 hours
Pre-requisites: Completion of an introductory course is recommended
The student will study the history of labor markets, including the role of technology, the development of primary and secondary markets, and the problems of women, minorities, and older workers. Contemporary issues, such as the private and social uses of labor, power in the labor market, reforms, and labor-leisure choices will also be studied. Emphasis will be placed on the impact of these issues on the African and Hispanic populations.

Education

EDU 101 Foundation of Education
(Formerly EDU 6802)
3 credits, 3 hours
Pre-requisites: For Spanish dominant students: SPA 121 or higher
Co-requisites: For Spanish dominant students: SPA 222, ESL 035 or ESL 091
For English dominant students: ENG 091 or higher.
This course introduces students to a variety of critical contemporary and foundational issues and themes that influence modern urban education models. Due to the interdisciplinary nature of this course, prospective paraprofessionals, teachers and/or non-education-liberal arts majors interested in Child & Family Studies related fields, will be introduced to the social-cultural, historical, philosophical and technological influences that impact children's curricula, pedagogical practices and learning environments. The course also integrates theoretical readings with required visits to educational urban settings and formal written observations of their experiences.

EDU 104 Language Arts for Young Children
(Formerly ECE 6804)
3 credits, 3 hours
Pre-requisite: EDU 101
Co-requisites: ESL 035 or ESL 091 or ENG 091 or higher
The student will plan and organize language arts activities in early childhood education. The student will demonstrate familiarity with children's literature and reading readiness skills. The student will be able to effectively read, tell, and dramatize children's stories, and participate in language games and reading readiness activities.

EDU 105 Social Studies for Young Children
(Formerly ECE 6805)
3 credits, 3 hours
Pre-requisite: EDU 101
Co-requisites: ENG 091 or ESL 091 or higher
The student will plan and organize social studies activities in early childhood programs. The student will demonstrate familiarity with the resources and methods used in developing social studies concepts through the preparation of materials and activities.

EDU 107 Creative Art Activities for Young Children
(Formerly ECE 6807)
3 credits, 3 hours
Pre-requisite: EDU 101
Co-requisites: ENG 091 or ESL 091 or higher
The student will demonstrate ability to organize creative art activities for young children. The student will display dexterity with such media as paint, clay, paper, and wood, and an understanding of the methods of introducing young children to the values of these materials.
EDU 109 Music & Rhythmic Activities for Young Children  
(Formerly ECE 6809)  
3 credits, 3 hours  
Pre-requisites: EDU 101  
Co-requisites: ENG 091 or ESL 091 or higher  
The student will plan and organize creative music and rhythmic activities for young children. The students will demonstrate an understanding of terms related to the fundamentals of music theory and the techniques needed in introducing singing, playing, moving, and listening activities in early childhood programs. Special learning methods include workshop experience.

EDU 111 Science & Mathematics for Young Children  
(Formerly ECE 6811)  
3 credits, 3 hours  
Pre-requisites: EDU 101 and minimum of 3 additional credits in Early Childhood Education  
Co-requisites: ENG 091 or ESL 091 or higher  
The student will plan and organize science and mathematics activities for young children. The student will also prepare materials used to present introductory science and mathematics concepts to young children.

EDU 113 Field Experience in Early Childhood Education I  
(Formerly ECE 6813)  
3 credits, 1-hr. seminar/8-hr. fieldwork per week  
Pre-requisites: EDU 101 and minimum of three additional credits in Early Childhood Education  
Co-requisites: ENG 091 or ESL 091 or higher  
The student will observe and participate in early childhood programs such as day care centers, kindergarten, and infant care programs. The student will also participate in weekly seminars.

EDU 116 Development of the Young Child  
(Formerly ECE 6816)  
3 credits, 3 hours  
Pre-requisites: EDU 101  
Co-requisites: ENG 091 or ESL 091 or higher  
The student will demonstrate knowledge of the physical, cognitive, social, and emotional development of infants, toddlers, and preschool children and its implications for group programs for young children.

EDU 121 Parent Education  
(Formerly ECE 6821)  
3 credits, 3 hours  
Pre-requisites: ENG 091 or ESL 091 or higher when offered in English; ESL 035 and SPA 222 when offered in Spanish  
The student will learn basic information on child growth and development and will examine various ways in which parents and future parents can provide their children with early educational and developmental experiences. Students will prepare educational materials for children.

EDU 130 Bilingual-Bicultural Early Childhood Education  
(Formerly ECE 6817)  
3 credits, 1.5-hr. lecture/5-hr. fieldwork per week  
Pre-requisites: EDU 101  
Co-requisites: ENG 091 or ESL 091 or higher and SPA 222  
The student will demonstrate knowledge of the philosophy, methods, and materials used in bilingual-bicultural early childhood classes. The student will participate in early childhood bilingual programs and attend seminars. This course is offered simultaneously in English and Spanish and is required for all students in the Bilingual Early Childhood Education Program. Students not in the bilingual program must have the instructor's permission in order to register for this course.

EDU 131 Language Arts in a Bilingual Early Childhood  
(Formerly ECE 6818)  
3 credits, 1.5-hr. lecture/5-hr. fieldwork per week  
Pre-requisites: EDU 101 and EDU 130  
Co-requisites: ENG 091 or ESL 091 or higher and SPA 222  
The student will become acquainted with the goals and objectives of the language arts program in an early childhood bilingual classroom as well as become knowledgeable about children's literature, lesson planning, and developing curriculum materials for a bilingual class. The student will gain fieldwork experience. This course is offered simultaneously in English and Spanish and is required for all students in the Bilingual Early Childhood Education Program. Students not in the bilingual program must have the instructor's permission in order to register for this course.

EDU 132 Social Studies in a Bilingual Early Childhood Education Program  
(Formerly ECE 6819)  
3 credits, 3 hours  
Pre-requisites: EDU 101 and EDU 130  
Co-requisites: ENG 091 or ESL 091 or higher and SPA 222  
The student will become familiar with the content of the social studies curriculum for a bilingual early childhood class as well as the basic concepts and skills to be taught. Students will prepare activities and materials that can be used in the social studies curriculum. This course is offered simultaneously in English and Spanish and is required for all students in the Bilingual Early Childhood Education Program. Students not in the bilingual program must have the instructor's permission in order to register for this course.

EDU 150 Introduction to Special Education  
(Formerly ECE 6820)  
3 credits, 3 hours  
Pre-requisite: EDU 101  
Co-requisites: ENG 091 or ESL 091 or higher  
The student will become acquainted with current theories and techniques of identification and treatment, and with methods and materials found to be effective in educating the disabled or exceptionally able child. The student will gain basic understanding in preparation for teaching the mainstreamed child and the bilingual special child.
EDU 222 Field Experience in Parent Education
(Formerly ECE 6822)
3 credits, 1-hr. seminar/6-hr. fieldwork per week
Pre-requisites: EDU 101 and EDU 121
Co-requisites: ENG 091 or ESL 091 or higher
The student will observe and become an active participant in an early childhood education program which emphasizes parental involvement. The student will acquire the skills to coordinate activities for a group of parents in the program.

EDU 224 Writing in the School Workplace
3 credits, 3 hours
Pre-requisites: EDU 101
This course is geared toward developing writing skills in the school workplace for educators. Students will receive instruction in writing job-related material in the school setting, including letters to parents and colleagues, resumes for school employment, and reports for administrations. Students reflect on their practice through writing and learn to prepare appropriate assignments for students.

EDU 226 Introduction to Instructional Technology
3 credits, 45 hours
Pre-requisites: EDU 101
The students will learn basic information about appropriate educational technology, both theoretical concepts, as well as, hands-on applications. They will also examine various ways in which they can effectively apply their knowledge in classroom settings (K-12) in order to assist children to enhance their educational and developmental experiences. When appropriate, students will also prepare educational materials for different audiences and attain a basic level of instructional technology literacy for the preparation of their professional tasks.

EDU 299 Independent Study in Education
3 credits, 3 hours
Pre-requisites: EDU 101
This course offers the students the opportunity for an intensive individually guided advanced research in a topic in education. Only one course in Education may be taken on an independent study basis.

ENG 049 Basic Writing I (Experimental Course)
2 credits, 4.5 hours, (4.5 equated/billable)
Co-requisite: ENG 092
This experimental course introduces incoming students to the composing process. Students will write essays in response to classroom discussions and assigned readings at the college level. Emphasis is on principles of grammar, sentence structure and paragraph development. Students will learn strategies to develop academic vocabulary and proofreading and editing skills.

ENG 050 Basic Writing II (Experimental Course)
2 credits, 4.5 hours, (4.5 equated/billable)
This experimental course provides incoming students with extensive writing practice. Emphasis is on essay organization and development. Students are introduced to college writing strategies of organization including narration, description, argument and compare/contrast.

ENG 051 Basic Writing III (Experimental Course)
3 credits, 3 hours, (3 equated/billable)
This experimental course provides extensive expository writing practice using selected readings from the ENG 110 textbook as models. Students will submit at least six revised essays in modes such as comparison/contrast, process analysis, and cause and effect.

ENG 091 Core English
(Formerly ENG 1301)
3 credits, (6 equated/billable), 6 hours
Pre-requisite: Placement test
Co-requisite: ENG 092, unless exempt
As the core of LIBRA, a blocked interdisciplinary program, ENG 091 emphasizes analytical and critical thinking through writing assignments across academic disciplines. The student will learn how to use class discussions and readings as the basis for composing organized and well-developed essays. Students work in collaborative groups to analyze and challenge ideas and learn how to revise and edit their work effectively. Additionally, students will be provided with practice in grammar, vocabulary enrichment, and sentence structure. The course will support students' successful performance on the CUNY/ACT writing test and provide a foundation for further academic work.

ENG 092 Developmental Reading
(Formerly ENG 1399)
1 credit (3 equated/billable), 3 hours
Pre-requisite: Placement test
Co-requisite: ENG 091, unless exempt
As the complement to ENG 091, ENG 092 is a reading course designed to help students develop strategies from improving comprehension through discussions of and written responses to crossdisciplinary texts. Students will learn to become active readers, to summarize and explain their understanding of ideas, and to support their analysis with appropriate references to the readings. By the end of the semester, students will have acquired strategies for improving their reading speed and their close reading skills, and for performing successfully on the CUNY/ACT reading test.

ENG 110 Expository Writing
(Formerly ENG 1302)
3 credits, 3 hours
Pre-requisite: Passing CUNY/ACT Reading and Writing tests, or Exemption
English 110, a foundational writing course, is designed to strengthen students' composing skills so that they will produce increasingly complex and better-structured essays. Reading and responding to interdisciplinary texts representing various rhetorical modes, students will practice paraphrasing and summarizing these texts, enrich their vocabulary, and improve their writing, revision, and proofreading skills. Additionally, students will be introduced to the use of print and on-line secondary sources. Upon completion of the course, students will be able to respond critically, in writing, to a variety of texts, integrating their own ideas with those presented in the readings.
ENG 111 Literature & Composition
(Formerly ENG 1303)
3 credits, 3 hours
Pre-requisite: ENG 110 or Department permission
English 111, the second semester of freshman composition and a foundational writing course, introduces students to techniques for close reading of literary texts. This course develops students' critical thinking skills through the study of literary elements such as plot, character, setting, point of view, symbolism, and irony. Additionally, students will learn the Modern Language Association (MLA) system of parenthetical citation and how to incorporate quotations into their analysis of literary texts; they will also complete a research paper by consulting both print and on-line sources. By the end of the semester, students will be able to interpret and write critically about each of the three major genres: poetry, fiction, and drama.

ENG 200 Medieval and Renaissance English Literature
3 hours, 3 credits.
Pre-requisite: ENG 111
This course introduces the student to major English writers of prose, poetry and drama from the late Middle Ages to the end of the English Renaissance. It lays the foundation for further studies in English at the 300 and 400 levels. Students will acquire the mastery of the Modern Language Association (MLA) system of parenthetical citation and will work at incorporating quotations and paraphrases into their analyses of literary texts. Students will complete a research paper using refereed literary sources. A consistent and correct use of university-level English is required to pass the class.

ENG 202 Technical Writing
(Formerly ENG 1340)
3 hours, 3 credits.
Pre-requisite: ENG 111
In this course, students will perform tasks related to the technical writing process in order to write effectively on the job. In addition to learning to generate written documents for the technical and business professions, this course will focus on skills such as defining purpose, understanding readers, understanding clients, constructing effective sentences and paragraphs, composing drafts, testing drafts and revising the quality of finished documents. At the completion of the course, students will be able to create communications that will succeed in the workplace.

ENG 203 Creative Writing Workshop
3 hours, 3 credits.
Pre-requisite: ENG 111
This course, offered in a workshop format, will introduce students to various aspects of craft writing fiction, poetry and personal memoir/autobiography. Reading from the work of established writers will serve as a frame for explorations of different genres, focusing on the essentials of literary criticism as a means of understanding these works. Students will be encouraged to pursue publication possibilities in small presses as well as online websites e-zines. Weekly reading and writing assignments, oral presentations and midterm assessment of the rewriting process, a portfolio of the student's completed work and instructor conferences are required.

ENG 210 Studies in Fiction
(Formerly ENG 1342)
3 credits, 3 hours
Pre-requisite: ENG 111 or Department permission
In this course students will further develop skills in the interpretation and written analysis of full-length works by major modern writers such as Dostoyevsky, Ellison, Morrison, Kafka, Woolf, Garcia Marquez, Aliende, and Atwood. Students will write several short comparative essays and will complete one research paper using print and on-line sources as well as conventions for citation. By the semester's end, students will be able to compare the various writers' works, interpreting their themes, narrative styles, characterizations, and points of view, with attention to each author's particular contribution to what is considered modern fiction.

ENG 211 The Modern American Novel
(Formerly ENG 1354)
3 credits, 3 hours
Pre-requisite: ENG 111 or Department permission
Students will analyze major works of 20th century American fiction, identifying their themes, styles, and structural components. A variety of male and female novelists will be studied in relation to their cultural milieu. Students will write short papers and complete one research project using print and on-line resources. By the end of the semester, students will have broadened their perspective of American literature and culture as seen through the works studied.

ENG 212 Studies in Drama
(Formerly ENG 1346)
3 credits, 3 hours
Pre-requisite: ENG 111 or Department permission
In this course students will read, discuss, and closely analyze works by playwrights such as Ibsen, Garcia Lorca, Williams, Brecht, Miller, Hansberry, Wilson, and Devere Smith. Whenever possible, the class will see selected plays in live performance or by viewing videos. Students will demonstrate their ability to analyze and interpret drama through a variety of writing assignments, including a research paper using both print and on-line resources. By the end of the semester, students will have gained an understanding of different performance styles, dramatic structures, and theatre movements.

ENG 213 Shakespeare
(Formerly ENG 1352)
3 credits, 3 hours
Pre-requisite: ENG 111 or Department permission
In this course students will examine Shakespeare's life within the cultural and political influences of his age and trace the evolution of the playwright's career through close study of selected Shakespearean histories, comedies, and tragedies. Students will be encouraged to attend performances and/or view videotapes of his plays. Development of the students' ability to read and understand the Shakespearean play within the genre of drama is a primary objective of the course. Students will write short papers and complete one research project using print and on-line resources. Upon completion of this course, students will have gained an in-depth understanding of the playwright's works, and the time and place in which he lived and wrote.
ENG 214 Readings in Poetry  
(ENG 1365)  
3 credits, 3 hours  
Pre-requisite: ENG 111 or Department permission  
An introduction to the genre of poetry, this course will expose students to a selection of poems that are generally regarded as classics. Students will learn to summarize, discuss, and interpret these poems, thus increasing their familiarity with ways that various poets use image, metaphor, alliteration, onomatopoeia, pun, verse, and rhythm. To demonstrate their control of the course materials, students will write explications and critical commentary about selected texts, at times using print and on-line sources as well as conventions for citation. By the end of the semester, students will be able to use the critical terms taught in class to analyze a range of poetry, spanning several centuries, cultures, and representing different forms.

ENG 221 Introduction to Children's Literature  
(Formerly ENG 1348)  
3 credits, 3 hours  
Pre-requisite: ENG 111 or Department permission  
This course will introduce students to the culturally diverse body of children's literature as a field of literary study. After a brief historical introduction in which the development of writing for children is presented within a socio-cultural context, students will read and respond, orally and in writing, to outstanding selections reflecting the multicultural heritage of this literature. Through lectures, class discussion, and supplemental textbook and journal article readings, students will be exposed to folklore, fairy tales, fantasy, poetry, and realistic fiction. As a final project, students will conduct an in-depth genre, author, or cultural study by using print and on-line resources. Upon completion of the course, students will be able to analyze, synthesize, and evaluate literature written for readers from pre-school through young adult.

ENG 222 Latin American Literature in Translation  
(Formerly ENG 1350)  
3 credits, 3 hours  
Pre-requisite: ENG 111 or Department permission  
This course will introduce students to Latin American literature in translation, covering fiction, poetry, and the novel from the perspective of multiculturalism and pluralism. Using literary and cultural analysis, students will examine texts for social, racial, and gender issues and explore problems in translation through discussion and papers. Students will also complete one research project using print and on-line resources. Upon completion of this course, students will not only have sharpened their textual analysis skills, but will also have gained a better understanding of Latin American literature and culture, and the problems of translation.

ENG 223 Women in Literature  
(Formerly ENG 1356)  
3 credits, 3 hours  
Pre-requisite: ENG 111 or Department permission  
In this course students will examine representations of women in literature from several historical periods and cultures, reading works by well-known and little-known women writers. Analyzing literature from the perspective of feminist studies, students will consider why women writers have been excluded from the canon, how patriarchal culture and gender stereotyping have influenced women's lives, and women's imaginative writing. This course requires students to complete a research paper using conventions for citation and both print and on-line sources. By the end of the semester, students will be able to identify important differences and similarities among diverse women writers and will have gained knowledge of contributions that women writers have made over time.

ENG 224 Literature & Psychology  
(Formerly ENG 1351)  
3 credits, 3 hours  
Pre-requisite: ENG 111, PSY 1032 or Department permission  
In this course students will analyze works of literature by using psychological concepts to illuminate symbol, motivation, themes, and narrative strategy. Assigned literary texts will focus students' attention on subjects such as psychoanalytic theory, adolescent development, group processes, scapegoating, madness, and moral decision-making. Students will demonstrate their grasp of course materials by writing interdisciplinary essays, including one researched essay in which they use conventions for citation and both print and on-line sources. At the end of the course, students will have acquired an ability to interpret literary works through the various psychological perspectives studied in class.

ENG 225 Literature of the Black American  
(Formerly ENG 1358)  
3 credits, 3 hours  
Pre-requisite: ENG 111 or Department permission  
Students will study autobiography, fiction, poetry, and drama of African Americans by examining the works of writers such as Douglass, Jacobs, Wright, Baldwin, Hurston, and Hansberry. In this course students will demonstrate their understanding of the development of African American literature by completing several short essays and one research paper using print and on-line sources. By the semester's end, students will be able to analyze and compare different works with special attention to the dynamics of history, culture, and the production of literary texts in the African American community of writers.
ENG 226 Literature of Science Fiction
(Formerly ENG 1360)
3 credits, 3 hours
Pre-requisite: ENG 111 or Department permission
This course will introduce students to alternate visions of society. It will move from Plato's Republic to works by Shelley, Bellamy, Clarke, Atwood, Huxley, and Bradbury. Students will explore the role of science, the technological explosion, world famine, gender roles, human relationships, and the location of power sites in visions of possible futures. Where available, films will be shown. There will be four to six short papers and a long research project using print and on-line resources. Upon completion of this course, students will have gained a sharper insight into the relationship between time present and time future and the role of literature in imaginatively examining philosophical, scientific, and cultural issues.

ENG 227 Literature & Aging
(Formerly ENG 1364)
3 credits, 3 hours
Pre-requisite: ENG 111 or Department permission
This course will introduce students to issues affecting senior citizens: the loss and reconstruction of identity, interpersonal relationships, illness, and death. Readings will include poetry, fiction, and drama from authors such as Welty, Walker, Saul Bellow, Vonnegut, Olsen, and Albee. Four to six short papers and/or exams will be required, together with a research project using print and on-line resources. Upon completion of this course, students will have acquired an in-depth perspective on the aging process as depicted in literature, which they may apply in their personal as well as professional lives.

ENG 228 Literature & Pathologies
(Formerly ENG 1368)
3 credits, 3 hours
Pre-requisite: ENG 111 or Department permission.
The term pathologies is here used to cover the whole range of physical, mental, psychic and spiritual conditions that are regarded as afflictions or differ markedly from "the norm," whether the "norm" is defined in terms of individual, social, cultural or religious values. The course will focus upon selected literary works in English from different periods and cultures in which various pathologies are presented. These texts will be analyzed through group discussion and short and long writing assignments in order to understand how images and themes of disease are presented in literature, and what social, political, cultural, moral and religious uses they serve. Attention will be paid to cultural assumptions about health and healing, the inter-relatedness of medical and narrative discourse, and to viewing literature itself as a healing art. No specialized medical or psychological knowledge will be required, but students will be encouraged to familiarize themselves with the conditions described in the texts chosen for study. For this purpose the use of Internet resources as well as conventional print and film media will be encouraged.

ENG 230 Language, Culture & Identity
(Formerly ENG 1341)
3 credits, 3 hours
Pre-requisite: ENG 111 or Department permission
This course will introduce students to some of the major issues that arise from the cultural, anthropological, and political aspects of language. Through assigned readings such as autobiographical excerpts, newspaper articles, and scholarly sociolinguistic texts, students will examine why they speak the way they do, what effect this has on other people, and what factors make their language what it is. The class will define and discuss such concepts as dialects, bidialectalism, bilingualism, bilingual education, and official English. Students will be asked to make connections to language issues in their native countries or geographical regions. Students will write short papers and complete at least one research project using print and on-line sources. Upon completion of this course, students will have gained an understanding of how language and dialects influence the ways in which people are perceived and treated by different sectors of society.

Electrical Engineering
Course are co-listed with the City College of New York.

ENGR 10100 Engineering Design Workshop I
1.0 credits, 3.0 hours
Pre-requisite: MAT 1642 or equivalent course
Concepts of structural safety and equilibrium are developed and students are introduced to structural analysis of a steel truss bridge. Topics included: basic mechanisms, kinematics, feedback, and computer control by considering the operation of several robotic devices.

ENGR 10200: Engineering Design Workshop II
2.0 credits, 3.0 hours
Pre-requisite: MATH 78 or 100 or equivalent. Open only to students who have not completed MATH 202.
This course uses the same approach as Engineering Design Workshop I and provides elementary design experiences in the areas of thermodynamics and electronics. Students explore the concepts of energy and information through experiments with modern NM engineering test equipment. Based on these concepts, they are then encouraged to create and evaluate their own designs in a group setting. Computer skills and analytical tools are introduced as needed. Course requirements include oral and written presentations of original engineering designs. Project topics include digital logic circuits, analog information processing, calorimetry and heat conduction.

ENGR 10300 Analysis Tools for Engineers
2.0 credits, 2 hours
Pre-requisite: MAT 1642 Calculus I
An introduction to computer-aided analysis techniques necessary for the study of Electrical Engineering and the design of electrical systems. Among the topics studied are: functions of a real variable and their graphs, complex numbers and phasors, linear algebra, differential equations with application to image processing, and an introduction to systems analysis.
ENGR 20400 Electrical Circuits
3 credits, 3 hours
Pre-requisite: MAT 1646 and PHY 4502
Circuit elements and their voltage-current relations: Kirchhoff’s laws, Elementary circuit analysis, Continuous signals, Differential equations, State of variable equations, First and Second order systems, an introduction to circuit analysis.

English as a Second Language

015 ESL in Content Areas I
2 credits (6 equated/billable), 6 hours
Pre-requisite: Placement through the ACT Skills Assessment Test
Co-requisite: ESL 016
This six-hour content-based course for beginning academic ESL students utilizes subject matter from select disciplines. In response to topics discussed, students will expand their vocabulary and improve their grammar within an integrated skills context that will permit practice in reading, writing, listening and speaking in English. This course will target linguistic and critical thinking skills through level-appropriate content material designed to motivate students to participate in class discussions and to prepare written assignments related to the various topics presented.

ESL 016 Literature and Contemporary Issues for ESL Students I
2 credits (6 equated/billable), 6 hours
Pre-requisite: Placement through the ACT Skills Assessment Test
Co-requisite: ESL 015
This six-hour course provides students with the opportunity to improve their linguistic and critical thinking skills through extensive reading, interpretation and analysis of a newspaper and authentic literary texts that are appropriate for beginning academic ESL students. The course also presents cultural and historical perspectives necessary to construct meaning from these texts. Students will begin to develop their understanding of literary and journalistic elements and broaden their general knowledge base. They will practice level-appropriate language structures through discussing and writing fiction, poetry and news articles. Students will develop speaking and listening skills through their participation in independent and collaborative projects.

ESL 025 ESL in Content Areas II
2 credits (6 equated/billable), 6 hours
Pre-requisites: ESL 015 or by placement
Co-requisites: ESL 026 or 027
This intermediate six-hour content-based ESL course utilizes subject matter from selected disciplines. In response to the topics discussed, students will expand their vocabulary and improve their grammar within an integrated skills context that will permit practice in reading, writing, listening and speaking in English. This course will target linguistic and critical thinking skills through intermediate level content material designed to motivate students to participate in class discussion and to prepare written assignments related to the various topics presented. The course will reinforce structures covered previously and will go on to cover intermediate-level grammar structures required for academic literacy. By writing multiple drafts for a variety of assignments, students will develop the ability to revise and edit their work. Assessment of student performance will be based on comprehension of and written/oral responses to uniform interdisciplinary content.

ESL 026 Contemporary Issues for ESL Students II
1 credit (3 equated/billable), 3 hours
Pre-requisites: ESL 015 or by placement
Co-requisite: ESL 025
This intermediate three-hour ESL course provides extensive reading of newspapers, magazines, and Internet sources. Students will explore contemporary issues and their historical context while expanding their vocabulary and further developing their linguistic and critical thinking skills. They will learn to recognize the author’s point of view, distinguish between news reports and editorial commentary, and interpret related charts and graphs. Students will be required to summarize, discuss, and interpret issues presented in these sources. Upon completion of the course, students will have broadened their general knowledge base and acquired the necessary skills to respond critically to contemporary issues.

ESL 027 Literature for ESL Students II
1 credit (3 equated/billable), 3 hours
Pre-requisites: ESL 015 or by placement
Co-requisite: ESL 025
This three-hour course provides students with the opportunity to improve their linguistic and critical thinking skills through extensive reading, interpretation, and analysis of authentic literary texts appropriate for intermediate level ESL students. These texts, selected for their relevance and literary value, include a variety of genres (fiction, poetry and drama). The course also presents cultural and historical perspectives necessary to construct meaning from these texts. Students will develop their understanding of literary elements such as point of view, character, plot, setting, irony and figurative language and employ them in their analysis. Assessment of student performance will be based on class discussion, personal response essays and other forms of writing that require students to compare and contrast themes and issues encountered in texts and relate them to personal experience.
ESL 035 ESL in Content Areas III
2 credits, (6 equated/billable), 6 hours
Pre-requisite: ESL 025 or placement into ESL 035
Co-requisite: ESL 036 or ESL 037
This advanced six-hour content-based ESL course utilizes subject matter from selected disciplines. In response to the topics discussed, students will expand their vocabulary and improve their grammar within an integrated skills context that will permit practice in reading, writing, listening and speaking in English. This course will target linguistic and critical thinking skills through challenging content material designed to motivate students to participate in class discussions and to prepare in-depth written assignments. The course will reinforce structures covered in previous levels and will go on to cover more complex grammar and discourse knowledge required for academic literacy. By writing multiple drafts for a variety of assignments, students will develop the ability to revise and edit their work. The course will also include preparation for the ACT examinations. Assessment of student performance will be based on comprehension of and written/oral response to uniform interdisciplinary content.

ESL 036 ESL Contemporary Issues III
1 credit, (3 equated/billable), 3 hours
Pre-requisite: ESL 026 or ESL 027 or placement into ESL 035
Co-requisite: ESL 035
This advanced three-hour ESL course provides extensive reading of newspapers, magazines, and Internet sources. Students will explore contemporary issues and their historical context while expanding their vocabulary and further developing their linguistic and critical thinking skills. They will learn to recognize the author's point of view, distinguish between news reports and editorial commentary, and interpret related charts and graphs. Students will be required to summarize, discuss, and interpret issues in these sources. There will be written homework assignments and various kinds of in-class writing. Assessment will be based upon students' knowledge of events and their ability to analyze, synthesize, and evaluate the course materials. Upon completion of the course, students will have broadened their general knowledge base and acquired the necessary skills to respond critically to contemporary issues.

ESL 037 ESL Studies in Literature III
1 credit, (3 equated/billable), 3 hours
Pre-requisite: ESL 026 or ESL 027 or placement into ESL 035
Co-requisite: ESL 035
This three-hour advanced-level ESL course provides students with the opportunity to further develop their linguistic and critical thinking skills through extensive reading, interpretation, and analysis of authentic literary texts. These texts, selected for their relevance and literary value, include a variety of genres (fiction, memoir, poetry and drama). The course will also provide cultural and historical perspectives necessary to construct meaning from these texts. Students will deepen their understanding of literary elements such as point of view, character, plot, setting, irony and figurative language and employ them in their analysis. Assessment of student performance will be based on in-class discussion, personal-response essays and other forms of writing that require students to compare and contrast themes and issues raised by texts.

ESL 081 Intensive ESL Writing & Language Workshop I
(formerly ESL 1381)
3 credits (9 equated/billable), 9 hours
Pre-requisites: ESL 015 or placement into ESL 025.
Students must also be recommended by their ESL instructor and must pass a written exam and oral interview.
Co-requisite: ESL 083
This nine-hour course is comprised of two components: a six-hour intensive ESL writing component and a three-hour language workshop. Students will develop their ability to write narrative, descriptive, and expository essays and will receive additional practice in basic English grammar and verb tenses. Students in Language Workshop I will be responsible for planning and carrying out creative collaborative projects such as original plays and/or magazines.

ESL 082 Intensive ESL Writing & Language Workshop II
(formerly ESL 1382)
3 credits (9 equated/billable), 9 hours
Pre-requisites: ESL 015 or ESL 081 and ESL 083 or placement into ESL 025. Students must also be recommended by their ESL instructor and must pass a written exam and oral interview.
Co-requisite: ESL 084
This nine-hour course is comprised of two components: a six-hour intensive ESL writing component and a three-hour language workshop. Students will continue to develop their ability to write narrative, descriptive, and expository essays, with special emphasis on rhetorical modes of argumentation and comparison/contrast. Basic verb tenses and grammatical structures will be reviewed and reinforced and use of more complex tenses and grammatical points will be introduced. Students in Language Workshop II will be responsible for planning and producing creative collaborative projects such as original plays and/or magazines.
**ESL 083 Intensive ESL Reading & Conversation I**
(formerly ESL 1383)
2 credits (6 equated/billable), 6 hours
Pre-requisites: ESL 015 or placement into ESL 025. Students must also be recommended by their ESL instructor and must pass a written exam and oral interview.
Co-requisite: ESL 081
This course is designed to give students extensive practice in the use of all English language skills, with particular emphasis on reading and conversation. The course is intended to help students read and talk about gradually more complex texts in English with greater fluency and comprehension and to develop students' ability to utilize appropriate strategies to make meaning of different kinds of texts. Students will develop their ability to recognize general themes and concepts in their reading, to draw conclusions and make inferences using discussion, summary writing and critical essays. Students will be able to use reading as a way to increase their knowledge of self and the world.

**ESL 084 Intensive ESL Reading & Conversation II**
(formerly ESL 1384)
2 credits (6 equated/billable), 6 hours
Pre-requisites: ESL 015 or ESL 081 and 083 or placement into ESL 025. Students must also be recommended by their ESL instructor and must pass a written exam and oral interview.
Co-requisite: ESL 082
This course is designed to give students extensive practice in the use of all English language skills, with particular emphasis on reading and conversation. The course is intended to help students read and talk about gradually more complex texts in English with greater fluency and comprehension, and to develop students' ability to utilize appropriate strategies to make meaning of different kinds of texts. Students will develop their ability to recognize general themes and concepts in their reading, to draw conclusions and make inferences using discussion, summary writing, and critical essays. Students will be able to use reading as a way to increase their knowledge of self and the world.

**ESL 086 Intensive ESL Writing & Language Workshop III**
(formerly ESL 1386)
3 credits (9 equated/billable), 9 hours
Pre-requisites: ESL 025 or placement into ESL 035. Students must also be recommended by their ESL instructor and must pass a written exam and oral interview.
Co-requisite: ESL 088
This nine-hour course is comprised of two components: a six-hour intensive ESL writing component and a three-hour language workshop. Students will continue to develop their ability to write narrative, descriptive, and expository essays, with special emphasis on argumentation and comparison/contrast. Basic verb tenses and grammatical structures will be reviewed and reinforced and use of more complex tenses and grammatical points will be introduced. Students in Language Workshop II will be responsible for planning and producing creative collaborative projects such as original plays and/or magazines.

**ESL 088 Intensive ESL Reading & Conversation III**
(formerly ESL 1388)
2 credits (6 equated/billable), 6 hours
Pre-requisites: ESL 025 or placement into ESL 035. Students must also be recommended by their ESL instructor and must pass a written exam and oral interview.
Co-requisite: ESL 086
This course is designed to give students extensive practice in the use of all English language skills, with particular emphasis on reading and conversation. The course is intended to help students read and talk about gradually more complex texts in English with greater fluency and comprehension and to develop students' ability to utilize appropriate strategies to make meaning of different kinds of texts. Students will develop their ability to recognize general themes and concepts in their reading, to draw conclusions and make inferences using discussion, summary writing, and critical essays. Students will be able to use reading as a way to increase their knowledge of self and the world.

**ESL 091 Basic Composition**
(formerly ENG 1300)
3 credits (6 equated/billable), 6 hours
Pre-requisite: ESL 035 or ESL 082 or ESL 086
Co-requisite: ENG 092 (unless exempt)
Suggested Co-requisite: VPA 3614
This interdepartmental course, housed in both the English and the Language and Cognition departments, is designed to prepare English as a Second Language students to perform successfully on the CUNY/ACT exam mandated for entrance into the English Department's freshman composition course, ENG 110 (Expository Writing). The course will focus on writing as an effective means of communication with particular emphasis on persuasive writing, along with critical reading and analysis of selected works. The course will also emphasize grammatical structures and language usage.

**ESL 092 Foundations of Critical Reading**
(formerly ENG 1396)
1 credits (3 equated/billable), 3 hours
Pre-requisite: ESL 035 or placement into ESL 091
Co-requisite: Continuation in the appropriate ESL courses
The basic assumption of this course is that reading is a problem-solving process which requires a combination of a number of skills and strategies. The purpose of the course is to expose students to more complex advanced language, and reading skills so that they are able to solve any problems they may encounter as readers. Some of the language skills emphasized in paragraph readings and analysis, study of figurative language, and inference of tone, mood, point of view and author's intent. Reading skills include skimming, scanning, understanding of different writing patterns, anticipating outcomes and drawing conclusions. Study skills such as outlining, summarizing, and understanding maps, charts, and graphs will also be included. Writing will be required as part of this course. Classes meet twice a week.
Environmental Science
ENV 110 Environmental Science I
(Formerly ENV 4014)
4 credits, 3-hr. lecture/2 hr. lab
The student will analyze data and explain concepts related to the classification of matter, basic principles of atomic structure and bonding, energy sources, and the health-related environmental effects and the social implications and control of major air and water pollutants. Offered in English and Spanish.

ENV 120 Environmental Science II
(Formerly ENV 4016)
4 credits, 3-hr. lecture/2-hr. lab
Pre-requisite: ENV 4014
The student will classify organic compounds according to functional groups and explain the health and environmental effects of pesticides, social problems related to adequate diet and malnutrition, availability of food, food preservation, new food sources, food additives and their regulation, and drugs.

FRE 101 Elementary French I
(Formerly FRE 1901)
4 credits, 4 hours
This course introduces the basic elements of the language by providing a foundation in grammar, pronunciation and vocabulary. Using a communicative approach, students will learn listening, speaking, reading and writing skills in cultural and social contexts. One weekly hour of work in the Language Lab is required.

FRE 102 Elementary French II
(Formerly FRE 1902)
4 credits, 4 hours
Pre-requisite: FRE 101 or by placement
Co-requisite: None
This course will continue to develop communicative skills for basic social functions in various cultural contexts. Films and other cultural texts will be used to enhance and support learning. One weekly hour of work in the Language Lab is required.

FRE 201 Intermediate French I
(Formerly FRE 1903)
3 credits, 3 hours
Pre-requisite: FRE 102 or by placement
The student will demonstrate self-expression in French through a systematic review of grammar and the reading and discussion of selected prose and poetry in class. The student will use the language laboratory for supplementary oral drill.

FRE 202 Intermediate French II
(Formerly FRE 1904)
3 credits, 3 hours
Pre-requisite: FRE 201 or by placement
The student will demonstrate self-expression in French through continued systematic review of grammar, the reading and discussion of the works of selected contemporary writers, and the presentation of written and oral reports based on current periodicals, happenings, subjects or personal interest. The student will use the language laboratory for supplementary oral drill.

FRE 321 French Culture & Science
(Formerly FRE 1921)
3 credits, 3 hours
Pre-requisite: FRE 202 or by placement
The student will read and discuss key excerpts of works by French thinkers who reflect contemporary culture and values. Through classroom demonstrations, the student will identify major research contributions of renowned French scientists, one of whom will be chosen for the written and oral report. Offered in French.

FRE 324 African Literature in French
(Formerly FRE 1924)
3 credits, 3 hours
Pre-requisite: FRE 202 or by placement
The student will read, discuss, and prepare written or oral reports on the imaginative didactic works of such contemporary African writers as Oyono, Diop, Senghor, Camara Laye, and Franz Fanon and Aime Cesaire of the Caribbean. Philosophies such as “La Negritude” will be analyzed as well as political, economic, aesthetic, and linguistic trends in the African nations represented by these men of letters. Offered in French.

FRE 370 Extensive Readings in French
(Formerly FRE 1970)
3 credits, 3 hours
Pre-requisite: FRE 202 or by placement
The student will read five to seven works from a list recommended by the instructor or suggested by the student and approved by the instructor. The student will submit a written report on each of the readings and will meet with the instructor to discuss these reports.

History
HIS 4660 World History to 1500
3 credits, 3 hours
Pre/Co-requisite: ENG 110
This course provides students with a global perspective on human history, from the emergence and migration of human populations, to the contact and connections of peoples of the world in the fifteenth century. Topics include the development of agriculture and cities, religious and political ideologies, and complex social systems; the impact of commerce; and the re-ordering of the world through religious and economic expansion. Students will examine Africa, Asia, Europe, and the Americas from a comparative perspective and will explore the writing and representation of history in different cultures and over time.
HIS 4661 Modern World History  
3 credits, 3 hours  
Pre/Co-requisite: ENG 110  
This course provides students with a global perspective on the history of the modern world from the fifteenth century to the present. Students will study such pivotal developments as the commercial revolution, European expansionism, capitalist industrialization, imperialism and colonialism, global depression and war, and twentieth century revolutions and the struggle for social justice and democracy. Students will examine, from a comparative perspective, the changing economic, political, social, and cultural characteristics of the modern world in Africa, Asia, Europe, and the Americas.

HIS 4663 United States History: Through the Civil War  
3 credits, 3 hours  
Major currents in United States history from colonial times to the end of the Civil War are examined in this course. Emphasis is placed on the development of slavery and the abolition movement, the origins and character of the American Revolution, and the experiences of Native Americans, immigrants, and women.

HIS 4665 United States History: Reconstruction to the Present  
3 credits, 3 hours  
This course examines major issues in United States history from the Reconstruction Era (1866-76) to the present. Emphasis will be placed on the role of women, labor, immigrants, and racial and ethnic minorities in key developments such as urbanization, the Great Depression, and the Civil Rights Movement.

HIS 4668 Ancient, Medieval, & Early Modern European History  
3 credits, 3 hours  
Pre-requisites: Completion of an introductory course  
The student will attain an overview of the major currents in European society from the dawn of Greek Civilization to the outbreak of the French Revolution. Emphasis will be placed on mastering the factual material of this historical span with the object of providing the student with a solid background for more advanced liberal arts courses.

HIS 4670 Modern European History  
3 credits, 3 hours  
Pre-requisites: Completion of an introductory course  
The student will attain an overview of the basic currents in European society from the French Revolution to the present day, including the development of imperialism and fascism. Emphasis will be placed on mastering the factual material of this historical span to provide the student with a solid background for more advanced liberal arts courses.

Urban Health Studies

HLT 101 Health & Human Values  
(Formerly HLT 6501)  
3 credits, 3 hours  
Pre-requisite: ESL 025  
The course will introduce the student to critical health issues within a humanistic, historical, and cultural framework. The student will understand the role of the individual and society in developing ethical values and their relationship to the study of health. The role of the health professional as a health care provider within our society will be emphasized. The student will explore and discuss the interrelationships among personal, communal, and social values, and will review universal issues such as: health and disease, nutrition and malnutrition, population and over-population, and their interdependence in the modern world.

HLT 103 Interpersonal Relations & Teamwork  
(Formerly HLT 6503)  
3 credits, 3 hours  
Pre/Co-requisite: ENG 091 or ESL 091 when offered in English; SPA 121 when offered in Spanish  
The student will demonstrate knowledge and use of various interpersonal skills in the area of human relationships by participating in small T-groups, role playing, and lecture-demonstrations. The student will also identify and analyze certain psychological concepts necessary to understand the dynamics of human behavior. Offered in English and Spanish.

HLT 106 Introduction to Health Care (Ethics & Law/Laboratory Skills)  
(Formerly HLT 6526)  
3 credits, 3 hours  
Pre/Co-requisite: ENG 110  
The student will prepare for the clinical arena by demonstrating a knowledge of basic principles underlying patient care and develop the basic skills needed in the delivery of health care. The student will review, analyze, and discuss in depth the issues involved in malpractice, ethics, and the legal system as they pertain to the health profession, the health care provider, the patient, and his family.

HLT 110 Introduction to Community Health Education  
(Formerly HLT 6518)  
3 credits, 3 hours  
Pre/Co-requisite: ENG 091 or ESL 091 when offered in English; SPA 121 when offered in Spanish  
The student will examine and analyze various health organizations and their role in community health; the emerging role of community health workers in promoting health of neglected populations; the spread and control of communicable diseases; the community health structure and the principles underlying health behavior, learning, and change; theories of health behavior and practical models for community health worker interventions.
HLT 111 Health & the Young Child  
(Formerly HLT 6511)  
3 credits, 3 hours  
Pre/Co-requisite: ENG 091 or ESL 091 when offered in English; SPA 121 when offered in Spanish  
The student will study and analyze the dynamics of human sexuality by exploring basic knowledge and attitudes related to human sexual behavior. Prevention of sexually transmitted diseases will be discussed. Students will improve their ability to educate and promote sexual health. Students will increase their comfort level with topics of human sexuality.

HLT 117 First Aid  
2 credits, 2 hours  
Pre/Co-requisite: ENG 091 or ESL 091 when offered in English; SPA 121 when offered in Spanish  
This course offers first aid techniques leading to American Red Cross Certification. The students will be tested on their knowledge of and ability to administer life support.

HLT 118 CPR  
1 credit, 1 hour  
Pre/Co-requisite: ENG 091 or ESL 091 when offered in English; SPA 121 when offered in Spanish  
This course provides instruction in the principles and skills of emergency first aid for respiratory failure and cardiac arrest in victims of all ages: Mouth-to-mouth breathing, CPR, and care for an obstructed airway. Upon satisfactory completion of this course, students will receive American Red Cross certification in basic life support.

HLT 120 Human Sexuality  
(Formerly HLT 6510)  
3 credits, 2 hours  
Pre/Co-requisite: ENG 091 or ESL 091 when offered in English; SPA 121 when offered in Spanish  
The student will study and analyze the dynamics of human sexuality by exploring basic knowledge and attitudes related to human sexual behavior. Prevention of sexually transmitted diseases will be discussed. Students will improve their ability to educate and promote sexual health. Students will increase their comfort level with topics of human sexuality. Offered in English and Spanish.

HLT 124 Medical Terminology  
(Formerly HLT 6524)  
3 credits, 2 hours  
Pre/Co-requisite: ENG 110  
This course will introduce the student to basic principles of medical word building and in developing an extensive medical vocabulary. The language of medicine will be enriched by using the body systems approach in an experiential context of the contemporary health care setting, as well as the art of critical thinking.

HLT 130 Introduction to Gerontology  
(Formerly HLT 6530)  
3 credits, 3 hours  
Pre-requisite: ENG 091 or ESL 091  
This course is an introduction to the major issues and concepts that deal with the study of the aging process. It will explore the demographic, social, and economic factors in aging as well as the effects of physical change and psychological behavior upon later life.

HLT 133 AIDS Perspectives & Implications for Health Professionals  
(Formerly HLT 6533)  
3 credits, 3 hours  
Pre-requisite: ENG 091 or ESL 091 when offered in English; SPA 121 when offered in Spanish  
This course is an introduction to the study of the HIV/AIDS epidemic, its impact on the world and how health service providers have historically and are presently responding to the needs of the community. The course includes the history, epidemiology, etiology, transmission, risks, and signs and symptoms of HIV, as well as treatments, interventions and strategies to reduce the spread of HIV.

HLT 210 Dynamics of Patient Care  
(Formerly HLT 6525)  
2 credits, 2 hours  
Pre/Co-requisite: ENG 110  
The student will explore the dynamics of interpersonal relations necessary for effective health care delivery. The student will examine attitudes and behavior as well as various personality and mental disturbances. Effective communication, positive intervention, and listening will be stressed.

HLT 212 Bilingual Issues in Community Health  
3 credits, 3 hours  
Pre/Co-requisite: HLT 110  
This course presents an overview of the impact of linguistic diversity on the provision and delivery of health education and services, particularly with Hispanics. First, the consequences of language discordance between patient and providers in health and mental health settings are analyzed. Second, the challenges and opportunities to ensure linguist access are examined. Third, information and health literacy strategies to overcome linguistic barriers are reviewed. Fourth, models and strategies for providing linguistically and culturally relevant services are considered. Finally, the impact of laws and policies on the provision of linguistically relevant services are explored.

HLT 214 Substance Use and Abuse  
3 credits, 3 hours  
Pre/Co-requisite: HLT 110  
This course provides students with an overview of the problem of chemical abuse and dependence and an introduction to models of intervention in these problems. The course content will cover the core theory and research related to etiology of chemical abuse and dependence, basic pharmacology of alcohol and other abused substances, as well as drug use and abuse in special populations. The students will also explore the impact of drug and alcohol abuse on family systems, and domestic violence, and provide an introduction to treatment process and service systems.
HLT 215 Nutrition  
(Formerly HLT 6515)  
3 credits, 3 hours  
Pre/Co-requisite: ENG 110  
The student will demonstrate knowledge of the meaning of nutrition and its relation to health. The student will analyze and identify the different kinds of nutrients, their chemical nature and main sources. S/he will also demonstrate his/her knowledge of the specific diets for different age groups and various pathological conditions.

HLT 220 Contemporary Health Issues  
(Formerly HLT 6507)  
3 credits, 3 hours  
Pre-requisite: HLT 110  
The student will analyze current health problems such as emotional/mental health and psychological disorders, sexuality (STD's and sexual dysfunctions), Cardiovascular disease, chronic and infectious disease, substance abuse and stress. Students will study theories of etiology and the impact they have on individuals, families and communities.

HLT 299 Field Experience in Community Health  
3 credits, 3 hours  
Pre-requisite: HLT 110 and 6 credits in HLT  
Students will have the experience of working in the health field as community health workers in such places as hospitals, nursing homes, and other health care facilities. Students will volunteer at least 6 hours per week for the semester. Students will also be required to attend a seminar class meeting once a week for one hour.

HLT 6509 Mental Health  
3 credits, 3 hours  
Pre/Co-requisite: ENG 091 or ESL 091 when offered in English; SPA 121 when offered in Spanish  
The student will recognize and define terms related to the field of mental health. S/he will review the history of the mental health movement along with the determinants of positive mental health. The student will study and analyze in depth various life adjustment problems from birth to old age. Offered in English and Spanish.

HLT 6531 Health Perspectives for the Aging  
3 credits, 3 hours  
Pre-requisite: ENG 091 or ESL 091  
The course will focus on the physical changes that occur with age and discuss the health care alternatives that the aging may require. It will also explore other health topics such as nutrition, medication, exercise, sexuality, and death and dying as they affect the older adult.

HLT 6532 Fieldwork with an Older Population  
3 credits, 1-hr. lecture plus fieldwork  
Pre-requisites: ENG 110, HLT 130, PED 180  
The fieldwork course will give students an opportunity for firsthand experience in working with the elderly in such places as senior citizen centers, nutrition sites, recreation centers, and nursing homes. It will include a weekly seminar so that students may increase their knowledge, exchange ideas, and discuss any problems that may occur. This course is only open to gerontology majors who have completed the required prerequisites.

Humanities

HUM 3001 Introduction to the Humanities  
3 credits, 3 hours  
Co-requisite: SPA 121 or ENG 091  
This course will introduce the student to the richness and variety of the Humanities, presenting the various fields involved: Philosophy, Literature, Art, and History. This will allow the student to discover a sense of relationships among life, work, and circumstances, to understand self and society from different times and places and through different eyes, and to reflect on the way personal origins and beliefs affect actions and values.

*HUM 3021 Diversity & Pluralism in America  
3 credits, 3 hours  
Co-requisite: SPA 121 or ENG 091  
This foundation course is the study of various racial, ethnic and cultural components of the American society from the 16th century to the present. Historical and contemporary issues of the American mosaic will be surveyed as they relate to race, ethnicity, religion, cultural diversity, and pluralism. The course will explore a variety of theoretical perspectives and empirical cases in assimilation, discrimination and reverse discrimination, integration, racism, segregation, social harmony, coexistence, and the future of racial and ethnic groups and cultures in the United States. This is, therefore, a course aimed at understanding and analyzing the various situations of our different and differing American populations, suggesting a comparative comprehension of various patterns of group relations.

Italian

ITA 101 Elementary Italian I  
(Formerly ITA 2101)  
4 credits, 4 hours  
This course introduces the basic elements of the language by providing a foundation in grammar, pronunciation and vocabulary. Using a communicative approach, students will learn listening, speaking, reading and writing skills in cultural and social contexts. One weekly hour of work in the Language Lab is required.
ITÁ 102 Elementary Italian II  
(Formerly ITÁ 2102)  
4 credits, 4 hours  
Pre-requisite: ITÁ 101 or by placement  
Co-requisite: None  
This course will continue to develop communicative skills for basic social functions in various cultural contexts. Films and other cultural texts will be used to enhance and support learning. One weekly hour of work in the Language Lab is required.

ITÁ 201 Intermediate Italian I  
3 credits, 3 hours  
Pre-requisite: ITÁ 102 or placement  
Co-requisite: None  
This course continues to develop the basic language skills learned in Elementary Italian I and II. Conversation drills and selected readings will enhance oral and written expression and will provide an understanding of Italian culture.

ITÁ 202 Intermediate Italian II  
3 credits, 3 hours  
Pre-requisite: ITÁ 201  
Co-requisite: None  
This course is a continuation of Italian 201. It integrates vocabulary and grammar in new contexts and enhances the students' ability to speak and write at a higher level. Students will read short passages by major Italian authors and will be introduced to the vocabulary of genre, poetics, and literary appreciation. This course follows the lives of Eugenio Maria de Hostos and José Martí through their literature, their endeavors, achievements and contributions to the struggles for freedom, education and progress in the Americas. Students will read, analyze, discuss and gain an understanding of these authors' major works in a historical, political, and literary context. Students will study Hostos and Martí's historical presence in New York City in the later part of the 19th century, and their activism for the self-determination and social development of their peoples. Students will also gain an appreciation for similarities and differences between these two important writers, and will explore their legacies to Latin American and Latino intellectual and political pursuits.

Latin American and Caribbean Studies

LAC 104 History of Puerto Rico  
(Formerly CUP 3204)  
3 credits, 3 hours  
Pre-requisite: ENG 091 OR ESL 091 when offered in English; SPA 121 when offered in Spanish  
The student will discuss the geography of the island; the events that led to the advent of Spain in America; the Spanish conquest and colonization of Borinquen; the later transformation of the island from an unprofitable mine to a military garrison by the end of the 16th century; the factors leading to the economic, military, and population deterioration of the island during the 17th century. The student will discuss and analyze the turn of events that improved conditions on the island during the 18th century, especially the reforms promoted by Marshall O'Reilly.

LAC 106 History of Dominican Republic  
(Formerly CUP 3206)  
3 credits, 3 hours  
Pre-requisite: ESL 091 or ENG 091 when offered in English; SPA 121 when offered in Spanish  
The student will discuss the geography of Hispaniola. The student will also discuss and analyze: the events that led to the arrival of Spain in America; the subsequent Spanish conquest and colonization; the relations of Santo Domingo, Haiti, and France; the historical turn of events in the 19th century; the political and economic factors that led to U.S. intervention, the new “caudillismo” and the Trujillo regime.

LAC 108 History of the Caribbean  
(Formerly CUP 3208)  
3 credits, 3 hours  
Pre-requisite: ESL 091 or ENG 091 or higher when offered in English; SPA 121 when offered in Spanish  
The student will discuss the concept of history and its application to the historical and geographical reality of the Caribbean. The varied colonial developments of the area and their effects upon the development of a modern Caribbean community will be analyzed. The student will compare the historical and geographical differences of the area in order to develop personal interpretations of the Caribbean reality based upon careful analysis. The student will also compile facts, categorize, explain, analyze, and summarize historical events in the different written assignments that will be given.

LAC 109 History of Latin America I  
(Formerly CUP 3209)  
3 credits, 3 hours  
Pre-requisite: ESL 091 or ENG 091 when offered in English; SPA 121 when offered in Spanish  
The student will discuss the concepts of history and civilization in order to apply these concepts to the realities of Pre-Colombian America. The student will study and explain the historical development of colonial Latin America, its foundation, growth, and institutions. The student will be able to appraise the effects of colonial policies upon later growth and developments in Latin America.
LAC 110 History of Latin America II
(Formerly CUP 3210)
3 credits, 3 hours
Pre-requisite: ESL 091 or ENG 091 when offered in English; SPA 121 when offered in Spanish
The student will summarize colonial developments and view their effects upon the revolutionary struggle. The student will identify the different historical states of independent Latin America, analyzing the roles of revolution and reaction upon growth and stagnation. The student will view historical developments in 20th century Latin America, and will be able to relate and integrate national events and regional variables.

LAC 118 Caribbean Society & Culture
(Formerly CUP 3218)
Pre-requisite: ESL 091 or ENG 091 when offered in English; or SPA 121 or higher when offered in Spanish
This course will provide a general perspective on the different territories that comprise the modern Caribbean, including the Hispanic and non-Hispanic Caribbean. Organized by themes, the assigned readings and class discussions will focus on the region’s political development, economic history, women’s status, issues of race and racism, the development of popular music, and contemporary labor migrations.

LAC 132 Hispanic Migration to the United States
(Formerly CUP 3232)
3 credits, 3 hours
Pre-requisite: ESL 091 or ENG 091 or higher when offered in English; SPA 121 or higher when offered in Spanish
This course will survey the major Hispanic migrations to the United States during the twentieth century, particularly in the period after 1960. Consideration will be given to Mexican, Puerto Rican, Cuban, and Dominican settlement in this country. In each case, attention will be drawn to the political, social, and economic forces that influenced migration, the history of the movement of these groups to the U.S., their impact on society, and their current socio-economic status in the United States. Additional subtopics include: the conditions of Latinos in U.S. society and their contribution to the economy, the particular experiences of Hispanic women, the portrayal of Latinos in the mass media, and contemporary Hispanic migration to this country from other areas of the Caribbean, Central America and South America.

LAC 216 The African Presence Caribbean & Latin American Culture
(Formerly CUP 3216)
3 credits, 3 hours
Pre-requisite: ESL 091 or ENG 091 or higher when offered in English; SPA 121 when offered in Spanish
This course will trace the history of people of African origin from their arrival in the Americas through the first half of the twentieth century. It will examine the African slave trade, slave rebellions and resistance, and the presence of people of African origin in the various countries and territories of Latin America and the Caribbean. In addition, the class will consider the cultural, social, and political contributions of people of African origin to the Americas, as well as the problems of race and racism in the Caribbean and Latin America. Although not required, it is recommended that students registering for this class also take the CUB African Civilization I course.

LAC 244 Women in Caribbean & Latin American Literature
(Formerly CUP 3344)
3 credits, 3 hours
Pre-requisite: ESL 091 or ENG 091 or higher when offered in English or SPA 121 when offered in Spanish
Co-requisite: SPA 222 or above
The student will discuss and analyze women as a creative force in Caribbean and Latin American literature; appraise their contribution to and influence on the various genres; and discuss, analyze, and interpret their involvement in social, political, and cultural conflicts as contained in literary works. The student will discuss and analyze their different roles as portrayed in the works of major writers; and trace the evolution of the concept of womanhood in the various literary movements from the 19th through the early twenty first century.

LAC 246 Latino Literature in the United States
(Formerly CUP 3346)
3 credits, 3 hours
Pre-requisite: ESL 091 or ENG 091 or higher when offered in English or SPA 222 or SPA 202 or higher when offered in Spanish
This course will focus on the literature of the Latino population in the United States. It begins with an overview of Hispanic literary production in this country and a brief survey of the writings of the early Spanish explorers and colonizers of what is now the U.S. Organized by themes, the course will examine the Latino experience as it is reflected in the literature of the Hispanic population of the United States. Major topics to be considered include the literature of the immigration, the defense of culture and civil rights, attempts to preserve cultural traditions, militant aesthetics, and contemporary reflections on identity.
LAC 252 History of the Caribbean and Latin American Art
(Formerly CUP 3252)
3 credits, 3 hours
Pre-requisites: ESL 091 or ENG 091 or higher when offered in English; SPA 222 or SPA 202 or higher when offered in Spanish.
This course will present an overview of contemporary Latin American and Caribbean art. This course will underscore the African heritage of the island nations, the political nature of Latin American art, and particular attention will be placed on the art of the Dominican Republic, Taino Indians and Puerto Rico.

LAC 262 History of the Caribbean and Latin American Popular Music
(Formerly CUP 3362)
3 credits, 3 hours
Pre-requisite: ESL 091 or ENG 091 or higher when offered in English; SPA 222 or SPA 202 or higher when offered in Spanish.
Co-requisite: Recommended VPA 141 Music Appreciation.
This course will examine the history of music in the Caribbean and Latin America, as well as the history of Latin Music in the United States. Students will study the development of musical traditions in the various countries of Latin America and the island territories of the Caribbean. The class will also focus on the history of Latin American music in the United States and its influence on the music from the early years of the twentieth century to the present. It is recommended that students registering for this class also take VPA 3552 Music Appreciation.

LAC 290 Seminar & Fieldwork in Caribbean Society & Culture
(Formerly CUP 3290)
Winter 2 credits, 2 hours
Summer 3 credits, 3 hours
Pre-requisites: ESL 091 or ENG 091 when offered in English; SPA 117 or 121 or higher when offered in Spanish.
This is an academic course used as a course equivalent for the Study Abroad Program for seminar and fieldwork in the Caribbean (the geographical location - Puerto Rico, Dominican Republic and Cuba - will be identified by section-specific codes), and conducted in Spanish or English. Recommended for third semester Hostos/CUNY undergraduate students. The course focuses on the most relevant aspects of Caribbean history, culture and society. To reach these goals, participants will have the opportunity of meeting and working with academicians, intellectuals and artists, while participating in the everyday life of the country. The students will be able to appraise people's lifestyles and problems and relate to them in their natural environment. Participants will thus be able to obtain a clear view of the country, and of its place in the Caribbean. Academic lectures will be held in the morning and the afternoon will be occupied with fieldwork experience, including field trips to institutional settings, historical sites, museums, art galleries, and artists' studios. Guided by notable academicians, the students will be able to distinguish between fact and stereotypes, and between folk and scientific knowledge. The students will compile facts, categorize, explain, analyze, and summarize them in written term papers. This course will be offered during the winter (three (3) weeks) and/or summer (four (4) weeks).

LAC 350 Hostos & Marti: Trailblazers for Freedom & Progress in the Americas
(Formerly CUP 3350)
3 credits, 3 hours
Pre-requisites: ESL 091 or ENG 091 or higher when offered in English; SPA 222 or SPA 202 or higher when offered in Spanish.
This course follows the lives of Eugenio Maria de Hostos and Jose Marti through their literature, their endeavors, achievements and contributions to the struggles for freedom, education and progress in the Americas. Students will read, analyze, discuss and gain an understanding of these authors' major works in a historical, political, and literary context. Students will study Hostos and Marti's historical presence in New York City in the later part of the 19th century, and their activism for the self-determination and social development of their peoples. Students will also gain an appreciation for similarities and differences between these two important writers, and will explore their legacies to Latin American and Latino intellectual and political pursuits.
LAC 360 The Life of Eugenio Maria de Hostos
(Formerly CUP 3360)
3 credits, 3 hours
Pre-requisites: ESL 091 or ENG 091 or higher when offered in English; SPA 222 or SPA 202 or higher when offered in Spanish
The course is devoted to the study of the life, works and contributions of Eugenio Maria de Hostos to the political, social and cultural development of Latin America and the Caribbean. Students will read, discuss and analyze Hostos' most significant works, including his literary writings, gain an understanding of this writer's work and significance in a historical context, and appreciate through exchanges with special guests and visiting scholars the relevance of Hostos' thinking to present-day Latin American and Latino issues.

Public Interest Paralegal
LEG 8500 Introduction to the Legal System
3 credits, 3 hours
Co-requisites: ENG 091 or 110
The student will study the legal system including: the organization of the courts, civil and criminal procedures and an overview of the law of contracts, torts, crimes, and the U.S. constitution. The three legal concentration areas of Family Law, Public and Employee Benefit Law, and Immigration Law will be introduced.

LEG 8510 Law Office Systems
3 credits, 3 hours
Co-requisites: ENG 091 or 110
The student will be familiarized with the concepts of law office organization and administration. The student will learn calendaring and filing systems and will learn to use modern office equipment including facsimile and dictation machines, computers, and telephone systems.

LEG 8525 Advanced Immigration Law
3 credits, 3 hours
Pre-requisites: ADM 2525; LEG 8500
Co-requisites: ENG 110
The student will engage in an in-depth study of advanced immigration law concepts, including grounds of exclusion, defenses to deportation, petition, visa application, and asylum. The student will prepare a visa petition involving a complex fact pattern, an application for asylum and a waiver application for an excludable alien and for a conditional resident (marriage case), all with supporting documents and letters of transmittal.

LEG 8526 Advanced Family Law
3 credits, 3 hours
Pre-requisites: ADM 2526; LEG 8500
Co-requisites: ENG 110
The student will address practical problems in the Family Law field. The student will prepare a petition for a name change, a separation agreement, a summons and complaint in annulment, divorce, support, and paternity actions.

LEG 8527 Advanced Public & Employee Benefit Law
3 credits, 3 hours
Pre-requisites: ADM 2527; LEG 8500
Co-requisites: ENG 110
The student will engage in an in-depth study of the practice of Public and Employee Benefit Law with an emphasis on problem solving and administrative advocacy. The student will learn techniques for preparing successful applications for benefit and for advocacy and intervention with administrative agencies. The student will learn case preparation and representation for administrative hearings as well as procedures for appeals.

LEG 8530 Legal Research & Writing I
3 credits, 3 hours
Pre-requisites: ENG 110; LEG 8500
The student will study basic and advanced research tools and become familiar with legal source materials including Reporters, Statutes, and Codes. The student also becomes acquainted with secondary source materials, including treatises and encyclopedias. Students will be introduced to manual and computer database research guides.

LEG 8532 Legal Research & Writing II
3 credits, 3 hours
Pre-requisites: LEG 8530
The student will study and practice the techniques of good legal writing. The student will focus his/her efforts on learning to prepare letters of transmittal to courts and agencies, affidavits, factual summaries, and internal memoranda of law.
LEG 8540 Legal Practicum I
3 credits, 3 hours
Pre-requisites: LEG 8500; ADM 2522, ADM 2525, or ADM 2526, or ADM 2527
The student will be exposed to the practice of Immigration, Family and/or Public Benefit Law in a legal service, community based organization, or governmental setting. The student will work under the supervision of an attorney or otherwise licensed legal practitioner. The student will perform basic paralegal tasks at various levels of complexity based on his/her interest and ability. The student will spend seven and one half hours per week on-site to be arranged between the student and on-site supervisor. The student will interview clients and prepare legal documents including forms, affidavits, letters of transmittal to governmental agencies, and memoranda of law. The students will meet as a group with an instructor one and one-half hours every third week. In Legal Practicum I, the students will discuss problems with cases they are working on and participate in interviewing and fact gathering exercises. The student's grade will be based on performance on the institution's placement evaluation, and on participation and attendance at the group meetings.

LEG 8543 Legal Practicum II
3 credits, 3 hours
Pre-requisites: LEG 8540;
Co-requisites: LEG 8530 or approval from department
The student will continue the activities as in Legal Practicum I at the same site as in Legal Practicum II unless special problems arise necessitating a change. As in Legal Practicum I, the students will meet as a group with their instructor to discuss cases they are working on at their placement. In addition, in Legal Practicum II, the student will participate in trial advocacy training. The student's grade will be based on his/her performance on the placement institution's evaluation, and his/her participation and attendance at the group meetings.

LEG 8550 Hearing & Trial Advocacy
3 credits, 3 hours
Pre-requisites: LEG 8500
Co-requisites: LEG 8530 or approval from department
The student will study and practice trial and administrative hearing preparation and courtroom techniques. The student will learn to prepare clients and expert witnesses for direct examination, prepare for cross-examination and learn to present documentary evidence. The student will learn how to assist an attorney in trial preparation and will participate in a mock administrative hearing.

Linguistics
LIN 100 Introduction to Linguistics
3 credits, 3 hours
Pre/Co-requisites: ESL 035 and 036 or 037; ESL 091 or ENG 091 or ENG 110 or ENG 111
This course will offer an introduction to the field of linguistics, providing students with the basic terms, discourse, and concepts related to the scientific of language. Topics will include the nature of human language; the social and chronological history of language. Students will learn phonology, syntax, lexicon, and non-verbal communication, and apply the principles of linguistics to their chosen fields, and to their own emerging linguistic competence and bilingualism.

LIN 101 Introduction to Contrastive Analysis: Spanish and English
3 credits, 3 hours
Pre/Co-requisites: ESL 035 and 036 or 037; ESL 091 or ENG 091 or ENG 110 or ENG 111; Some knowledge of Spanish preferred.
This course provides an introduction to contrastive analysis of Spanish and English and develops an understanding of how the two languages are used as communication systems. The course focuses on carrying out descriptions of the two languages, noting similarities and differences, and predicting possible problems when a speaker of Spanish studies English and vice versa. The linguistic subsystems of both languages will be compared and contrasted. Students will specifically study the sound systems and their rules; the spelling patterns of words; word forms and grammar rules; sentence construction and word order; vocabulary words and sentence meaning; and the socio-cultural linguistic conventions appropriate to various situations.

Mathematics
MAT 1604 Basic Mathematics Skills for the Science Students
1 credit, 6 hours (4.5 hours lecture/equated, 1.5 hours tutorial)
Pre-requisite: ESL 015, for English sections only.
Co-requisite: ESL 025 or above, for English sections only.
This course provides the basic arithmetic skills that will be utilized in all subsequent mathematics and science courses. Topics: operations with whole numbers, fractions, decimals, ratio, proportion and percent, scientific notation, the metric system, word problems, and applications. Students within a section will be scheduled for 1½ hours of tutoring each week at the same scheduled time at the Hostos Academic Learning Center.
MAT 1612 Elementary Algebra for Non-Science Students
2 credits, 6 hours (4.5 hours lecture/equated, 1.5 hours tutorial)
Pre-requisites: ESL 015, for English sections only. MAT 1604 or equivalent course, OR placement through the CUNY Mathematics Skills Assessment Test.
Co-requisite: ESL 025 or above, for English sections only.
This course provides basic skills in elementary algebra for non-science liberal arts students. Topics: operations with real numbers, operations with polynomials, powers with integral exponents, linear equations, simultaneous linear equations, and the Cartesian plane. Students will be scheduled for 1 hour of tutoring each week at the Hostos Academic Learning Center.

MAT 1622 Elementary Algebra
2 credits, 6 hours (4.5 hours lecture/equated, 1.5 hours tutorial)
Pre-requisites: ESL 015, for English sections only. MAT 1604 or equivalent course, OR placement through the CUNY Mathematics Skills Assessment Test.
Co-requisite: ESL 025 or above, for English sections only.
This course provides basic skills in elementary algebra. Topics: operations with real numbers, operations with polynomials, powers with integral exponents, linear equations, simultaneous linear equations, and the Cartesian plane. Students will be scheduled for 1 hour of tutoring each week at the Hostos Academic Learning Center.

MAT 1624 Intermediate Algebra
2 credits, 6 hours (4.5 hours lecture/equated, 1.5 hours tutorial)
Pre-requisites: ESL 015, for English sections only. MAT 1604 or equivalent course, OR placement through the CUNY Mathematics Skills Assessment Test.
Co-requisite: ESL 025 or above, for English sections only.
This course provides basic skills in intermediate algebra. Topics: system of linear equations in two or more variables, radicals, the system of complex numbers, graphs of conic sections, trigonometry of the right triangle, and graphs of trigonometric functions. Students will be scheduled for 1 hour of tutoring each week at the Hostos Academic Learning Center.

MAT 1628 Precalculus
4 credits, 4.5 hours
Pre-requisite: ESL 025, for English sections only. MAT 1624 or equivalent course, OR placement through the CUNY Mathematics Skills Assessment Test.
Co-requisite: ESL 035, for English sections only.
This course provides essential concepts for the study of calculus. Topics: concepts in analytic geometry; algebraic functions; transcendental functions, such as exponential, logarithmic, and trigonometric functions; graph analysis; and applications.

MAT 1632 Introduction to College Mathematics I
3 credits, 3 hours
Pre-requisites: ESL 025 for English sections only. MAT 1612 or MAT 1622, or equivalent course, OR placement through the CUNY Mathematics Skills Assessment Test.
This course provides skills in finite mathematics. Topics: set theory, symbolic logic, systems of numeration, and the metric system.

MAT 1634 Introduction to College Mathematics II
3 credits, 3 hours
Pre-requisites: ESL 025; MAT 1612 or MAT 1622, or equivalent course, OR placement through the CUNY Mathematics Skills Assessment Test.
This course provides skills in topics of finite mathematics. Topics: linear inequalities in one variable, graphic and algebraic solutions of simultaneous linear equations, geometry and topology, probability, statistics, computers, and calculators.

MAT 1642 Calculus I **
4 credits, 4.5 hours
Pre-requisites: ESL 025; MAT 1628 or equivalent course, OR passing a Comprehensive Exam on Calculus I.
Co-requisite: ESL 035
This course provides skills in calculus in one real variable. Topics: limits, continuity, differentiation, minimum problems, curve sketching, and anti-derivatives.

MAT 1644 Calculus II **
4 credits, 4.5 hours
Pre-requisites: ESL 025; MAT 1642 or equivalent course, OR passing a Comprehensive Exam on Calculus II.
Co-requisite: ESL 035
This course provides skills in differential and integral calculus. Topics: definite integral and its properties, numerical integration, applications of the definite integral to areas, solids of revolution and length, inverse functions, logarithm and exponential functions, conic sections, and translation and rotation of axes.

MAT 1646 Calculus III **
4 credits, 4.5 hours
Pre-requisites: ESL 025; MAT 1644 or equivalent course, OR passing a Comprehensive Exam on Calculus III.
Co-requisite: ESL 035
This course provides skills in infinite series, geometry in the plane and space, and integral calculus in several variables. Topics: infinite series, solid analytical geometry, partial derivatives, and multiple integral with applications.
MAT 1682 Introduction to Probability & Statistics
3 credits, 4.5 hours
Pre-requisites: ESL 025; MAT 1612 or MAT 1622, or equivalent course, OR placement through the CUNY Mathematics Skills Assessment Test.

The student will identify, define, and compute the measures of central tendency and dispersion; develop frequency distributions and related histograms; determine the level of correlation; and draw inferences from regression lines. The student will also solve problems involving sample spaces, counting techniques, and mathematical expectation; determine the probability of normally distributed events through use of tables; conduct hypothesis testing; and determine confidence intervals.

MAT 1690 Computer Literacy
3 credits, 3 hours
Pre-requisites: ESL 035; MAT 1612 or MAT 1622, or equivalent course, OR placement through the CUNY Mathematics Skills Assessment Test.

This course provides a historical development of computers. Students will have hands-on experience with microcomputers. They will enter and run prepared programs. NOTE: This course does not meet CPI math requirements.

**MAT 1692 Introduction to Computer Science**
3 credits, 3.5 hours
Pre-requisite: ESL 025; MAT 1622 or equivalent course.
Co-requisite: ENG 091 or ESL 091 or ENG 110

The student will study the following as they relate to computers: the algorithm, its expression as a flowchart, a computer model and a computer language (BASIC), computation of a data organization, arithmetic expressions, compound conditions, branching, arrays, and looping. The student will also study the following as they relate to computers: approximations, functions and procedures, numerical applications, roots of equations, maxima and minima, areas, simultaneous equations, averages and deviation from the average.

**MAT 1698 Modern Programming**
3 credits, 3 hours
Pre-requisite: ESL 025; MAT 1624 or equivalent course.
Co-requisite: ESL 035

This course provides an introduction to problem solving methods and algorithm development through the study of the program, control structures, and data structures of the C++ programming language.

**MAT 1722 Linear Algebra with Vector Analysis**
3 credits, 3 hours
Pre-requisites: ESL 025 MAT 1642 or equivalent course.
Co-requisite: ESL 035

The student will study VECTOR CALCULUS, matrix algebra, system of homogeneous and non-homogeneous linear equations, concepts of vector space, subspace, basis and dimension of a vector space, linear transformation, and Eigenvalues and Eigenvectors for a linear transformation.

**MAT 1732 Number Theory**
3 credits, 4.5 hours
Pre-requisite: ESL 025; MAT 1634 or passing a qualifying exam.
Co-requisite: ESL 035

The student will verify some fundamental properties of natural numbers, express numbers in different bases, find the greatest common divisors of two numbers by Euclid's algorithm, factor an integer by various methods such as Fermat's and Euler's methods, and become acquainted with several solved and unsolved problems in number theory. The student will find the number of divisors of a natural number, the sum of the divisors, the product of the divisors, and the means of the divisors; become acquainted with perfect, multiple perfect, amicable and sociable numbers; analyze various theorems related to perfect numbers; study Euler's function; solve simple diophantine equations; and study congruences.

**MAT 1742 Ordinary Differential Equations**
3 credits, 4.5 hours
Pre-requisites: ESL 025; MAT 1644 or passing a comprehensive Calculus II Test.
Co-requisite: ESL 035

The student will formulate and solve differential equations of the first and second order. She/he will apply these methods to related practical problems. The student will formulate and solve linear differential equations with constant coefficients and apply these techniques to practical problems that give rise to such equations.

**Some sections of courses identified with double asterisks (**) are restructured in the sense that they are taught using Graphing Calculators or Computer Systems, in a collaborative learning mode with the assistance of peer tutors.**

**MSS**

MSS 5601 Computer Keyboarding Fundamentals
1 credit, 3 hours
Pre-requisite: ESL 015 or higher, or ENG 091 or ESL 091 or above; or program coordinator approval required.

The student will acquire keyboarding skills. The student will learn computer terminology and fundamental computer functions. The student will demonstrate the ability to operate the numeric keypad. The student will become familiar with formatting business documents using word processing software.

MSS 5658 Processing Medical Documents
3 credits, 4 hours
Pre-requisite: OT 201

The student will demonstrate the ability to format medical documents including treatment records, reports, and other medical forms related to various medical specialties using a variety of medical software. Students will work in groups to resolve and compose responses to human relations and other situations that are characteristic of the medical environment. Students are required to extract data from verbal and written information in order to compose documents on related hospital templates. (Formerly MSS 5658 Medical Keyboarding IV)
MSS 5669 Business English  
3 credits, 3 hours  
Pre-requisite: ESL 025 or higher, MSS 5601 or OT 101 or CIPI 101 or permission from program coordinator  
The student will demonstrate facility in applying correct usage of parts of speech in context. The student will demonstrate ability to accurately apply rules of punctuation, number usage, word division, possessives, spelling, and other areas essential to success during the transcription process.

Multilingual Journalism  
MLJ 210 Introduction to Multilingual Media  
3 credits, 3 hours  
Pre/Co-requisite: ENG 110  
Students will learn basic information about print and electronic multilingual media in the United States. The course will focus on the growth and diversity of print and electronic media, a comparison between ethnic and mainstream media, and an examination of the role these media play in the lives of those who utilize these media.

MLJ 211 Print and Broadcast Media: Theory and Production  
3 credits, 3 hours  
Pre-requisite: MLJ 210  
This is a foundation course on the history of print and the theory and production of printed documents. It is designed to provide students with the basic skills required for entry-level design work in the communications media and related fields. Students will study the history of print, from monastic production to the digital age. Students will be instructed on creating a variety of document types in order to create a useful design portfolio. In addition, students will be taught to read common proofreading marks, and be instructed on the standards of AP style.

MLJ 218 Fundamentals of Mass Media Writing  
3 credits, 3 hours  
Pre-requisite: MLJ 211  
Students will be introduced to basic writing techniques that will enable them to write in styles appropriate for mass media in various genres, including print news, broadcasting, the world wide web and, in some cases, advertising and press relations.

MLJ 318 Intermediate Writing for Mass Media  
3 credits, 3 hours  
Pre-requisite: MLJ 218  
This course introduces more advanced elements of print journalism; correct use of grammar and syntax for print media; copy editing skills in AP style including common pitfalls. Select articles on the impact of the mass media on issues such as race, gender, politics, and ethnicity will be explored. The student will also examine the different journalistic “beats” in major local/ international as well as “underground” newspapers.

Nursing  
NUR 7000 Introduction to Nursing Concepts & Principles  
2 credits, 2 hours lecture  
Pre-requisites: ENG 110, Completion of all pre-requisites  
Co-requisites: BIO 230  
The focus is on the philosophy, objectives, and conceptual framework of the Nursing Program. Students are introduced to the multiple roles of the nurse as provider of care, manager and member within the discipline of nursing. The nursing process is introduced; case studies may be used to provide background information and enhance the student’s understanding of nursing. At the end of the course, the student will be able to describe the program’s philosophy, objectives, conceptual framework, and the roles of the Associate Degree Nurse. Legal and ethical issues are explored.

NUR 7001 The Scientific Basis of Nursing Practice I  
7 credits, 4 hours lecture, 12 hours lab  
Pre-requisites: NUR 7000; ENG 110; BIO 230;  
Co-requisites: ENG 111, BIO 240; NUR 7002;  
New York State Certificate Course in Infection Control  
Utilizing the principles of growth and development, the student will learn the bio-psychosocial assessment of basic human needs. Wellness promotion is emphasized. The student will utilize the five steps of the nursing process and will demonstrate basic technical skills of assessment. Skills and principles taught in pre-nursing and co-requisites courses will be integrated into the course. The approach to patient care will reflect the significance of ethical/legal issues, culture and ethnicity, and how one adapts to the urban community.

NUR 7002 Nursing Pharmacology I  
2 credits, 2 hours  
Pre-requisites: NUR 7000; ENG 110; BIO 230  
Co-requisites: ENG 111, BIO 240; NUR 7001  
The student will be able to compare brand name and generic drugs; describe the method of drug classification; explain the drug interactions with body tissue, identify how drugs work; explore the use of the nursing process in drug therapy; and successfully demonstrate accurate drug calculations for children and adults by achieving 80% correct response on tests.
NUR 7003 The Scientific Basis of Nursing Practice II
7 credits, 4 hours lecture, 12 hours lab
Pre-requisites: NUR 7001; NUR 7002; ENG 111; BIO 240
Co-requisites: BIO 310; NUR 7102; New York State Certification in Child Abuse; Basic Life Support Certificate
The student will learn to care for the growing family and use the nursing process to assess, analyze, and plan care to meet the needs of the pregnant mother during and after delivery. The nursing focus is on the care of newborns, children, adolescents, and young adults. Aspects of the psychosocial needs of the child, adolescent, and young adult are interwoven. Alterations in psychosocial development and relevant nursing interventions are analyzed with emphasis on self-understanding in the use of self as a therapeutic tool. The approach to patient care will reflect the student's ability to analyze the significance of ethical/legal issues, culture, ethnicity and how one adapts to the urban community.

NUR 7004 The Scientific Basis of Nursing Practice III
7 credits, 4 hours lecture, 12 hours lab
Pre-requisites: NUR 7102; NUR 7003; BIO 310; PSY 1037; current New York State Certification in Child Abuse; Basic Life Support Certificate
Co-requisites: CUB 3130 or 3124; HLT 215
The student will learn to identify responses to illness and provide appropriate nursing care. The focus is on adults who are experiencing physiologic alterations in meeting their basic needs. Patient education is aimed at health restoration and maintenance. The approach to patient care will reflect the ability to implement care based on the significance of ethical/legal issues, culture, ethnicity and how one adapts to the urban community. Appropriate New York State Certificate required.

NUR 7005 The Scientific Basis of Nursing Practice IV
7 credits, 4 hours lecture, 12 hours lab
Pre-requisites: NUR 7004; CUB 3130 or 3124; HLT 215
Co-requisites: MAT 1690; NUR 7006
The student continues to learn to identify responses to illness and to provide appropriate nursing care. The focus is on older individuals who are experiencing physiologic alterations in how they meet their basic needs. The approach to patient care will reflect students' understanding of the evaluation of care to include ethical/legal issues, culture, ethnicity, and how one adapts to the urban community. This course will provide the opportunity for making the transition from student to practitioner.

NUR 7006 Issues & Trends in Nursing Practice
3 credits, 3 hours lecture
Pre-requisites: NUR 7004; CUB 3130 or 3124; HLT 215
Co-requisites: MAT 1690; NUR 7005
The student will study and analyze current issues in nursing such as the role of the Associate Degree Nurse in hospital and ambulatory care settings. Writing and interviewing skills necessary for applying for nursing positions will be reviewed. The student will also learn the skills needed to make the transition from student to graduate nurse including managerial and cost containment skills.

NUR 7102 Nursing Pharmacology II
2 credits, 2 hours lecture
Pre-requisites: NUR 7001; NUR 7002; ENG 111; BIO 240
Co-requisites: BIO 310; NUR 7003
The student will be able to describe accurately all major drug classifications; identify commonly used medications in each classification; develop nursing strategies for patients receiving drugs in each classification; and list the relevant assessment factors in maintaining nutrient fluid and electrolyte balance. Students explore the implications of drug dependence; successfully calculate dosages based upon calculations appropriate for children, adults, and the elderly by achieving 80% correct response on tests.

NUR 8000 LPN Clinical Nursing I
7 credits, 4 hours lecture, 12 hours lab
Pre-requisites: MAT 1622 or a score of at least 32 or better on the placement exam, with a minimum score of 14 in Part I; placement in ENG 110; exempt from writing
Co-requisites: BIO 230; PSY 1032; NUR 8001; Basic Life Support Certification
This basic nursing course introduces students to the knowledge, skills, behaviors, and role expectations required of the practical nurse as a health care provider to culturally diverse patients and their families throughout the life span. Selected components of the nursing process (identifying patient problems; assisting in planning, interventions, evaluation) are incorporated in classroom and clinical learning experiences. The conceptual framework, basic human needs of culturally diverse patients, is also integrated in the course content. Selected nursing skills are mastered in the clinical simulation laboratory prior to the clinical rotation in long term and acute care settings.
NUR 8001 Pharmacology I
2 credits, 2 hours lecture
Pre-requisites: ENG 110; MAT 1622 (or be exempt)
Co-requisites: NUR 8000; BIO 230; PSY 1032
The student will be able to compare brand name and generic drugs; describe the method of drug classification; explain the drug interactions with body tissues; identify how drugs work; explore the use of the nursing process in drug therapy; and successfully demonstrate accurate drug calculations for children and adults by achieving 80% or better correct responses on tests.

NUR 8002 LPN Clinical Nursing II (Summer)
3.5 credits, 4 hours lecture, 12 hours lab
Pre-requisites: NUR 8000; NUR 8001; BIO 230; PSY 1032; New York State Certification in Infection Control
Co-requisites: ENG 110; BIO 240; New York State Certification in Child Abuse
This course has three components: interactions with the child-bearing/child-rearing family during pregnancy, labor, delivery, the puerperium and the care of the infant through adolescence. The third component introduces the student to concepts in mental health throughout the life span. Topics for discussion include social issues that lead to the disintegration of the family as a unit. Clinical learning experiences will take place in a variety of settings.

NUR 8003 LPN Clinical Nursing III
7 credits, 4 hours lecture, 12 hours lab
Pre-requisites: NUR 8000; NUR 8001; BIO 230; BIO 240; PSY 1032; New York State Certification in Infection Control; New York State Certification in Child Abuse
Co-requisites: BIO 310; CUB 3130; PSY 1037
This course introduces the student to the roles, functions, and responsibilities of the practical nurse in the care of adult patients experiencing altered needs or levels of wellness associated with the occurrence of common medical or surgical health problems throughout the life cycle. Utilizing the nursing process, students are expected to integrate psychopathological, psychosocial, spiritual, environmental, and rehabilitative aspects in the nursing care of the patient. Clinical laboratory experiences take place in acute care settings. In order to receive a satisfactory grade in the clinical practice laboratory, the student must successfully administer oral and parenteral medications to a group of patients without any errors in any part of the medication pass. The medical-surgical nursing course serves a dual function in that it prepares the student for his or her role as a practical nurse and/or for the transition to the articulated A.A.S. RN Program. Learning in all domains-cognitive, affective, and psychomotor-is fostered throughout the course. Student Focus: Utilizing components of the nursing process based on the biopsychosocial sciences, the focus is on meeting multicomplex, altered needs of adult patients, families, and significant others. In this course, students develop beginning proficiency in the performance of the roles of the licensed practical nurse.

Office Technology
OT 101 Basic Computer Keyboarding and Document Formatting
(Formerly MSS 5602)
3 credits, 4 hours
Pre-requisite: ESL 025 or ESL 081
The student will acquire basic keyboarding skills, learn computer terminology, format and process documents including reports, manuscripts, letters, and memoranda. The student will develop proofreading and English skills, and will be required to key a minimum of 25 wpm for three minutes.

OT 102 Intermediate Computer Keyboarding and Document Formatting
(Formerly MSS 5604)
3 credits, 3 hours
Pre-requisite: OT 101 or equivalent skill as demonstrated on a proficiency examination
The student will demonstrate the ability to format and key unarranged documents including manuscripts, outlines, tables, newsletters, two-page letters, and other documents using word processing and other software. The student will develop English skills by composing at the computer. The student will continue to develop keyboarding skills and will be required to key a minimum of 35 wpm for five minutes. The student is expected to work a minimum of two hours a week in the Academic Learning Center to develop keyboarding and formatting skills.

OT 103 Introduction to Computer Software Packages
(Formerly MSS 5670)
3 credits, 3 hours
Pre-requisite: ENG 091 or ESL 091
The student will have hands-on experience on computers and will be introduced to business applications of Word, Excel, Access, and PowerPoint. The student is expected to work a minimum of two hours per week in the Academic Learning Center to develop computer skills.

OT 104 Office Systems and Procedures
(Formerly MSS 5565)
3 credits, 3 hours
Pre-requisite: OT 101
The student will be introduced to basic office systems, technology, and routine workplace procedures including managing traditional and electronic mail, developing electronic and traditional records, becoming familiar with telephone procedures, coordinating travel and conference plans, and administrative office skills.
OT 201 Advanced Computer Keyboarding and Document Formatting  
(Formerly MSS 5606)  
3 credits, 3 hours  
Pre-requisite: OT 102 or equivalent skill as demonstrated on a proficiency examination  
The student will format more complex letters, memoranda, tables, manuscripts, and other business documents in addition to integrating various software applications. The student will continue to develop keyboarding skills and will be required to key a minimum of 45 wpm for five minutes. The student is expected to work a minimum of two hours a week in the Academic Learning Center to develop keyboarding and formatting skills.

OT 202 Transcription  
(Formerly MSS 5626)  
3 credits, 3 hours  
Pre-requisite: OT 101  
The student will develop the ability to accurately transcribe memos, letters, and reports from various areas of the business world from pre-recorded dictation. The student will develop English and transcribing skills through grammar, number usage, word usage, and punctuation exercises. The student is expected to work a minimum of two hours a week in the Academic Learning Center to develop transcribing skills.

OT 203 Business Communications  
(Formerly MSS 5664)  
3 credits, 3 hours  
Pre-requisite: OT 101 or CIP 101 or department permission  
Pre/Co-requisite: ENG 110  
The student will plan and write a variety of business letters, memos, emails, and reports for business audiences at the computer; revise and proofread business communications; develop speaking skills and gather information for reports through research and interviewing. The student will be required to make oral presentations and be made aware of the need for teamwork and the human relations aspect of communicating either in writing or orally.

OT 204 Medical Terminology/Transcription  
(Formerly MSS 5649)  
3 credits, 3 hours  
Pre-requisites: OT 102, OT 202  
The student will be introduced to medical terminology related to a variety of medical specialties. The student will demonstrate the ability to transcribe medical histories, summaries, and other documents relating to various medical specializations including the cardiovascular system, the endocrine system, and the respiratory system. The student is expected to work a minimum of two hours a week in the Academic Learning Center to develop medical transcription skills.

OT 205 Legal Terminology/Transcription  
3 credits, 3 hours  
Pre-requisites: OT 102, OT 202  
The student will be introduced to legal terminology related to various areas of law. The student will demonstrate the ability to transcribe documents from pre-recorded dictation related to the courts and legal systems, litigation, civil actions probate, contracts, leases and others. The student is expected to work a minimum of two hours a week in the Academic Learning Center to develop legal transcription skills.

OT 206 Medical Billing & Insurance  
(Formerly MSS 5651)  
3 credits, 3 hours  
Pre-requisites: OT 102, OT 104  
The student will use billing software to input patient information, process patient transactions, produce various reports, print statements and insurance forms, and process claims. The student will become familiar with various types of health coverage and insurance programs and will be introduced to medical coding.

OT 207 Office Technology Internship  
(Formerly MSS 5634)  
2 credits, 6 hours  
Pre-requisites: OT 102, OT 104  
The student will apply theory and the technical skills of an office worker to assigned work situations in an actual office in the business world and/or allied health field. The student will be required to meet regularly with the cooperating program faculty member and will be evaluated by both the faculty member and the job site supervisor. The student will be required to keep a journal of work experience. Local employers or the College will provide job sites.

OT 208 Professional Office Management  
(Formerly MSS 5650)  
3 credits, 3 hours  
Pre-requisites: OT 102, OT 103, OT 104, OT 202  
Co-requisites: OT 204 or department permission for Medical Option majors; OT 205 or department permission for Legal Option majors; OT 206 or department permission for Medical Option majors.  
Students enrolled in the administrative, legal, and medical options will be given the opportunity to become familiar with office management and procedures through projects, case studies, and class discussions related to their particular specialties. Students will write resumes, letters of application, and participate in role-playing for job interviews.
Physical Education

PED 100 Personal Physical Fitness
(Formerly PED 0100)
1 credit, 2 hours
The module is required of all freshman students in programs requiring physical education. The student will analyze modern concepts of fitness; obtain an evaluation of his or her own level of fitness and health and participate in a variety of exercise programs designed to improve the muscular and cardiovascular systems. Students will be counseled to answer their fitness-health needs.

PED 115 Beginning Karate
(Formerly PED 0115)
1 credit, 2 hours
At the conclusion of this module, the student will be able to perform the fundamental skills related to karate. This course will meet for two hours per week for one semester.

*PED 117 Judo
(Formerly PED 0117)
1 credit, 2 hours
The student will perform the skills in the attainment of a "Yellow Belt." This course will meet for two hours per week for one semester.

PED 119 Self Defense for Men & Women
(Formerly PED 0119)
1 credit, 2 hours
The student will defend himself or herself against attacks from the side and back, and will identify the various safety programs for the home and streets. This course will meet for two hours per week for one semester.

*PED 121 Non-Swimmer
(Formerly PED 0121)
1 credit, 2 hours
The student will observe rules of water safety and perform the fundamental strokes and survival skills in deep water. This course will meet for two hours per week for one semester.

PED 122 Beginning Swimming
(Formerly PED 0122)
1 credit, 2 hours
The student will observe the rules of water safety and perform the basic swimming strokes associated with the American Red Cross Program for beginning swimmers. This course will meet for two hours per week for one semester.

*PED 123 Intermediate Swimming
(Formerly PED 0123)
1 credit, 2 hours
Pre-requisites: PED 122
The student will learn advanced swim skills and develop stamina in the water.

PED 124 Senior Life-Saving
(Formerly PED 0124)
1 credit, 2 hours
The student will observe advanced rules of water safety and perform advanced swimming strokes and life-saving techniques as required by the American Red Cross Senior Life Saving. This course will meet for two hours per week for one semester.

*PED 130 Bowling
(Formerly PED 0130)
1 credit, 2 hours
The student will learn the basic rules, methods of scoring, and etiquette of bowling and demonstrate the fundamental bowling skills. Learning methods include discussions, videotapes, demonstrations, and lab sessions. This course will meet for two hours per week for one semester.

*PED 131 Beginning Fencing
(Formerly PED 0131)
1 credit, 2 hours
The student will perform competitively with the foil, executing various attacks and parries. The course will meet for two hours per week for one semester.

*PED 134 Introduction to Jogging & Running
(Formerly PED 0134)
1 credit, 2 hours
The student will learn the basic concepts (the how's and why's) of jogging and running. The student will participate in a vigorous jogging exercise session during each class. The student, in conjunction with the instructor, will design his or her own jogging exercise plan and will implement that plan during class.

*PED 136 Beginning Tennis
(Formerly PED 0136)
1 credit, 2 hours
The student will perform basic tennis ground strokes, analyze court strategy, define court rules and observe the etiquette of both single and doubles tennis matches.

*PED 137 Intermediate Tennis
(Formerly PED 0137)
1 credit, 2 hours
The student will improve and strengthen basic ground strokes, develop advanced strokes, and implement court strategy in both single and double tennis matches.
PED 138 Weight Training & Body Development  
(Formerly PED 0138)  
1 credit, 2 hours  
The student will learn the basic terms and concepts and perform the proper basic skills associated with weight training and bodybuilding; analyze modern concepts of weight training, muscular development, and physical fitness; and participate in an individual weight-training program. The student will learn the basic terms and concepts and perform basic skills associated with weight training and bodybuilding. This course will meet for two hours per week for one semester.

PED 139 Beginning Yoga  
(Formerly PED 0139)  
1 credit, 2 hours  
The student will perform the fundamental exercises and breathing techniques of Yoga as a basis for physical and mental self-improvement. Learning methods include lecture-discussions, demonstrations, and lab sessions. This course will meet for two hours per week for one semester.

PED 144 Independent Study  
(Formerly PED 0144)  
1-2 credits, 2 hours  
Pre-requisite: Permission of the coordinator  
The student will be given an opportunity, in consultation with the coordinator of the Unit, to formulate an active, individualized, independent program of learning within physical education.

PED 145 Black & Puerto Rican Dance  
(Formerly PED 0145)  
1 credit, 2 hours  
The student will perform the basic movements of Black and Puerto Rican dance. The student will have the opportunity to explore creative movement. This course will meet for two hours per week for one semester. Offered in English and Spanish.

PED 146 Fitness Through Dance  
(Formerly PED 0146)  
1 credit, 2 hours  
The student will improve his or her physical fitness through specific dance steps and exercises performed to music. Teaching methods include lecture-discussions and demonstration. This course will meet for two hours per week for one semester.

PED 177 First Aid & Safety  
(Formerly PED 0177)  
2 credit, 2 hours  
Pre-requisite: ESL 025  
The student will analyze and perform immediate and temporary care for an accident victim. The student will also demonstrate knowledge of accident prevention principles and practices of safety education in the home, in school, on the job, and in the community with special attention given to sport-derived injuries. (This course does not fulfill the two-credit PED requirement for students in any degree program.)

PED 180 Physical Education & Recreation Programs for the Aging  
(Formerly PED 0180)  
3 credits, 3 hours  
The student will discuss the organization, administration, and conduct of physical education and recreational programs for the aging. The course will emphasize the topics of leisure, physical fitness, transportation, barrier-free facilities and other ancillary features that pertain to the older population. Students will review the various types of recreational services and be able to demonstrate activity programs. This course is only open to gerontology majors. Other students may take this course for elective credit on a space-available basis.

**Philosophy**

PHI 3400 Thinking & Reasoning  
3 credits, 3 hours  
Co-requisite: SPA 121 for Spanish section; ENG 091 or ESL 091 for English section  
In this course, the student will become familiar with the vocabulary of philosophical thinking and develop thinking and logical reasoning skills needed for academic performance. Study topics will include: reasoning, analysis of arguments, forms and uses of inferences, assertions, explanations, generalizations, analogies, and fallacies. The examination of the topics discussed will serve to facilitate the application of clear thinking and logical reasoning to the student's mental, verbal, and writing process.

*PHI 3403 Introduction to Philosophy  
3 credits, 3 hours  
Pre-requisites: HUM 3001; ENG 091 or ESL 091  
Students will analyze and compare the basic ways in which philosophers have interpreted reality and the meaning of life. The basic terminology and concepts used in philosophy will also be introduced. The readings include selections by Aristotle, Plato, Saint Augustine, St. Thomas Aquinas, Erasmus, Machiavelli, Descartes, Rousseau, Mill, Marx, Ortega y Gasset, Sartre, and works in Buddhist and African philosophy.
Physics

*PHY 4302 Physics I
3 credits, 3-hr. lecture/1-hr. recitation

*PHY 4304 Physics II
3 credits, 3-hr. lecture/1-hr. recitation

*PHY 4402 Physics I - Laboratory
1 credit, 3 hours
Pre-requisite: MAT 1622
Co-requisite: MAT 1624
The student will apply the laws of motion to the solution of problems in mechanics. The student will recognize or state the definition of force, momentum, work and energy, and the corresponding concepts of the kinetic theory of matter, and solve simple and practical problems related to heat. Offered in English only.

*PHY 4404 Physics II - Laboratory
1 credit, 3 hours
Pre-requisite: PHY 4302/4402
The student will explain the principles of electrostatics, simple direct current circuitry, and the practical generation and properties of alternating current. The student will solve problems involving electro-magnetic waves and optics and state or recognize terms related to the atomic quantum theory. The student will also correlate the failure of the classical theory with the emergency of quantum concepts, explain or recognize terms related to the atomic and nuclear theory of matter, and perform simple radioactivity experiments. The student will give a descriptive account of contemporary physics. Offered in English only.

PHY 4502 General Physics I
4 credits, 3-hr. lecture/2-hr. lab
Pre-requisite: MAT 1642
Co-requisite: MAT 1644
Vectors, Newton’s Laws and their application to one- and two-dimensional motion, work and energy, momentum, collisions, torque, angular momentum, periodic motion, fluids, heat and thermodynamic processes will be studied. Offered for transfer students in the physical sciences and engineering. Offered in English only.

PHY 4504 General Physics II
4 credits, 3-hr. lecture/2-hr. lab
Pre-requisite: MAT 1644, PHY 4502
Co-requisite: MAT 1646
Students will study waves and acoustics, optics, diffraction, electricity, D.C. circuits, magnetism, electromagnetism and their application, power and A.C. circuits, and elements of atomic theory. Offered for transfer students in the physical sciences and engineering. Offered in English only.

Political Science

POL 4701 American Government
3 credits, 3 hours
This course identifies the major institutions of local, state, and national government, their powers, and inter-relationships. Emphasis is placed on this country’s legal principles as established in the United States Constitution. American Government is designed to enable students to participate effectively in the political process.

POL 4702 Comparative Politics
3 credits, 3 hours
Pre-requisites: Completion of an introductory course
The student will analyze and compare the history, concepts, and structure of liberal democracy, fascism, and socialism. Case studies will be used.

POL 4707 Political Systems of Latin America
3 credits, 3 hours
This course analyzes and compares the history and the political and economic structures prevalent in Latin America. Case Studies include Mexico, Guatemala, Nicaragua, Cuba, Argentina and Brazil.

Psychology

Students wishing to take advanced psychology courses must first take PSY 1032 General Psychology.

PSY 1032 General Psychology
3 credits, 3 hours
The student will demonstrate familiarity with the areas of psychology, including methods, learning and memory, sensation, perception, physiological processes, emotions, drives, personality, abnormal behavior, psychotherapy, individual differences, social behavior, and growth and development. Offered in English and Spanish.

PSY 1036 Developmental Psychology I (Childhood)
3 credits, 3 hours
Pre-requisites: PSY 1032 or equivalent or permission of instructor
The student will demonstrate an understanding of personality development from infancy to adolescence with an emphasis on the genetic determinants of behavior as well as on social learning. The student will demonstrate knowledge of prenatal development, cognitive development, language development, socialization, identification, deprivation studies, development of aggression, dependency, fears and anxiety, sex typing, and other topics. Offered in English and Spanish.
PSY 1037 Life-Span Development of Behavior
3 credits, 3 hours
Pre-requisites: PSY 1032 or equivalent or permission of instructor
Co-requisites: ENG 110
The student will learn the major psychological perspectives of human development from prenatal development and birth, infancy, early childhood, middle and late childhood, adolescence, and early adulthood to middle and late adulthood. Students will also become well acquainted with the behavioral, cognitive, emotional, environmental, genetic, physiological, and sociocultural aspects of development across the life-span.

Note: PSY 1036 and PSY 1038 are equivalent to PSY 1037. Students cannot be given credit for both PSY 1037 and PSY 1036 or PSY 1038. (Nursing students who have taken PSY 1036 can complete their requirement by taking PSY 1038.)

PSY 1038 Developmental Psychology II (Adolescence & Adulthood)
3 credits, 3 hours
Pre-requisites: PSY 1032 or equivalent or permission of instructor
This course examines the behavior of the adolescent and adult through the perspective of development over the life-span. The student will demonstrate mastery of topics, theories, and research findings on adolescence, adulthood, and old age.

PSY 1040 Psychology of Women
3 credits, 3 hours
Pre-requisites: PSY 1032 or SOC 1232 or ANT 1110 or by permission of instructor
An examination of the biological, social, and cultural factors in the psychological development and functioning of women. Special focus on women's changing roles and the influences that affect them in everyday life.

PSY 1042 Abnormal Psychology
3 credits, 3 hours
Pre-requisites: PSY 1032 or equivalent or permission of instructor
The student will demonstrate an understanding of the description and delineation of the various patterns which prevent the individual from functioning constructively in our society.

*PSY 1044 Personality
3 credits, 3 hours
Pre-requisites: PSY 1032 or equivalent or permission of instructor
The student will show an understanding of the structure of personality, origins of personality characteristics, defense mechanisms, the individual and the self, frustration and conflict, and the personality theories of Freud, Jung, and others. Offered in English and Spanish.

PSY 1046 Small Group Dynamics
Pre-requisites: PSY 1032 or permission of instructor
Students will review relevant theories and be exposed to practical demonstrations of group dynamics and small group interactions in order to understand the small group as a social system. It will emphasize such concepts as group cohesiveness, conformity, norms and standards, power and influence processes, communication, leadership and properties of group.

PSY 1050 Educational Psychology
3 credits, 3 hours
Pre-requisites: PSY 1032 or equivalent or permission of instructor
Students will display knowledge of applications of psychology to education, including individual and cultural variations, principles of learning, motivation, teaching, and evaluation.

PSY 1080 Psychology of Aging
3 credits, 3 hours
Pre-requisites: PSY 1032 or equivalent
Students will learn about healthy aging and the nature and causes of psychological problems in the elderly. They will also learn principles of evaluation, treatment, and prevention of these problems.

PSY 1082 Social Psychology
3 credits, 3 hours
Pre-requisites: PSY 1032 or equivalent or permission of instructor
The student will demonstrate an understanding of the development, maintenance, and change of regularities in behavior and interaction as affected by norms and norm formation, social roles, and interpersonal attraction. The student will also describe or identify the various processes that shape and influence a person's perceptual, cognitive, and affective responses toward aspects of his/her environment, attitude organization and change, personal and social perception, aggression, conflict, and Intergroup conflict. Offered in English and Spanish.

*PSY 1086 Industrial & Organizational Psychology
3 credits, 3 hours
Pre-requisites: PSY 1032 or equivalent, any business course, or permission of instructor
The student will show mastery of important concepts of industrial psychology, including personnel selection and evaluation, learning and training, motivation, morale as related to job performance, employee-management relations, working conditions, safety, and consumer psychology.

Social Work, Sociology
SOC 1200 Introduction to Social Work
3 credits, 3 hours
The student will develop a basic understanding of the principles and practice of social work through a historical perspective and through examining the sociological, political, economic, and psychological processes involved.
SOC 1202 Social Work Practice
3 credits, 3 hours
Pre-requisites: SOC 1200
The course will expose the student to the field of social work from a practical perspective. The student will have an opportunity to work with professional social workers and begin to apply some of the introductory principles learned in the theoretical courses.

SOC 1232 Introduction to Sociology
3 credits, 3 hours
The student will demonstrate an understanding of the basic topic of sociology, including social mobility, role status, race and prejudice, and factors leading to social change. Offered in English and Spanish.

*SOC 1234 Sociology of Social Problems
3 credits, 3 hours
Pre-requisites: Any social science introductory course (except PSY 1032)
The student will analyze American society and the dynamics of its major social problems, including the functional and dysfunctional effects of these problems upon society. The student will also show understanding of the major social problems affecting large cities and metropolitan areas. Offered in English and Spanish.

SOC 1240 Sociology of Race & Ethnic Relations
3 credits, 3 hours
The student will be exposed to an in-depth analysis of the diverse ethnic and racial structure of the urban community. The student will explore the different aspects of multi-pluralism, but also searching for common experiences, theories of assimilation, amalgamation, and prejudice and discrimination will be discussed.

*SOC 1242 Sociology of Criminal Justice
3 credits, 3 hours
The student will show an understanding of the operation of the criminal justice system, including the courts, correctional facilities, and rehabilitation. Demonstration of analytic ability and participation in field observation will be required. Offered in English and Spanish.

Social Science

SSC 4601 Introduction to Social Sciences
3 credits, 3 hours
This interdisciplinary course examines the nature of the social sciences and the application of social science analysis to a number of contemporary social, political, and economic issues, such as poverty and income distribution, racism, political power, and social change. The student will learn different research methods.

*SSC 4603 Independent Study
3 credits, 3 hours
Pre-requisites: Completion of an introductory course
The student will be able to carry out a contracted program of independent study in cases where the student would like to pursue a special interest or is unable to schedule a needed subject. A student wishing to take independent study must have prior permission of the instructor in the Social Sciences unit who will be working with the student.

*SSC 4605 Seminar in Contemporary Issues
3 credits, 3 hours
Pre-requisites: Completion of an introductory course
This course is offered periodically in order to allow an in-depth analysis of an issue or topic of current interest. The seminar also serves as a forum for guest lectures. The content of the module will vary and will be announced at registration when offered. Students may take the course more than once, provided the content is different.

*SSC 4607 Field Study
3 credits, 3 hours
Pre-requisites: Completion of an introductory course
The student will plan and carry out a research project of the student's choice, based primarily on field study. The student may, for instance, investigate a contemporary issue or problem, study community facilities, or work, where possible, with an organization of interest to the student.

Spanish

SPA 101 Elementary Spanish I
(Formerly SPA 2201)
4 credits, 4 hours
Elementary Spanish I introduces the basic elements of the language by providing a foundation in grammar, pronunciation and vocabulary. Using a communicative approach, students will learn listening, speaking, reading and writing skills in cultural and social contexts. One weekly hour of work in the Language Lab is required.

SPA 102 Elementary Spanish II
(Formerly SPA 2202)
4 credits, 4 hours
Pre-requisite: SPA 101 or by placement
Co-requisite: None
Elementary Spanish II will continue to develop communicative skills for basic social functions in various cultural contexts. Films and other cultural texts will be used to enhance and support learning. One weekly hour of work in the Language Lab is required.
SPA 201 Intermediate Spanish I  
(Formerly SPA 2203)  
3 credits, 3 hours  
Pre-requisite: SPA 102 or by placement  
The student will demonstrate self-expression in Spanish  
through a systematic review of grammar and the reading and discussion of selected prose and poetry in class. The student will use the language laboratory for supplementary oral drill.

SPA 202 Intermediate Spanish II  
(Formerly SPA 2204)  
3 credits, 3 hours  
Pre-requisite: SPA 201 or by placement  
The student will demonstrate self-expression in Spanish  
through continued systematic review of grammar, the reading and discussion of the works of selected contemporary writers, and the presentation of written and oral reports based on current periodicals, happenings, subjects, or personal interest. The student will use the language laboratory for supplementary oral drill.

SPA 117 Spanish for English Dominant Hispanics I  
(Formerly SPA 2217)  
3 credits, 3 hours  
Pre-requisite: by placement  
The course is designed for students of Hispanic background born and/or educated in the United States, who wish to develop skills in speaking, reading, and writing. This is achieved through a review of Spanish grammar and illustrative readings.

SPA 118 Spanish for English Dominant Hispanics II  
(Formerly SPA 2218)  
3 credits, 3 hours  
Pre-requisite: SPA 117 or by placement  
Continuation of SPA 117, but with special emphasis on reading and composition skills, spelling, and paragraph organization.

SPA 121 Spanish Composition I  
(Formerly SPA 2221) 4 credits, 4 hours  
Pre-requisite: by placement  
This course deals with enhancement of oral and written use of the Spanish language, emphasizing its specific forms of writing (narration, description, definition, exposition); its reading comprehension and its grammatical structure. The course will gradually develop the students' ability to think logically and critically. Precision of vocabulary, coherence, and transferability of skills for learning a second language will be reinforced.

SPA 222 Basic Spanish Composition II  
(Formerly SPA 2222)  
3 credits, 3 hours  
Pre-requisite: SPA 121 or by placement  
The student will learn to develop techniques of exposition, comparison and contrast, analogy, definition, and persuasion to create coherent compositions and elements of term paper writing. The importance of syntax, orthography, and punctuation will be stressed. Reading comprehension will serve as an important component of this course.

SPA 223 Advanced Spanish Composition  
(Formerly SPA 2223)  
3 credits, 3 hours  
Pre-requisite: SPA 222 or SPA 202 or by placement  
The student will demonstrate the ability to present ideas effectively in written Spanish through expository, descriptive, narrative, and persuasive compositions.

SPA 300 Introduction to Literature  
(Formerly SPA 2230)  
3 credits, 3 hours  
Pre-requisite: SPA 222 or SPA 202 or by placement  
The student will analyze and discuss, orally and in writing, readings in the literary genres selected from representative authors from Spanish, Latin American, and world literature.

SPA 333 Spanish American Literature I  
(Formerly SPA 2233)  
3 credits, 3 hours  
Pre-requisite: SPA 222 or SPA 202 or by placement  
The student will read representative short works by writers from the colonial period through those of the 19th century Spanish American countries, with emphasis on the latter century; participate in literary discussions based on readings and lectures presented by the instructor; and prepare oral and written reports.

*SPA 334 Spanish American Literature II  
(Formerly SPA 2234)  
3 credits, 3 hours  
Pre-requisite: SPA 222 or SPA 202 or by placement  
A continuation of SPA 333. The student will read representative works of contemporary writers, participate in literary discussions based on readings and lectures presented by the instructor, and prepare oral and written reports.

*SPA 336 Caribbean Literature  
(Formerly SPA 2236)  
3 credits, 3 hours  
Pre-requisite: SPA 222 or SPA 202 or by placement  
The student will read, analyze, and discuss selections from the contemporary literature of Cuba, the Dominican Republic, and Puerto Rico, paying special attention to the political, social, and cultural aspects of each work. Written and oral reports are required.

SPA 338 The Spanish American Short Story  
(Formerly SPA 2238)  
3 credits, 3 hours  
Pre-requisite: SPA 222 or SPA 202 or by placement  
The student will read representative short stories by Spanish American writers; participate in literary discussion based on the readings; and prepare both oral and written reports.

SPA 340 The Contemporary Spanish American Novel  
(Formerly SPA 2240)  
3 credits, 3 hours  
Pre-requisite: SPA 222 or SPA 202 or by placement  
The student will read some of the most important Spanish American novels of today, and discuss them both orally and in writing. A term paper may be required. Novelists such as Asturias, Carpentier, and Garcia Marquez will be analyzed.
*SPA 342 Spanish American Essay
(Formerly SPA 2242)
3 credits, 3 hours
Pre-requisite: SPA 222 or SPA 202 or by placement
The student will read, analyze, and discuss essays of modern Spanish American writers such as Alfonso Reyes, Ezequiel Martinez Estrada, Pedro Henriquez Ureña, and Antonio S. Pedreira. Written and oral reports are required.

SPA 344 Contemporary Spanish American Theater
(Formerly SPA 2244)
3 credits, 3 hours
Pre-requisite: SPA 222 or SPA 202 or by placement
The student will analyze and discuss representative dramatic works of present-day Spanish American writers as related to the social, political, and economic conditions prevailing in the different countries. The student will compare and contrast works, formulate character analysis, and identify dramatic elements noted therein.

*SPA 350 Hostos & Marti: Trailblazers for Freedom & Progress in the Americas (LAC 350)
(Formerly SPA 2250)
3 credits, 3 hours
Pre-requisite: SPA 222 or SPA 202 or by placement
This course follows the lives of Eugenio María de Hostos and José Martí through their literature, their endeavors, achievements, and contributions to the struggle for freedom, education, and progress in the Americas. Students will read, analyze, discuss, and gain an understanding of these authors' major works in a historical, political, and literary context. Students will study Hostos and Martí's historical presence in New York City in the latter part of the 19th century, and their activism for the self-determination and social development of their peoples. Students will also gain an appreciation for similarities and differences between these two important writers, and will explore their legacies to Latin American and Latino intellectual and political pursuits.

*SPA 354 The Golden Age
(Formerly SPA 2254)
3 credits, 3 hours
Pre-requisite: SPA 222 or SPA 202 or by placement
The student will read and discuss representative works of Lope, Calderón, Quevedo of the classical period, and prepare oral and written reports based on the readings and lectures presented by the instructor.

*SPA 358 Modern Spanish Literature
(Formerly SPA 2258)
3 credits, 3 hours Pre-requisite: SPA 222 or SPA 202 or by placement
The student will read representative works by Spanish authors from the Generation of 1898 to the present; participate in literary discussions based on readings and lectures presented by the instructor; and prepare both oral and written reports.

*SPA 360 The Life of Eugenio María de Hostos (LAC 360)
(Formerly SPA 2260)
3 credits, 3 hours
Co-requisite: SPA 222 or SPA 202 or by placement
The course is devoted to the study of the life, works, and contributions of Eugenio María de Hostos to the political, social, and cultural development of Latin America and the Caribbean. Students will read, discuss, and analyze Hostos' most significant works, including his literary writings, gain an understanding of this writer's work and significance in a historical context, and appreciate through exchanges with special guests and visiting scholars the relevance of Hostos' thinking to present-day Latin American and Latino issues.

*SPA 370 Extensive Readings in Spanish
(Formerly SPA 2270)
3 credits, 3 hours
Pre-requisite: SPA 222 or SPA 202 or by placement
The student will read five to seven works from a list recommended by the instructor or suggested by the student and approved by the instructor. The student will submit a written report on each of the readings and meet with the instructor to discuss the reports.

*SPA 399 Special Topics in Spanish
3 credits, 3 hours
Pre-requisite: SPA 222 or SPA 202 or by placement
Study of selected topics dealing with language, culture, and literature. Topics and title will vary from semester to semester.

Visual and Performing Arts

VPA 111 Arts & Civilization I
(formerly VPA 3502)
3 credits, 3 hours
Co-requisite: ENG 091 or ESL 091
An arts forum in which the student will analyze examples of the visual and performing arts of several outstanding civilizations and will discuss the role of the artists in various societies, the relationship of the arts to historical events, and the development of culture beginning with prehistoric times up to the fifteenth century. Offered in English and Spanish.

VPA 112 Arts & Civilization II
(formerly VPA 3504)
3 credits, 3 hours
Co-requisite: ENG 091 or ESL 091
An arts forum in which the student will analyze and discuss appropriate material (as in Arts and Civilization I) from the 15th century to the present. Offered in English and Spanish.

VPA 113 Introduction to Art
(formerly VPA 3522)
3 credits, 3 hours
Co-requisite: ENG 091 or ESL 091
The student will analyze, discuss, and define: nature of art, meaning of art, major forms of art, and components of art; art periods, narration, description, illusion and reality, criteria for criticism, and art in New York. The student will engage in field trips and special projects.
VPA 114 Modern Art in the City
3 credits, 3 hours
Pre/co-requisite: ENG 091 or ESL 091 or above
This course will explore the city as it has been seen through the eyes of painters, photographers, sculptors and architects on the 20th and 21st century. Using the resources of the web, students in this online course will examine the ways in which artists have responded to the city: sections of the course include 1) documenting urban society and culture; 2) cityscape and landscape; 3) the individual in the city; 4) war and the city; 5) living and working spaces in the city; 6) the family in the city.

VPA 115 Twentieth Century Art
3 credits, 3 hours
Co-requisite: ENG 091 or ESL 091
This course surveys the principal developments in art from the end of the nineteenth century through the twentieth century: School of Paris (1865-1909), Impressionism and Post-Impressionism; School of New York (1910-present), Cubism, Futurism, Dadaism, Surrealism, Social Realism, Contemporary Black and Hispanic art.

VPA 121 Painting & Drawing I
(formerly VPA 3528)
3 credits, 3 hours
Pre-requisite: VPA 121 or approval of the instructor
The advanced art student will develop or improve skills in painting, assemblage, and three-dimensional art. S/he will become acquainted with and master the use of "found objects" in making a picture. S/he will complete a master project to the satisfaction of the instructor.

VPA 122 Painting & Drawing II
(formerly VPA 3530)
3 credits, 3 hours
Pre-requisite: VPA 121 or approval of the instructor
The advanced art student will develop or improve skills in painting, assemblage, and three-dimensional art. S/he will become acquainted with and master the use of "found objects" in making a picture. S/he will complete a master project to the satisfaction of the instructor.

VPA 131 Photography I
(formerly VPA 3540)
3 credits, 3 hours
Pre-requisite: VPA 131 or approval of instructor
The student will operate a 35-mm camera and light meter; expose, process, and make contact prints from film which has been shot on class assignments; use negatives which s/he has already generated in performing contact printing, editing, enlarging, and photo finishing. Offered in English and Spanish.

VPA 132 Photography II
(formerly VPA 3542)
3 credits, 3 hours
Pre-requisite: VPA 131 or approval of instructor
The student, with previous photographic experience, will be able to plan and execute a picture story and identify the method of other photojournalists by viewing published picture stories and books. S/he will edit and enlarge prints that s/he will present to the instructor and class. Offered in English and Spanish.

VPA 135 Commercial Arts I
(formerly VPA 3544)
3 credits, 3 hours
Pre-requisite: VPA 135 or consent of instructor
The student will master specific techniques and skills used in the commercial and advertising art field. S/he will prepare paste-ups and mechanicals used in printing reproduction. S/he will assemble a portfolio of paste-up specimens of letterheads, book jackets, graphs and charts, advertisements, and brochures. The student will master entry-level skills and will produce a portfolio of artwork, which is essential to entering this field.

VPA 136 Commercial Arts II
(formerly VPA 3546)
3 credits, 3 hours
Pre-requisite: VPA 135 or consent of instructor
The student will master the fundamentals of graphic design and combine media skills with graphic techniques in the preparation of design projects. Beginning with the basic principles of design and layout, the student enlarges his/her concepts from rough visualizations through comprehensive and finished layouts. The student will rough up, crop, and finish original design projects which include business letterhead, book jacket, record cover, and an industrial, educational, or governmental brochure. S/he will review these pieces with the instructor and select additional works for the portfolio begun in Commercial Arts I.

VPA 137 Color and Design
3 credits, 3 hours
Pre-requisite: ENG 091 or ESL 091
This course focuses on color and its influence upon society. Students will study color theory, historical and psychological characteristics of color, principle of design, and applications of color in industry. Students will develop color projects with paint and collage, as well as explore computer colors in an electronic environment. Topics will include color theory models and color matching, color perception and design considerations, and choosing color for multiple media.

VPA 141 Music Appreciation
(formerly VPA 3552)
3 credits, 3 hours
Co-requisite: ENG 091 or ESL 091
The course explores the basic components of music and how these have manifested themselves in different cultures at different times in history. The students will acquire a musical vocabulary, auditory skills and an understanding of a wide range of musical styles. Offered in English and Spanish.

VPA 151 Fundamentals of Music Theory at the Piano I
(formerly VPA 3560)
3 credits, 3 hours
Fundamentals of Music Theory at the Piano I is designed to develop a basic knowledge and practice of Music Theory as applied to the keyboard for students with no previous musical training. Topics will include melodic and rhythmic notation, intervals, scales and basic keyboard harmony. Ear training and dictation will be included, as well as simple digital sequencing.
VPA 152 Fundamentals of Music Theory at the Piano II
(formerly VPA 3562)
3 credits, 3 hours
Pre-requisite: VPA 3560
Fundamentals of Music Theory at the Piano II is designed to further develop a basic knowledge and practice of Music Theory as applied to the keyboard for students who completed Fundamentals of Music at the Piano 1. Minor scales, augmented and diminished intervals and chords, musical forms, non-harmonic tones and more advanced keyboard harmony will be covered. Ear training and dictation will be included, as well as more advanced digital sampling.

VPA 153 Music Theory
(formerly VPA 3558)
3 credits, 3 hours
The student will discuss the physics of sound; read notation; identify pitch, beat, rhythm; write major/minor triads; identify basic chord progressions; sing solfeggio exercises; sight read; identify pitch with a given octave; play scales; and coordinate reading and playing. Offered in English and Spanish.

VPA 161 Chorus
(formerly VPA 3578)
1 credit, 3 hours
Pre-requisite: ability to participate in group singing
The student will study and present standard and contemporary choral literature for mixed voices and appear in concert at college ceremonies and functions. Offered in English and Spanish.

VPA 171 Introduction to Theater
(formerly VPA 3582)
3 credits, 3 hours
Pre-requisite: ENG 091 or ESL 091
The student will analyze, discuss, and define the nature, meaning, and components of theater, as well as the creative collaborations that contribute to its shape and effect. The course will include field trips and special projects.

VPA 181 Acting I (Formerly Theater Production)
(formerly VPA 3598)
3 credits, 3 hours
Pre-requisite: ENG 091 or ESL 091
The student will execute physical and vocal exercises; do dramatic improvisations and readings; execute ensemble exercises; act from scripted scenes; and perform in public. Offered in English and Spanish.

VPA 182 Movement for the Actor I: Theory and Practice
(formerly VPA 107)
3 credits, 3 hours
This course introduces the student to a diversity of movement influences such as mime, the Alexander Technique, the Suzuki training, and Anne Bogart's Viewpoints for the stage. Methods will be used to help the student connect physically, emotionally and mentally with the challenges of the dramatic text. The student will become familiar with the different theories as well as with the application of various methods.

VPA 191 Speaking and Listening
(formerly VPA 3610)
3 credits, 3 hours
Pre-requisite: None
Co-requisite: ESL 025
This course is an introduction to phonological and phonemic awareness of American English language designed for Intermediate ESL students. Students will understand sound structure and further develop their listening, speaking, and reading skills by using readings in poetry and drama rhymes, auditory blending, segmentation, alliteration, and drilling exercises. Students will identify and manipulate the sounds of American English and will improve their pronunciation, enunciation, and auditory skills.

VPA 192 Fundamentals of Public Speaking
(formerly VPA 3612)
3 credits, 3 hours
Pre-requisite: ESL 035 or ESL 086
Co-requisite: ENG 091 or ESL 091
The student will present introductions; present impromptu, extemporaneous, and manuscript speeches; perform exercises to improve public speaking technique; limit topics; create outlines; and present informative and persuasive speeches, as well as speeches for special occasions.

VPA 281 Acting II
(formerly VPA 206)
3 credits, 3 hours
Pre-requisite: VPA 3598 - Acting I
This course further develops the basic principles mastered in Acting I. The student will learn a diversity of exercises and improvisational work to expand the imagination and stimulate the instruments—an actor's body and mind—by increasing sensorial awareness, enabling each student to make specific and clear choices in becoming a truthful character on the stage. The emphasis will be on characterization through monologues and scene work.

VPA 282 Movement for the Actor II
(formerly VPA 207)
3 credits, 3 hours
Pre-requisites: VPA 107
Co-requisites: None
This course continues the work introduced in Movement for the Actor I. The student will be further challenged in a diversity of movement influences; methods and trainings will be used to help the student connect physically, emotionally, and mentally with the challenges of the dramatic text and the development of a character. The student will become familiar with different theories as well as with application of various methods.
*VPA 292 Advanced Public Speaking
(Formerly VPA 3616)
3 credits, 3 hours
Pre-requisites: VPA 192
Co-requisite: ENG 091 or ESL 091
The student will organize and deliver informative and persuasive speeches at an advanced level. Topics will be appropriate to academic and career situations. Students will deliver speeches from a lectern using a microphone. Selected exercises will be audio and video taped. Students will engage in analysis and criticism of the content and delivery of the speeches. Problem-solving exercises will be included.

VPA 3536 Art Crafts
3 credits, 3 hours
The student will practice the techniques of linoleum and woodcutting. S/he will develop the use and care of tools used in various art crafts as well as work in a variety of media. S/he will be required to complete at least three pieces of work to the satisfaction of the instructor.

VPA 3614 Voice & Diction
3 credits, 3 hours
Pre-requisites: ESL 025 or ESL 082/084 or higher
Co-requisite: ESL 035 or ESL 086/088 or higher; ENG 091 or ESL 091
The student will take a speech diagnostic test at the beginning of the course, and through individual and group exercises, demonstrate measurable improvement in speech production, diction, and pronunciation.

Web Design
WEB 101 Fundamentals of Web Design
3 credits, 3 hours
Pre-requisite: ESL 035 or above
This course introduces Web design principles and basic programming techniques for developing effective and functional web sites. The course provides students with a foundation in the fundamentals of Internet technology and Web authoring using current Web authoring software. Course work will emphasize Web site structure and navigational models, practical and legal usability considerations, and performance factors related to using various types of media and tools such as hypertext markup language (HTML), cascading style sheets (CSS), dynamic HTML (DHTML) and scripting.

Women's Studies
WST 1010 Introduction to Women's Studies
3 credits, 3 hours
Pre-requisite: ENG 110
An interdisciplinary course that draws on literature, history, psychology, science, economic and feminist theory. Introduction to Women's Studies examines cultural assumptions about gender (e.g., femininity, masculinity, sexual preference), promoting new ways for students to look at the construction of knowledge from woman-centered and feminist perspectives. Readings and written assignments emphasize women's diverse experiences (across races, religions, cultures and economic class), masculinity studies and gay studies. Topics include: women's nature in myth and symbol; historical and cultural sources of gender oppression; the family circle; women and work; new visions for the future. At the end of the course, students will be able to discuss from both a theoretical and personal standpoint how and why one's gender shapes nearly all aspects of one's life; additionally, students will gain understanding of women's studies: its evolution, current debates within the field, and its application to other fields of study.

Radiologic Technology
XRA 110 Radiography I
(Formerly XRA 5113)
2.5 credits, 3 hours lecture, 1.5 hours lab
Pre-requisites: ENG 110
Co-requisites: XRA 113
The student will identify and perform the basic radiographic positions of the body.

XRA 111 Radiologic Science I
(Formerly XRA 5111)
2.5 credits, 3 hours lecture, 1.5 hours lab
Pre-requisites: ENG 110 and MAT 1622
Co-requisites: XRA 112
The student will identify the basic principles of radiographic exposures and image formation as well as the chemistry of the processing solutions, darkroom accessories, and the composition of the radiographic film and film holders.

XRA 112 Radiologic Physics
(Formerly XRA 5217)
2 credits, 3 hours lecture
Pre-requisites: ENG 110; MAT 1622
Co-requisites: XRA 111
The student will examine the physics of radiographic equipment, especially the circuitry, accessories, image intensification, optics, and fundamentals of preventive maintenance.
XRA 113 Topographic Anatomy I
(Formerly XRA 5115)
2 credits, 3 hours lecture
Pre-requisites: XRA 110
The student will identify the radiographic anatomy of the skeleton.

XRA 114 Professional Practice Issues in Diagnostic Imaging
(Formerly XRA 5112)
2 credits, 3 hours lecture
Pre-requisites: ENG 110
Co-requisites: XRA 110
The student will identify professional practice issues in diagnostic imaging in the context of the contemporary healthcare environment. Students will also be introduced to basic concepts in radiation safety.

XRA 114 Professional Practice Issues in Diagnostic Imaging
(Formerly XRA 5112)
2 credits, 3 hours lecture
Pre-requisites: ENG 110
Co-requisites: XRA 110
The student will identify professional practice issues in diagnostic imaging in the context of the contemporary healthcare environment. Students will also be introduced to basic concepts in radiation safety.

XRA 120 Radiography II
(Formerly XRA 5118)
2.5 credits, 3 hours lecture, 1.5 hours lab
Pre-requisites: XRA 110
Co-requisites: XRA 123
The student will identify and perform the advanced radiographic positions of the body and the skull.

XRA 121 Radiologic Science II & Lab
(Formerly XRA 5116)
2.5 credits, 3 hours lecture, 1.5 hours lab
Pre-requisites: XRA 111
The student will identify the advanced concepts of radiographic exposure, preparation, and use of technique charts, and be introduced to radiographic equipment calibration.

XRA 122 Radiation Protection
(Formerly XRA 5121)
2 credits, 3 hours lecture
Pre-requisites: XRA 111; XRA 112
Co-requisites: XRA 121
The student will identify the principles of radiation protection, the interaction of X-rays with matter, quantities and units of radiation.

XRA 123 Topographic Anatomy II
(Formerly XRA 5120)
1 credit, 1.5 hours lecture
Pre-requisites: XRA 113
Co-requisites: XRA 120
The student will identify the basic points, planes, lines, and bony anatomy of the skull.

XRA 124 Contrast Media
(Formerly XRA 5213)
1 credit, 1.5 hours lecture
Pre-requisites: XRA 110; XRA 111
The student will identify the composition and use of contrast media and radiographic procedures involving the digestive system, biliary tract, and urinary system.

XRA 129 Clinical Radiography I
(Formerly XRA 5122)
2 credits (3.0 equated/billable), 16 hours hospital practice
Pre-requisites: XRA 110; XRA 111
Co-requisites: XRA 122
The student will apply the basic radiographic procedures under the direct supervision of a qualified radiologic technologist.

XRA 139 Clinical Radiography II
(Formerly XRA 5123)
3 credits (12 equated/billable), 40 hours hospital practice
Pre-requisites: XRA 122; XRA 129
The student will apply the basic radiographic procedures under the direct supervision of a qualified radiologic technologist.

XRA 210 Radiation Biology
(Formerly XRA 5211)
1 credit, 1.5 hours lecture
Pre-requisites: XRA 122
Co-requisites: BIO 230
The student will identify the biological effects of ionizing radiation.

XRA 211 Advanced Procedures I
(Formerly XRA 5215)
1 credit, 1.5 hours lecture
Pre-requisites: XRA 120; XRA 124
The student will identify those radiographic examinations involving surgical procedures and specialized equipment which include the circulatory system and reproductive system.

XRA 219 Clinical Radiography III
(Formerly XRA 5214)
2.5 credits (6 equated/billable), 24 hours hospital practice
Pre-requisites: XRA 139
The student will apply the basic radiographic procedures under the direct supervision of a qualified radiologic technologist.

XRA 220 Pathology
(Formerly XRA 5212)
2 credits, 3 hours lecture
Pre-requisites: XRA 210; BIO 230
Co-requisites: BIO 240
The student will identify the application of radiography to pathological conditions of specific organs and systems.
XRA 221 Advanced Procedures II  
(Formerly XRA 5218)  
1 credit, 1.5 hours lecture  
Pre-requisites: XRA 211  
The student will identify those radiographic examinations involving digital imaging modalities and the specialized equipment required for, but not limited to, CT, MRI, digital radiography and digital image processing. Topics may be revised to keep abreast with the latest advances in the radiological sciences.

XRA 222 Applied Quality Assurance  
(Formerly XRA 5317)  
2 credits, 1.5 hours lecture, 1.5 hours lab  
Pre-requisites: XRA 121; XRA 112  
The student will identify test material/ equipment, test procedures and evaluation/ interpretation, and preventive and corrective maintenance relating to quality assurance and will minimize unnecessary radiation costs, as well as recognize the public's right to minimal radiation exposure.

XRA 229 Clinical Radiography IV  
(Formerly XRA 5219)  
2.5 credits (6 equated/billable), 24 hours hospital practice  
Pre-requisites: XRA 219  
The student will perform the advanced radiographic procedures under the direct supervision of a qualified radiologic technologist.

XRA 230 Seminar  
(Formerly XRA 5216)  
2 credits (6 equated/billable), 16 hours  
Co-requisites: XRA 239  
The student will be exposed to several guest lecturers who will speak on a variety of topics related to radiography. The student will be required to participate in a comprehensive review of all material covered in previous technical courses.

XRA 239 Clinical Radiography V  
(Formerly XRA 5220)  
2.5 credits (6 equated/billable), 24 hours hospital practice  
Pre-requisites: XRA 229  
The student will perform the advanced radiographic procedures under the direct supervision of a qualified radiologic technologist.
CUNY's Policy on Academic Integrity

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein.

I. Definitions and Examples of Academic Dishonesty

Cheating

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination. Allowing other to research and write assigned papers or do assigned projects, including use of commercial term paper services.
- Giving assistance to acts of academic misconduct/dishonesty.
- Fabricating data (all or in part).
- Submitting someone else's work as your own.
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

Plagiarism

Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

Internet Plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting & pasting" from various sources without proper attribution.

Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student. The following are some examples of obtaining an unfair advantage, but by no means is it an exhaustive list:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student's work.
Falsification of Records and Official Documents

The following are some examples of falsification, but by no means is it an exhaustive list:

- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

Adapted with permission from Baruch College. A Faculty Guide to Student Academic Integrity. The Baruch College document includes excerpts from University of California’s web page entitled “The Academic Dishonesty Question: A guide to an Answer through Education, Prevention, Adjudication and Obligation” by Prof. Harry Nelson.

II. Methods For Promoting Academic Integrity

- Orientation sessions for all new faculty (full and part-time) and students should incorporate a discussion of academic integrity. Packets containing information explaining the policy, the procedures that are in place, and examples of infractions should be distributed. These packets should be readily available, throughout the academic year, in the appropriate offices of the college and the locations of those offices should be widely publicized. Colleges using additional resources to detect plagiarism should publicize these resources widely.

- All college catalogs, student handbooks, and college websites should include the CUNY and college academic integrity policy and the consequences of not adhering to it. The policy on Academic Integrity, as adopted by the Board, shall be distributed to all students. All syllabi and schedules of classes should make reference to the CUNY and college’s academic integrity policy and where they are published in full.

- A “Faculty Report” form should be used throughout the University to report incidents of suspected academic dishonesty. (Sample attached). It is strongly recommended that the faculty member should report all such incidents by completing and submitting the form to the chief student affairs officer, the Academic Integrity Committee if the college has established one (see recommendation below), or other appropriate academic integrity official whom the college may designate (collectively referred to hereinafter as the “Academic Integrity Official”). A follow-up form should be submitted to the student’s academic integrity file by the adjudicating person or body once the suspected incident has been resolved pursuant to one of the methods described below. Although forms need not be uniformed across the University, they need to be uniform within each college. The form should provide at least minimal information such as the name of the instructor and student, course name and number, date of incident, explanation of incident and the instructor’s telephone/email contact information; it should be easy to use and process. Except as otherwise provided in the CUNY Procedures, the Academic Integrity Official of each college should retain the forms for the purposes of identifying repeat offenders, gathering data, and assessing and reviewing policies.

- CUNY will develop a website on Academic Integrity. This site will include suggestions for faculty, students and administrators to reduce cheating or plagiarism, resources on academic integrity and links to relevant sites. Future plans also include the development of an online training program to raise awareness about academic integrity.

- The Committee recommends that this CUNY Policy on Academic Integrity, dated Spring 2004, be adopted by the Board of Trustees.

- Colleges should adopt the “PEN” (Pending) grade to facilitate the implementation of the Procedures for Imposition of Sanctions. This grade already exists in the University’s Glossary of Grades.

- Colleges may wish to consider issuing a Student Guide to Academic Integrity. An excellent example is a document that students at Baruch College developed called “Student Guide to Academic Integrity at Baruch College”. The Guide is in its final stages of approval.

- Each college should consider joining the Center for Academic Integrity.
Academic Policies

- Colleges should consider subscribing to an electronic plagiarism detection service. Any college that does subscribe must notify every student each semester of the fact that such a service is available for use by the faculty.
- Colleges should consider establishing an Academic Integrity Committee, to serve in lieu of grade appeals committees in cases of academic dishonesty, which would hear and decide contested grade reductions that faculty members award because of student’s violations of the Academic Integrity Policy and collect and maintain separate files of Faculty Report forms of suspected and adjudicated violations of the Academic Integrity Policy.
- Establish a mechanism for preventing students from dropping a class in order to avoid an investigation and/or imposition of a sanction for a violation of academic integrity.

III. Procedures For Imposition Of Sanctions For Violations Of CUNY Policy On Academic Integrity

A. Introduction

As a legal matter, in disciplining students for violations of policies of academic integrity, CUNY, as a public institution, must conform to the principles of due process mandated by the Fourteenth Amendment to the United States Constitution – generally speaking, to provide notice of the charges and some opportunity to be heard. In the context of court-litigated violations, questions as to how much and what kind of process was “due” turn on the court’s judgment whether the decision on culpability was “disciplinary” (a question of fact) or “academic” (a question of the instructor’s expert judgment). This distinction has proved difficult to apply on campus. Accordingly, these procedures provide for alternative approaches depending on the severity of the sanction(s) being sought. If the instructor desires solely an “academic” sanction, that is, a grade reduction, less process is due than if a “disciplinary” sanction, such as suspension or expulsion, is sought. A faculty member who suspects that a student has committed a violation of the CUNY or the college Academic Integrity Policy, shall review with the student the facts and circumstances of the suspected violation whenever possible. The decision whether to seek an academic sanction only, rather than a disciplinary sanction or both types of sanctions, will rest with the faculty member in the first instance, but the college retains the right to bring disciplinary charges against the student. Among the factors the college should consider in determining whether to seek a disciplinary sanction are whether the student has committed one or more prior violations of the Academic Integrity Policy and mitigating circumstances if any. It is strongly recommended that every instance of suspected violation should be reported to the Academic Integrity Official on a form provided by the college as described in the third Recommendation for Promoting Academic Integrity, above. Among other things, this reporting will allow the college to determine whether it wishes to seek a disciplinary sanction even where the instructor may not wish to do so.

B. Procedures In Cases Where The Instructor Seeks An Academic Sanction Only

1. Student Accepts Guilt And Does Not Contest The Academic Sanction

If the faculty member wishes to seek only an academic sanction (i.e., a reduced grade* only), and the student does not contest either his/her guilt or the particular reduced grade the faculty member has chosen, then the student shall be given the reduced grade, unless the college decides to seek a disciplinary sanction, see Section I above and IV below. The reduced grade may apply to the particular assignment as to which the violation occurred or to the course grade, at the faculty member’s discretion.

*A reduced grade can be an “F,” a “D-,” or another grade that is lower than the grade that would have been given but for the violation.

2. Student Denies Guilt And/Or Contests The Academic Sanction

If the student denies guilt or contests the particular grade awarded by the faculty member, then the matter shall be handled using the college’s grade appeals process, including departmental grading committees where applicable, or the Academic Integrity Committee. In either case, the process must, at a minimum, provide the student with an opportunity to be heard and to present evidence.
C. Procedures In Cases Where A Disciplinary Sanction Is Sought

If a faculty member suspects a violation and seeks a disciplinary sanction, the faculty member shall refer the matter to the college’s Academic Integrity Official using the Faculty Report form, as described in the third Recommendation for Promoting Academic Integrity above, to be adjudicated by the college’s Academic Integrity Committee under Article 15 of the CUNY Bylaws. As provided for therein, the Faculty-Student Disciplinary may, among other things, investigate, conciliate, or hear evidence on cases in which disciplinary charges are brought*. Under certain circumstances, college officials other than the Academic Integrity Committee may seek disciplinary sanctions following the procedures outlined above. For the reasons discussed in Item IV below, if a reduced grade is also at issue, then that grade should be held in abeyance, pending the Faculty-Student Disciplinary Committee’s action.

D. Procedures In Cases In which Both A Disciplinary And An Academic Sanction Are Sought

If a faculty member or the college seeks to have both a disciplinary and an academic sanction imposed, it is not advisable to proceed on both fronts simultaneously lest inconsistent results ensue. Thus, it is best to begin with the disciplinary proceeding seeking imposition of a disciplinary sanction and await its outcome before addressing the academic sanction. If the Faculty-Student Disciplinary Committee finds that the alleged violation occurred, then the faculty member may reflect that finding in the student’s grade. If the Faculty-Student Disciplinary Committee finds that the alleged violation did not occur, then no sanction of any kind may be imposed. The decision whether to pursue both types of sanctions will ordinarily rest with the faculty member.

*Typically, disciplinary sanctions would be sought in cases of the most egregious, or repeated, violations, for example: infraction in ways similar to criminal activity (such as forging a grade form; stealing an examination from a professor or a university office; or forging a transcript); having a substitute take an examination or taking an examination for someone else; sabotaging another student’s work through actions designed to prevent the student from successfully completing an assignment; dishonesty that affects a major or essential portion of work done to meet course requirements. [These examples have been taken from a list of violations compiled by Rutgers University

E. Reporting Requirements

1. By The Faculty Member To The Academic Integrity Official

In cases where a violation of academic integrity has been found to have occurred (whether by admission or a fact-finding process), the faculty member should promptly file with the Academic Integrity Official a report of the adjudication in writing on a Faculty Report form (see sample attached) provided by the college as described above. The Academic Integrity Committee shall maintain a confidential file for each student about whom a suspected or adjudicated violation is reported. If either the grade appeals process or the Faculty-Student Disciplinary Committee finds that no violation occurred, the Academic Integrity Official shall remove and destroy all material relating to that incident from the student’s confidential academic integrity file. Before determining what sanction(s) to seek, the faculty member or the Academic Integrity Official may consult the student’s confidential academic integrity file, if any, to determine whether the student has been found to have previously committed a violation of the Academic Integrity Policy, the nature of the infraction, and the sanction imposed or action taken.

2. By the Academic Integrity Committee To the Faculty Member

Where a matter proceeds to the Faculty-Student Disciplinary Committee, the Academic Integrity Official shall promptly report its resolution to the faculty member and file a record of the resolution in the student’s confidential academic integrity file, unless, as indicated above, the suspected violation was held to be unfounded, in which case all reporting forms concerning that suspected violation shall be destroyed.
Academic Policies

Faculty Report Form For Suspected and/or Adjudicated Incidents of Academic Dishonesty

It is necessary to complete this form to report any instance of suspected and/or adjudicated academic dishonesty. Make a copy for your records and forward the original, along with copies of all available supporting documentation, to the:

Office of the Academic Integrity Official
[Fill in name of college and office on campus to receive reports]

Instructor Name:
Dept.: ___________________________________________ Tel.No.: __________ email _______________________
Course:: __________________________________ Section: __________ Semester: __________
Student Name: ___________________________________ Student ID#: __________
Date of Incident: __________
Type of Incident: __________Cheating __________ Plagiarism _________Other
Explanation of Incident:__________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Did the student admit to the charge of cheating, plagiarism or other act of academic dishonesty? Yes_____ No_____
Explanation__________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Have you resolved the matter informally? Yes___ No___ If yes, how?
A failing grade on the exam/paper_____ A failing final grade_____
Other _____ (please explain)

If no, do you advocate further action by the college? Yes_____ No_____
Referral to the Academic Integrity Committee or Grade Appeals Comm._____
Referral to Faculty Student Disciplinary Committee _____

Signature of Faculty Member________________________________ Date_________
Adjudication___________________________________________________________
Signature of Adjudicator____________________________________________________

Please feel free to attach your college's written policy on academic integrity.

Based in part on cases compiled by Hunter College and Queensborough Community College
Hostos Commitment to Pluralism

Hostos Community College is dedicated to pluralism - that is, the right of faculty, students, and staff of every race, religion, nationality, gender, sexual orientation, and physical capacity to be treated with dignity and respect. The enterprise of the College is based on the affirmation of our common humanity. Therefore, the College community abhors any act or speech that deprecates or threatens its members because of their race, religion, nationality, gender, sexual orientation, or physical capacity.

CUNY Statement of Non-Discrimination October 01, 2004

It is the policy of The City University of New York and the constituent colleges and units of The University to recruit, employ, retain, promote, and provide benefits to employees and to admit and provide services for students without regard to race, color, national or ethnic origin, religion, age, sex, sexual orientation, gender identity, marital status, disability, genetic predisposition or carrier status, alienage, citizenship, military or veteran status, or status as victim of domestic violence.

Sexual harassment, a form of sex discrimination, is prohibited under the University's Policy Against Sexual Harassment.

The City University of New York, as a public university system, adheres to federal, state, and city laws and regulations regarding non-discrimination and affirmative action including among others, Executive Order 11246, as amended, Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended; the Equal Pay Act of 1963, the Age Discrimination in Employment Act of 1967, as amended and the Age Discrimination Act of 1975, the New York State Human Rights Law and the New York City Human Rights Law. The "protected classes", as delineated in Executive Order 11246 (Black, Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native and Women), were expanded on December 9, 1976 by the Chancellor of The City University of New York to include Italian-Americans.

Ms. Natalie Brown, Esq. is the College affirmative action officer, coordinator for Title IX, which prohibits sex discrimination in federally assisted education programs, and coordinator for the Age Discrimination Act, which prohibits age discrimination in federally assisted education programs. Her office is located in 500 Grand Concourse, room A-325 and her telephone number is (718) 518-4284.

Hostos Affirmative Action Policy

Hostos Community College of The City University of New York is an equal opportunity and affirmative action institution and complies with all federal, state and local laws that promote fair and equitable employment and educational opportunities.

The federal laws include Executive Order 11246, which prohibits discrimination in employment because of race, color, gender, religion, or national origin and requires affirmative action to ensure equal opportunity in all aspects of employment; Title VI and VIII of the Civil Rights Act of 1964, which prohibit discrimination against students and employees on the basis of race, color, religion, national origin or sex; Title IX of the Education Amendments of 1972, which prohibits discrimination against students and employees on the basis of sex; Sections 503 and 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act, which prohibit discrimination on the basis of disability and require affirmative action to employ and advance in employment qualified individuals with disabilities; Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended; the Equal Pay Act of 1963, which prohibits job discrimination and requires affirmative action to employ and advance in employment qualified Vietnam era veterans, qualified special disabled veterans, recently separated veterans and other protected veterans; the Equal Pay Act of 1963, which prohibits sex-based wage discrimination; the Age Discrimination in Employment Act and the Age Discrimination Act, which prohibit age discrimination in employment in federally assisted educational programs.

The University also complies with the New York State and New York City human rights laws. Collectively, these laws prohibit discrimination on the basis of race, color, religion, gender, national origin, or citizenship status, disability, age, marital status, sexual orientation, transgender, prior arrest or conviction record (under certain conditions), and genetic predisposition or carrier status.

Pursuant to the Chancellor's mandate of 1976, Italian-Americans are designated an affirmative action category in addition to those so categorized under existing federal statutes.

As an equal opportunity employer, acting in conformity with federal legislation, and as an educational institution, Hostos Community College supports a policy of non-discrimination, and acknowledges its responsibility to maintain an environment free of sexual harassment for its students, faculty, and staff.
Academic Policies

Hostos Community College has been commended, as a result of New York State civil rights desk audits, for the representative composition of its pluralistic faculty and staff.

Policy on Computer & Email Use

CUNY Computer User Responsibilities

The computer resources** of The City University of New York must be used in a manner that is consistent with the University's educational purposes and environment. All users of computer resources are expected to act in a spirit of mutual respect and cooperation, and to adhere to the regulations for their use set forth in this document. As a user of CUNY computer resources:

You must have a valid authorized account to use computer resources that require one and may use only those computer resources that are specifically authorized. You may use your account only in accordance with its authorized purposes and may not use an unauthorized account for any purpose.

- You are responsible for the safeguarding of your computer account. For a mainframe computer account, you should change your password frequently and should not disclose it to anyone. You should take all necessary precautions in protecting the account, no matter what type of computer resources you are using.
- You may not circumvent system protection facilities.
- You may not knowingly use any system to produce system failure or degraded performance.
- You may not engage in unauthorized duplication, alteration or destruction of data, programs or software. You may not transmit or disclose data, programs or software belonging to others and may not duplicate copyrighted material.
- You may not engage in abusive or improper use of computer hardware. This includes, but is not limited to, tampering with equipment, unauthorized attempts at repairing equipment and unauthorized removal of equipment components.
- You may not use computer resources for private purposes, including, but not limited to, the use of computer resources for profit-making or illegal purposes.
- You may not use computer resources to engage in abuse of computer personnel or other users. Such abuse includes the sending of abusive, anonymous, or unsolicited messages within CUNY or beyond via network facilities.
- The use of college computer resources may be subject to college regulations, and you are expected to be familiar with those regulations.
- These regulations and college regulations are subject to revision. You are expected to be familiar with any revisions in regulations.

The University reserves the right to monitor, under appropriate conditions, all data contained in the system to protect the integrity of the system and to insure compliance with regulations. Any user who is found to be in violation of these rules shall be subject to the following:

- Suspension and/or termination of computer privileges;
- Disciplinary action by appropriate college and/or University officials;
- Referral to law enforcement authorities for criminal prosecution;
- Other legal action, including action to recover civil damages and penalties.

** "Computer Resources" is an inclusive term referring to any and all computing/information technology: hardware, software and access. Hardware includes, but is not limited to, terminals, personal computers, workstations, printers, mice, monitors, cabling, peripheral devices. Software includes, but is not limited to, mainframe shared software, networked software, and stand-alone software residing on personal computers. Access includes, but is not limited to, accounts on timesharing systems as well as access to stand-alone personal computing systems and other relevant technology.

Revised 1/95. This statement is also available on CUNYVM as a file: ETHICS POLICY. If you have any questions about the statement please contact the CUNY Help Desk at (212) 541/0981 or via e-mail: ctrcu@cunyvm.cuny.edu.

Hostos Policy on Computer and Email Use

The full text of the Hostos Community College Student Guidelines for Computer & Email Use can be obtained at the Office of the Dean of Students.

CUNY's Policy Against Sexual Harassment

The City University of New York Policy Against Sexual Harassment

Sexual harassment is illegal.
Academic Policies

Every student, faculty member, staff member, and administrator is encouraged to become aware of and to support the University's Policy Against Sexual Harassment. To this end, we provide this interactive computer program to inform all members of the University community about sexual harassment - what it is and how to prevent it in academic and workplace settings. A copy of the University's Policy Against Sexual Harassment is available for printing during the program. Revised and adopted by the Board of Trustees in 2004, the policy defines sexual harassment, provides examples of prohibited conduct, discusses penalties for offenders, and establishes procedures for handling complaints.

The University strives to foster a harassment-free environment - one in which all its members can work, study, and learn in an atmosphere of courtesy and mutual respect. As a supervisor or administrator/faculty member/member of the University community, you have a role to play in the attainment of this goal. For additional information, the full text is available in the Affirmative Action Office, Room A-318.

Sexual Harassment Education Committee

Making a Complaint of Sexual Harassment

The City University of New York Policy Against Sexual Harassment was adopted by the Board of Trustees, dated October 1, 1995 and was revised in January 2005, together with the procedures for the implementation of the City University's policy against sexual harassment. Under this policy, students may complain to any member of the Sexual Harassment Awareness and Intake Committee.

Any member of the University community may file a complaint of sexual harassment with, or report allegations of sexual harassment to, the Sexual Harassment Coordinator, a Sexual Harassment Deputy Coordinator or any other member of the Sexual Harassment Awareness and Intake Committee. The following is a listing of the members of the committee and their departments and phone numbers:

Sexual Harassment Awareness And Intake Committee

Coordinator: Natalie Brown, Esq. .................................................. 718-518-4284 .................................................. nbrown@hostos.cuny.edu
Deputy Coordinator: Rebecca Hoda ............................................. 718-518-4249 .................................................. rhoda@hostos.cuny.edu
Chair of Education: Prof. Amy Ramson ........................................ 718-518-6586 .................................................. armos@hostos.cuny.edu
Deputy Chair of Education Mercedes Moscat ............................. 718-518-4316 .................................................. mmoscat@hostos.cuny.edu
Committee Members:
Chief Arnaldo Bernabe .......................................................... 718-518-6880 .................................................. abernabe@hostos.cuny.edu
Lt. Robert Curry ................................................................. 718-518-6849 .................................................. rcurry@hostos.cuny.edu
Luz Fontanez ........................................................................ 718-518-4461 .................................................. lfontanez@hostos.cuny.edu
Prof. Rhonda Johnson ............................................................ 718-518-4214 .................................................. rjohnson@hostos.cuny.edu
Lt. George London ............................................................... 718-518-6890 .................................................. glondon@hostos.cuny.edu
Jacqueline Ruiz .................................................................... 718-518-4422 .................................................. jruiz@hostos.cuny.edu
Julie Trachman ...................................................................... 718-518-4132 .................................................. jtrachman@hostos.cuny.edu
Jerry Rosa ............................................................................ 718-518-6561 .................................................. jrosa@hostos.cuny.edu
Lilian Acosta ......................................................................... 718-518-4484 .................................................. lacosta@hostos.cuny.edu

Students who have been sexually assaulted should report the incident directly to either or both of the following two offices:

Student Affairs
Chief Student Affairs Officer: Dr. Lisa Montgomery, Vice President Student Development & Enrollment Management, Savoy D-101, Telephone (718) 518-4264
Additional Student Affairs Officer: Dean Nathaniel Cruz, Dean of Students, East Academic Complex, C-330, Telephone (718) 518-6557.

Public Safety/Security
Chief Public Safety Officer: Chief Arnaldo Bernabe, Public Safety, East Academic Complex, Room C-030, Telephone (718) 518-6880.
Deputy Chief Public Safety Officer: Lt. George London, Public Safety, East Academic Complex, Room C-030, Telephone (718) 518-6890.

Students also may report incidents to off-campus resources.
Academic Policies

Availability of counseling and other support services for the victims of sex offenses

Anyone who believes she or he has been a victim of sexual assault is encouraged to seek counseling from a trained mental health professional. Experienced counselors (male and female), trained to assist with the consequences of sexual assault trauma, are on hand at the College's Counseling Center to provide crisis intervention, in-office counseling, referral to other support services and self-help groups. The center can also refer victims to community based support groups and professional organizations. The College will assist any student wishing to contact outside agencies, including local police, regarding charges and complaints of sexual assault. The College can also assist in providing on campus accommodations after an alleged incident.

For a list of resources contact the Counseling Center, Savoy Building, First floor, Telephone (718) 518-4319

Environmental Health & Safety Policy

General Policy

It is the policy of Hostos Community College of The City University of New York to maintain a safe environment for its faculty, staff, students, and visitors that will not subject them to an avoidable risk of injury or illness. It is further the policy of Hostos Community College to respect and protect the environment.

The applicable health, safety and environmental standards are contained in rules and regulations promulgated by Federal, State, and City agencies, which must be followed in establishing campus safety policies. In addition, the published standards of nationally recognized professional health and safety organizations serve as guidelines in areas not covered by government standards, rules, and expectations.

For further information, contact Diahann McFarlane, Health & Safety Officer, 471 Walton Ave, Bronx NY 10451, Telephone 718-518-4349.

Freedom of Information Law (FOIL)

Procedures For Public Access Of Public Records

Requests to inspect public records at the college should be made to the Records Access Officer, Franklyn Perez, Esq., who is located at 475 Grand Concourse, Room A-322, telephone number (718) 518-4300. Public records are available for inspection and copying by appointment only at a location to be designated. You have a right to appeal a denial of a request for access to records to the CUNY General Counsel and Vice Chancellor for Legal Affairs. Copies of the CUNY Procedures for Public Access to Public Records Pursuant to Article 6 of the Public Officers Law and the appeal form are available at the reference desk of the library and the college website.

Grievance Procedures for Students with Disabilities

Title IX of the Federal Education Amendments of 1972 provides that: “No person...shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal assistance...” The provisions of the Act apply to admissions, housing and facilities, courses and other educational activities, counseling, student financial aid, scholarships, student health and insurance benefits, marital or parental status.

Section 504 ADA of the Rehabilitation Act of 1973 specifically prohibits discrimination against persons with disabilities. In order to address grievances related to both Title IX and Section 504, the College has established procedures for informal complaints and formal grievances.

A copy of these procedures is available to any student of the College who alleges any action relating to handicap or sex which is prohibited by Section 504 or Title IX, or the rules and regulations implementing either law. No other issues may be raised in these proceedings.

1. Informal Complaints
   a. A student is encouraged to discuss a complaint with the supervisor of the office involved. Any supervisor who receives a complaint under this section must investigate the complaint and respond, in writing, to the person making the complaint.
   b. If the student is not satisfied with the decision and outcome arrived at with the supervisor, s/he may bring an informal complaint to the Dean of Students/Student Life, or his or her designee, who will attempt to resolve the problem to the satisfaction of the student and the office involved. Any settlement, withdrawal, or disposition of a grievance at this informal stage shall not constitute a binding precedent in the settlement of similar grievances.
   c. Supervisors and the Vice President for Student Development and Enrollment Management, or his or her designee, will keep a record of each informal complaint, including student's name, nature of the complaint, and the date and nature of the resolution, if any.

2. Formal Grievances
Academic Policies

a. All formal grievances must be filed with the Section 504 ADA Coordinator in writing, on a form provided by and available from the Office of Services for Students with Disabilities (SSWWD), either personally, or by registered or certified mail, no later than thirty (30) calendar days after the action complained of has occurred. Any attempt to resolve a complaint informally does not lengthen this time period. The filing of a formal grievance does not preclude any attempt to settle this matter in an informal basis. If the grievance is personally served, a receipt shall be issued. Such receipt shall constitute proof of filing. The grievant must also state the remedy requested and the party or parties involved. Grievances should be addressed to:

Section 504 ADA Coordinator
Hostos Community College
475 Grand Concourse
Bronx, NY 10451

b. The Section 504 ADA Coordinator shall investigate the complaint and issue a written decision to the grievant and the senior administrator in whose area the grievance arose, within fourteen (14) working days. If the complaint arises within the Division of Student Development, the President will designate another person to investigate the complaint.

c. The student may present evidence, including statements of other persons in support of the grievance, at a conference with the Section 504 ADA Coordinator. The purpose of the conference will be to allow the student to demonstrate that a violation of Section 504 or Title IX has occurred.

Policy on Drugs, Tobacco, & Alcohol

Alcoholic Beverages Policy

No alcoholic beverage may be sold or given to anyone who appears to be impaired, nor sold to anyone one hour before the agreed termination time of an activity held within the College campus. An Alcoholic Beverage Commission (ABC) form may be obtained from the Student Activities Office.

Smoking Policy

The Board of Trustees of The City University of New York voted to ban smoking after January 1, 1995, inside all buildings owned, leased, or operated by the University. During the fall semester of 1994, the Hostos College Senate voted overwhelmingly in support of the Board’s action. The resolution states that, “As the largest urban university in the country, the City University is committed to promoting the health and well-being of its faculty, students, and staff. The health hazards of tobacco use are well-documented and directly linked to the death of an estimated 360,000 Americans a year....” An explanation accompanying the resolution noted that “the significant health hazards associated with tobacco smoke for both smokers and non-smokers clearly indicate the necessity of creating a University smoke-free environment.” Hostos Community College supports the smoking ban and vigorously enforces the policy.

Sanctions

The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or other controlled substances and the unauthorized use of alcohol by University students/employees on the campus is prohibited. (TITLE 21 U.S. Code 801, ET SEQ. and NYS PUBLIC HEALTH LAW, 3306). It is a violation of NYS Penal Law 240.40 for a person to appear in public under the influence of narcotics or a drug other than alcohol to the degree that he/she may endanger himself/herself or other persons or property, or annoy persons in his/her vicinity. It is also a violation of NYS Law 260.20(d) (4) for a person to give or sell an alcoholic beverage to a person less than 21 years old. Students are expected to comply with the above Federal and State regulations and Rules of Conduct printed in this Hostos catalog.

Any student or employee found in violation of the rules and regulations set forth in this policy may be subject to disciplinary action. Sanctions may include admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, and/or complaint to civil authorities. These are clearly defined in this Hostos catalog.

A student who is experiencing difficulty with alcohol or chemical dependency may be referred to the Assistant Dean for Student Development and Enrollment Management or the Counseling Office by members of the instructional staff or may seek assistance directly. The Vice President for Student Development and Enrollment Management may take disciplinary action or recommend that the student meet with a counselor for appropriate referral or assistance through self-help organizations or other outside intervention agencies.
Academic Policies

Workplace Violence Policy

The City University of New York has a long-standing commitment to promoting a safe and secure academic and work environment that promotes the achievement of its mission of teaching, research, scholarship and service. All members of the University community—students, faculty and staff—are expected to maintain a working and learning environment free from violence, threats of harassment, violence, intimidation or coercion. While these behaviors are not prevalent at the University, no organization is immune.

The purpose of this policy is to address the issue of potential workplace violence in our community, prevent workplace violence from occurring to the fullest extent possible, and set forth procedures to be followed when such violence has occurred.

Policy

The City University of New York prohibits workplace violence. Violence, threats of violence, intimidation, harassment, coercion, or other threatening behavior towards people or property will not be tolerated. Complaints involving workplace violence will not be ignored and will be given the serious attention they deserve. Individuals who violate this policy may be removed from University property and are subject to disciplinary and/or personnel action up to and including termination, consistent with University policies, rules and collective bargaining agreements, and/or referral to law enforcement authorities for criminal prosecution. Complaints of sexual harassment are covered under the University’s Policy Against Sexual Harassment.

The University, at the request of an employee or student, or at its own discretion, may prohibit members of the public, including family members, from seeing an employee or student on University property unless necessary to transact University-related business. This policy particularly applies in cases where the employee or student suspects that an act of violence will result from an encounter with said individual(s).

Policy on Use of Hostos Facilities

The Hostos Athletics and Recreation Complex, a showcase for our institution, offers numerous recreation and fitness programs for students, faculty, and staff. The various centers within the Complex offer recreation and fitness programs to increase the knowledge and skills to enhance appreciation for health and a healthy lifestyle.

Hostos encourages the use of the various centers in pursuit of wellness. To ensure your safety and appropriate use of the centers, users must adhere to the following policies and procedures. These policies are consistent with nation-wide standards of quality and excellence.

For scheduling, rates and more information, please contact Felix Arocho, Theatre Manager, Telephone 718-518-4477 or e-mail Farocho@hostos.cuny.edu.

Public Safety Policies & Procedures

Mission Statement

The City University of New York Public Safety Service is dedicated to providing excellence in protection and service to the University community.

As law enforcement officers, we shall continuously endeavor to ensure a safe and secure environment conducive to a positive social and educational process. This mission is exemplified by our departmental motto.

Service, Integrity and Pride

At Hostos Community College, the safety and well being of our students, faculty, and staff is always at the top of our agenda. However, a truly safe campus can only be achieved through the cooperation of all students, faculty, and staff. This information is a part of our effort to ensure that our collaborative endeavor is effective. We hope that you will read it carefully and use the information to help foster a safe environment for yourself and others on campus.

Current Campus Policies Regarding Procedures For Students And Others Reporting Criminal Actions Or Other Emergencies On Campus

The Public Safety Department encourages the reporting of all criminal activity or medical emergencies occurring on campus. Reporting of criminal actions and other emergencies can be done by contacting the Department of Public Safety in person, by calling (718) 518-6888, or by dialing 6911 from any campus extension. While it is highly recommended that all criminal activity be reported to the Public Safety Department on campus first, reports can also be made to the New York City Police Department by dialing 911. Please bear in mind that you must first dial (9) to get an outside line from college phones, before dialing 911 for the New York City Police Department. Acts, that do not constitute a crime—e.g., smoking on the premises or failing to display an I.D. card when asked by a college official—will be handled administratively. An incident report will be written and will be sent to the appropriate Vice President.
Hostos Community College Public Safety Department is located in the 450 Grand Concourse building, also known as the East Academic Complex, Room C-030, on the Anthony Griffith (B) level. The department is responsible for 24-hour protection of all persons and property on the college grounds. The department of Public Safety consists of a Director of Public Safety, 2 Lieutenants / Assistant Directors, 4 Sergeants, 2 Corporals, 19 Peace Officers, 17 College Security Assistants, 2 Locksmiths, and a full-time Secretary.

All campus public safety officers are service-oriented, law enforcement security professionals trained to handle security and safety matters on campus. Several members of the public safety department are trained in cardiopulmonary resuscitation (CPR) and defibrillator operations. All public safety personnel carry two-way radios and flashlight and wear distinctive uniforms.

Campus Peace Officers are sworn Peace Officers and have arrest powers granted to them by the Police Commissioner of the City of New York. Campus Peace Officers are designated as New York City Special Patrolmen/Peace Officers in accordance with Section 2.10 subsection 27 of the New York State Criminal Procedure Law.

College Security Assistants are defined as security guards in accordance with Article 7A of the Central Business Law. These officers do not have arrest powers above that of a private citizen.

**Weapons**

No one within the University community except Peace Officers, pursuant to authorization of the College presidents, shall have in his or her possession a rifle, shotgun, firearm or any other dangerous instrument or material that can be used to inflict bodily harm on an individual or damage to a building or the grounds of a campus.

**Public Safety Protection Services Escort Service**

Escorts to subway stations, bus stops, or vehicles within the vicinity of the campus perimeter are provided by the Department of Public Safety to anyone leaving the campus, especially during the late evening and hours of darkness.

**Filing of Orders of Protection**

The Department of Public Safety receives and files Orders of Protection brought in by any member of the College community. The information in the Orders of Protection, along with any other additional information, is provided to all Public Safety personnel in order to prevent and reduce the possibilities of a violation of such orders. Anyone in violation of an Order of Protection on campus will be arrested.

**Lost and Found**

The Department of Public Safety secures items found or turned over to the office or our personnel. Anyone who loses anything on campus may stop by Room C-030 and check with the office staff. Identification is required when recovering a lost item. All lost or recovered items will be kept for one semester. Weapons and illegal contraband are immediately vouchered with the New York City Police Department.

**Lost ID's**

Students who lose or misplace their Hostos I.D. card must go to the Bursar's Office, present their current Bursar enrollment receipt and pay a $5.00 replacement fee. Students should then proceed to the Department of Public Safety with the receipt for a new I.D. Faculty and staff members who lose their I.D.'s must go to the Department of Personnel and obtain an employee verification form as well as a $5.00 receipt from Bursar before proceeding to the Department of Public Safety.

**Timely Warnings To The College Community**

In the event that it becomes necessary to alert students and staff of an emergency situation or occurrence of crimes listed in the Cleary Act on campus, correspondence from the Director of Public Safety will be distributed to the College community within 24-48 hours. The College community will be provided with specific information on such incidents, and the Director will attempt to answer any questions raised by faculty, staff, and students. The information will be disseminated in the form of flyers, telephone broadcasting, posters, electronic mail, etc. The identity of all victims will be kept confidential within the scope of the law or investigation.
A Word to the Wise

The Department of Public Safety maintains a "Public Safety Incident Log Book." No community can be totally risk free. Crime takes place in our society and does not abate when one enters the confines of a college. The Department of Public Safety strongly recommends that you stay alert and aware of what is going on around you, and remain security conscious and involved. If you see or hear something suspicious, please report the situation immediately. Thefts and other violations do occur at times. However, all of us can reduce the risks by thinking about our personal safety and taking practical precautions.

"Student Right to Know"

Students are urged to obtain a copy of the Jeanne Cleary Disclosure of Campus Security Policy and Campus Security Act from the Department of Public Safety, Room C-030.

Public Safety Web Site

For more information on the Public Safety Department at Hostos, please visit http://www.hostos.cuny.edu/publicsafety.

For the Rules and Regulations for the Maintenance of Public Order Pursuant to Article 129A of the Education Law, please contact the Public Safety Department at Hostos.

Statement on Public Order

In compliance with Chapter 191 of the laws of 1969, the Board of Trustees has adopted rules and regulations for the maintenance of public order on college campuses and other college property used for education purposes:

For a list of the Rules and Regulations for the Maintenance of Public Order Pursuant to Article 129A of the Education Law, please contact the Department of Public Safety at Hostos, Room C-030.

Notice Of Access To Campus Crime Statistics, The Campus Security Report, And Information On Registered Sex Offenders

The College Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the U.S. Department of Education, as well as the annual campus security report. The campus security report includes: (1) the campus crime statistics for the most recent calendar year and the two preceding calendar years; (2) campus policies regarding procedures and facilities to report criminal actions or other emergencies on campus; (3) policies concerning the security of and access to campus facilities; (4) policies on campus law enforcement; (5) a description of campus programs to inform students and employees about campus security procedures and practices and to encourage students and employees to be responsible for their own security and the security of others; (6) campus crime prevention programs; (7) policy concerning the monitoring through the police of criminal activity at off-campus locations of students organizations officially recognized by the college; (8) policies on illegal drugs, alcohol, and underage drinking; (9) where information provided by the State on registered sex offenders may be obtained (also see below); and (10) policies on campus sexual assault programs aimed at the prevention of sex offenses and procedures to be followed when a sex offense occurs. This information is maintained pursuant to the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

The campus crime statistics and the annual campus security report are available at the reference desk of the library and the college website at http://www.hostos.cuny.edu/publicsafety/. If you wish to be mailed copies of the campus crime statistics and the annual campus security report, you should contact Chief Arnaldo Bernabe Director of Public Safety at 718-515-6888 and copies will be mailed to you within 10 days. The U.S. Department of Education's website address for campus crime statistics is www.ed.gov/security/InstDetail.asp (then input the name of the school).

In accordance with the federal Campus Sex Crimes Prevention Act, registered sex offenders now are required to register the name and address of any college at which he or she is a student or employee. The New York State Division of Criminal Justice maintains a registry of convicted sex offenders and informs the college's chief security (public safety) officer of the presence on campus of a registered sex offender as a student or employee. You may contact the college's Chief Public Safety officer (Chief Arnaldo Bernabe, Director of Public Safety, 450 Grand Concourse Bronx N.Y. 10451 room C030, 718-518-6888) to obtain information about Level 2 or Level 3 registered sex offenders on campus. To obtain information about Level 3 offenders, you may contact the Division's registry website at www.criminaljustice.state.ny.us/snor/sor_about.htm and then click on "Search for Level 3 Sex Offenders" or access the directory at the college's public safety department or police precinct. To obtain information about Level 2 offenders, you need to contact the public safety department, local police precinct in which the offender resides or attends college, or the Division's sex offender registry at 800-262-3257.
The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. See Section "6" below on your right to prevent the disclosure of directory information. The FERPA rights of students are:

- **The right to inspect and review your education records.** Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
  
  All requests shall be granted or denied in writing within 45 days of receipt. If the request is granted, you will be notified of the time and place where the records may be inspected. If the request is denied or not responded to within 45 days, you may appeal to the college’s FERPA appeals officer. Additional information regarding the appeal procedures will be provided to you if a request is denied.

- **The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.**

  You may ask the college to amend a record that you believe is inaccurate or misleading. You should write to the college official responsible for the record, clearly identify the part of the record you want changed, and specify why it is inaccurate or misleading.

  If the college decides not to amend the record as requested by you, the college will notify you of the decision and advise you of your right to a hearing before the college’s FERPA appeals officer regarding the request for amendment. Additional information regarding the hearing procedures will be provided to you when notified of your right to a hearing.

- **The right to consent to disclosure of personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent.**

  One exception which permits disclosure without consent is disclosure to college officials with legitimate educational interests. A college official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the University has contracted; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another college official in performing his or her tasks.

  A college official has a legitimate educational interest if access is reasonably necessary in order to perform his/her instructional, research, administrative or other duties and responsibilities.

  Upon request, the college discloses education records without consent to officials of another college or school in which a student seeks or intends to enroll.

You may appeal the alleged denial of FERPA rights to the:

General Counsel and Vice Chancellor for Legal Affairs
The City University of New York
535 East 80th Street
New York, NY 10021.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, D.C. 20202-4605.

The college will make the following “directory information” concerning current and former students available to those parties having a legitimate interest in the information: name, attendance dates (periods of enrollment), address, telephone number, date and place of birth, photograph, e-mail address, full or part-time status, enrollment status (undergraduate, graduate, etc.), level of education (credits) completed, major field of study, degree enrolled for, participation in officially recognized activities and sports, height and weight of athletic team members, previous school attended, and degrees, honors and awards received. By filing a form with the Registrar’s Office, you may request that any or all of this directory information not be released without your prior written consent. This form is available in the Registrar’s Office and may be filed, withdrawn, or modified at any time.

**Directory Information Non-Disclosure Form**

Directory information may be made available to any parties deemed to have a legitimate interest in the information unless the student files a “Directory Information Non-Disclosure Form” in the Office of the Registrar. Non-disclosure forms may be obtained in the Office of the Registrar, Savoy, Room D-207.
Academic Policies

Withholding Student Records

CUNY Policy On Withholding Student Records: Students who are delinquent and/or in default in any of their financial accounts with the college, the university or an appropriate state or federal agency for which the university acts as either a disturbing or certifying agent, and students who have not completed exit interviews as required by the federal Perkins Loan Program, the federal Family Education Loan Programs, the William D. Ford Federal Direct Loan Program, and the Nursing Student Loan Program, are not to be permitted to complete registration, or issued a copy of their grades, a transcript of academic record, certificate, or degree, nor are they to receive funds under the federal campus-based student assistance programs or the federal Pell Grant Program unless the designated officer, in exceptional hardship cases and consistent with federal and state regulations, waives in writing the application of this regulation.
En Español
Nuevamente, con gran placer adelanto la edición bilingüe para el 2006-2007, de una de las publicaciones que más me gusta: el Catálogo del Colegio Comunal Eugenio María de Hostos. Lo recomiendo a quien desee educarse en las artes liberales o una carrera en un ambiente plurilingüe y pluricultural. Además de servir de referencia, cuenta la historia de una institución que avanza. En estos últimos ocho años, en búsqueda de la excelencia hemos progresado mucho hacia los objetivos siguientes:

- ser la institución bilingüe y pluricultural más importante en lo académico y en la consecución de una profesión, en la ciudad, el estado y el país;
- preparar a los estudiantes para que puedan competir exitosamente en los campos académicos y profesionales de su selección;
- facilitar su participación plena en una sociedad global;
- fomentar un ambiente educativo y laboral que nutra el respecto y el entendimiento de las diferencias culturales y lingüísticas.

Nuestro catálogo suministra información esencial acerca de la Universidad de la Ciudad de Nueva York y de este colegio en particular. En sus once secciones se describen los programas que se ofrecen en los departamentos académicos. Además de los requisitos, las descripciones de las especialidades y las listas de las clases, encontrará listados de la facultad y el personal no docente. Recalco esto, porque son individuos cuyo saber excepcional equipara la dedicación a los estudiantes.

La facultad y demás personal que están en Hostos desde sus inicios siempre han tomado en cuenta la importancia que tiene el colegio para la comunidad. Aquellos(as) que han llegado más recientemente también contribuyen, significativamente, al progreso institucional. En los listados de nuestra facultad notará que ostentan títulos obtenidos en instituciones prestigiosas de varios lugares del mundo, como Harvard, Princeton, Yale, Oxford, La Sorbona y otras. Tienen las credenciales para impartir clases en cualquier institución; somos muy afortunados(as) de que hayan escogido impartir la docencia en Hostos.

El resultado del mejoramiento y la expansión de los programas académicos, que son el meollo de la misión de este colegio es que nuestros alumnos se benefician de nuevos modos de enseñanza y aprendizaje. Hostos cuenta con un currículo central, programas de honor y de ingeniería electrónica y civil con la colaboración de City College of New York. Se está elaborando la implantación de un programa de ingeniería química y además, estamos en proceso de lograr acuerdos de articulación con otros colegios de CUNY. También, hemos establecido relaciones con las universidades Cheney y Grambling, lo cual hace que nuestros egresados tengan acceso a estas distinguidas instituciones cuya trayectoria histórica ha sido para la educación de afro descendientes.

Una indicación de que en Hostos se ha logrado la excelencia académica es el "Serrano Scholars Program", concepto originado por el congresista José E. Serrano, iniciado en el 2001. Mediante este programa subvencionado por el gobierno estudiantes de orígenes étnicos diversos se preparan para las relaciones internacionales y la seguridad nacional. Los participantes se gradúan de Hostos con títulos de grados asociados y califican para ingresar a estudios de bachillerato y maestría en relaciones internacionales y administración pública en la Universidad Columbia.

Las actividades extracurriculares también sirven para fomentar el entusiasmo de los alumnos en Hostos. Nuestros equipos atléticos de hombres y mujeres son motivo de mucho orgullo para el colegio y la comunidad. Con solo tres años de existencia, el equipo de baloncesto masculino, los "Hostos Caimans", sorprendió a todos cuando ganó el campeonato nacional intercolegial.

Animada por el progreso logrado, la comunidad colegial está comprometida a mejorar los parámetros académicos, a fortalecer los requisitos de educación general y a crear títulos de grados asociados y programas de certificación nuevos, que se ajusten a las necesidades educativas de la población que servimos. Al igual que los "Caimans", somos invencibles y no existen límites para lo que podremos lograr y así lo haremos.

Dolores M. Fernández, Ph.D
Presidenta
## Calendario académico

**Semestre de otoño del 2006**

### Agosto

<table>
<thead>
<tr>
<th>Fecha</th>
<th>Día</th>
<th>Evento</th>
</tr>
</thead>
<tbody>
<tr>
<td>22-28</td>
<td>M-L</td>
<td>Matrícula</td>
</tr>
<tr>
<td>29</td>
<td>M</td>
<td>Último día para BAJAS de clases con la devolución de 100% del pago.</td>
</tr>
<tr>
<td>30</td>
<td>Mi</td>
<td>Primer día de clases</td>
</tr>
<tr>
<td>31</td>
<td>J</td>
<td>Matrícula tardía, $25.00 de recargo</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cambio en programa, $18.00 de recargo</td>
</tr>
</tbody>
</table>

### Septiembre

<table>
<thead>
<tr>
<th>Fecha</th>
<th>Día</th>
<th>Evento</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>V</td>
<td>Cambio en programa, $18.00 de recargo</td>
</tr>
<tr>
<td>4</td>
<td>L</td>
<td>El colegio estará cerrado en conmemoración de &quot;Labor Day&quot;.</td>
</tr>
<tr>
<td>5</td>
<td>M</td>
<td>Último día para BAJAS de clases con la devolución de 75% del pago.</td>
</tr>
<tr>
<td>6</td>
<td>Mi</td>
<td>Itinerario de clases de los lunes</td>
</tr>
<tr>
<td>12</td>
<td>M</td>
<td>Último día para BAJAS de clases con la devolución de 50% del pago.</td>
</tr>
<tr>
<td>19</td>
<td>M</td>
<td>Último día para BAJAS de clases con la devolución de 25% del pago.</td>
</tr>
<tr>
<td>20</td>
<td>Mi</td>
<td>Comienza período oficial para bajas de clases (20 de septiembre al 13 de noviembre).</td>
</tr>
<tr>
<td>22-24</td>
<td>V-D</td>
<td>No habrá clases.</td>
</tr>
</tbody>
</table>

### Octubre

<table>
<thead>
<tr>
<th>Fecha</th>
<th>Día</th>
<th>Evento</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>L</td>
<td>No habrá clases.</td>
</tr>
<tr>
<td>3</td>
<td>M</td>
<td>Itinerario de clases de los lunes</td>
</tr>
<tr>
<td>6</td>
<td>V</td>
<td>Último día para solicitar graduación en enero de 2007.</td>
</tr>
<tr>
<td>9</td>
<td>L</td>
<td>El colegio estará cerrado en conmemoración de &quot;Columbus Day&quot;.</td>
</tr>
</tbody>
</table>

### Noviembre

<table>
<thead>
<tr>
<th>Fecha</th>
<th>Día</th>
<th>Evento</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>L</td>
<td>Último día para bajas de clases con nota de &quot;W&quot;.</td>
</tr>
<tr>
<td>22</td>
<td>Mi</td>
<td>Itinerario de clases de los viernes</td>
</tr>
<tr>
<td>23-24</td>
<td>J-V</td>
<td>El colegio estará cerrado por descanso de Acción de Gracias.</td>
</tr>
</tbody>
</table>

### Diciembre

<table>
<thead>
<tr>
<th>Fecha</th>
<th>Día</th>
<th>Evento</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Mi</td>
<td>Último día para borrar &quot;incompletos&quot; (INC) de los semestres de primavera y verano del 2006.</td>
</tr>
<tr>
<td>14</td>
<td>J</td>
<td>Exámenes finales del programa de inglés como segundo idioma (ESL)</td>
</tr>
<tr>
<td>15-22</td>
<td>V-V</td>
<td>Exámenes finales</td>
</tr>
<tr>
<td>24-25</td>
<td>D-L</td>
<td>El colegio estará cerrado.</td>
</tr>
<tr>
<td>26</td>
<td>M</td>
<td>Las 12 del mediodía, hora final para la entrega de notas.</td>
</tr>
<tr>
<td>31</td>
<td>V</td>
<td>El colegio estará cerrado.</td>
</tr>
</tbody>
</table>

**CALENDARIO SUJETO A CAMBIOS. BUSCAR EN EL SITIO**

WWW.HOSTOS.CUNY.EDU/OOR PARA OBTENER INFORMACIÓN MÁS RECIENTE.
<table>
<thead>
<tr>
<th>Semestre de primavera del 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enero</strong></td>
</tr>
<tr>
<td>1 L El colegio estará cerrado.</td>
</tr>
<tr>
<td>15 L El colegio estará cerrado.</td>
</tr>
<tr>
<td>18 J Graduación</td>
</tr>
<tr>
<td>18-19 Mi-J Matrícula</td>
</tr>
<tr>
<td>22-25 L-J</td>
</tr>
<tr>
<td>26 V Último día para BAJAS de clases con la devolución de 100% del pago.</td>
</tr>
<tr>
<td>29 L Primer día de clases</td>
</tr>
<tr>
<td>30 M Matrícula tardía, $25.00 de recargo</td>
</tr>
<tr>
<td>31 Mi Cambio en programa, $18.00 de recargo</td>
</tr>
<tr>
<td><strong>Febrero</strong></td>
</tr>
<tr>
<td>5 L Último día para BAJAS de clases con la devolución de 75% del pago.</td>
</tr>
<tr>
<td>12 L El colegio estará cerrado.</td>
</tr>
<tr>
<td>13 M Último día para BAJAS de clases con la devolución de 50% del pago.</td>
</tr>
<tr>
<td>15 J Itinerario de clases de los lunes.</td>
</tr>
<tr>
<td>19 L El colegio estará cerrado.</td>
</tr>
<tr>
<td>20 M Último día para BAJAS de clases con la devolución de 25% del pago.</td>
</tr>
<tr>
<td>21 Mi Itinerario de clases de los lunes</td>
</tr>
<tr>
<td><strong>Abril</strong></td>
</tr>
<tr>
<td>2-10 L-M Vacaciones de primavera; no habrá clases.</td>
</tr>
<tr>
<td>Las oficinas administrativas permanecerán abiertas; llamar para saber horarios.</td>
</tr>
<tr>
<td>13 V Último día para bajas de clases con nota de “W”.</td>
</tr>
<tr>
<td><strong>Mayo</strong></td>
</tr>
<tr>
<td>17 J Último día de clases</td>
</tr>
<tr>
<td>Último día para borrar “incompletos” (INC) del semestre de otoño del 2006.</td>
</tr>
<tr>
<td>18 V Exámenes finales del programa de inglés como segundo idioma (ESL)</td>
</tr>
<tr>
<td>19-25 S-V Exámenes finales</td>
</tr>
<tr>
<td>28 L El colegio estará cerrado en conmemoración de “Memorial Day”.</td>
</tr>
<tr>
<td>29 M Fecha final para entrega de notas.</td>
</tr>
<tr>
<td><strong>Junio</strong></td>
</tr>
<tr>
<td>6 Mi Graduación</td>
</tr>
</tbody>
</table>

CALENDARIO SUJETO A CAMBIOS. BUSCAR EN EL SITIO WWW.HOSTOS.CUNY.EDU/OOR PARA OBTENER INFORMACIÓN MÁS RECENTE.
Introducción a Hostos

Declaración de propósitos

De acuerdo con la misión de la Universidad de la Ciudad de Nueva York, de dar acceso a la educación superior a todo el que la persiga, el Colegio Comunal Eugenio María de Hostos se estableció en el Sur del Bronx, con el propósito de llenar necesidades educativas de personas de ésta y de comunidades similares a quiénes, tradicionalmente, se les había excluido de la educación universitaria.

Es la misión del Colegio Comunal Eugenio María de Hostos ofrecer acceso a la educación superior para el desarrollo intelectual y la movilidad socioeconómica, mediante la adquisición de conocimientos lingüísticos, matemáticos, tecnológicos y el pensamiento crítico, todos necesarios para el aprendizaje de por vida y el éxito con una variedad de programas que incluyen oficios, artes liberales, traslado y programas conducentes a la consecución de licencias profesionales.

En el Colegio existe el orgullo de su papel histórico en la educación de estudiantes de diversos orígenes étnicos, raciales, trasfondos culturales y lingüísticos, en particular hispanos y afroamericanos. Integral al cumplimiento de su misión está el suministro de instrucción lingüística de transición para todos los aprendices de inglés como segundo idioma y el ofrecimiento de educación bilingüe en español e inglés y así nutrir el ambiente pluricultural para todos los estudiantes. Además de ofrecer programas conducentes a títulos, el Colegio Comunal Hostos tiene el propósito de ser un recurso para el Sur del Bronx y otras comunidades a las que sirve el Colegio con su oferta de educación continuada, actividades culturales y peritaje para el desarrollo de las mismas.

Eugenio María de Hostos (1839-1903)

Nacido el 11 de enero de 1839 en el barrio Río Cañas del municipio de Mayagüez en la isla de Puerto Rico, Eugenio María de Hostos fue educador, escritor y patriota. Cursó la escuela primaria en San Juan y estudió pedagogía y derecho en España, en el Instituto de Educación Superior de Bilbao y en la Universidad de Madrid. Allí se asoció con otros estudiantes que, como él, exigían la liberalización del gobierno colonial español en Cuba y Puerto Rico y la abolición de la esclavitud para los negros. En 1869, abandonó Madrid y se dirigió a la Ciudad de Nueva York, donde aúna esfuerzos con la Junta Revolucionaria Cubana y labora en pro de la liberación de Cuba y Puerto Rico. Al cabo de tres años, emprendió viaje a América Latina para recabar apoyo en favor de ese movimiento libertario. En Perú se unió a las protestas contra la explotación de los inmigrantes chinos. En Chile defendió la educación para la mujer, en particular en derecho y medicina. En Argentina, participó en la campaña para que se construyera el primer ferrocarril transandino.

El gobierno chileno fundó una escuela en la que Hostos implementó sus conceptos pedagógicos de avanzada. Con su liderazgo, el Liceo Miguel Luis Amunátegui se convirtió en uno de los principales centros educativos en América Latina. Por ocho años de estadía en Chile, escribió currículos premiados para español e historia y publicó trabajos literarios, artísticos y filosóficos.

Al concluir el gobierno español en Puerto Rico, Hostos resumió su trabajo en pro de la independencia de esa isla. En 1898, se trasladó a la República Dominicana, donde se le nombró director del Colegio Central e inspector general de Educación Pública. Allí falleció en agosto de 1903.

Eugenio María de Hostos es autor de trabajos importantes, tales como la Ley general de enseñanza pública, Historia de la pedagogía, Comentarios a la ciencia de la pedagogía y Reforma de la enseñanza del derecho.

Su vida y obra son legado e inspiración de todos los estudiantes en el Colegio Comunal Hostos.
Historial del Colegio Comunal Hostos

El Colegio Comunal Hostos nació cuando la Junta de Educación Superior lo decretó el 22 de abril de 1968, como respuesta a las exigencias de dirigentes puertorriqueños y de otras comunidades de hispanos que exhortaban al establecimiento de una institución universitaria en el Sur del Bronx. La primera clase contaba con 523 alumnos y comenzó sus cursos en septiembre de 1970, en lo que fuera una fábrica de llantas cuya dirección física era Grand Concourse 475. Para junio de 1974, la matrícula había superado, rápidamente, los 2,000 estudiantes, y la Legislatura Estatal pasó una ley especial para remediar la escasez de espacio y adquirir el edificio en el número 500, enfrente de la sede original, en Grand Concourse. Ese mismo año, la “Middle States Association” le concedió acreditación plena e incondicional, seguida de una evaluación muy favorable.

La crisis fiscal de mediados de la década de 1970 condujo a un intento de fundir al Colegio con otra institución como medida de ahorro. Ello recibió el rechazo y la oposición del Colegio y la comunidad, que a su vez hizo que la Legislatura Estatal garantizara la existencia de Hostos con la aprobación de la Landes Higher Education Act del 9 de junio de 1976. Para acomodar el creciente interés por el Colegio, hoy día consiste de seis edificios, tres de los cuales se construyeron a la medida de la institución. Los bien equipados laboratorios de ciencia, matemáticas, escritura y computación; su excelente planta para la educación física y los teatros con lo más moderno en tecnología son motivos de gran orgullo.

Programas de estudios

En el Colegio Comunal Hostos se ofrecen programas conducentes a títulos de grados asociados en artes (A.A.) y en ciencias (A.S.), con los que sus egresados podrán trasladarse a otras instituciones para proseguir estudios hacia la consecución de bachilleratos. También se ofrecen programas para la consecución de grados asociados en ciencias aplicadas (A.A.S.) dirigidos a obtener profesiones específicas y dos a certificados: uno para auxiliar de oficina y otro a la enfermería práctica. Los créditos necesarios para obtener los títulos de A.A.S. varían según la concentración. Higiene dental requiere 70 créditos; enfermería, 67 y tecnología radiológica, 63.5. Los requisitos para certificación y licenciatura restringen el tiempo para completar dichos programas.

Acreditación y afiliaciones

El Colegio Comunal Hostos cuenta con la acreditación de la Middle States Association of Colleges and Schools y la Junta Regente de la Universidad del Estado de Nueva York. Ofrece programas conducentes a profesiones que el Departamento de Educación del Estado de Nueva York, el Comité Examinador Conjunto para la Educación en Tecnología Radiológica (Joint Review Committee on Education in Radiologic Technology) y la Asociación Dental Americana (American Dental Association) acreditan. Los programas de ciencias aliadas a la medicina tienen el crédito de las agencias correspondientes, la Asociación Dental Americana incluida.

Además, el Colegio Comunal Hostos es socio de la American Association of Community and Junior Colleges, el American Council on Education, la Hispanic Association of Colleges and Universities, la American Education Research Association, la National Association for Bilingual Education y otras organizaciones profesionales y para la enseñanza, que se dedican a propulsar la instrucción.

El recinto

El Colegio Comunal Hostos ha estado haciendo realidad su Plan Maestro desde 1986. Este consiste de una obra de construcción para expandir y mejorar los programas educativos y los servicios que el colegio le ofrece a sus estudiantes y a la comunidad. Ya se ha logrado en parte al completarse el edificio de Ciencias Aliadas a la Salud en 1990, el edificio Este en 1994 y el que se conoce con el nombre de “Savoy Manor” en 1997.

Al presente, el Colegio cuenta con varios edificios en la calle 149, esquina con Grand Concourse en El Bronx. Uno de estos edificios está en Grand Concourse 475, donde se imparten las clases del programa de Higiene Dental y se encuentra la “Hostos-Lincoln Academy High School”, la clínica dental y varios laboratorios de química y biología, así como algunas oficinas y salones de clases.
La estructura —inaugurada en diciembre de 1990 y ganadora de varios premios de arquitectura— contiene una biblioteca moderna con un sistema bibliográfico computarizado y laboratorios muy al día, para los programas de tecnología radiológica y de tecnología médica; de química, biología, y física. Los estudiantes de ciencias aliadas a la salud también tienen acceso al espacio en las clínicas y a las clínicas y hospitales que tienen afiliación con estos programas. El Centro Infantil Hostos, que tiene licencia del estado de Nueva York, también se encuentra en este edificio y, hace poco se renovó y se le duplicó la capacidad para atender a 120 niños.

El edificio cuya dirección física es Grand Concourse 500 contiene salones de clases, oficinas, el centro de computadores para la administración de la institución y los servicios médicos para los estudiantes. Esta planta se encuentra en obras de renovación, por etapas, que comenzaron en el verano de 2003.

La primera ya se ha completado e incluyó la construcción de un vestíbulo nuevo, el Centro Secundario para Admisiones y la clínica para la atención de pacientes dentales que cuenta con 24 butacas, en la primera planta, además de otras mejoras a la estructura del edificio. El patio semi interior que se encuentra entre el 500 y el Combinado Académico Este se habrá de convertir en un jardín de recordación, en el otoño de 2005; y se proyecta que la segunda etapa comience en el verano de 2006.

El Combinado Académico Este, que se inauguró en el otoño de 1994 y comprende más de 279,000 pies cuadrados se encuentra junto al de Grand Concourse 500. En este edificio se encuentran los programas de Comercio y Contabilidad, Procesamiento de datos y Administración y tecnología de la oficina; los programas del departamento de Humanidades de estudios africanos, de América Latina y del Caribe, lenguas modernas, filosofía, artes visuales y escénicas; educación física y las oficinas de las numerosas organizaciones y clubes estudiantiles. Además, allí se encuentran diez modernos laboratorios de computadores, estudios de arte y de danza, un gimnasio, centros para hacer ejercicios y mantener la salud y una piscina de grandes dimensiones. También, dos teatros: el principal y el de repertorio con 892 y 367 butacas, respectivamente; una galería de arte de calidad de museo y la moderna librería colegial. Un puente peatonal que pasa por encima de Grand Concourse vincula el Combinado Académico Este con el edificio de las Ciencias Naturales y Aliadas a la Salud.

La adquisición más reciente es el Savoy Manor, ocupado desde 1997 y localizado en la calle 149 Este 120, tiene más de 43,000 pies cuadrados y en él se encuentran Registraduría, Tesorería, Asistencia Económica, Contabilidad, Admisiones y Reclutamiento y Consejería.

El Centro Hostos para las Artes y la Cultura
Ubicado en la plata terrera del Combinado Académico Este, el Centro Hostos para las Artes y la Cultura suma un aspecto importante a la experiencia educativa en el Colegio. En él se presentan artistas de renombre en el país y el extranjero; y también artistas ya establecidos y jóvenes de la ciudad que surgen. Su meta es servir como apoyo importante para el arte nuevo. Como consecuencia, el centro ha establecido un programa para artistas, que consiste en hacer encargos individuales y asignar residencias. Su serie infantil ofrece funciones a más de 15,000 niños que provienen de las escuelas en la comunidad. En fin, que uno de los componentes característicos del centro, la premiada Compañía de Repertorio Hostos, presenta entre dos y tres producciones teatrales completas, cada temporada.

Las instalaciones del Centro Hostos para las Artes y la Cultura cuentan con lo más avanzado en tecnología. Se inauguraron en 1994 y, para la temporada presente, ya ha realizado más de 200 actividades culturales y académicas. Aquí se han presentado y expuesto artistas tales como Rubén Blades, Dizzy Gillespie, Eddie Palmieri, la compañía Dance Theatre of Harlem, Antonio Martorell, Faith Ringold, Celia Cruz, Marc Anthony, los Barrio Boyzz y Lucecita Benítez.

Apoyo académico
El Centro Académico Hostos
El Centro Académico Hostos ("HALC" por sus siglas en inglés) propicia el ambiente para que los estudiantes que lo necesiten logren el éxito académico. Se les brindan tutorías para todas las asignaturas que se ofrecen en el Colegio. Allí se encuentran tres laboratorios con programas interactivos en computadores, para hacer ejercicios de matemáticas, practicar idiomas extranjeros y prepararse para aprender el inglés como segundo idioma ("ESL" por sus siglas en inglés), además de salones donde se imparten tutorías. Estas serán individuales o en grupos pequeños, para repasar cursos y la preparación para tomar exámenes. Los estudiantes podrán ir al centro día, noche y fines de semana, incluso domingos, durante todo el semestre, participar en talleres que incluyen los preparativos para el examen ACT/COMPASS/CMAT, adquirir destrezas para el estudio y aprender computación elemental.

Si desea más información, marque el (718) 518-6624 del Centro Académico ("HALC" por sus siglas en inglés) o vaya en persona al salón C-350.
Introducción a Hostos

Recursos

La biblioteca sirve de apoyo a los programas académicos del Colegio pues su colección de impresos y de otra naturaleza son de primer orden. También, con sus recursos, brinda apoyo a la filosofía colegial de bilingüismo y pluricultura.

Estos incluyen libros, revistas, periódicos y una gran colección de audiovisuales y numerosas bases de datos electrónicas. Tiene guías de las disciplinas por la Internet, acceso a bases de datos por suscripción —clasificados según los departamentos académicos—, un centro para tutorías y una guía de recursos para ayudar a entender la información que sirven a la facultad y a los estudiantes están a disposición mediante el sitio en La Red de la biblioteca. El sitio de la biblioteca en La Red da acceso directo a la "CUNY" Digital Library Initiative, que equivale a multiplicar por diez los recursos electrónicos de Hostos pues da acceso a más de 30 bases de datos y servicios informáticos, todos desde los computadores en el campus que tengan conexión con Internet o desde el propio de cada individuo. Véase el sitio en Internet de la biblioteca si desea más información respecto de sus recursos: http://www.hostos.cuny.edu/library/index.html

Servicios

Computadores colocados por toda la biblioteca dan acceso a "CUNY+" —sistema de bibliotecas de la Universidad de la Ciudad de Nueva York—, revistas, periódicos y una gran variedad de recursos y servicios por Internet.

La facultad tiene acceso a libros y artículos que no se encuentren en la colección de Hostos, mediante préstamos entre bibliotecas; y con la "METRO Courtesy Card" estudiantes, facultad y personal no docente podrán usar materiales de otras bibliotecas participantes del área metropolitana. Si desea más información, marque el (718) 518-4215.

La facultad y los estudiantes de Hostos podrán sacar materiales directamente de otras bibliotecas de CUNY y también devolverlos, y podrán leer en bibliotecas de la red "New York Metropolitan Reference and Research Library Agency (METRO)" si tienen tarjetas de identidad vigentes. Por acuerdo especial, los matriculados en el programa de ciencias aliadas a la medicina podrán utilizar la biblioteca el hospital Lincoln, cercano al Colegio.

Instrucción en la biblioteca

El programa de instrucción de la biblioteca sirve a la enseñanza y al aprendizaje en la comunidad de Hostos, con una variedad de actividades. Con el currículo de la biblioteca se aprende a localizar, acceder y evaluar recursos informativos con distintos formatos. Para ello empleamos métodos tales como la enseñanza de grupos e individuos y mediante talleres, conferencias integradas a las clases, hojas sueltas, guías y tutorías autoimpulsadas en línea. Éstas actividades forman parte de un programa que incluye la integración al currículo, el entendimiento de la información a muchos niveles que se ha ido evolucionando y que imparte las habilidades prácticas y las filosofías educativas que habrán de impulsar a la comunidad del Colegio hacia el éxito al convertirllos al aprendizaje de por vida en la Era de la Información.

Circulación

Los libros se prestan por 21 días y pueden renovarse por otros tantos, si otras personas no los piden; exceptuando la facultad, a quiénes se les extiende el préstamo de libros por dos meses. Todo material prestado debe devolverse, a más tardar, el último día de los exámenes [finales]. No se permite sacar de la biblioteca los libros de referencia, archivos, periódicos, diarios, panfletos ni materiales audiovisuales.

Reserva

Los materiales en reserva se prestan para consulta dentro de la biblioteca por dos horas. En situaciones especiales, habiéndose concertado por adelantado con un docente, los materiales en reserva se podrán sacar de la biblioteca una hora antes de que esta cierre, pero se deben devolver al día siguiente durante la primera hora de apertura. Las últimas o únicas copias, incluso las de la docencia, no se podrán sacar de la biblioteca. Para obtener materiales en reserva, se deberán firmar las respectivas tarjetas de préstamo de los mismos y dejar la tarjeta de identidad con recepción.

Multas

**Materiales que se circulan:** Diez centavos (.10$) por cada día después del vencimiento, incluso los días en que la biblioteca está cerrada, hasta el precio máximo actual del objeto.

**Materiales de reserva:** Un dólar veinte centavos ($1.20) por cada hora después del vencimiento, hasta el precio máximo actual del objeto.

**Daños a materiales de la biblioteca:** Se cobrarán multas de vencimiento hasta e incluso la fecha en que se informa el daño, más la cantidad que se determine, tomando en cuenta la naturaleza y la extensión del mismo, sin exceder el precio actual del objeto, más un recargo de diez dólares ($10.00).
Introducción a Hostos

Ubicación

Se entra a la biblioteca por la tercera planta del edificio Shirley J. Hinds en Grand Concourse 475, salón A-306. Si desea más información marque el (718) 518-4222 de Circulación o el (718) 518-4215 de Referencia.

Horario

Semestres de otoño y primavera

Lunes a jueves 9 a.m. a 9 p.m.
Viernes 9 a.m. a 5 p.m.
Sábado 10 a.m. a 5 p.m.
Domingo Se anunciará cada semestre.

Durante los exámenes finales, los horarios quedrán extendidos.

Otros recursos

Aula electrónica y laboratorio de recursos de enseñanza

El aula electrónica y el laboratorio de recursos para el aprendizaje se encuentra en el salón A-214, del segundo nivel de la biblioteca. Este salón, equipado con lo último en tecnología de computadores, está diseñado para aprender con la práctica y tiene un proyector digital y un grabador de video casetes, “VCR” por sus siglas en inglés. Se ha diseñado para propulsar el aprendizaje participativo y dar apoyo a programas de la biblioteca que fomenta el entendimiento de la información. Todas las sesiones, clases y conferencias integradas a los cursos se llevan a cabo en el aula electrónica y el laboratorio de recursos para el aprendizaje. Todo miembro de la facultad que desee efectuar una conferencia como parte de un curso deberá comunicarse con el bibliotecario de Servicios para la Instrucción.

El centro de medios múltiples

El Centro de Medios Múltiples se encuentra en el salón A-309 y contiene variedad de equipos audiovisuales y materiales tales como películas, videos, cintas, discos y casetes para exhibirlos ante individuos y grupos. Los estudiantes y el personal no docente que deseen utilizar estos medios deberán comunicárselo a la unidad audiovisual 24 horas de anticipación. La unidad audiovisual: (718) 518-4225.

Orientación Académica

La oficina de Orientación Académica es parte del Centro Académico Hostos y se ocupa de coordinar y manejar la orientación académica de los estudiantes. Su objetivo principal es suministrar información y consejo sumamente importantes, que les sirva para definir y lograr metas educativas.

Esta sirve de recurso para lo siguiente.

- Conectar a los estudiantes con facultad que les oriente.
- Proveer información para cumplir con los requisitos de graduación.
- El sistema para revisar los títulos académicos.
- Manuales y hojas de trabajo para orientar.
- Orientar con respecto a las normas académicas.
- Ayudar con la selección de clases, la matrícula y las preocupaciones de naturaleza académica.
- Asistir a los estudiantes con la selección de concentración.
- Recomendar a los estudiantes los recursos a disposición en el recinto.
- Intervenir cuando surgen dificultades de naturaleza académica.
- Dirigir talleres de orientación estudiantil.

Denise Lucena-Jerez, directora de Orientación Académica
Wendy Small-Taylor, coordinadora de Orientación Académica
Edificio C, salón 360, (718) 518-6624.

La oficina de tecnología para la enseñanza

Esta oficina, que rige la tecnología para la enseñanza, “OTT” por sus siglas en inglés, es representativa del esfuerzo institucional por integrar la tecnología, de manera efectiva, a la labor académica. Tiene los tres propósitos siguientes: realizar el desarrollo profesional que le otorga a la facultad la potestad de utilizar tecnología nueva para mejorar los métodos de enseñanza y el proceso de aprendizaje; suministrar al estudiantado el nivel suficiente de conocimiento de computadores que haga más efectiva su participación en la propia educación; proveer un ambiente de apoyo que haga posible la realidad de educación a distancia, y así atender mejor las necesidades de una cantidad creciente de estudiantes que tienen dificultad para ajustar sus obligaciones familiares y laborales a un programa tradicional de clases.
Un componente primordial de esta oficina es su Centro de apoyo tecnológico a la enseñanza, cuya función es suministrar la planta física en la cual un equipo compuesto de personal no docente y mentores colaboren con individuos de la facultad para diseñar, implementar y utilizar tecnología en el currículo. Éste provee además herramientas muy avanzadas y gran apoyo a la docencia que le interese la tecnología como complemento para impartir sus clases.

Si desea más información acerca de la oficina de tecnología para la enseñanza, marque el (718) 518-6673, para comunicarse con su directora, la doctora Loreto Porté, salón B-460, o al correo electrónico: lporte@hostos.cuny.edu; o el (718) 518-6582, de la coordinadora, Gillian Coutain, salón C-511, correo electrónico: gcoutain@hostos.cuny.edu; o el (718) 319-7971 de Iber Poma, salón C-559, correo electrónico: ipoma@hostos.cuny.edu.

El Centro se encuentra en el salón C-559 y su horario es de lunes a viernes desde las 9:00 A. M. hasta las 5:00 P. M. Si desea hacer cita, pídale por teléfono al marcar el (718) 319-7915, por correo electrónico a George Rosa: grosa@hostos.cuny.edu; Elkin Urrea: eurrea@hostos.cuny.edu; o Carlos Victoria: cvictoria@hostos.cuny.edu.

Si desea más información, véase: http://www.hostos.cuny.edu/oaa/insttech.htm

El programa de honor

La lista de honor

Con colocar los nombres de estudiantes en la lista de honor se reconoce que estos han hecho logros de excelencia académica sobresalientes. Hay que llenar requisitos específicos que incluyen los siguientes.

I. Un estudiante tendrá acumulados 24 créditos universitarios por año, habiendo completado 12 en el Colegio Comunal Hostos y obtenido un promedio (“GPA” por sus siglas en inglés) de 3.5 o más, cada semestre.

II. Para ese año académico, no tendrá notas de "D", "F", "R", "WU", "WA", "INC", o "FIN" en su expediente.

El programa de honor

Declaración de propósitos: El propósito del programa de honor del Colegio Comunal Hostos es proveer experiencias académicas, culturales y sociales enriquecedoras, en las artes liberales, a los estudiantes con intelectos inquisitivos y motivados para aprender. Éste les ofrece un ambiente académico en el que se valora y se propulsa el pensamiento crítico, el análisis al escribir y un currículo estimulante que les obliga a desarrollar habilidades para la investigación y la búsqueda del conocimiento. Su presencia en actividades culturales, conferencias, seminarios de honor y un instituto de honor, les ofrecen un ambiente intelectual que fomenta y sostiene la consecución de sus metas.

Con el programa se les ofrecen más oportunidades académicas a un segmento de la población que otra vez no las podía acceder y habrá de preparar a estudiantes talentosos y con ambiciones, para los retos de la educación superior, a la vez que les dará ayuda para el traslado a universidades y la posibilidad de más alternativas profesionales. Una meta fundamental es el fomento de la seguridad en sí mismos y acrecentar el amor propio de quienes necesitan el estímulo para sobresalir y el valor para continuar sus estudios y, así, lograr sus ambiciones y sueños.

Descripción del programa de honor Se les exige a los estudiantes que participan en el programa que completen una alternativa que consiste de cuatro clases de honor; una de educación general; dos del grupo pertinente y una de una disciplina que seleccionen o un seminario interdisciplinario.

Los estudiantes admitidos al programa participarán en discusiones en cursos especiales para aquellos que han acordado “contratos de honor”. Además, tendrán que cumplir con quince (15) horas de trabajo voluntario en la comunidad cada semestre, para recalcar la importancia de la responsabilidad social.

Asistirán a toda actividad cultural, seminario académico y conferencia que sirva para enfatizar la importancia del entorno académico pluricultural; aprenderán a valorar la diversidad cultural que ellos representan y a prepararse para la participación plena en el diverso ambiente globalizado. Por lo tanto, al estudiante de honor se le estimula y se espera que participe de actividades de programación regular y extracurriculares que enriquezcan su comprensión de la cultura propia y su conexión consigo mismo y los demás. Mientras participen en el programa, estos estudiantes habrán de recibir incentivos y privilegios por su asociación con el mismo. La cantidad de alumnos que se aceptan en el programa de honor depende de posibilidad económica y se determina cada año.

Phi Theta Kappa

La Phi Theta Kappa es una sociedad estudiantil honorífica nacional con capítulos en colegios comunales y "junior", que se fundó en 1908. La iniciación en la misma equivale al reconocimiento del logro académico excelente, y sólo se les ofrece a estudiantes que se destacan en ese aspecto, según lo dictan la organización y el Colegio.

El capítulo Alpha Kappa Tau de Phi Theta Kappa del Colegio Comunal Hostos se inició en 1985. Para calificar para la juramentación anual, se deberá llenar los criterios a continuación.

1. Estar matriculado (a) en el Colegio Comunal Hostos cuando haga el juramento.

Universidad de la Ciudad de Nueva York
Introducción a Hostos

2. Haber completado un mínimo de 12 créditos para el final del semestre previo a la iniciación.
3. Haber acumulado un promedio no menor de 3.5.
4. Haber logrado excelencia académica y gozar de buena reputación, a juicio de la facultad. Se exige que los estudiantes paguen una única cuota de iniciación a La Sociedad Honorífica Nacional (The National Honor Society) y que presenten un carta de recomendación de un integrante de la facultad.

Sigma Delta Mu

Sigma Delta Mu es la sociedad honorífica nacional hispana, parte de Sigma Delta Pi, sociedad honorífica de mayor matrícula en el campo de las lenguas extranjeras. Se fundó en 1979 y la iniciación en esta organización equivale al reconocimiento de cuatro propósitos. A saber:
• honrar los hombres y las mujeres que se esfuerzan por lograr la excelencia en sus estudios del español y en el conocimiento de la literatura y la cultura de los hispanófonos;
• rendir homenaje a quiénes laboran para que los anglofonos conozcan las contribuciones de los hispanos a las culturas del mundo;
• alentar el mayor interés y el conocimiento más profundo de las culturas hispánicas entre los estudiantes universitarios;
• fomentar la amistad y el respeto mutuo entre hispanófonos y anglofonos.

El capítulo Epsilon de Sigma Delta Mu se fundó en el Colegio en 2005, por iniciativa originaria en la Unidad de Lenguas Modernas del Departamento de Humanidades. La iniciación ocurre una vez al año y para calificar los estudiantes deberán llenar los criterios siguientes:
1. estar matriculado (a) en el Colegio Comunal Hostos cuando haga el juramento;
2. haber cursado dos semestres de Español con un promedio mínimo de 3.50 en una escala en que “A” tiene valor de 4.00, “B” vale 3.00 y así;
3. tener acumulado un promedio mínimo de 3.20 a base de la misma escala de valores anterior;
4. haber logrado excelencia académica y gozar de buena reputación, a juicio de la facultad. Se exige que los estudiantes paguen una única cuota de iniciación a La Sociedad Honorífica Hispánica (The National Hispanic Honor Society) y que presenten una carta de recomendación del patrocinador perteneciente al capítulo.

Las becas Serrano

El programa de becas Serrano, conocido como “The Serrano Scholars Program” es académicamente riguroso, con el que se prepara a estudiantes con mucho interés en el bilingüismo para ejercer en relaciones internacionales y seguridad nacional. Los estudiantes sobresalientes admitidos hacen estudios en Artes Liberales, participan de actividades extracurriculares enriquecedoras; se les paga la matrícula, un estipendio, reciben guía en lo académico y acceden a los recursos del programa. Los egresados de Hostos que ingresan a la Escuela de Estudios Generales y la de Relaciones Internacionales y Públicas de la Universidad de Columbia califican para seguir recibiendo las becas Serrano en esa universidad. Las becas Serrano reciben fondos del Departamento de Estado, Educación y Defensa de los Estados Unidos y, en su homenaje, llevan el nombre del congresista José Serrano.

Si desea más información acerca de las becas Serrano, marque el (718) 518-6611 y pida hablar con la señora Soo Chon, ejecutiva auxiliar del rector.

Apoyo al estudiante

La Oficina para el Logro Académico

La Oficina para el Logro Académico brinda apoyo a los estudiantes para que tengan éxito académico, con orientación a los nuevos que ingresan al primer semestre del primer año y a los que se han trasladado de otras instituciones. La mejor consejería ocurre por la conexión que se hace entre el orientador y el alumno. Con tal propósito, a cada estudiante nuevo se le asigna un orientador profesional que le ayude con la transición a la universidad. * Se alienta a estos jóvenes para que aprovechen este recurso.

Los orientadores colaboran muy estrechamente con sus alumnos en el proceso de selección de programa, de los cursos, hacer planes para el futuro, recomendándolos a los recursos adecuados, la mejora de hábitos de estudio y cómo salir adelante en los mismos. Todo estudiante deberá comunicarse con su orientador siempre que tenga dificultades dentro o fuera del salón de clases. Esa relación que se forma entre uno y el otro contribuirá a lograr las metas estudiantiles. Al cabo del primer semestre, cada estudiante recibirá orientación académica en el departamento de su concentración, de modo que puedan aprovechar el conocimiento de los excelentes docentes de Hostos.
Introducción a Hostos

Logros Académicos también patrocina "Believing and Achieving: Workshops for Student Success". Estos son talleres divertidos que imparten destrezas importantes e información acerca de temas que incluyen: el traslado a una universidad; hábitos y destrezas para el estudio; y cómo entender las normas y los procedimientos colegiales.

Centro para el traslado

En la Oficina para el Logro Académico hay gran satisfacción por la inauguración del Centro para el traslado, ubicado en el edificio Savoy 101-C. Se puede acudir allí sin cita previa, para obtener ayuda con el traslado a una institución que ofrezca el bachillerato. Personas adiestradas para prestar ayuda estarán a disposición para impartir los fundamentos de la búsqueda de otras instituciones, determinar si los cursos se pueden trasladar dentro del sistema de "CUNY" y aclarar dudas. El coordinador de traslados ofrece talleres respecto de varias profesiones e instituciones, y sirve de anfitrión en las "ferias para el traslado" a las que se presentan reclutadores de las universidades que ofrecen bachilleratos, para conocer a los estudiantes de Hostos. Marque el (718) 518-4466 si desea saber el horario y el calendario de actividades.

Si desea más información, comuníquese con la Oficina para el Logro Académico, edificio Savoy, salón D-101.
Horario: Lunes, martes y viernes de 9 a 6; miércoles y jueves de 9 a 7
Teléfono: (718) 518-4466

*Nota: Los estudiantes nuevos cuyas concentraciones son las ciencias aliadas a la salud, como higiene dental, enfermería y tecnología radiológica, recibirán orientación de la facultad del departamento de Ciencias Aliadas a la Salud. Los estudiantes nuevos que estudian inglés como segundo idioma ("ESL", por sus siglas en inglés) o ESL 091 o ENG 092 recibirán orientación de la docencia del departamento para el Entendimiento del Lenguaje.

la Oficina para Servicios Profesionales

La Oficina para Servicios Profesionales ("CSO" por sus siglas en inglés) ofrece asistencia con los preparativos para el trabajo, que incluye orientación y búsqueda de colocación. El orientador para el empleo busca los trabajos y prepara para los estudiantes para las alternativas laborales a tiempo completo y parcial. El personal no docente también orienta respecto de empleos en las profesiones y los no tradicionales, y hace evaluaciones con el fin de hacer un plan de carrera. Se ofrecen talleres mensuales con enfoque en las entrevistas para el empleo, preparación de resúmenes laborales con sus respectivas cartas de presentación y búsqueda de trabajo por Internet. Además, los que buscan trabajo podrán usar los computadores en el laboratorio de recursos profesionales, en el que su personal asiste a los estudiantes para llenar solicitudes en línea y con el uso de todos los recursos técnicos alí presentes.

El reclutamiento dentro del recinto se efectúa tres veces al mes y, una vez al año, se hace una feria de trabajo. El programa "Dress for Success" ofrece a quienes lo necesiten un vestuario adecuado para que asistan a entrevistas de empleo. También se les proporcionan "Metrocards" para que puedan transportarse a las mismas.

Se exhorta a los estudiantes a que visiten Servicios Profesionales para que se enteren de las oportunidades que están a su disposición. La adquisición de una profesión y la colocación en un empleo son la esencia de la educación que Hostos ofrece. Los servicios de este programa están a la disposición de todos los matriculados y los egresados recientes.

Colocaciones


Los que se gradúan con concentraciones en artes liberales y ciencias también se han colocado en variedad de empleos en los sectores privados y públicos, e incluyen los siguientes: auxiliares de casos, auxiliares paralegales, generales de ventas, servicios al cliente, agentes de seguros, gerentes de banco y posiciones de carrera con lo judicial y en servicios humanos.
Introducción a Hostos

Si desea más información, comuníquese con:
La Oficina para Servicios Profesionales, edificio Savoy, salón D-102
Horario: Lunes, martes y viernes de 9 a 6; miércoles y jueves de 9 a 7
Teléfono (718) 518-4468 ó 4464. Sitio en La Red: www.hostos.cuny/cso

“College Discovery”

“College Discovery” es un programa cuyos fondos provienen de la Universidad de la Ciudad de Nueva York y brinda servicios a estudiantes que califiquen. Se solicita cuando se pide el ingreso al sistema de “CUNY”. El ingreso se decide a base de necesidad económica, promedio en la escuela secundaria y de haber completado los talleres de verano que se ofrecen en el Centro Académico Hostos (“HALC” por sus siglas en inglés). Quiénes solicitan deberán pedir el ingreso al primer año por primera vez, presentar documentación del mínimo de un año de residencia en la ciudad de Nueva York y prueba de ciudadanía estadounidense o de residencia permanente.

Los estudiantes de “College Discovery” reciben ayudas que incluyen dinero para gastos educativos. Las ayudas académicas consisten de instrucción suplementaria y tutorías en materias tales como “ESL”, inglés, matemáticas, español, biología y química. Además, cuentan con un laboratorio equipado con computadores que proveen acceso a Internet y programas que ayudan a los estudiantes con sus clases de remedio y a prepararse para el examen “CPE”.

Se les ofrece consejería en lo personal y lo académico y respecto de otros asuntos que afectan el desempeño académico. También existe la oferta de talleres académicos continuos. Oficina de “College Discovery”, edificio Savoy, salón 101, teléfono (718) 518-4486.

Servicios Médicos

El propósito de la oficina de Servicios Médicos está para suministrar programas que brindan servicios de salud amplios con enfoque en el bienestar y la eficiencia de costos, de acceso inmediato adaptados a las necesidades de la comunidad colegial. Un enfoque importante del personal de esta oficina es el conocimiento de las necesidades físicas, espirituales y emocionales relacionadas con la salud. Los servicios siguientes están a la disposición de los estudiantes:

- primeros auxilios de urgencia
- vacunas contra el sarampión, paperas (farfayota) y rubéola (“MMR”)
- vacunas contra la hepatitis B para los matriculados en las Ciencias Aliadas a la Medicina
- evaluaciones de tensión arterial
- pruebas para detectar azúcar en la sangre
- pruebas para diagnosticar el embarazo
- pruebas para detectar infecciones urinarias
- medicamentos que no requieren recetas
- examen de la vista para licencia de conducir
- exámenes físicos para los estudiantes atletas
- condones
- orientación respecto de las enfermedades e infecciones de transmisión sexual
- orientación en asuntos de salud
- recomendaciones a centros o a proveedores de salud o al Departamento de Salud

Vacunas: Se exige que todo estudiante universitario potencial cumpla con las leyes de Salud Pública 2165 y 2167 del estado de Nueva York. Los estudiantes deberán presentar prueba de lo siguiente, antes de matricularse en el Colegio.

- Dos dosis de vacuna contra el sarampión, administradas después de los 12 meses de edad.
- Una dosis de vacuna contra la paperas, administrada después de los 12 meses de edad.
- Una dosis de vacuna contra la rubéola, administrada después de los 12 meses de edad.
- Una hoja impresa de laboratorio que evidencie inmunidad de sarampión, paperas y rubéola con respectivas titulaciones.
- Haber completado el formulario de reacción al meningococo que causa la meningitis.

El personal de Servicios Médicos consta de una enfermera con adiestramiento especial para atender adultos y abre todos los días desde las 7:30 A.M. Si desea más información acerca de Servicios Médicos, comuníquese con: la Oficina de Servicios Médicos, salón C-392 (718) 518-6542.

El Centro Infantil Hostos

Para muchos estudiantes de Hostos, obtener cuidado infantil de calidad es esencial para el logro de sus metas educativas. El Centro Infantil del Colegio Comunal Hostos, Inc. se esfuerza por que exista, dentro del campus, un ambiente en el cual el idioma sirva “de conexión y no de obstáculo” para la consecución de cuidado de calidad para los niños. La diversidad cultural, la adquisición de un primero y un segundo idioma y las prácticas adecuadas a la edad son claves para cumplir con las necesidades educativas, sociales, emocionales y físicas de los niños y sus comunidades de origen.
Introducción a Hostos

Esta entidad privada se encuentra dentro del campus y tiene licencia del Departamento de Salud del Estado de Nueva York. Se le inspecciona ampliamente periódicamente y todas (os) sus empleadas (os) deben llenar requisitos específicos. Estos incluyen la toma de huellas dactilares, que el “New York State Clearance Register” investigue el abuso infantil y un examen físico anual.

Servicios

El Centro admite pequeños que son hijos o pupilos legales de estudiantes del Colegio Comunal Hostos. Pueden entrar al cuidado diurno niños desde los tres a los cinco años de edad. Al programa nocturno pueden ingresar niños de hasta doce años de edad.

Al presente, el Centro atiende a niños de tres a cinco años en su programa diurno y de 4.6 a 12 años en el programa nocturno. No ofrece servicios de cuidado improvisados. Durante el periodo de matrícula, de haber cupo, se ofrece cuidado limitado. Aunque el cuidado en el Centro no es gratuito, todos los estudiantes reciben subsidio para las cuotas de la matrícula. Los pequeños que hayan cumplido los cuatro años para principios del semestre de otoño califican para el programa “Universal Pre-K” y no tendrán que esperar mucho para ingresar. Los niños inscritos en el programa “Universal Pre-K” califican para 12 horas gratis a la semana.

Ingreso al Centro Infantil

El ingreso de un niño al Centro está sujeto al orden de la solicitud original y los cupos a disposición. No obstante, la norma para el ingreso retiene el derecho de equilibrar los grupos de niños a base de edad y asignaciones y así cumplir con las exigencias de la licencia. Todos los niños califican para ingresar sin consideración a su origen étnico, color de piel, religión, sexo u origen nacional.

Las (os) estudiantes de Hostos interesadas (os) en matricular a sus hijos (as) en el Centro deberán presentar una solicitud inicial, llena, que se ha de registrar en su base de datos. El Centro tiene un período de espera entre los cuatro y los seis meses, según el cupo. Según se liberen espacios, se llama a los solicitantes para que procedan con la matrícula dentro de un periodo de tiempo específico.

El Centro se reserva la potestad de dar preferencia a:
- hermanos y hermanas de niños ya inscritos
- hijos e hijas de estudiantes que residen en viviendas transitorias
- hijos e hijas de estudiantes que estén pasando por dificultades relacionados con la violencia doméstica

Para calificar el ingreso de un niño por motivo de estas circunstancias especiales, se deberá presentar documentos que lo avalen, a la administración del Centro.

Inscripción

Una vez exista cupo, se les notificará a los solicitantes por teléfono y correo electrónico de las fechas para efectuar la inscripción. Entonces, se les avisa que ésta habrá de darse según el orden de llegada, debido a las limitaciones del mismo. Las madres (padres) de los posibles alumnos del Centro deberán estar dispuestos para ello, varios meses antes del comienzo de cada semestre, y se hará por etapas. Si la madre (padre) no puede participar del proceso inicial, se le advierte que cabe la posibilidad de que para la etapa final no haya cupo.

El horario del Centro no es flexible. Se puede inscribir a un niño en el programa diurno o nocturno, pero no para ambos. Los alumnos que participen del programa diurno deberán asistir un mínimo de 12 1/2 horas por semana. Los que participen del programa nocturno deberán asistir un mínimo de 6 horas por semana.

El Centro Infantil, salón A-109, Teléfono (718) 518-4175. Horarios: lunes a jueves desde las 7:45 a.m. hasta las 8:30 p.m.; viernes desde las 7:45 a.m. hasta las 2:00 p.m.

Deportes y recreación

Los programas de deportes y recreación son componentes esenciales de la educación post secundaria, que la suplementan al realizar el desarrollo físico y mental. El estudiante que participa del deporte recreativo desarrolla una imagen propia positiva, conciencia de sus fortalezas, tolerancia y control de sí mismo, habilidades para la interacción social y madurez.

En fin, que el deporte es parte esencial de la educación en Hostos. Nuestro Centro Deportivo está para servir a toda la comunidad colegial, puesto que brinda el ambiente y los medios para mejorar la calidad de vida a través del deporte. El énfasis es la participación y el compromiso con los valores fundamentales de la imparcialidad y el espíritu deportivo.
Introducción a Hostos

Hostos se atiene a las pautas de la "NJCAA" y de la Asociación Atlética de "CUNY" para las cuales la participación estudiantil en el deportes intercolegial es vocación. Los programas de atletismo fomentan el bienestar físico y ayudan al aprendizaje de los estudiantes que practican deportes siendo la manifestación de los más altos valores de dignidad y honor, característicos de la participación en competencias deportivas en un ambiente colegial.

Nuestros programas recreativos e intramuros ofrecen una gama de alternativas para la comunidad hostosiana que hacen que, individualmente o como integrantes de un equipo, se beneficien física, mental y socialmente por participar en sus actividades. Contamos con un centro para el mantenimiento del buen estado físico, uno para deportes acuáticos y uno para actividades atléticas con personal extraordinario y ambientes conducentes al enriquecimiento de la vida en el campus, y al compromiso con los principios morales más elevados.

A la par con la misión de Hostos, creemos que el deporte y la recreación preparan de un modo excelente para lograr metas en nuestra sociedad. Los participantes aprenden a competir con efectividad e integridad en cualquier ambiente, a apreciar el valor y los beneficios de la colaboración dentro de un equipo y a ser líderes que motivan a los demás. Con esto se inculcan y fortalecen las cualidades que se suman al éxito en el desarrollo personal de nuestros estudiantes y que les servirán bien en el futuro.

**Equipos:**
- béisbol masculino
- baloncesto masculino
- fútbol masculino
- baloncesto femenino
- voleibol femenino

**Competencias intramurales:**
- baloncesto masculino
- baloncesto femenino
- fútbol masculino
- natación femenina y masculina
- tenis de mesa o ping pong
- voleibol femenino

Si desea más información, comuníquese con el director al marcar el (718) 518-6879.

**Orientación personal y académica**

El Centro de Consejería provee orientación personal y académica a individuos y en grupos, para los estudiantes. Las sesiones son privadas y en un clima de apoyo en el cual el estudiante podrá enfocar los asuntos académicos y profesionales, problemas familiares, preocupaciones respecto de su desarrollo personal y otros asuntos de importancia. La mayoría de los consejeros hablan inglés y español. Este Centro colabora estrechamente con la docencia, quienes son fuente de muchas de las recomendaciones hechas a los estudiantes. Los consejeros están a disposición para consultas con la facultad en asuntos que afecten el desempeño académico y la continuidad con los estudios.

El proceso podría comenzar de varias maneras, luego del ingreso al Colegio. Para algunos, comienza cuando toman la clase de orientación colegial (véase "SSD 1000, Freshman Orientation") en la que a los estudiantes se les informa acerca de normas y procedimientos académicos esenciales y adquieren habilidades académicas y personales que les ayudarán al éxito. De este modo, el estudiante establece una relación con un orientador. Los estudiantes de primer año o los que ya han pasado esa etapa podrán hacer citas con el consejero que imparte la clase o con llamar al Centro de Consejería.

Para otros, el proceso se inicia por cuenta propia. Un estudiante podrá reunirse con un consejero por cita previa y, en la mayoría de los casos, con presentarse al Centro y solicitarlo. Pero también por recomendación de facultad o de personal no docente.

La consejería es un proceso por el cual las habilidades profesionales, el conocimiento y la experiencia se aplican en colaboración activa con el estudiante para que se pueda ayudar a sí mismo. De los orientadores, el estudiante podrá esperar una relación de confianza y respeto mutuos en la que se podrán discutir preocupaciones abiertamente y con franqueza. También podrán adquirir habilidades y aprender modos para entender y encaminar sus vidas. Toda sesión será en confidencia.

Los siguientes son asuntos que típicamente los estudiantes querrán abordar con un orientador:
- las presiones académicas y sociales en el Colegio
- traumatismos, pérdidas o problemas personales irresueltos
- dificultades académicas
- violencia doméstica
- ansiedad y depresión
- mejorar la confianza en sí mismo
Introducción a Hostos

- manejo de tensión emocional o estrés
- relaciones problemáticas
- el abuso de sustancias
- ideación suicida
- preocupaciones intrínsecas a ser madres o padres

Recomendaciones

Un consejero también podrá recomendar a un estudiante a uno de los muchos recursos de asistencia a disposición fuera del Colegio.

Cómo comunicarse con el Centro

Se puede llamar a recepción al (718) 518-4319, para inquirir con la persona que atiende o dejar un mensaje grabado para que respondan al mismo.

Emergencias

No es necesario hacer cita si hay necesidad de hablar con un consejero debido a problemas emocionales o personales graves. En recepción se le facilitará cita inmediata para que, según la circunstancia, un consejero haga recomendación a Servicios Médicos o a la Seguridad del Colegio para que los Servicios de Emergencia de la Ciudad envíen de su personal a prestar ayuda.

"SSD 1000 Freshman Orientation". 0 créditos. 1.5 horas

A partir del otoño de 2003, se requiere que todo estudiante nuevo que ingrese al primer año de concentración en Artes Liberales con la intención de obtener un título de A.A. y A.S tome esta clase. Se habrá de completar para graduarse.

Se le recomienda encarecidamente a todo estudiante de primer año, y forma parte de un grupo de clases para quienes se ubican en ENG 091, Inglés básico, o en los cursos básicos de "ESL". Los inscritos en Tecnología Radiológica deberán tomar SSD 1000 y se exhorta a los de otras concentraciones en Ciencias Aliadas a la Salud tomen esa clase.

Durante esa clase se les informa de las normas colegiales y los procedimientos que todo estudiante debe saber para progresar en sus estudios. Mediante la evaluación propia, para conocerse mejor, también se aprende a estudiar con eficacia, a tomar notas, a tomar exámenes, a resolver problemas y a manejar el tiempo. Otros tópicos que se tocan en la clase son la planificación académica, la investigación que ayude decidir la carrera a seguir y los recursos bibliotecarios. Se mencionan los motivos más comunes para la tensión en adultos y las causas de las bajas de los estudios.

Los alumnos se podrán inscribir en secciones de clases que se imparten en salones o de modo "híbrido" que combinen lo anterior con Internet, para una parte del curso. Busque el itinerario de las clases para saber más detalles al respecto.

Servicios para retener al estudiante

La oficina dedicada a prestar servicios para que el estudiante complete estudios administra cuatro proyectos, que le sirven de ayuda para mantener buen promedio, seguir los estudios y graduarse. Estos son: El sistema de aviso a tiempo ("Early Warning System", "EWS" por sus siglas en inglés), la iniciativa para que se borren los incompletos (Incomplete Grade Initiative), el estudio de los alumnos que no regresan (Non-Returning Student Survey) y el calendario de actividades de los estudiantes de primer año ("Freshman Activity Calendar"). Por el "EWS", se identifica a los estudiantes en peligro de fracasar y se les recomienda que busquen los servicios pertinentes, tales como consejería, orientación académica y tutorías. Con el seguimiento a las notas de incompleto se les recuerda a quiénes los tienen que deberán cumplir con los requisitos de la(s) clase(s) a tiempo, para suplantarse por otra(s) nota(s). El estudio de los estudiantes que no regresan tiene dos propósitos: (1) saber por qué no se inscriben de un semestre a otro; y (2) cómo mejorar los servicios que les brinda. El calendario de actividades de los estudiantes de primer año sirve para mantenerles enterados de las actividades académicas, culturales y sociales en la institución. Se ha demostrado que los alumnos que participan en actividades colegiales adquieren sentido de pertenencia a la institución y son más propensos a perseverar hasta la graduación. Si desea más información, comuníquese con la oficina que presta servicios para que el estudiante complete estudios, edificio Savoy, salón D-101W, teléfono (718) 518-4397.

Universidad de la Ciudad de Nueva York
Introducción a Hostos

Estudiantes con impedimentos

La "American with Disabilities Act" ("ADA" por sus siglas en inglés) es legislación que prohíbe la discriminación por causa de impedimentos y exige que el Colegio provea accesibilidad física y programática. Además de las exigencias fundamentales de "ADA", la Sección 504 de la Ley para la Rehabilitación y los estatutos de la ciudad de Nueva York requieren que el Colegio tenga oficinas para suministrar servicios a esos estudiantes y así optimicen su potencial para el éxito académico. Se habrán de proveer acomodos a los alumnos que califiquen, luego de una entrevista de evaluación y documentación que éstos presenten. La entrevista inicial y la orientación se ofrecen en inglés y en español.

Cómo solicitar servicios

Cada estudiante con impedimento deberá informarlo al Colegio, para que se le dé el acomodo y los servicios que le correspondan. El mejor modo de dar inicio a la evaluación de la elegibilidad para el acomodo es hacerlo antes de la matrícula o durante la misma. Aunque se exhorta a los estudiantes a que se identifiquen durante el proceso de admisión, podrán hacerlo en cualquier momento después de la matrícula. Según la ley "ADA", el estudiante y el Colegio deben descargar sus respectivas responsabilidades a tiempo de modo que, tan pronto el alumno se identifique, comience la determinación de elegibilidad y presente la documentación pertinente, más posibilidad hay de que obtenga el acomodo necesario. Lo que el estudiante debe hacer es:

1. darse a conocer tan pronto sea posible;
2. participar en el proceso inicial;
3. suministrar la documentación pertinente y necesaria;
4. participar y completar el plan para su acomodo;
5. entregar la notificación de acomodo a sus instructores.

Servicios posibles

Orientation previa al ingreso y académica, planificación y coordinación del acomodo con servicios no colegiales. El alumno que presente la documentación adecuada podría recibir el acomodo siguiente:

- adaptación de los exámenes de ubicación de "CUNY" y de las pruebas regulares;
- tutorías especiales;
- tecnologías que ayudan;
- mudanza de clases a lugares accesibles;
- otros acomodos académicos que tomen en cuenta el impedimento específico.

El personal colabora estrechamente con la facultad y los recursos externos que el estudiante y la oficina para servir a los estudiantes impedidos hayan identificado, y así suministrar el acomodo efectivo, a base de la necesidad documentada.

Además de planificar y coordinar el acomodo, se les brinda orientación a los alumnos para ayudarlos a lidiar con los asuntos académicos, profesionales y personales que los individuos encaran en la universidad. Las unidades para el logro académico y los servicios profesionales del Centro de Consejería siempre son parte de la respuesta abarcadora a las necesidades e intereses del estudiante. También se colabora estrechamente con agencias externas estatales, entidades sin fines de lucro y otras agencias y organizaciones que brindan rehabilitación vocacional y otros servicios, para facilitar las recomendaciones y el uso de esos recursos.

Recursos tecnológicos

Un aspecto importante de esta oficina es la cantidad de computadores y tecnología de ayuda para los estudiantes impedidos. Esto incluye maquinaria de lectura marca Xerox, televisores de circuito cerrado y computadores con capacidad de desplegar letras grandes y "hablar" ("Zoom-Tech" y "JAWS") para aquellos que no ven bien, un sistema Kurzweil 3000 y el programa "Inspiración" para quienes tienen dificultades con el aprendizaje. Los alumnos con impedimentos en el uso de las manos, que convulsan o tienen otras limitaciones podrán hallar adaptaciones para superar sus limitaciones, mediante tecnología que ayuda que incluye programas de computadores que reconocen la voz. También se podrá coordinar el aprendizaje de los computadores y el uso de la Internet con la biblioteca, que brinda tecnología que ayuda en nuestro Centro de Recursos Tecnológicos para Estudiantes con Impedimentos. Si desea más información véase la página del sitio en La Red: www.hostos.cuny.edu/sswd.

Si desea comunicarse con el personal de la oficina que presta servicios al estudiante con impedimentos, marque el (718) 518-4454; o por correo electrónico a las direcciones siguientes:

- Profesor Michael R. Stimola, director; mstimola@hostos.cuny.edu
- Señora Alda Gonzalez, especialista en impedimentos y ayudante del coordinador; agonzalez@hostos.cuny.edu

Ubicación de la Oficina: Centro de Consejería, edificio Savoy, salón D-101P. Existe el acceso con sillas de ruedas a la planta física y al interior de las oficinas.

Horario: lunes a viernes de 9:00 a.m. a 5:00 p.m., se podrán obtener citas y acomodos nocturnos.
Introducción a Hostos

El Colegio Comunal Hostos no discrimina. Pida el panfleto titulado "Equal Opportunity for Every Student". El estudiante que piense que ha sido objeto de discriminación por su impedimento podrá guiarse con la sección "Procedimientos para quejas de estudiantes con impedimentos" en la sección de este catálogo que se titula "Normas de Hostos y CUNY".

Actividades estudiantiles

El Colegio promueve un programa amplio y variado para mejorar el aprendizaje en las clases. Las actividades extracurriculares son parte integral de la vida estudiantil en Hostos. Estas proveen oportunidades para utilizar sus talentos, socializar, servir a los demás y perseguir intereses particulares.

La Oficina de Actividades Estudiantiles apoya los clubes y otras organizaciones estudiantiles y coordina programas que estimulan el intelecto, la cultura y la recreación con el propósito de complementar la experiencia del salón de clases. Estos grupos patrocinan programas académicos, étnicos y deportivos, que incluyen oradores invitados, discusiones en panel, talleres, conciertos y actividades culturales. Los mismos son armónicos con los orígenes étnicos del estudiantado además de con sus diferentes intereses.

A los alumnos se les brinda la oportunidad para mejorar sus habilidades para dirigir con su participación en el gobierno estudiantil o al ingresar a los clubes. Las actividades que planifican el gobierno estudiantil y los clubes aumentan la interacción y brindan el marco dentro del cual se pueda desarrollar el liderazgo estudiantil.

El director de Actividades Estudiantiles colabora estrechamente con el Gobierno Estudiantil para forjar actividades. La facultad y el personal no docente sirven de consejeros a los clubes y demás organizaciones.

Oficina de Actividades Estudiantiles, Combinado Académico Este, salón C-371, (718) 518-6561

Asuntos del veterano

Los veteranos y sus dependientes tienen derecho a varios beneficios. Todo estudiante que quiera recibir los beneficios educativos que provee la Ley de Veteranos, deberá enviar su reclamo a la dirección siguiente:

Department of Veterans Affairs
Regional Office
P.O. BOX 4616
Buffalo, NY 14240-4616

Los certificados de calificación para recibir beneficios educativos para los veteranos de Vietnam, el Golfo Pérsico, Malasia y la Guardia Nacional deberán enviarse a:

Veterans Administration
245 West Houston Street
New York, New York 10014

El veterano solicitante de ingreso al Colegio deberá presentarse al College Veterans Liaison Representative con el certificado de relevo o baja de servicio activo militar –el formulario DD214– o un certificado de elegibilidad –el formulario DD2384/2384-1–. Los beneficios entrarán en vigor en ocho a diez semanas. Los solicitantes deberán proveer documentación que pruebe su participación en el servicio militar, estado civil y cantidad de dependientes.

Es necesario que todo veterano matriculado en Hostos se presente ante el oficial de la oficina de veteranos cada sesión consecutiva; o sea en septiembre, enero y en junio, para confirmar su estado de matrícula a la Administración del Veterano. El la Oficina de Consejería hay disponibilidad de orientación personal y académica para los veteranos estudiantes y sus dependientes.

Si desea información respecto del proceso de certificación comuníquese con:

Veterans Liaison
Office of the Registrar
Savoy Bldg., Room D-207
(718) 518-6771

El departamento de Asuntos del Veterano tiene una página de acceso por Internet que contiene información acerca de los beneficios educativos de esa agencia gubernamental. La dirección, www.gibill.va.gov; el teléfono, 1-888-GI-BILL-1 ó 1-800-827-1000 y las llamadas son gratis. Si no oye bien, llame gratis al marcar el 1-800-829-4833. Nuestro apoyo al veterano es total.
Programas especiales

La educación para adultos y continua

El departamento que ofrece educación para adultos y continua del Colegio Comunal Hostos brinda oportunidades educativas, profesionales y de mejoramiento personal a las comunidades del Sur de El Bronx, El Bronx y el Alto Manhattan. Algunas de nuestras ofertas son gratuitas y la mayoría se consiguen por un precio módico. Nuestras clases y programas conducentes a certificados para adultos y niños se reúnen en las noches, los sábados y los domingos. Invitamos a todos a que, como miles de otras personas, participen de la atmósfera cálida y familiar de excelencia académica que ha convertido a Hostos en un colegio único entre sus pares. Si desea más información, comuníquese con: Lorraine Altman, directora, (718) 518-6656; correo electrónico: cedu@hostos.cuny.edu.

El Centro de Educación para Adultos

El programa de Educación Básica para Adultos (“ABE” por sus siglas en inglés) es gratuito, se nutre de subvenciones y está hecho para quiénes buscan mejorar sus habilidades de lectura, escritura y matemáticas o tomar el examen de equivalencia de escuela secundaria (“GED” por sus siglas en inglés). “ABE” ofrece preparación para el pre “GED”, el “GED” en inglés y español para personas de habla inglesa y de otros idiomas. Si desea más información, comuníquese con: Lorraine Altman, directora, (718) 518-6656; correo electrónico: cedu@hostos.cuny.edu. El Centro para la Educación de Adultos, Zenobia Johnson, directora (718) 518-6746.

Ex alumnos

La oficina de ex alumnos en el Colegio Comunal Hostos ofrece una gama de servicios para nuestros egresados y suministra modos para que el ex alumno se mantenga en contacto con su Alma Máter. Sus objetivos principales son: promover el interés de los ex alumnos en beneficio del Colegio, sus estudiantes, la facultad y el personal no docente; mantener al ex alumno informado de los asuntos del Colegio, para que ayude a obtener fondos de fuentes públicas y privadas.

Como respaldo a la misión de mantener relaciones con los egresados, la oficina de ex alumnos y el departamento para la Seguridad Pública proveen una tarjeta especial de identificación. Esta tarjeta abre las puertas a muchos beneficios después de la graduación y da acceso a los egresados a lugares específicos del Colegio.

La biblioteca, donde tendrán acceso a sus recursos para uso personal o profesional; ayuda para hacer investigaciones; acceso a fuentes impresas y no impresas; y acceso a la colección electrónica en línea. 

Orientación profesional, que brinda acceso a recursos importantes para la búsqueda de empleo y el progreso laboral.

La planta física para el deporte y el recreo, con acceso al recién renovado y equipado Centro para el Bienestar Físico, la piscina olímpica y entrada gratuita a las actividades atléticas, tales como el baloncesto masculino y femenino, juegos de voleibol y de fútbol.

Actividades culturales, con descuentos de veinte por ciento en el precio de las entradas al Centro Hostos para las Artes y la Cultura. Le invitamos a que visite la oficina de Ex alumnos, Grand Concourse 475, salón A-337; teléfono: (718) 518-4180.

Descuentos para los egresados de Hostos, que podrán recibir la reducción de los costos en alojamientos y alquiler de automóviles, cuando vayan de vacaciones. Con sus tarjetas de ex alumnos, podrán irse de vacaciones a condominios y lugares de primera en más de 80 países.

“COPE” es el acrónimo para “College Opportunity to Prepare for Employment”

“COPE” es el resultado de la colaboración entre CUNY y la Administración de Recursos Humanos, para asistir a estudiantes, que califican, matriculados en programas conducentes a oficios. El mismo provee: apoyo académico y servicios empícos; consejería individual y en grupos para tratar variedad de asuntos; “Metrocards”; petición de ayuda para audiencia imparcial; las normas y los procedimientos “TRE”; preparación de cartas escolares y de formularios ACD 548; Cartas de confirmación de asistencia, vigilancia de la presencia y el cumplimiento de los alumnos asignados bajo los programas de trabajo y estudio o internados, asistencia “WEP”, orientación en torno al empleo, adiestramiento y colocación.

A continuación, exponemos los propósitos de “COPE”.

- Facilitar la finalización del programa y dar a nuestros estudiante la oportunidad de conseguir un empleo que les estimule, lo que a su vez les dará la independencia económica, seguridad en sí mismos y mejoramiento personal;
El estudiante deberá estar matriculado en un programa conducente a un oficio y tener niños incluidos en su presupuesto de Recursos Humanos; o de no estar recibiendo asistencia pública, tener por lo menos un hijo menor de edad y llenar los criterios para el nivel de pobreza.

Si desea más información, llame a: Maria Cano, directora, al (718) 518-4362, o Yolanda Soto, ayudante administrativa, al (718) 518-4363.

“CLIP” o programa intenso de lenguaje, de “CUNY”

El programa intenso de idioma de “CUNY” o “CLIP” brinda la oportunidad de estudiar inglés de modo concentrado por un tiempo limitado, antes de la inscripción en los cursos universitarios. Ello incluye clases de “ESL”, aprendizaje con la ayuda de computadores, tutorías, libros y otros materiales, excursiones, orientación universitaria y consejería. Debido a la intensidad del programa -25 horas a la semana- sus participantes no toman otras clases.

Características sobresalientes del programa “CLIP”

El programa “CLIP” en Hostos se recomienda para quiénes ingresan al primer año que ya están admitidos a un colegio de “CUNY”, y que necesitan clases adicionales de inglés como segundo idioma, antes de comenzar las clases en la universidad. “CLIP” es también para estudiantes que han fracasado en los cursos colegiales de “ESL”, o sea, que no pasaron un semestre de “ESL” en un colegio comunal o la misma clase, dos veces, en una universidad.

- Podrán elegir horarios diurnos o nocturnos. Las clases se reúnen de lunes a viernes. Las clases diurnas comienzan a las 9:00 de la mañana y terminan a las 2:30 de la tarde. Las nocturnas se reúnen de 5:30 de la tarde a 10:30 de la noche.
- La participación podría durar hasta un año o solamente un semestre. El programa consiste de tres ciclos, a saber: dos períodos de 15 semanas en el otoño y la primavera y seis semanas en el verano. Los estudiantes tienen que tomar los exámenes Freshman Skills Assessments Tests antes de abandonar “CLIP” de manera que se les pueda ubicar en las clases que les corresponden cuando regresen a su institución de origen.
- La asistencia económica no se consume con la participación en “CLIP”. El costo que incluye libros y materiales es de $150 en otoño o primavera y $60 en verano. Los (as) que reciben asistencia pública pagarán $37.50 en otoño o primavera y $15 en verano. Los acogidos por “SEEK” y “College Discovery”, pagarán lo mismo que quiénes reciben asistencia social. Si desea más información de “CLIP”, comuníquese con Fatiha Makloufi, directora; correo electrónico, fmakloufi@hostos.cuny.edu; o con Belkys Vetsh, ayudante administrativa; correo electrónico, bvetsch@hostos.cuny.edu. Visite nuestras oficinas, salón C-553; horario: 8:00 a.m. a 8:00 p.m., todos los días; teléfono: (718) 518-6645 ó (718) 518-6657; facsimil: (718) 518-5745.

Programa de “CUNY” conducente al bachillerato

Establecido en 1971, el programa de bachillerato de “CUNY” (“CUNY BA/BS”) es un programa individualizado que acoge a una cantidad pequeña de estudiantes de buen promedio, quiénes son capaces de fijar metas académicas y profesionales propias y funcionar independientemente. Los alumnos, con la orientación de un docente de “CUNY”, siguen un programa de estudios especializado hecho a su medida. Pero además, completan clases de concentración en Artes Liberales y otros requisitos para obtener un título, y podrán incorporar estudios independientes a sus programas y acumular 15 créditos por documentar experiencias adquiridas antes de ingresar a la universidad. Aunque los participantes de este programa quedan inscritos en un colegio de “CUNY”, podrán tomar cursos en otras instituciones del sistema y en ciertas circunstancias hasta en el Centro de Estudios Graduados de “CUNY” o “CUNY Graduate Center”.

Para solicitar, los estudiantes deberán tener una meta académica bien definida y haber completado un mínimo de 15 créditos universitarios con promedio mínimo de 2.5. Los títulos que se obtienen de los bachilleres de CUNY tienen entero crédito y los conceden la Universidad de la Ciudad de Nueva York y no un centro de la Universidad. Si desea más información acerca del Programa de Bachillerato de CUNY, diríjase a sus oficinas en: calle 43 Oeste 25, New York, New York 10036; teléfono: (212) 642-2905.

El Instituto de Escritores Latinoamericanos (“LAWI” por sus siglas en inglés)

Fundado en 1987 por el profesor Isaac Goldemberg, siendo docente en City College, el Instituto de Escritores Latinoamericanos se ha convertido, en sus dieciséis años de existencia, un apoyo para los escritores latinos que trabajan en español, inglés o en ambos idiomas. En 1991, el Instituto fue acreedor del premio de Excelencia en Arte que le confirió el presidente de Manhattan.
**Introducción a Hostos**

En 1992, la entidad se trasladó al Colegio Comunal Hostos. "LAWI" se ha convertido en la organización que propulsa la diseminación del trabajo de los escritores latinos, más importante de los Estados Unidos. Y brinda numerosos servicios relacionados con la profesión a los escritores latinos establecidos y a los jóvenes que surgen. Además, nutre el talento joven y exhorta al entendimiento y el interés social cuando sirve de anfitrión y patrocina talleres para escritores, lecturas y conferencias. "LAWI" publica libros con su editorial, The Latino Press, y también la Hostos Review/Revista Hostosiana, dedicada a temas culturales.

A tenor con la meta de "LAWI" de acrecentar el entendimiento entre culturas, sus actividades se dirigen a un público pluriétnico. El Instituto busca que se reconozca y se exalte la diversidad cultural de sus socios y en todos sus programas.

**Estudios en el extranjero**

Los estudios en el extranjero brindan a estudiantes, facultad y personal no docente de CUNY la oportunidad de ampliar el conocimiento de la historia, la cultura y el lenguaje que se habla en otras comunidades y en otros países del mundo. Ayudan a la formación de un ambiente institucional de respeto por las diferencias culturales y lingüísticas. Además, se cultivan las habilidades que preparan a quiénes participan para competir en la economía global.

Desde 1992, el Colegio Comunal Hostos y la Universidad Autónoma de Santo Domingo (UASD) han colaborado en intercambios académicos en los que han participado facultad y estudiantes. Y desde 1998 tenemos un acuerdo de intercambio académico con la Universidad Interamericana de San Germán, Puerto Rico. Otras asociaciones para el intercambio incluyen otras universidades en Puerto Rico, la Universidad Complutense de Madrid, en España y la Universidad de La Habana en Cuba.

**Las becas “STOCS”**

El proyecto de viajes de estudio para alumnos de CUNY o “STOCS” se estableció desde 1994 con la ayuda de una subvención provista por The New York Community Trust De Witt Wallace/Youth Travel Enrichment Fund. Estas becas hacen posible la participación de estudiantes de CUNY en programas que se efectúan en el extranjero, durante las vacaciones de verano o de invierno. En los últimos años Hostos ha recibido becas “STOCS” de la Oficina de Programas Internacionales que se encuentra en la Oficina para Asuntos Académicos de CUNY. Las mismas proveen apoyo económico mediante becas de estudios para los participantes del programa de estudios en el extranjero. También hay fondos adicionales que el Departamento de Educación del Estado de Nueva York, el asambleísta por Nueva York Adriano Espailiat y American Airlines han otorgado.

**Currículo de estudios en el extranjero**

Los participantes se inscriben en clases con créditos en la institución anfitriona. Los siguientes son ejemplos de clases que se ofrecen con el programa de estudios en el extranjero. Historia, cultura y arte de la República Dominicana; Literatura española contemporánea; Historia y cultura de Puerto Rico, Español para principiantes cuya lengua materna no es ese idioma.

Los estudios en el extranjero duran cuatro semanas. Las clases se reúnen de lunes a viernes, con cuatro horas de conferencias en las mañanas y actividades suplementarias relacionadas en las tardes. Se destacan los conferenciantes distinguidos de la institución anfitriona. Las experiencias suplementarias incluyen visitas a estudios de artistas, museos, lugares históricos y otros puntos de interés. Las excursiones hacen posible que los estudiantes se adapten rápidamente al idioma y la cultura del país anfitrión. Es improbable que se logre una experiencia comparable en un ambiente que es solamente anglofono.

**Alojamiento**

Hay varias alternativas de vivienda y dietas. Según las preferencias, los costos y la disponibilidad de cupo en las universidades receptoras. Algunos estudiantes optan por hospedarse con amistades o parientes. No obstante la preferencia para el desayuno y la cena, se exhorta a los estudiantes que almuercen juntos en un restaurante de su selección.

Existen acuerdos de programas de estudios en el extranjero con instituciones en los países siguientes: Cuba, República Dominicana, Puerto Rico y México.

Si desea más información, llame a: Ana I. García Reyes, ayudante especial de la Presidencia para Relaciones con la Comunidad, directora de Programas Internacionales, salón A-314, teléfono (718) 518-4313 ó (718) 518-4300; facsimil (718) 518-4751, correo electrónico: agreyes@hostos.cuny.edu.
Introducción a Hostos

Programas para alumnos de escuela secundaria

La "Hostos-Lincoln Academy of Science"

La "Hostos-Lincoln Academy of Science" se encuentra en la planta física del Colegio Comunal Hostos y es el resultado de la colaboración entre la Junta de Educación de la Ciudad de Nueva York y la Universidad de la Ciudad de Nueva York. Esta se adhiere al concepto de la escuela preparatoria. Su estudiantado está compuesto por alumnos de escuelas intermedias de El Bronx y el Alto Manhattan. El programa académico preparatorio para ingreso a la universidad es de cuatro años y la mayoría de sus clases toman los exámenes de la Junta Regente del Estado de Nueva York. Con el colegio como modelo y recurso para sus clases, la academia provee experiencias enriquecedoras con la intención de promover el éxito a nivel secundario y luego universitario.

El ingreso requiere solicitud de entrada a una escuela secundaria en la ciudad de Nueva York y otra que se obtiene en la oficina del orientador de la institución. Esa segunda solicitud se puede conseguir también con marcar el (718) 518-4333. Quien solicite deberá tener niveles de lectura y matemáticas según el grado que cursa o casi ese nivel.

Los estudiantes de la academia son parte de la comunidad hostosiana y tienen acceso a todas las dependencias del Colegio, incluso los laboratorios de idiomas, escritura y ciencias y la biblioteca. También tienen participación en los clubes, los deportes y la recreación colegiales. Una vez hayan completado los requisitos para el aprovechamiento académico, a los alumnos de la academia se les permite que tomen cursos universitarios gratuitamente y que "reserven" esos créditos para aplicarlos hacia un título de grado asociado. Los egresados tendrán garantizado el ingreso al Colegio Comunal Hostos.

Características especiales

La Hostos-Lincoln Academy involucra a la familia y a la comunidad con la escuela. Con tal fin, los padres de los alumnos y personas de la comunidad participan de actividades que se efectúan los sábados, en las cuales se incluye aprender a usar computadores, el estudio de inglés como segundo idioma y clases para tomar el "GED" en inglés y español, además de talleres para la confección de vitrales. Se ofrece cuidado para los niños de cuatro años en adelante. Los padres que así lo deseen podrán hacer de tutores voluntarios de matemáticas, español y otras asignaturas o de mentores.

Con el fin de aprobar los cursos que se requieren para pasar los exámenes de la Junta Regente, y de que los estudiantes tengan un lugar seguro, la Hostos-Lincoln Academy ha extendido el día escolar y ofrece tutorías de asignaturas, todo el año, los sábados de 3:00 a 5:00 de la tarde. Las tutorías para el "PSAT" y el "SAT" se ofrecen los sábados desde las 10:00 de la mañana hasta las 2:30 de la tarde. En el invierno, la semana de los presidentes y las vacaciones primaverales, los estudiantes participan en una amplia variedad de actividades que incluyen educación física, el arte del vitral, arte dramático, cómo usar un computador, ajedrez, resucitación cardiopulmonar ("CPR" por sus siglas en inglés) y oratoria. También se les brinda tutorías para todas las asignaturas durante las vacaciones.

En el verano, todo alumno que ingresa al primer año pasa por un programa de cinco a seis semanas, con el propósito de proveerle un ambiente que alivie la ansiedad que muchos jóvenes sienten al comenzar la escuela secundaria. Los estudiantes aprenden a pensar de modo crítico, a analizar lo que lean y a solucionar problemas. Se les expone a las matemáticas y las ciencia, al inglés, a las computadoras y a las resolución de conflictos.

Además del énfasis curricular en matemáticas y ciencias, los estudiante podrán elegir cursos de escuela secundaria y arte dramático, computadores y comercio de nivel universitario.

Desde 2004, se viene admitiendo a la academia una clase de sexto grado, lo cual significa que ahora la academia tiene desde el sexto hasta el decimosegundo grado.

La facultad y el personal no docente de la "Hostos-Lincoln Academy"
Miriam Uzzan, directora interina
Vincent Marano, director auxiliar
Susan Levi-Palmiotto, orientadora
Vicky Sanacore, directora del departamento de Humanidades
**Introducción a Hostos**

**“College Now”**

“College Now” ha resultado de la colaboración entre la City University of New York (CUNY) y el Departamento de Educación de la Ciudad de Nueva York y su propósito es acelerar la educación universitaria de jóvenes, a la vez que se les ayuda a pasar los cursos de secundaria exitosamente. En Hostos, “College Now” motiva y prepara a estudiantes de secundaria del Sur de El Bronx para la educación universitaria y sus experiencias, con la oportunidad de tomar clases de nivel universitario y obtener crédito por ello, estando aún en secundaria.

Cada semestre, más de 400 alumnos provenientes de 19 escuelas secundarias del Sur de El Bronx se inscriben para las clases que ofrece “College Now”. Además de clases conducentes a crédito universitario después del horario regular escolar –que incluye precálculo, introducción a la probabilidad y las estadísticas, introducción a la administración de la justicia penal, introducción al comercio, psicología y escritura de ensayos–, “College Now” y “Hostos-Lincoln Academy” colaboran para que los alumnos del penúltimo y el último año de secundaria que califican tomen clases universitarias, impartidas por su equipo. Recientemente, “College Now” ha hecho un taller de prueba titulado Think College Now para alumnos de decimoprimero grado, y otro para alumnos del noveno y décimo grados, originado por el “Young Men’s Leadership Institute” además de coauspiciar talleres de teatro y escritura con “Liberty Partnership”.

“College Now” del Colegio Comunal Hostos tiene acuerdos con las escuelas siguientes: Academy for Careers in Sports; Alfred E. Smith; Banana Kelly High School; Bronx Guild; Bronx International High School; Bronx Leadership Academy; Bronx Leadership Academy II; Bronx School for Law, Government and Justice; Bronx School for Medical Sciences; Community School for Social Justice; Fannie Lou Hamer High School; FLAGS High School; Health Opportunities High School; Hostos-Lincoln Academy; New Explorers High School; New School for Arts and Sciences; Pablo Neruda Academy; School for Excellence; y School for Violin and Dance.

Si desea más información acerca del programa, comuníquese con Daniel Voloch, director de “College Now”, en la dirección, dvoloch@hostos.cuny.edu; o al marcar el (718) 518-6750.

**El programa “Liberty Partnership”**

“Liberty Partnership” es un programa de actividades que se efectúan después del horario escolar regular para alumnos de escuelas secundarias. Sus objetivos son: (1) ayudarlos a que agudicen sus habilidades académicas y (2) familiarizarse con el ambiente universitario. También ofrece empleo de verano para jóvenes en el recinto del Colegio Comunal Hostos;

y cursos para el enriquecimiento dirigidos a llamar la atención a la consecución de profesiones en computadores, salud, matemáticas y ciencias. Las clases fluctúan desde lo más elemental en matemáticas y ciencias hasta cómo hacer vitrales, fotografía y talleres profesionales. Todas las clases conllevan crédito. Además, se exhorta a los alumnos a que investiguen las artes a través de actividades participativas y excursiones.

El programa surge de la asociación entre organizaciones comunitarias, estudiantes de escuela secundaria, padres y madres, facultad, negocios, el Departamento de Educación e instituciones universitarias. Las instituciones asociadas son: Hostos-Lincoln Academy, Health Opportunities H.S., New School for Arts & Sciences, William H. Taft H.S., FLAGS (Foreign Language Academy of Global Studies), SOBRO, and Better Bronx for Youth (BBFY). Si desea más información, comuníquese con: Programa “Liberty Partnership”, José Encarnación, director; Mayra Iglesias, ayudante administrativa; o Venusia Castro, enlace académico, (718) 518-4188.
En Admisiones del Colegio Comunal Hostos, se exhorta a todo estudiante probable a que consulte con un orientador de estas oficinas respecto de sus objetivos de estudios. Éste les ayudará a examinar sus metas y repasar los requisitos, las normas y los procedimientos para el ingreso al Colegio.

**Cómo solicitar**

**Proceso de solicitud**

Todo solicitante deberá llenar la solicitud de ingreso a la Universidad de la Ciudad de Nueva York e incluir con ella los documentos que se indican a continuación. Si no se llena la solicitud indicada se retrasará el proceso y podría incurrir en el pago de cuotas adicionales además de exponerse a sanción disciplinaria. Lea bien las instrucciones e incluya todos los documentos que se le pidan.

*Los estudiantes que se trasladan desde el extranjero deberán reunirse con una orientador de Admisiones. Sin embargo, deberán presentar la solicitud, la cuota, las transcripciones de créditos con sus respectivas traducciones —si ello aplica— directamente al “University Application Processing Center”, “UAPC” por sus siglas.*

Hostos Community College
Office of Admission
500 Grand Concourse
Bronx, New York 10451
(718) 319-7900

CUNY Office of Admission Services
1114 Avenue of the Americas (15th floor)
New York, NY 10036
(212) 997-2869 Or
Email a request to:
Admissions@hostos.cuny.edu

**POLÍTICA DE ACCIÓN AFIRMATIVA DE “CUNY”**

En Hostos no se discrimina ni por edad, sexo, raza, color, creencias religiosas, origen nacional, impedimento físico o mental, preferencia sexual, estado civil, extranjería o situación de ciudadanía ni por ser veterano.

**Nota:** Deberá solicitar lo antes posible. Pero la solicitud se tomará en consideración cuando la presente. Las solicitudes para el primer año permiten la petición de entrada a seis programas. Las solicitudes de traslado permiten la petición de ingreso a cuatro. Los estudiantes trasladados se admitirán SOLAMENTE a un colegio: el de primera preferencia, para el cual califiquen. Los solicitantes al primer año se admitirán a tres colegios de CUNY para ingreso en el otoño y a uno para la primavera.

**Ingreso al primer año**

Quiénes no hayan asistido a una institución universitaria desde que egresaron de escuela secundaria, o de haber recibido su equivalente de diploma de la misma mediante la aprobación del “GED” en los Estados Unidos, o en el extranjero, deberán llenar la solicitud de Ingreso al primer año y marcar a Hostos como primera selección.

Requisitos de solicitud:
• certificado de escuela secundaria;
• diploma de “IEP”;
• diploma de estudios a domicilio;
• diploma de escuela secundaria por correspondencia.
2. Un giro por la cantidad de $65 como cuota de solicitud, a nombre de “University Application Processing Center” o “UAPC”.

3. Los solicitantes que se hayan educado en el extranjero deberán leer la sección titulada “Estudiantes educados en el extranjero” para saber los requisitos adicionales.

Solicitud de quien se trasladan de otra institución

El estudiante que haya cursado estudios en otra institución post secundaria en los Estados Unidos o en el extranjero, desde que egresó de escuela secundaria o recibió su equivalente mediante la aprobación del “GED”, deberá utilizar la solicitud de traslado, “CUNY Transfer Application” y marcar a Hostos como primera selección.

Con esta solicitud se exige lo siguiente:

1. Transcripción oficial de los créditos obtenidos en escuela secundaria, copia del diploma original obtenido o el que se obtuvo mediante la aprobación del “GED” con puntación mínima de 2250, que antes era 225.

Los siguientes no se aceptarán:
- certificado de escuela secundaria;
- diploma de “IEP”;
- diploma de estudios a domicilio;
- diploma de escuela secundaria por correspondencia.

2. Transcripción oficial de todas las instituciones universitarias donde hayan cursado estudios desde que egresaron de escuela secundaria, o de haber recibido su equivalente mediante la aprobación del “GED”.

3. Un giro por la cantidad de $70 en pago de la cuota de solicitud, a nombre de “UAPC” o “University Application Processing Center”.

4. Quiénes estén cursando estudios en otra institución de “CUNY” no tendrán que pagar los $70. La solicitud de traslado deberá incluir la transcripción de las clases que se estén tomando. Una vez se publiquen las notas finales para esos cursos, se deberá enviar su transcripción a la Oficina de Admisiones.

Traslado de créditos

Se podrán trasladar créditos obtenidos en los Estados Unidos o en el extranjero, (1) si las instituciones universitarias donde se estudió cuentan con la acreditación de una de las comisiones acreditadoras regionales que CUNY reconoce y (2) los cursos son comparables con los que se ofrecen en el Colegio Comunal Hostos. El evaluador (a) de créditos de Admisiones hará lo propio antes del ingreso al primer semestre o durante el mismo. Se acepta el traslado de un máximo de 30 créditos, si se obtuvo una nota de “C” o más para cada uno de los mismos. Los solicitantes que persigan el ingreso a cualquier programa de Hostos deberán cumplir con todo requisito adicional del departamento correspondiente.

Estudiantes educados en el extranjero

Un estudiante potencial que se haya educado en el extranjero deberá presentar uno de los siguientes:
- transcripción de clases y notas de escuela secundaria, hojas de notas o exámenes de certificación externos a la institución de origen, —como CXC, GCE, WASC, EAS— y si es pertinente,
- transcripciones oficiales de todas las instituciones universitarias donde haya cursado estudios desde la graduación de escuela secundaria.
Admisiones

Las traducciones oficiales de documentos

Documentos en idiomas que no son el inglés deberán acompañarse con traducciones oficiales, en papel timbrado y con el mismo formato que el original. Toda traducción deberá seguir las pautas establecidas por "International Admission" del "UAPC". Pida las Guidelines for Official Translation of Documents.

Admisión de estudiantes extranjeros

Los estudiantes provenientes de otros países deberán leer bien, seguir las instrucciones y cumplir con los requisitos de documentación de las secciones, "Ingreso al primer año", "Traslado de créditos" y "Estudiantes educados en el extranjero", para solicitar un Certificado I-20. Todo estudiante potencial deberá saber que sólo se le expedirá después que éste haya sido aceptado por el University Application Processing Center o "UAPC".

Ingreso inicial a Hostos, de estudiantes extranjeros

Si un solicitante extranjero nunca ha estado en los Estados Unidos, él (ella) o su garante deberá presentar los documentos siguientes:

- O él o su garante deberá demostrar solvencia económica para sustentar la estadía y la asistencia en Estados Unidos. Se exige la garantía de $16,510 por año académico.
- A continuación se mencionan los documentos que servirán para probar solvencia económica: estados de cuentas o cartas bancarias que indiquen balance o actividades; carta de patrono que declare salario anual, planillas de declaración de ingreso.
- Affidavit de apoyo económico, el formulario I-134 que deberá llenar el garante. Éste se puede obtener del sitio en La Red de "Citizenship and Immigration": www.cis.gov.
- Una vez que hayamos recibido esta información, se expedirá el Certificado I-20.

Estudiante extranjero que desea trasladarse desde otra institución:

El estudiante con visa F-1 que desea trasladarse de una institución a otra, primero deberá pasar por el proceso de ingreso. Entonces, cuando haya recibido la carta de aceptación de Hostos, debe ir en persona a la Oficina para Estudiantes Internacionales y pedir la hoja titulada "Transfer Release Form".

Deberá llevar a esa entrevista:

- el pasaporte y la tarjeta I-94;
- todos los certificados I-20 que se le hayan expedido anteriormente.
- O él (ella) o el garante deberá demostrar solvencia económica para sustentar estadía y asistencia a la institución en los Estados Unidos. La cantidad necesaria para obtener el certificado I-20 es de $16,510 por año académico.

No se habrá de expedir un certificado I-20 hasta que la institución desde la cual quiere hacerse el traslado lo efectúe mediante el programa SEVIS. Quiénes quieran trasladar sus certificados I-20 tendrán hasta 15 días después de comenzar el semestre para completar el proceso.

La Oficina para Estudiantes Internacionales se encuentra en las Oficinas de Admisiones y Recrutamiento, edificio Savoy, salón D-210. Dudas y preocupaciones al respecto se deberán dirigir al orientador de estudiantes extranjeros al teléfono (718) 518-4404.

Segundos títulos

Aquellos que posean un título de grado asociado obtenido en Hostos, podrán solicitar ingreso al Colegio para estudiar otro, si el segundo es distinto del primero. Habrán de completar solicitud de traslado como estudiante subgraduado y presentar a las oficinas de Admisiones y Recrutamiento, (1) toda(s) transcripción(es) oficial(es) de estudios previos y (2) giro de $70.00 pagadero a "UAPC".

Oyentes

Quienes no deseen un título pero quieran matricularse en clases en Hostos, podrán asistir de oyentes. Deberán solicitar directamente a las Oficinas de Admisiones y Recrutamiento. Los estudiantes que no deseen un título podrán matricularse, si hay cupo.

Si acumulan 12 créditos deberán solicitar ingreso como aspirantes a un título con Admisiones y Recrutamiento.
Los estudiantes que no desean un título no califican para recibir asistencia económica.

**Para ingresar, deberán presentar lo siguiente:**

1. Transcripción oficial de escuela secundaria o el diploma obtenido mediante la aprobación del “GED” con puntación mínima de 2250, que antes era 225. No se aceptarán los siguientes documentos:
   - certificado de escuela secundaria
   - diploma de “IEP”
   - diploma de estudios en el hogar
   - diploma de escuela secundaria por correspondencia
2. Transcripción de todas las instituciones universitarias donde hayan cursado estudios desde que egresaron de escuela secundaria, o de haber recibido su equivalente de diploma de la misma mediante la aprobación del “GED”.

**Personas de la tercera edad**

Residentes auténticos de la ciudad de Nueva York, de 60 años o más se admitirán por el mismo procedimiento que se sigue para admitir a los que buscan títulos. Las personas mayores QUE NO DESEEN TÍTULOS podrán tomar clases en el Colegio, gratuitamente, habiendo pagado una cuota de $65 si hay cupo.

**Requisitos adicionales para el ingreso**

**Pruebas**

Los **CUNY Skills Assessment Tests** sirven para evaluar los niveles de comprensión de lectura, matemáticas y escritura. Según el desempeño en esas pruebas, se exigirá de los estudiantes que tomen cursos de remedio para mejorar su nivel académico o que se inscriban en cursos de “ESL” para que aprendan inglés. Al completar exitosamente las clases de cualquiera de esas áreas, se les examinará de nuevo. Si desea información específica respecto de los **CUNY Skills Assessment Tests** o de otros asuntos relacionados, véase la sección “Exámenes de evaluación” de este catálogo.

**Vacunas**

**Sarampión, paperas y rubéola**

La pauta de la Universidad de la Ciudad de Nueva York, según las leyes de Salud Pública (PHL 2165), requiere que todo estudiante que se matricule con seis (6) o más créditos facturables, nacidos después del 31 de diciembre de 1956, presenten prueba de haberse vacunado con dos dosis contra sarampión y una contra paperas y rubéola, para que se le permita asistir a clases. Para que se cumpla este mandato, las instituciones universitarias deberán notificar adecuadamente a los estudiantes de estos requisitos al admitirseles. Los siguientes son los requisitos mínimos para que los estudiantes completen la matrícula y puedan ir a clases.

- Cumplimiento parcial: una prueba de vacunaciones de sarampión, paperas y rubéola, y cita hecha para la segunda vacuna de sarampión. La prueba de haberse puesto la segunda vacuna de sarampión deberá presentarse a más tardar al 30º o al 45º día de haber comenzado el semestre.
- De la oficina del registrador se les avisará a los estudiantes que hayan cumplido parcialmente que su asistencia, expediente académico y elegibilidad para recibir asistencia económica se verán afectados de no completar los requisitos.
- Antes del 15º día de comenzar las clases se les enviará una segunda carta a los que han cumplido parcialmente, en la que se les avisará que (1) quedarán excluidos de asistir a clases en el 31º o el 45º día del semestre en curso y que (2) podrá vacunarse gratuitamente en el recinto.
- Los que no cumplan con los requisitos mínimos quedarán excluidos de clases y no podrán regresar hasta que cumplan completamente. Se colocarán en sus expedientes notas por baja administrativa (“WA”) en vez de sus notas regulares.

Para revertir la nota de “WA” se deberá dar tres (3) pasos antes del final del semestre, para poder regresar a clases y recibir la nota del instructor. Estos son:

1. prueba de vacunación a la enfermera antes del fin del semestre o del último día de clases;
2. obtener la aprobación (hoja de reversión firmada) del instructor para regresar a clases;
3. presentar la hoja de reversión a las Oficinas del Registrador antes del fin del semestre.
Admisión

Estos trámites son esenciales para revertir las notas de "WA". Esas notas no se han de revertir si se deja pasar el semestre en cuestión. Aunque se cumpla con el requisito de vacunación el semestre siguiente, las notas de "WA" quedarán permanentemente en los expedientes.

La Meningitis

Por mandato de la PHL 2167, se les deberá dar información escrita a los estudiantes acerca de la meningitis meningocócica y estos, a su vez, deberán llenar, firmar y devolver una hoja que se les entregue al respecto. La PHL 2167 no exige la vacunación contra la meningitis.

Nota: Para más información, véanse los “Requisitos de vacunación de CUNY” en la sección “Normas y procedimientos” de este catálogo.

Domicilio en la ciudad y el estado de Nueva York

La determinación de lugar de domicilio califica al estudiante para matrícula menor. Este se obtiene al combinar el tiempo que haya vivido en el estado o en la ciudad de Nueva York o en ambos y la situación de inmigración de personas que no son ciudadanas. Al verificarse el domicilio, se determina en las Oficinas de Admisiones y Reclutamiento la matrícula que se le habrá de cobrar a los estudiantes. Hay dos modos de documentar la legitimidad de domicilio:

1. hoja de residencia
2. declaración alterna de arrendamiento (hoja hecha en Hostos que CUNY ha adoptado)

Verificación de domicilio

Un estudiante en un colegio comunal califica para la matrícula como residente si llena las condiciones siguientes:

a) su domicilio principal se encuentra en el estado de Nueva York por doce (12) meses consecutivos inmediatamente antes del primer día de clases; quien haya sido alumno de escuela secundaria en la ciudad o el estado de Nueva York durante dos semestres inmediatamente antes del primer día de clases;

b) su domicilio principal se encuentra en el estado de Nueva York por seis (6) meses consecutivos inmediatamente antes del primer día de clases; quien haya sido alumno de escuela secundaria en la ciudad o el estado de Nueva York durante un semestre inmediatamente antes del primer día de clases.

Avisos en torno a la residencia – se descalifica del pago de domiciliado en la ciudad o el estado si:

1. no se es ciudadano estadounidense ni residente permanente;
2. sus padres residen fuera de la ciudad o el estado;
3. se asistió a una institución universitaria como no residente;
4. se reside fuera del estado;
5. los que son o no inmigrantes porque tienen visas F-1, estado pendiente de refugiados, pendiente de libertad condicional, visa de trabajo u otra condición inmigratoria.

6. los estudiantes indocumentados, excepto los alumnos que poseen diploma de secundaria conferido por el estado de Nueva York o un GED, y los que estuvieron inscritos el semestre de otoño de 2001 y calificaron entonces para la matrícula de residentes;

7. los estudiantes que han residido en el estado de Nueva York menos de un (1) año.

Situación especial – compensación de los condados a los colegios comunales

Los colegios comunales requieren que, para matricularse, todo residente del estado de Nueva York que viva fuera de la ciudad de Nueva York presente certificado de domicilio, expedido no antes de dos meses previos al primer día de clases. El mismo será válido por un año. Si el condado donde se reside se niega a emitir el certificado por alegar que el estudiante no tenga domicilio en el mismo, éste podrá apelar al Secretario del Estado de Nueva York.

La verificación de domicilio requiere que se llene la hoja conocida como “City University Residency Form”. La misma se obtiene en las Oficinas de Admisiones y Reclutamiento, edificio Savoy, salón D-210 o en el Centro Auxiliar de Admisiones en Grand Concourse 500. No se aceptará una hoja de residencia luego de haber concluido un semestre para el cual se está solicitando la determinación.
Todo estudiante que reciba la negación de residencia, deberá recibir junto con la misma, copia de los procedimientos de apelación del Colegio. Estos se podrán obtener en las Oficinas de Admisiones y Reclutamiento, edificio Savoy, salón D-210. Los estudiantes que deseen apelar una determinación negativa deberán notificar a esas oficinas en un plazo de diez días después de recibirla, que se les ha enviado tal decisión. La hoja de apelación estudiantil se ha de presentar a las oficinas del vicecanciller para Asuntos Legales y Asesoramiento Jurídico de la Universidad.

Normas de la Universidad de la Ciudad de Nueva York respecto de la presentación de documentos fraudulentos para solicitar ingreso

En la Universidad de la Ciudad de Nueva York se prohíbe la presentación de documentos fraudulentos, alterados obtenidos con motivos falsos o engañosos de solicitud para ingreso, tales como transcripciones, diplomas, notas de exámenes, referencias o solicitudes mismas y es castigable con la prohibición de poder solicitar ingreso, suspensión y expulsión. La frase "solicitudes para ingreso" alude también a las de traslado.
Información general

Por Hostos ser parte de la Universidad de la Ciudad de Nueva York o "CUNY", todo solicitante a ingreso habrá de tomar los exámenes que da la Universidad para evaluar habilidades básicas en lectura, escritura y matemáticas y así definir su presteza para desempeñarse a nivel universitario. Con un examen en español se habrá de determinar el conocimiento y ubicar adecuadamente en clases de ese idioma.

Nadie podrá matricularse sin antes haber tomado los exámenes de ubicación o haber demostrado a las autoridades universitaria que se le puede eximir de hacerlo.

Ingreso al primer año

Los resultados de los exámenes de "CUNY" y de Hostos sirven para ubicar a los que entran al primer años en clases del nivel adecuado de lectura, escritura, inglés como segundo idioma o ESL, matemáticas, español u otro idioma extranjero.

Los que se colocan en clases de remedio o clases para ponerse a la par con el trabajo académico universitario tendrán la oportunidad de tomar los exámenes al concluir esos cursos. Cada estudiante deberá consultar con un orientador para cerciorarse que cuenta con los requisitos para estudiar la concentración específica que le interesa.

Traslados

Los estudiantes que se trasladan de otra institución deberán tomar los exámenes de evaluación de lectura, escritura y matemáticas, si no están exentos.

Los que se han trasladado de otro colegio de "CUNY" deberán hacer que los resultados de los exámenes de ubicación que ya tomaron se transmitan desde "UAPC" a las Oficinas para la Evaluación Estudiantil. El interesado asume la responsabilidad de cerciorarse de que el colegio remitente coloque los resultados dentro del sistema de "UAPC" Los que se trasladan de otro colegio dentro del sistema no podrán tomar otra vez los exámenes que no hayan pasado durante el proceso de admisión anterior.

Exenciones

Los que ingresan por primera vez quedarán exentos de tomar los exámenes de lectura y escritura si han obtenido 480 puntos o más en la parte oral del SAT, 20 o más en el ACT o 75 o más en el English Language Arts Regents. Estarán exentos de tomar los de matemáticas los estudiantes que obtengan 480 puntos o más en la parte de matemáticas del SAT, 20 o más en el ACT o 75 o más en los Sequential II o III o en Math A o Math B del Mathematics Regents Examination.

Los estudiantes que ya tienen un título de bachiller obtenido en una institución acreditada en los Estados Unidos podrían quedar exentos de tomar los exámenes. Si el título proviene de un país que no es de habla inglesa, se les dará los exámenes de "CUNY" con el único propósito de ubicarlos.

Todo estudiante exento de tomar el examen de matemáticas tendrá que tomarlo para que se le pueda colocar en los cursos adecuados de esa materia.

El requisito de tomar los exámenes de "CUNY"

Todo estudiante en un colegio común de "CUNY" deberá pasar los exámenes de escritura y lectura para graduarse. Para otros programas conducentes a títulos es también obligatorio pasar el de matemáticas. Los estudiantes deberán pedir orientación académica acerca de los requisitos de graduación para su concentración específica.

El examen de aprovechamiento académico de "CUNY" ("CPE", por sus siglas en inglés)

A partir del otoño de 2003, todo estudiante que desee graduarse del Colegio Comunal Hostos, sin importar su fecha de ingreso, estará obligado a tomar y pasar el examen de "CUNY" que mide el aprovechamiento académico. Esto deberá ocurrir luego de haber acumulado 45 créditos, pero existe la alternativa de tomarlo el semestre en que se llegue a esos créditos. El "CPE" se puede tomar cuatro veces al año: enero, marzo, junio y octubre.
Con este examen se prueba la habilidad para entender y pensar analíticamente, escribir con claridad, lógica y correctamente al nivel de los cursos avanzados. Consiste de ejecutar dos tareas: análisis al leer y escribir; y el estudio y entendimiento de la información obtenida de gráficas y textos. Cuando el estudiante se inscribe para tomar el "CPE", se le provee toda la información necesaria. Podrá tomarlo tres (3) veces. Quien no lo tome cuando se le exige renuncia a tomarlo. El estudiante será responsable de averiguar si deberá o no tomar el "CPE".

Quienes no lo pasen o se ausenten tres (3) veces tendrán que pedirle al "CPE Appeals Committee" que se les permita una cuarta vez. De obtener el permiso y no pasar el examen, no se le permitirá matricularse ni en el Colegio ni en ninguna otra dependencia de la Universidad. Estos últimos podrán apelar al CPE Appeals Committee. Si el alumno pasa el examen, se le devolverá su estado de inscrito.

Los solicitantes que hayan obtenido títulos de bachiller o más, de una institución acreditada, quedarán exentos de tomar el "CPE" para graduarse. Esa exención se deberá solicitar al ingresar al Colegio. No harán exenciones de tomar el "CPE" que no se hayan solicitado al ingresar.

Porque los reglamentos relativos al "CPE" cambian, los estudiantes deberán comunicarse con las Oficinas para la Evaluación Estudiantil para informarse acerca de este examen y sus requisitos.

**Exámenes para el ingreso a un colegio de "CUNY" que confiere títulos de bachiller**

Todo estudiante que desee trasladarse a un colegio de "CUNY" que confiere títulos de bachillerato, inmediatamente después de graduarse o un tiempo después, deberá pasar los tres exámenes que miden las habilidades básicas. Se aconseja que se tomen los de escritura, lectura y matemáticas antes de solicitar el traslado. Los colegios de "CUNY" que confieren títulos de bachillerato no admitirán a nadie que no haya pasado los exámenes que miden las habilidades básicas.

Podrían, sin embargo, admitir en calidad provisional a estudiantes trasladados de colegios comunales del sistema que hayan completado los requisitos de graduación, con excepción del "CPE". Pero éstos deberán tomarlo durante su primer semestre de estudios. Se recomienda a los estudiantes que califiquen, que tomen el "CPE" mientras estén matriculados en Hostos. También se les exhorta a que busquen con sus orientadores información detallada acerca de los requisitos para la graduación y el traslado.

**Exámenes con computador**

Las pruebas de habilidades de lectura y matemáticas se imparten con computador. Para tomarlos no es necesario adquirir destreza especial alguna. Al presentarse a tomar el examen, los estudiantes recibirán las instrucciones para manejar los aparatos.

Si desea más información, comuníquese con:

Oficinas para la Evaluación Estudiantil
Grand Concourse 500, salón B-207
(718) 319-7921
Matrícula y asistencia económica

Matrícula y cuotas

Residentes del estado de Nueva York

Estudiantes de bachillerato inscritos antes del 1° de junio de 1992, o que ingresaron al primer año, o se trasladaron de otra institución habiéndose inscrito para semestres que comenzaron en esa fecha o posteriormente.

Inscritos:
- Programa completo, por semestre ........................................... $1,400.00
- Programa parcial, por crédito equivalente facturable .................. $120.00

Estudiantes de bachillerato, todos los demás programas
- Oyentes, por crédito equivalente facturable .................................. $160.00
- Cuota por persona de la tercera edad, por semestre o sesión ........ $ 65.00

Todo estudiante, oyentes y personas de la tercer edad incluidos
- Cargo por servicios, por semestre o sesión ................................. $15.00

No residentes en el estado y extranjeros

Estudiantes de bachillerato inscritos antes del 1° de junio de 1992, o que ingresaron a primer año, o que se trasladaron de otra institución habiéndose inscrito para semestres que comenzaron en esa fecha o posteriormente.

Inscritos:
- Programa completo, por crédito equivalente facturable ............... $190.00
- Programa parcial, por crédito equivalente facturable .................. $190.00

Todos los demás estudiante de bachillerato:
- Oyentes, por crédito equivalente facturable .................................. $250.00

Todo estudiante, incluso oyentes y personas de la tercer edad
- Cargo por servicios, por semestre o sesión ................................. $15.00

Cómo se califica para la matrícula de residente en un colegio comunal

En esta sección se describen los requisitos para residencia y la documentación necesaria para probarlo.

Verificación de residencia: un estudiante en un colegio comunal califica para la matrícula de residente si llena las condiciones a continuación.

a) su lugar de residencia principal se encuentra en el estado de Nueva York por doce meses consecutivos inmediatamente antes del primer día de clases; quien haya sido alumno de escuela secundaria en la ciudad o el estado de Nueva York durante dos semestres inmediatamente antes del primer día de clases; estudiantes con impedimentos según esto se define en la ley “ADA”, que llevan un programa parcial de un mínimo de 3 créditos académicos por semestre o su equivalente, podrán calificar para recibir una beca TAP para programa parcial que cubra cualquier semestre aprobado.

b) su domicilio principal se encuentra en el estado de Nueva York por seis meses inmediatamente antes del primer día de clases; quien haya sido alumno de escuela secundaria en la ciudad o el estado de Nueva York durante un semestre inmediatamente antes del primer día de clases.
Venención especial

Recompensa de los condados a los colegios comunales:

Los colegios comunales requieren que, para matricularse, todo residente del estado de Nueva York que viva fuera de la ciudad de Nueva York presente certificado de domicilio, expedido no antes de dos meses previos al primer día de clases, que será válido por un año. Si en el condado donde se vive se le niega el certificado por alegar que no se tenga domicilio allí, se podrá apelar al Secretario del Estado de Nueva York.

La verificación de domicilio requiere que se llene la hoja conocida como City University Residency Form, que se obtiene en las Oficinas de Admisiones y Recrutamiento, edificio Savoy D-210. No se aceptará una hoja de residencia luego de haber concluido un semestre para el cual se está solicitando la determinación.

Un estudiante con programa completo lleva 12 créditos o más o sus equivalentes facturables.

Un estudiante con programa parcial lleva menos de 12 créditos o sus equivalentes facturables.

Los estudiantes que se inscriban para más de 18 créditos académicos pagarán recargo por acelerar estudios según lo siguiente:

Recargos por acelerar estudios

<table>
<thead>
<tr>
<th>Número de créditos académicos</th>
<th>Recargo</th>
</tr>
</thead>
<tbody>
<tr>
<td>dos o menos</td>
<td>$100.00</td>
</tr>
<tr>
<td>cuatro o más, pero seis o menos</td>
<td>$230.00</td>
</tr>
<tr>
<td>más de seis</td>
<td>$460.00</td>
</tr>
<tr>
<td>más de diez</td>
<td>$690.00</td>
</tr>
</tbody>
</table>

Estos recargos aplican solamente a semestres regulares. Estudios que no se efectúen en primavera u otoño, no conllevan recargo(s).

Tampoco aplica a oyentes quienes pagan a base de créditos equivalentes facturables, no obstante la cantidad de créditos para los cuales se inscriban. El recargo, que nada tiene que ver con la instrucción, se aplica por igual a estudiantes residentes y no residentes.

La cuota de matrícula se determina según si el estudiante lleva programa completo o parcial, si es o no residente y cuál es su situación respecto del título que persigue con su programa de clases.

El itinerario de cuotas de matrícula se aplica a todas las sesiones, no obstante la duración de estas, sujetas a las tarifas especiales que establezcan la Junta.

El hijo de un integrante permanente del personal de la Junta, o el hijo de un integrante fallecido (a) o jubilado (a) de tal personal que haya servido más de cinco años y devengado salario anual; o el hijo de un empleado (a) de la Ciudad de Nueva York o de una agencia municipal a quien se le exija tener domicilio fuera de la ciudad para cumplir con sus obligaciones oficiales, pagará matrícula de residente.

La matrícula de residente se le aplicará a un estudiante de otra institución que tiene acuerdos de cobrarle matrícula de residente a un estudiante de un institución de la Universidad de la Ciudad de Nueva York. Se requiere presentar prueba de calificaciones educativas y el visto bueno del Presidente del colegio de la Universidad de la Ciudad de Nueva York en cuestión.
### Matrícula y asistencia económica

**Cuotas especiales para todo estudiante inscrito u oyente**

Solicitud de ingreso, que no se devolverá
- Estudiantes que ingresan al primer año: $65.00
- Estudiantes trasladados: $70.00

**Actividades estudiantiles**

<table>
<thead>
<tr>
<th>Semestre</th>
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<tbody>
<tr>
<td><strong>Semestre de otoño:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$62.60</td>
<td>$29.10</td>
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<tr>
<td><strong>Semestre de primavera:</strong></td>
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</tr>
<tr>
<td></td>
<td>$62.60</td>
<td>$29.10</td>
</tr>
<tr>
<td><strong>Verano:</strong></td>
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<td></td>
</tr>
<tr>
<td>Cada sesión</td>
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<td></td>
</tr>
</tbody>
</table>

**Cuota por uso de tecnología**

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<thead>
<tr>
<th>Semestre</th>
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<th>Programa parcial</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semestre de otoño:</strong></td>
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<td></td>
<td>$75.00</td>
<td>$37.50</td>
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<tr>
<td><strong>Verano:</strong></td>
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<tr>
<td>Cada sesión</td>
<td>$37.50</td>
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</tr>
</tbody>
</table>

Cuota para el senado estudiantil, incluida en la de actividades estudiantiles: $0.85

Cargo por servicios: $15.00

Transcripciones: $7.00

No se cobran las que se envían a otro colegio de "CUNY".

Matrícula tardía: $25.00

Cambio en programa: $18.00

Copia de tarjeta de identidad con foto u otro documento colegial: $5.00

Reingreso: $10.00

Recargo por incumplimiento de pago: $15.00

Recargo por cheque devuelto: $15.00

**Exámenes especiales**

<table>
<thead>
<tr>
<th>Tipo</th>
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</thead>
<tbody>
<tr>
<td>Primero</td>
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</tr>
<tr>
<td>Cada uno adicional</td>
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</tr>
<tr>
<td>Personas de la tercera edad</td>
<td>$65.00</td>
</tr>
<tr>
<td>Maestros de instrucción cooperativa</td>
<td>$25.00</td>
</tr>
<tr>
<td>Duplicado de diploma</td>
<td>$15.00</td>
</tr>
</tbody>
</table>
Matrícula y asistencia económica

Notificación al estudiante respecto al gastos por incumplimiento de pago

Si un estudiante no paga la matrícula o las cuotas u otras cuentas colegiales y esa cuenta se envía a una agencia cobradora, éste tendrá que pagar los gastos incurridos por ese cobro, incluidas tarifas de la agencia, honorarios de abogado y costas de tribunal, además de lo debido a la Universidad. Además, no pagar o habérsele sentenciado por no pagar se informará a una agencia de crédito y aparecerá en el informe de crédito individual.
(Oficina del Contralor de la Universidad, 5 de junio de 2006)

Devolución del pago de matrícula

Toda devolución del pago de matrícula, según el catálogo colegial, y de los materiales de inscripción, sin importar si se pagaron con efectivo o con giro, estará sujeta a los derechos de devolución según lo ha establecido la Junta de Síndicos de la Universidad de la Ciudad de Nueva York. Toda devolución estará también sujeta al escrutinio por parte del Colegio, de todas las cuentas estudiantiles. Las devoluciones autorizadas se harán con cheques, una vez se haya hecho el tal escrutinio.

Otras devoluciones

Por baja oficial de una sesión que no sea de verano antes del comienzo de la misma: 100%
Por baja oficial durante la primera semana luego del comienzo de la sesión: 75%
Por baja oficial durante la segunda semana luego del comienzo de la sesión: 50%
Por baja oficial durante la tercera semana luego del comienzo de la sesión: 25%
Por baja oficial después de cumplirse la tercera semana del comienzo de la sesión: ninguna

 Nótese que estos porcentajes aplican solamente a los semestres de otoño y primavera. Respecto de las sesiones de verano, refiérase al calendario de matrícula del itinerario de clases o al sitio del Colegio en La Red, para informarse acerca de las devoluciones.

¿Cómo se afecta la asistencia económica si se da la baja total?

La Higher Education Act de 1965, según enmendada en 1998, cambió las reglas para la devolución de fondos provenientes del Título IV. O sea, los fondos federales Pell para estudiantes que efectúan bajas totales durante un año de matrícula. Las reglas nuevas efectivas desde el otoño de 2000 suponen que el estudiante se gana la asistencia económica a base del tiempo que permanece matriculado.

Durante el primer 60% del semestre, el estudiante se gana los fondos del Título IV proporcional al tiempo de matriculado, exceptuando los que se dan de baja antes de la quinta semana a quienes se les requiere prueba de haberse presentado en clase, a base de la norma de asistencia de la Universidad de la Ciudad de Nueva York, que aplican los colegios comunales. si un estudiante recibiera más dinero del que se haya ganado, deberá devolver la porción que no se ganó al Departamento de Educación. Si recibiera menos del dinero que se haya ganado, podría recibirla tardiamente.

La porción a la que el estudiante tiene derecho, está basada en un porcentaje que se obtiene al comparar la cantidad total de días del semestre con la de los días completados antes de la baja. Por ejemplo, si se ha completado 20% del semestre, se habrá ganado 20% de los fondos de Título IV que le corresponderían. Si se recibió 100% de los fondos, tendría que devolver la porción que no se ganó. A los estudiantes que se mantuvieron matriculados más de 60% se les considera que se han ganado toda la asistencia económica y no tendrán que devolver nada a los fondos del Título IV, si se dan de baja.

 Nótese que toda cantidad de matrícula y cuota está sujeta a cambios sin previo aviso, por decisión de la Junta de Síndicos de la Universidad de la Ciudad de Nueva York, sin importar las que estén en efecto al momento de la inscripción estudiantil. La información respecto de tales cambios se podrá obtener en la Oficina del Registrador, el Tesorero, el decanato de estudiantes y el sitio de Hostos en Internet.
Matrícula y asistencia económica

Asistencia Económica

La información a continuación es la más reciente respecto de los programas de asistencia económica para los estudiantes del Colegio Comunal Hostos. Suplanta la de catálogos anteriores.

El Colegio Comunal Hostos participa de los programas de asistencia económica a continuación.
- Las becas federales Pell ("FPG")
- La beca educativa federal suplementaria ("FSEOG" por sus siglas en inglés)
- Fondos federales para trabajo y estudio ("FWS" por sus siglas en inglés)
- Préstamo federal Perkins ("FPL" por sus siglas en inglés)
- Programa de asistencia con la matrícula ("TAP" por sus siglas en inglés)
- Asistencia a los que estudian a tiempo parcial ("APTS" por sus siglas en inglés)
- Asistencia con la matrícula de tiempo parcial ("PTAP" por sus siglas en inglés)
- "College Discovery"

Información general

La Oficina de Asistencia Económica provee una gama de ayuda y servicios a los estudiantes, desde ayudarles con las solicitudes hasta recomendaciones de trabajo. Se le prestan servicios a un promedio de 4,500 estudiantes y confieren mucho más de $15,000,000 al año. Durante todo el año académico, se reúnen en grupos para orientar con respecto a la asistencia económica. Pero también, por cita previa, ofrecen orientación individual. Además, en estas oficinas se distribuyen literatura orientadora con respecto a la asistencia económica estudiantil. Se exhorta a los estudiantes a que utilicen estos servicios. Llaman a las oficinas al (718) 518-6555 o visiten el sitio en La Red, www.hostos.cuny.edu/ofa.

No hay que devolver los fondos provenientes de becas.
Con el programa de trabajo y estudio se ofrecen empleos para que los alumnos puedan sufragar gastos de estudios.

Hay obligación de devolver el dinero que se obtiene como préstamo.

Criterios para calificar

El estudiante deberá estar matriculado en el programa de su concentración, haciendo progreso satisfactorio y en cumplimiento con las normas académicas. No tendrá pendiente devolución de fondos de beca Pell ("FPG") ni de beca educativa federal suplementaria ("FSEOG"), ni incumplimiento de préstamo alguno, por ejemplo "Federal Family Education Loan" (FFEL por sus siglas en inglés), "Federal Direct Lending Program", préstamo Perkins u otros préstamos de emergencia.

La asistencia estudiantil se otorga por necesidad económica. Se considera "necesidad económica" la diferencia entre lo que se calcula que costará la matrícula, los libros, el transporte, la vivienda para cursar estudios una institución y la cantidad que el estudiante o su familia podrán pagar. Se usa una fórmula que se conoce como la de "aportación que se espera de la familia o del estudiante" o "EFC" por sus siglas en inglés, para calcular lo que tendrán que contribuir para sufragar los gastos de estudios. De este modo se hace equitativo el otorgamiento de fondos federales para estudios, por todo el sistema de la Universidad de la Ciudad de Nueva York.

Estudiantes con impedimentos

Desde el 1° de julio de 1998, el estudiante con impedimentos califica para recibir ayuda económica del estado ("TAP") para estudios a tiempo parcial. Quienes necesiten cubrir gastos adicionales deberán llamar al (718) 517-4454 de la Oficina para Servicios al Estudiante Impedido o a la Oficina para Asistencia Económica al (718) 518-6555.

Gastos para el año académico 2006 - 2007 de un estudiante que no vive con sus padres

<table>
<thead>
<tr>
<th>Gasto</th>
<th>Cantidad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matrícula</td>
<td>$2,800.00</td>
</tr>
<tr>
<td>Libros</td>
<td>$832.00</td>
</tr>
<tr>
<td>Cuotas de actividades estudiantiles</td>
<td>$125.20</td>
</tr>
<tr>
<td>Transporte</td>
<td>$816.00</td>
</tr>
<tr>
<td>Gastos personales (almuerzos incluidos)</td>
<td>$6,013.00</td>
</tr>
<tr>
<td>Vivienda</td>
<td>$4,778.00</td>
</tr>
<tr>
<td>Cuota por servicios de matrícula</td>
<td>$30.00</td>
</tr>
<tr>
<td>Cuota por uso de tecnología</td>
<td>$150.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15,544.20</strong></td>
</tr>
</tbody>
</table>
Ciudadanía

Para que el estudiante califique para recibir asistencia económica, deberá ser ciudadano estadounidense, nacionalizado o residente permanente con documentación I-151, I-551 o I-551C. Individuos que estén en Estados Unidos con visas F1, F2, J1 o J2 no califican para recibir fondos federales.

Estudiantes trasladados

El estudiante que se traslada a Hostos desde otra institución, no traslada su asistencia económica automáticamente. Deberá tramitarla. Los procedimientos varían según el programa que cobije al estudiante en particular y el momento en que ocurra el traslado. Diríjase a la Oficina para Asistencia Económica.

Métodos de selección

Existen dos solicitudes para procesar la asistencia económica estudiantil. La de renovación de solicitud Free Application for Federal Student Aid ("FAFSA" por sus siglas en inglés) para los alumnos que regresan a estudios y la "FAFSA" para determinar si un solicitante califica para recibir fondos federales que otorga el Título IV, como las becas Pell, las SEOG y los préstamos federales Perkins. La solicitud de "TAP" y "APTS", la electrónica de "TAP" y la hoja para pedir el suplemento de "CUNY", que sirve para procesar la solicitud de ayuda económica al estado de Nueva York y al recinto. Se podrá solicitar también por Internet con la "FAFSA" electrónica.

Habrá una espera mínima de cuatro semanas. El solicitante es responsable de cerciorarse que la información contenida en la solicitud esté completa y sea precisa, antes de enviarla o por correo o por vía de Internet. Las fechas límite y los procedimientos para participar de programas específicos se publican en el tablón de edictos de la Oficina para Asistencia Económica o en la página de Internet. Búsquelas para enterarse de actualizaciones o de cambios en las legislaciones pertinentes.

Programas federales

Normas federales para el desempeño académico: Se requiere del estudiante que progrese satisfactoriamente en su programa de concentración académica para que reciba ayuda estudiantil federal del Título IV; y además, deberá acumular un promedio mínimo o "GPA" para una situación de probatoria en la institución. A los dos años de inscripción en el Colegio, el estudiante deberá tener un promedio mínimo de "C", su equivalente o situación académica que le permita la graduación. También, deberá acumular créditos para un título según las normas a continuación.

Medida del progreso cuantitativo satisfactorio establecida por el Título IV

Al final de cada semestre, a los estudiantes se les juzgará según esta norma. Los que no la satisfagan podrán apelar mediante el proceso institucional para volver a calificar.

A. Máximo de 150%. Es mandatorio que el estudiante no se tarde más de 150 por ciento del tiempo requerido para completar sus estudios, según lo establecido y publicado por el Colegio. Se usa la fórmula a continuación. Véase el ejemplo de un título de grado asociado para el cual se requieren 64 créditos.

\[(\text{duraición en créditos del programa académico}) \times 1.5 = 96\]

B. Norma regular: Si el estudiante ha intentado acumular menos del 150% de los créditos de su programa, la cantidad que haya acumulado deberá ser igual o mayor que dos terceras partes de los que intentó completar en el Colegio.

C. Norma condicional. De no cumplir con la norma del párrafo anterior, se podrá mantener la elegibilidad si se cumple con la norma condicional descrita a continuación. Cuando se trata de los programas conducentes a títulos de grado asociado, los créditos acumulados deberán ser iguales o mayores que los [(créditos que se han intentado x 0.875) -21]

Créditos intentados

Todo intento de acumular créditos aparece en el expediente estudiantil. Los créditos acumulados son aquellos que el estudiante ha completado para concluir un programa académico. Las notas de "W" —WA, WF, y WU—, "F", "R", "I" y "FIN" en créditos trasladados, y las clases repetidas que se registran en la transcripción de notas, cuentan como créditos intentados. La situación para calificar para fondos federales del Título IV de los candidatos a segundos títulos se definirá según la cantidad de créditos que se les acepten para la consecución del mismo como créditos intentados acumulados y créditos ya obtenidos acumulados.
Matrícula y asistencia económica

Asistencia económica federal (Título IV)

Permite hasta treinta (30) créditos de cursos de remedio. Las clases de ESL quedan exentas de esta regla.

Título de A.A. [se obtiene con 64 créditos x (1.5)]

<table>
<thead>
<tr>
<th>acumulación de créditos</th>
<th>requisitos</th>
<th>norma condicional</th>
</tr>
</thead>
<tbody>
<tr>
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<td>84</td>
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<td>52.5</td>
</tr>
<tr>
<td>96</td>
<td>64</td>
<td>64.0</td>
</tr>
</tbody>
</table>

Documentos necesarios

Al solicitar la asistencia económica estudiantil, se habrá de presentar documentos específicos. El más importante es la planilla de declaración sobre ingreso. Otros documentos incluyen las hojas de seguro social, de haber recibido asistencia pública, tarjeta de extranjero y prueba de emancipación. Las solicitudes de asistencia económica federal están sujetas al "Federal Edit System" para el cual se eligen al azar solicitantes para que den prueba de que la información que han entregado es verídica. En algunas circunstancias al solicitante se le exigirá que pase por el proceso de verificación para el cual tendrá de presentar pruebas de que los datos de gran parte de la solicitud son exactos y razonables. No cumplir con esa exigencia descalifica al solicitante para recibir fondos federales para estudios del Título IV.

Programas federales de asistencia económica estudiantil

Las becas federales Pell: A todo (a) estudiante inscrito con un crédito o más se le ha de considerar para recibirla. Los otorgamientos se distribuyen proporcionalmente a razón de si el estudiante está inscrito con programa completo o parcial, las asignaciones al presupuesto federal, el costo por matricularse en el Colegio y el “EFC” del solicitante. Las cantidades otorgadas fluctúan entre $400 y $4,050 y aplican todos los requisitos ya mencionados. Si desea más información, marque el 1-800-433-3243, número directo de Pell, o visite el sitio de Internet en: www.pellgrantsonline.ed.gov; o diríjase a la Oficina para Asistencia Económica al marcar el (718) 518-6555; o visítenos en www.hostos.cuny.edu/ofa.

Programas de ayuda provenientes de la Universidad

Los tres programas que se describen en esta sección se conocen como los "provenientes de la Universidad”. Se les aplican los requisitos ya mencionados y, aunque cada uno es diferente, tienen en común las características siguientes:

* La cantidad de dinero que se reciba se ajustará a la necesidad económica, a la que habrá de recibirse y a los fondos del Colegio asignados con tal propósito. Cuando estos dineros se hayan terminado, ya no se podrán hacer más asignaciones.
* Cada colegio del sistema fija sus fechas límite de solicitud.
* No hay certeza de que se le otorguen fondos a un solicitante, aunque pruebe su necesidad o haya recibido dineros anteriormente.
* Todo (a) solicitante de estos fondos deberá estar inscrito con un mínimo de seis créditos por semestre.

La beca educativa federal suplementaria o “FSEOG” por sus siglas en inglés está dirigida a estudiantes de bachillerato con necesidad excepcional. Se le da prioridad a los que tienen la cantidad que se espera que la familia o el estudiante aporte baja y a los que ya están recibiendo becas Pell. La “FSEOG” es una beca y, por lo tanto, no hay que devolverla. La cantidad que se otorga depende de los fondos existentes a base de las asignaciones federales, costos de los estudios y la “EFC” del solicitante y fluctúan entre $100 y $4,000.
**Matrícula y asistencia económica**

*El Programa de trabajo y estudio* provee empleo para los candidatos que califiquen. Se exhorta al servicio comunitario y los fondos son para ayudar a surfragar gastos de estudios. Ofrece una variedad de experiencias laborales a estudiantes que tengan interés en trabajar fuera del recinto universitario. Los empleos dentro del recinto están sujetos a asignaciones federales, costos de estudios y la "EFC" del solicitante y los salarios fluctúan entre un total de $800 a $4,000.

*Los préstamos federales Perkins* tienen intereses bajos (5%) y son para los gastos de estudios del estudiante de bachillerato con una necesidad económica excepcional. Se solicitan mediante la Universidad de la Ciudad de Nueva York y la Oficina para Asistencia Económica de Hostos. Se conceden a base de asignaciones de fondos federales, el costo de estudios y la "EFC" del solicitante. Las cantidades otorgadas fluctúan entre $800 y $4,000. El prestamista es la Universidad de la Ciudad, pero los fondos originan con el gobierno. Si el estudiante prestatario queda inscrito en menos de seis créditos durante un semestre o se da de baja, recibirá una moratoria de seis meses antes de comenzar el pago del préstamo. El pago podrá extenderse por diez años. Si el prestatario lo solicita se le podría conceder una extensión de diez años más, a discreción de la institución. La misma se aplica a préstamos hechos después del 1° de octubre de 1980, según los reglamentos del Departamento de Educación. Las personas que sirven activamente en las fuerzas armadas, los Cuerpos de Paz, Vista u otro programa nacional similar tendrán una moratoria de tres años para comenzar a pagar préstamos estudiantiles. Esto aplica también para prestatarios (as) que tienen dependientes impedidos. Las personas que obtuvieron préstamos después del 1° de julio de 1987 tendrán nueve meses para comenzar sus pagos. Empleados en servicios públicos específicos podrían recibir aplazamientos de sus préstamos. Si desea más detalles, comuníquese con la Oficina para Asistencia Económica al marcar el (718) 518-6555 o el (718) 518-4359 de la Oficina de Cuentas Estudiantiles por Cobrar.

**Devolución de dinero recibido del Título IV:** Las enmiendas del 1998 hechas a la Educación Superior cambiaron muchos de los requisitos para la participación y la administración de los programas subvencionados por el Título IV. Estas aplican a estudiantes que se dan de baja de un semestre, período de pago o de inscripción, luego de que la ayuda para los estudios se ha pagado. Se presume que el estudiante se "ganó" el dinero que recibe a base del período de tiempo que permanece matriculado. Durante el 60% inicial del mismo se lo "ganó" en proporción directa al tiempo que permanece inscrito. De quedarse inscrito más de 60% del tiempo se ha ganado toda la ayuda económica de ese período.

**Ayuda económica de parte del estado de Nueva York**

*Criterios para calificar:* Además de los requisitos de ciudadanía ya mencionados, los solicitantes de asistencia económica estudiantil deberán residir en el estado de Nueva York por doce meses antes del año en que se les otorga el dinero, tener ingreso imponible por debajo de una cantidad específica y cumplir con normas académicas de manera satisfactoria. Solo califican para la ayuda, las clases que son parte de la concentración de estudios declarada; las que no son requisitos para la concentración, no.

*Normas federales.* Para poder recibir asistencia económica estatal, el estudiante deberá cumplir con las normas académicas ya mencionadas además de las que establece el estado. Se les permitirá hasta seis semestres de programa completo –tres años– de "TAP" para obtener el título de asociado. Quienes participan del programa "College Discovery" podrían recibir un semestre adicional de "TAP". Comuníquese con la oficina de "College Discovery" al teléfono (718)-518-4475.

"Los requisitos académicos para la asistencia económica del estado de Nueva York dicen que: para calificar para recibir becas "TAP" o "APTS" se ha de estar inscrito con un mínimo de 12 créditos facturables, de los cuales seis (6) han ser académicos. Para calificar para recibir becas "TAP" o "APTS" por estudios a tiempo parcial se ha de estar inscrito con un mínimo de 6 a 11 créditos facturables, de los cuales tres (3) han ser académicos. Todas las clases han de llenar los requisitos para la concentración del programa que conduzca a la graduación.

**Consecución de un programa de estudios:** Se exige que los estudiantes completen un mínimo de créditos facturables o equivalentes cada semestre.

<table>
<thead>
<tr>
<th>Créditos para calificar para el pago de TAP por semestre</th>
<th>% de cursos completados</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.00%</td>
</tr>
<tr>
<td>2</td>
<td>50%</td>
</tr>
<tr>
<td>3</td>
<td>50%</td>
</tr>
</tbody>
</table>

**Universidad de la Ciudad de Nueva York**
Matrícula y asistencia económica

<table>
<thead>
<tr>
<th>Nivel</th>
<th>Créditos mínimos acumulados para el título</th>
<th>Acumulación mínima de “GPA”</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</tr>
<tr>
<td>2</td>
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<td>3</td>
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</tr>
<tr>
<td>4</td>
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</tr>
<tr>
<td>6</td>
<td>45</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Progreso académico satisfactorio: El estudiante deberá acumular los créditos mínimos y haber acumulado el promedio especifico para recibir cada pago de TAP según el listado a continuación.

Puesta al día del progreso académico satisfactorio: Los recibientes de asistencia económica estatal habrán de acumar un promedio mínimo de “C” o su equivalente al final del segundo año académico. Se podrá obtener información adicional al respecto de la Oficina para Asistencia Económica o de Internet: www.hostos.cuny.edu/ofa.

Calificar para pago de TAP

Otros asuntos académicos. Los estudiantes que se den de baja de todos los cursos de un semestre no podrán recibir ayuda económica del estado el semestre siguiente. Quienes no cumplan con las normas y dichas, pero puedan demostrar que circunstancias excepcionales fuera de su control afectaron negativamente su desempeño académico, podrían recibir una dispensa única que habrá de considerar si existe la probabilidad de que el alumno habrá de recuperarse y presente pruebas que sustancien una apelación. Los estudiantes que deseen solicitar una dispensa para TAP deberán antes orientarse con la Oficina para Asistencia Económica.

Créditos facturables o equivalentes. Todas las clases para ponerse a la par con el trabajo académico universitario tienen créditos facturables equivalentes. De una clase, solamente cuenta la porción que confiere crédito hacia la consecución de un título y es la que se puede pagar con la asistencia económica. La diferencia entre créditos académicos y facturables no cuenta para el título y afectará la ayuda económica.

Nota: Cabe la posibilidad de que quienes reciban una baja retroactiva tengan que pagar la ayuda económica recibida para el periodo en que se efectuó la baja.

Clases de asistencia económica del estado de Nueva York

Programa de asistencia con la matrícula (“TAP”). Suministra ayuda con la matrícula a estudiantes con programas completos. El estudiante deberá estar inscrito con doce (12) créditos facturables equivalentes de su concentración y con seis (6) o más créditos académicos por el semestre. La cantidad que se otorga depende del ingreso neto imponible declarado al estado de Nueva York. La “New York State Higher Education Services Corporation” o “NYSHESC” por sus siglas en inglés, le notificará al solicitante de la situación respecto de su beca. Según las asignaciones, las cantidades otorgadas fluctúan entre $275 y $2,800 por año académico. El estudiante que solicite temprano y presente su notificación de otorgamiento de “TAP” antes de su cita para inscribirse recibirá crédito por el pago de la matrícula. Quien reciba la notificación más tarde tendrá que pagar su matrícula el día de la inscripción. La Oficina de Cuentas Estudiantiles por Cobrar notificará por correo al estudiante de la devolución de lo pagado por “TAP”. Comuníquese con la Oficina de Cuentas Estudiantiles por Cobrar para discutir toda preocupación respecto de TAP al marcar el (718) 518-4359.

El “Supplemental Tuition Assistance Program (“STAP”) se creó para suministrar apoyo económico adicional a los estudiantes que necesitan tomar cursos de remedio. Desde el año escolar 1995-1996, “STAP” ha estado a disposición de las personas que reciben esas ayuda por primera vez, inscritos en programas de remedio aprobados que se efectúan en el verano.

Programa de asistencia a los que estudian a tiempo parcial (“APTS”). Los alumnos que tengan la intención de inscribirse con 6 a 11.5 créditos facturables equivalentes y que no hayan consumido sus seis semestres de “TAP” califican para recibir becas “APTS”. A diferencia de “STAP” y “TAP”, “APTS” tiene fondos limitados y los administra directamente la Universidad de la Ciudad de Nueva York y la Oficina para Asistencia Económica de Hostos. Una vez se consuman estos dineros, no se otorgarán más para el año académico. Según las asignaciones del estado, las cantidades otorgadas fluctúan entre $45.00 y $505.00 por semestre.
Matrícula y asistencia económica

"TAP" para programa parcial ("PTAP"): El presupuesto del estado de Nueva York incluyó una asignación de fondos para el otoño de 2000, para un programa de prueba en la Universidad de la Ciudad de Nueva York, que duraría tres años, para otorgar becas TAP a estudiantes de bachillerato con programas parciales. Este permite que los inscritos con 6 a 11 créditos en un semestre reciban dinero, ajustado a la cantidad de los mismos.

Para calificar hay que llenar las condiciones siguientes:
- haberse matriculado (a) en primer año en “CUNY” para el año académico de 1998-1999 o después;
- haber acumulado no menos de veinticuatro créditos en la Universidad de la Ciudad de Nueva York antes de recibir la beca;
- tener un promedio no menor de 2.00; y llevar un programa con no menos de seis ni más de doce horas-semestre o su equivalente hacia la consecución de un título de bachiller;
- llenar los requisitos para recibir ayuda económica para la matrícula, excepto el de llevar un programa completo.

*TAP para estudiantes con impedimentos que llevan programas parciales

Desde el 1° de julio de 1998, el estudiante con impedimentos califica para recibir ayuda económica del estado ("TAP") para estudios a tiempo parcial. El estudiante con impedimentos que cabe dentro de la definición de la ley “American with Disabilities” ("ADA"), que lleva un programa parcial de un mínimo de 3 créditos académicos por semestre o su equivalente, podrá calificar para recibir una beca TAP para programa parcial que cubra cualquier semestre aprobado. Quienes necesiten cubrir gastos adicionales deberán llamar al (718) 518-4454 de la Oficina para Servicios al Estudiante Impedido o a la Oficina para Asistencia Económica al (718) 518-6555.

Otras ayudas económicas estatales

Comuníquese con “NYSHEC” al marcar el (518) 473-7087 si desea más información o solicitar las becas siguientes:
- Flight 587 Memorial Scholarships.
- Regents Award for Child of a Veteran (CV) and the Child of a Correction Officer Award.
- Memorial Scholarship for Families of Deceased Firefighters, Volunteer Firefighters, Police Officers, Peace Officers and Emergency Medical Service Workers.
- New York State Volunteer Recruitment Service Scholarship.
- New York State World Trade Center Memorial Scholarship.
- Regents Award for Children of Deceased or Disabled Veterans (CV).
- Regents Health Care Scholarship (HC)
- Regents Professional Opportunity Scholarship.
- Robert C. Byrd Honors Scholarship Program y el National Science Scholars Program.
- Scholarship for Academic Excellence.
- State Aid to Native Americans.
- Tuition Benefit for Active New York State National Guard Members.
- Vietnam/Persian Gulf Veterans Tuition Award Program.
- War on Terrorism Scholarship.

Programas Especiales

"College Discovery" ("CD"): Es este un programa especial que brinda orientación, tutorías y asistencia económica a estudiantes que califiquen. Se le limita a los que ingresan desde un principio como partícipes del programa. Recibe fondos y asignaciones del estado, y los solicitantes que califiquen recibirán entre $340 y $1,000. Si desea más información marque el (718) 518-4475 de "College Discovery".

Nota: Debido a los ataques terroristas ocurridos el 11 de septiembre de 2001, se han establecido nuevos programas paliativos. Visite el sitio en La Red de Asistencia Económica: www.hostos.cuny.edu/ofa, si desea más información.
Matrícula y asistencia económica

Concesiones especiales para estudiantes al servicio de las fuerzas armadas: Para esta impresión, a los estudiantes que reciban el llamado para el servicio militar antes de concluir un semestre se les devolverá 100% de la matrícula y otras cuotas, excepto las de solicitud. Si desea más información, véase en la sección "Normas y procedimientos de Registraduría" lo referente a bajas totales por razones militares. Podrían calificar para una desembolso tardío por su beca de Título IV. Marque el (718) 518-6555 de la Oficina para Asistencia Económica si desea más información.

Programas de asistencia institucional

1) Hostos Emergency Loan Program (HELP)
   - Préstamos Avon
   - Préstamos Baynes
   - Cantidad promedio de préstamo: $300

2) Hostos Scholarship Grant Awards
   - Cantidades promedio otorgadas:$100 a $500
Registraduría

Oficinas del Registrador

Los expedientes académicos estudiantiles se guardan en la Oficina del Registrador en el edificio Savoy, salón D-207. El teléfono es: (718) 518-6617; la dirección en Internet es: www.hostos.cuny.edu.orr. Además, el Registrador se ocupa del manejo de las inscripciones y certifica las candidaturas para títulos. A continuación se explican varios asuntos pertinentes a los expedientes estudiantiles y se describen los servicios a disposición de alumnos, facultad y personal no docente del Colegio.

Los expedientes estudiantiles

Los expedientes académicos estudiantiles se encuentran en la Oficina del Registrador. El personal de esa oficina informa a los estudiantes acerca de sus expedientes y les recomienda a los funcionarios adecuados si necesitan ayuda adicional.

Las transcripciones de notas provenientes de otras instituciones —incluso las de escuelas secundarias— necesarias para la solicitud de ingreso o la evaluación de créditos, se convierten en propiedad del Colegio y ni se han de copiar ni expedir. De necesitarse transcripción de esos documentos, se ha de solicitar de las instituciones de origen.

El número de identidad estudiantil

Cuando un estudiante solicita ingreso a Hostos, se le pide su número de Seguro Social, que se guarda con confidencialidad. Este número sirve para evitar que se coloque información equivocada en su expediente colegial y facilitar el procesamiento de datos para mantenerlo. En el banco de datos, al estudiante se le asigna un número. También se le asigna un número de identificación personal o "PIN" por sus siglas en inglés. El mismo facilita el acceso del estudiante a su expediente académico.

Situación respecto de un título

Estudiantes que persiguen un título

A los alumnos que ingresan a "CUNY" y a Hostos y se inscriben para estudiar y obtener un título o certificado en una concentración se les denomina "estudiantes matriculados para la consecución de un título".

Oyentes

Los alumnos que se inscriben en clases pero no tienen interés en obtener un título o un certificado deberán llenar la Application for Non-Degree Status. Quien solicite desde fuera del Colegio obtendrá cupo según la disponibilidad del mismo. No obstante, tendrá que llenar las mismas condiciones que un estudiante que persigue un título, y deberá cerciorarse de que las clases se aceptarán en su institución de origen.

Cambio de situación respecto de un título

Los estudiantes que hayan manifestado que no desean un título pero hayan acumulado 12 créditos deberán solicitar ingreso como aspirantes a un título, de Admisión y Reclutamiento.

Reingreso a programas conducentes a títulos

No se permitirá el reingreso a estudiantes dados de baja hasta que permanezcan fuera por el mínimo de un semestre o su equivalente en calendario. Se exige que haya obtenido una licencia oficial para que pueda reingresar. Toda solicitud de reingreso deberá estar archivada en la Oficina del Registrador un mes antes del primer día de clases con el pago de una cuota de $10.00, que no se devolverá.

Los estudiantes que tomen clases en otra institución después de abandonar Hostos deberán presentar una transcripción oficial de la misma, antes de que se tome en consideración si se le habrá de permitir reingresar con categoría avanzada.
Reingreso de oyentes

Los estudiantes que no desean un título que no han tomado clases por un semestre o más deberán solicitar reingreso. Toda solicitud de reingreso deberá estar archivada en la Oficina del Registrador un mes antes del primer día de clases con el pago de una cuota de $10.00.

La reincorporación

Es requisito que los alumnos con probatorias o despidos consulten con el departamento de Consejería a la vez que soliciten el reingreso.

El estudiante que haya sido despedido y desee quedar inscrito nuevamente, después que haya llenado las condiciones establecidas al despedirsele, deberá comunicarse con la Oficina del Registrador, a más tardar, un mes antes de la fecha de matrícula.

Cambios de información personal

Cambios de nombre y dirección

Todo cambio de dirección o nombre deberá informarse al Colegio con un formulario que se obtiene en la Oficina del Registrador. Para un cambio de nombre debido a matrimonio o divorcio, deberá acompañarse la solicitud con documentos pertinentes y especificar el nombre que habrá de aparecer en el expediente. Si el cambio de nombre se debe a una orden judicial, es necesario que se presente la misma junto con la petición y la orden se le devolverá al (a) peticionario (a).

Cambio de programa

Los estudiantes que deseen cambiar sus objetivos profesionales o educativos deberán obtener las hojas pertinentes en la Oficina del Registrador. También deberán consultar con el coordinador del programa en el cual están inscritos para obtener permiso del coordinador del programa al que desean ingresar.

Licencias

Quiénes decidan, luego de consultar con sus respectivos orientadores, pedir una licencia de Hostos, deberán solicitarlo debidamente. El propósito primordial de solicitar licencia es de aclarar el expediente del estudiante, para propiciar su regreso con relativa facilidad y fijar las condiciones de su inscripción futura y asistencia económica. La hoja de solicitud de licencia se obtiene en la Oficina del Registrador.

Máximo de créditos por semestre

La cantidad máxima de créditos que se le permite a un estudiante no será mayor de 18 créditos académicos o la combinación del mismo número de créditos académicos y equivalentes facturables. Tienen créditos los laboratorios de ciencias, los clínicos y las clases de educación física, pero el estudiante tendrá que pagar matrícula por los mismos.

Es necesario que el decano (a) de Asuntos Académicos dé el visto bueno para ese máximo de 18 créditos. Quiénes deseen que se haga una excepción deberán presentar su transcripción de créditos más reciente. Dos motivos posibles conllevarían excepción:

1. que el alumno haya completado 18 créditos académicos o el mismo número de créditos facturables equivalentes intentados en el semestre anterior;
2. que el estudiante no esté en probatoria necesita acumular más créditos para cumplir con los requisitos de graduación.

Se habrá de cobrar recargo por llevar programas con más de 18 créditos por semestre.

La graduación

El Colegio Comunal Hostos otorga títulos al cabo de cada semestre otoñal y primaveral y sesión de verano. Se celebran dos ceremonias de graduación al año. En enero, para entregar los títulos otorgados en el verano y el otoño anteriores, y en junio los que se han conferido en la primavera.
**Registraduría**

A los estudiantes cuyos expedientes indiquen que habrán llenado los requisitos para la graduación al final del curso se les invita a la misma. Los estudiantes cuyos expedientes indiquen que no podrán cumplir con los requisitos antes de la graduación tendrán que esperar por una ceremonia posterior y volver a solicitar al momento adecuado.

Quiénes quieran graduarse en una fecha específica deberán cursar los créditos por semestre adecuados y cumplir con los requisitos para la consecución de título.

**Solicitud de graduación**

Seis meses antes, a más tardar, de la fecha para la graduación, los candidatos a la misma deberán completar una hoja de solicitud titulada *Graduation Readiness Assessment* en la Oficina para el Logro Académico. Si un candidato califica para la graduación se le habrá de suministrar la hoja *Application for Graduation* para que la llene y la entregue en la Oficina del Registrador. Las fechas de cada semestre para registrarla se publican y además se incluyen en el calendario académico.

Los estudiantes listos para la graduación deberán solicitarla al inscribirse en el último semestre de estudios. El registro de la solicitud da inicio a que se estudie el expediente académico para determinar si el estudiante podrá completar los requisitos para el final de ese curso.

En la Oficina del Registrador se habrá de comenzar el proceso de certificación de graduación final, únicamente cuando se haya recibido la hoja de solicitud.

**Transcripciones y declaraciones certificadas**

Todo estudiante que desee obtener una transcripción deberá completar una hoja de solicitud, que se obtiene de la Oficina del Registrador o del sitio en La Red, www.hostos.cuny.edu/oor. Cada una cuesta $7.00. Ese cargo no se aplica cuando la misma se destina a otra dependencia de la Universidad de la Ciudad de Nueva York.

Nunca se han de enviar automáticamente bien sea para traslados, solicitud de empleo u otro propósito. Se han de solicitar porque hay que salvaguardar la confidencialidad de cada expediente estudiantil.

Las declaraciones certificadas necesarias para propósitos tales como la confirmación de asistencia a clases presente o pasada se podrán conseguir de gratis al solicitarlas con una hoja que se obtiene en la Oficina del Registrador. También, la transcripción del expediente académico se enviará a toda institución o agencia que el estudiante indique por escrito a la Oficina del Registrador con dos semanas de anticipación a la fecha en que se requiera su recibo. Las transcripciones oficiales llevan el sello del Colegio y la firma del Registrador y no se le entregan al solicitante.

Nota: El Colegio se reserva la potestad de denegar la entrega de toda información en el expediente de un estudiante que no haya cumplido con su obligación económica, o alguna otra, con la institución.

**Traslados a otra institución universitaria**

Todo estudiante que desee trasladarse a otra institución universitaria deberá cumplir con sus requisitos para el ingreso. Habrá de solicitar que de Hostos se envíe la transcripción oficial a la otra institución. Toda duda específica deberá dirigirse a la Oficina de Admisiones de la institución a la cual se desea el traslado. Todo estudiante de Hostos que desee el traslado deberá reunirse con su consejero para discutir si este es aconsejable, antes de que haga la decisión final. También deberá consultar con los orientadores académicos o el Coordinador de Traslados del colegio, de la Oficina para el Logro Académico, para que le ayuden con la solicitud y el proceso. Es necesario que todo alumno que se traslada, excepto el que lo hace después de graduarse de Hostos, tramite una licencia.

Nota: El 5 de abril de 1976, la Junta de Educación Superior pasó la resolución siguiente: "DECIDIDO, que todo estudiante que progrese hacia las divisiones superiores de un colegio de cuatro años desde sus divisiones inferiores, desde un colegio comunal dentro del sistema universitario o fuera del mismo, deberá suministrar pruebas según normas que dicte el Rector, de haber dominado habilidades de aprendizaje básicas necesarias para liderar exitosamente con el trabajo que exigen las disciplinas académicas avanzadas.

**Permisos**

Permisos electrónicos para asistir a otro colegio de CUNY

Todo estudiante se hace responsable de obtener un boletín del posible colegio anfitrión y de cumplir con los requisitos que este establezca respecto a su presencia en ese recinto. Quiénes deseen tomar clases en otro colegio de CUNY mientras estén matriculados en Hostos deberán tener un promedio mínimo de 2.0 y haber pasado el examen de CUNY que mide destrezas para tomar clases en Baruch, Brooklyn College, City College, Lehman, Medgar Evers New York City College of Technology, Queens o York; no tener "stops" en su expediente, haberse puesto todas las vacunas de rigor y no inscribirse con más créditos de los que permite el Colegio. Y además, la clase deberá llenar los requisitos para el título.
Si el estudiante no puede inscribirse en el colegio anfitrión, tendrá que informarlo a la Oficina del Registrador de su institución de origen mediante carta emitida por el Registrador del anfitrión.

Cómo pedir un permiso electrónico

La Universidad de la Ciudad de Nueva York ha establecido un sistema de permisos electrónicos con miras a que el estudiante pueda encontrar cursos en otros colegios del sistema y obtener el visto bueno para inscribirse en ellos. Para ello, se requiere la aprobación de los jefes y coordinadores de los departamentos. Mediante este sistema, el estudiante podrá solicitar y obtener permiso por Internet, y mantenerse informado del progreso de su petición. De negársele, se le dará por vía electrónica la razón de la negativa. Si se busca en la dirección, http://www.cuny.edu de la Universidad se podrá acceder al permiso electrónico o e-Permit al hacer “clic” en el botón de Log In a la izquierda. Al llegar a la página inicial o Home Page tendrá que hacer clic en “Register” y seguir las instrucciones para obtener una “Portal ID” y contraseña o “Password”. Entonces, encontrará su propia página My Page que tiene un enlace con el sistema “e-Permit”.

Bajo ningún concepto se aceptarán más de 30 créditos obtenidos en otra institución hacia la graduación en Hostos, incluso créditos de categoría avanzada.

A partir del otoño de 2004, las notas de las clases cursadas con permiso en otro colegio de “CUNY” se incorporan al expediente y cuentan al calcular el índice académico. El estudiante que saque “WU”, “F” o “FIN” no deriva beneficio de la norma respecto de la nota de “F”.

Quiénes reciben “TAP” deberán llevar carta del colegio ANFITRIÓN que certifique que están inscritos, que deberá presentarse al Registrador del colegio DE ORIGEN en la quinta semana del semestre.

En el sitio en Internet de “e-Permit”, se encuentran las clases y sus descripciones en todos los colegios del sistema. El itinerario de clases en línea al que se accede mediante “e-Permit”, facilita que el estudiante sepa si un curso elegido se ofrece en un semestre específico, si se puede acomodar dentro de su programa y si hay cupo. Se exhorta a que se entre a www.cuny.edu para servirse de la solicitud de “e-Permit”.

Permiso para tomar clases en Hostos a estudiantes provenientes de otros colegios de CUNY

Todo alumno de otro colegio de CUNY que desee tomar clases en Hostos deberán proceder según se indica en “e-Permit” e inscribirse si hay cupo. Deberán entonces presentarse a la matrícula en Hostos, con el permiso, y proceder a inscribirse.

Nota: Al cabo del semestre, se le enviará la transcripción al colegio de origen.

Permiso para tomar clases en Hostos a estudiantes provenientes de instituciones fuera de “CUNY”

Alumnos provenientes de instituciones que no son de “CUNY” deberán solicitar ingreso como oyentes en la Oficina de Admisiones, antes de la matrícula. Se permite la inscripción según el cupo a disposición.

Cómo solicitar permiso para tomar una clase en una institución fuera de “CUNY”

1. Obtener una hoja de permiso de la Oficina del Registrador de la institución de origen.
2. Qué lo califica para obtener un permiso
   a. Estar inscrito y asistir a clases en el Colegio Comunal Hostos.
   b. Tener promedio no menor de 2.0, ni haberse despedido.
   c. Haberse puesto las vacunas requeridas, registradas en el expediente de la institución de origen.
3. Obtener el visto bueno y la firma en el permiso del jefe de departamento o coordinador pertinente.
   a. Informarle al departamento pertinente de la (s) clase (s) que desea tomar en la institución anfitriona.
   b. El jefe o coordinador determinará si la (s) clase (s) es (son) equivalente (s) a curso (s) similar (es) de la institución de origen. El catálogo del colegio anfitrión les ayudará a hacer esa determinación.
4. Procedimiento de Registraduría
   a. Luego de obtenido el visto bueno, se deberá llevar el permiso a la Oficina del Registrador del Colegio.
   b. El Registrador le pondrá su sello oficial para autorizar la inscripción. Llevar el permiso a la matrícula en la institución anfitrión.
   c. Al terminar la (s) clase (s), comunicarse con la Oficina del Registrador anfitrión para cerciorarse que la nota obtenida se envíe al Registrador del Colegio Comunal Hostos. Aunque la nota obtenida en una clase que se haya tomado en una institución que no sea “CUNY” no se habrá de ingresar en el expediente estudiantil y no ha de contar para el cálculo del promedio, no se le podrá dar el crédito hasta que el Registrador del Colegio Comunal Hostos no reciba la nota.
5. Obtener el visto bueno de un orientador de Asistencia Económica, quien dirá si una clase de afuera del sistema de “CUNY” califica para recibir ayuda económica.
6. El estudiante tendrá que pagar la matrícula si el permiso es para tomar un curso en una institución privada o estatal fuera del sistema de “CUNY”. No deje de llevar el permiso.
7. Es posible que exista en la institución de origen un límite de créditos que se puedan tomar con permiso. Corteje en el catálogo de la institución de origen.

8. No se emitirán permisos para los siguientes:
   a. oyentes,
   b. estudiantes readmitidos que no estén inscritos o no necesiten las clases para graduarse;
   c. estudiantes nuevos que pidan permiso para tomar una clase el semestre o la sesión de verano antes de quedar admitido en efecto.

Bajas

Baja total por razones de salud, después de la fecha límite

El estudiante que desee la baja total por razones de salud, después de pasada la fecha límite, podrá obtener una licencia especial por recomendación del Departamento de Consejería en el salón D-102 del edificio Savoy. Un orientador repasará las peticiones y el director de los Servicios de Orientación les dará el visto bueno.

Baja total por obligación con el servicio militar

Las normas de la Junta de Síndicos respecto del estudiante que abandona “CUNY” por tener que cumplir con una obligación militar establecen lo siguiente:

I. El estudiante que deberá responder al llamado de la reserva o le recluten para el servicio militar antes de finalizar el semestre.
   A. Para obtener una nota deberá asistir 13 semanas en un semestre regular y 5 en la sesión de verano.
   B. El estudiante que deberá responder al llamado de la reserva o le recluten para el servicio militar antes del tiempo suficiente para recibir una nota tiene derecho a que se le devuelva 100% de la cuota de matrícula y otras, excluidas las de solicitud.

II. El estudiante que se alista voluntariamente en el servicio militar.
   A. Las mismas normas para los reservistas aplican para los voluntarios. Para obtener una nota deberá asistir 13 semanas en un semestre regular y 5 en la sesión de verano.
   B. La cantidad devuelta dependerá de si la baja ocurre antes de la quinta semana de clases.
      1. La baja antes de la quinta semana de clases del semestre regular o de la tercera de la sesión de verano conlleva devolución de 100% de las cuotas de matrícula y otras, pero no las de solicitud.
      2. Las bajas después de los límites ya mencionados conllevan devolución de 50% del pago de las cuotas de matrícula y otras, pero no las de solicitud.

III. Consulte con el enlace para veteranos en Registraduría para saber de otras disposiciones respecto del servicio militar.

La ley “Federal Education Rights and Privacy Act of 1974”

La “Federal Education Rights and Privacy Act of 1974” y los reglamentos de conformidad con la misma otorgan al estudiante los derechos siguientes:

1. Conocer las clases de expedientes estudiantiles que se mantienen en el Colegio.
2. Conocer el nombre y la posición del funcionario que mantiene cada clase de expediente, quiénes tienen acceso a los mismos y para qué.
3. Conocer las normas de la universidad para pasar revista de los expedientes y borratorios.
4. Conocer los procedimientos a seguir para que se le conceda el derecho a leer sus expedientes.
5. Conocer los procedimientos para impugnar el contenido de sus expedientes estudiantiles.
6. Saber el costo por sacar copias de sus expedientes, si alguno.

La información antes mencionada se podrá obtener de la Oficina para el Desarrollo Estudiantil, salón C-330, lunes a viernes desde las 9:00 A.M. hasta las 5:00 P.M., mientras haya clases. No se dará información alguna por teléfono ni a individuos ni a organizaciones. Toda petición escrita de parte de un posible patrono se habrá de referir a “National Clearinghouse”. Solo se el estudiante lo solicita por escrito, el colegio habrá de suministrar información pertinente a su situación en el Colegio.

Alumnos presentes o pasados podrán pedir que el contenido de sus expedientes no se expida ni parcial ni totalmente sin solicitud escrita previa. Este consentimiento se podrá retirar o modificar durante horas hábiles en la Oficina del Registrador.

Reglas respecto de las notas y las normas académicas

El Colegio Comunal Hostos confiere notas de letras que indican el nivel de logro. El sistema es el siguiente:

<table>
<thead>
<tr>
<th>Nota</th>
<th>Alcance</th>
<th>Valor en puntos</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>4.0</td>
</tr>
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</table>
Otras notas

Política respecto de la categoría "AUD"

Estudiantes matriculados y los que no deseen un título podrán estar de oyentes en una clase, si hay cupo en la misma. Se debe tomar en cuenta el efecto de asistir como oyente a una clase que sea requisito de la concentración o prerequisito o co requisito de otro curso. El oyente habrá de pagar matrícula completa y las cuotas pertinentes. Las clases de oyente no se pueden aplicar ni a programas completos ni parciales, no se pagan con la asistencia económica, ni con los beneficios de veterano, ni contribuyen al estado de estudiante extranjero. No confieren crédito y la nota se habrá de registrar como "AUD", que no se sustituirá por ninguna otra.

Para asistir de oyente a una clase, los interesados (as) deberán dar los pasos a continuación.

- Obtener permiso escrito del jefe de departamento o coordinador de unidad pertinente.
- Presentar visto bueno para oyente por escrito a Registraduría, a más tardar el último día del periodo asignado para agregar clases al programa o darlas de baja.
- Las clases de oyente no se podrán convertir en crédito ni viceversa después del último día del periodo para agregar clases al programa o darlas de baja.

Incompleto o "INC" significa que no se completaron los objetivos de una clase por una razón buena y suficiente, y que hay expectativa razonable de que se habrá de cumplir con sus requisitos. Para que un instructor otorgue la nota "INC" el estudiante deberá haber cumplido con los requisitos de asistencia, completado la mayor parte del trabajo y tener promedio para pasar la clase. Esté o no suscriptor en Hostos, "INC" se convertirá en "FIN" si el trabajo que falta por hacer no se entrega completado a más tardar para la octava semana del semestre siguiente al semestre correspondiente al incompleto. Una nota de "FIN" se incorpora para el cálculo del promedio con valor de "F". NINGÚN ESTUDIANTE SE PODRÁ REINScribir EN UNA CLASE MIENTRAS TENGA PENDIENTE UNA NOTA DE "INC" EN LA MISMA.

Baja sin sanción o "W" significa que el estudiante tiene razones buenas y suficientes para darse de baja de la clase —antes de la décima semana—, pero su desempeño hasta ese momento indica que la pasaría.

Baja extraoficial o "WU" se da por ausencia en clases y sustituye a la de "NC" que se asignaba antes de 1980. Se incluye al calcular el promedio y tiene valor de "F".

Baja administrativa o "WA" Se exige de todo estudiante nacido en o después del 1° de enero de 1957, esté inscripto en un programa conducente a un título o como oyente con en seis o más créditos, o créditos equivalentes facturables que presente prueba de vacunación para sarampión, paperas y rubéola. Quiénes se hayan impedido de asistir a clases por no cumplir con los requisitos de la "New York State Immunization Law (PHL 2165)"; recibirán una nota de baja administrativa o "WA".

La nota "R" se confiere para clases de remedio con crédito y exceso de horas; y para cursos de remedio sin crédito.

La nota de "R" se otorga al alumno (a) cuyo desempeño no llegó al nivel de aprovechamiento requerido pero que haya cumplido con las tres condiciones siguientes:

a. asistencia satisfactoria;

b. haber completado de modo satisfactorio los trabajos en clase y las asignaciones;

c. haber progresado satisfactoriamente hacia las metas del curso.

A la nota de "R" no se le incluye en el cálculo del promedio. Se confiere una sola vez por clase, con excepción de ESL 091 y ENG 091, para las cuales se podría otorgar dos veces. Para las clases: ENG 1399 y ENG 092 que se hayan tomado en primavera de 2003 o de esa fecha en adelante se podría otorgar "R" dos veces.

Aprobado o "P" se otorga al completar SSD 1000 (Orientación de primer año) y las clases COOP 101, 102 y 103 (Educación en cooperativa).
Registraduría

La política respecto a la nota de "F" establece que las "#F," "#WU," y "#FIN" no se incluyan al calcular el promedio o "GPA". Esto se debe a la política de "CUNY" vigente a partir del 1° de septiembre de 1990, que dice: "Si un estudiante subgraduado recibe "F", "FIN", "WU" o la calificación administrativa de "F" en una clase, luego la repite y obtiene una nota de "C" o mayor, la "F" inicial se excluirá del cálculo de su índice académico, pero quedará en el expediente y aparecerá en su transcripción. En las instituciones de la Universidad de la Ciudad de Nueva York, sólo se habrán de borrar 16 créditos atribuidos a una calificación de "F" del promedio durante el tiempo que un estudiante esté inscrito como subgraduado".

- Si la clase para la cual el estudiante desea que la nota de "F" se sustituya por una "C" o mayor se tomó antes del 1° de septiembre de 1984, se necesita el visto bueno del comité académico pertinente.
- Para que la nota de "C" o más sustituya la "F" al calcular el índice académico, la "F" no se habrá obtenido en otra institución.
- Una nota de fracaso no se sustituirá parcialmente. Si un estudiante ha logrado sustituir 14 créditos de "F" y luego obtiene una "C" o más en otra clase de 3 créditos en la cual fracasó anteriormente, esa "F" no se ha de sustituir.
- Cuando un alumno fracasa más de una vez en una clase y luego obtiene "C" o más en la misma, se habrán de borrar las "F" para el cálculo del índice académico, sujeto al límite de los 16 créditos.
- Cuando un estudiante fracasa en un curso para el cual se confiere "aprobado" o "fracasado" y lo repite, deberá obtener "C" o más para que se le sustituya el "fracasado".
- Si el número o el título del curso se cambió desde que se obtuvo la nota de "fracasado", pero el contenido es el mismo, y se repite, la nota inicial se ha de sustituir si se obtiene "C" o más al repetirlo.
- Si el contenido de una clase se cambió desde que se obtuvo la nota de "fracasado" y se repitió, o desde que se dio permiso para sustituir una clase por otra, la declaración de equivalencia con el propósito de borrar "fracasado" del cálculo para obtener el índice académico quedará a discreción del comité académico pertinente.
- El índice académico que se calcule al amparo de esta política servirá para la permanencia y la graduación del Colegio y para el ingreso o la continuación hacia una concentración o especialidad. No se utilizará para calcular honores de graduación, ni la lista de honor, ni los honores que confieren los departamentos en la graduación.

Cuando un alumno no desee que la nota obtenida en un curso que repitió sustituya una nota de "fracasado" deberá notificarlo al Registrador para que no se efectúe. Esta petición se deberá hacer después de la segunda inscripción, si está matriculado en el Colegio.

Nota: Esto no aplica a cursos tomados mediante el uso de "e-Permit". Ningún estudiante que reciba las notas "WU", "F" o "FIN" con tal permiso podrá beneficiarse de la política de la Universidad respecto de la "F".

Fracaso debido a incompleto, "FIN"

Se otorga cuando un "incompleto" se convierte en "F" e indica que no se completaron los requisitos de una clase para el final del siguiente semestre académico. Esta es la nota "FIN" a partir del semestre primaveral de 1998.

La nota de "Z" significa que el instructor no entregó nota.

Es una calificación administrativa que el instructor no asigna.

Repetición de cursos

No se deberá repetir una clase si se pasó con "C" o más, * o si se tomó en otra institución y ese crédito se trasladó a la Universidad. Si se repite un curso por el cuál se obtuvo "C" o más, no se le dará el crédito y se afectará la asistencia económica. *Nota: Algunos programas quedan exentos de lo anterior, como los de ciencias aliadas a la salud. Consulte con el coordinador de su programa.

Presencia en clases

Se espera que los estudiantes asistan a las clases en que están inscritos. Estas comienzan a las horas que se indican en el itinerario del Colegio, y la llegada a las mismas después de la hora de su comienzo constituye tardanza.

Se permite 15% de ausencias de las horas por semestre y, por lo tanto, más de esa cantidad se considera excesiva. Se lleva cuenta de la presencia en clases desde el primer día. De un alumno incurrir en ausencias o tardanzas excesivas, el instructor tiene el derecho de bajarle la nota, otorgarle "F", o asignarle trabajos escritos o lecturas adicionales. El instructor habrá de considerar, de modo individual, las ausencias a causa de matrícula tardía, cambio en programa u otras circunstancias atenuentes.

Cada departamento o programa habrá de especificar por escrito su política con respecto a la presencia de los estudiantes en clases. Se exige de los instructores que mantengan registros de asistencia para cada grupo de clases y les informen acerca de la política al respecto del Colegio o el departamento pertinente.
Nota: • El estudiante es responsable del trabajo aunque esté ausente.
• Para cumplir con los criterios de asistencia económica, el alumno deberá ir a clases al menos una vez durante las primeras tres semanas de clases y una durante la cuarta o la quinta.

Probatorias, despidos, apelaciones y reingresos

Probatoria y despido

Normas académicas y progreso satisfactorio

La tabla a continuación ilustra el índice académico mínimo aceptable a niveles específicos de intentos de créditos y lo que constituye progreso satisfactorio para cada grupo de créditos que se intente.

- Los estudiantes que hayan acumulado menos de 25 créditos deberán acumular el índice siguiente:
  - se les habrá de colocar en probatoria el semestre en que su promedio sea igual o por debajo de la norma establecida para la cantidad de créditos intentados. Se pondrá un "STOP" a la matrícula en "SILVIS".
  - se despedirá automáticamente a los estudiantes en probatoria si su índice académico en el segundo semestre de la misma se mantiene por debajo de la norma establecida para la cantidad de créditos intentados.
  - Los estudiantes en probatoria que logren un índice académico al nivel o por encima del progreso satisfactorio permanecerán en probatoria, automáticamente, pero no quedarán en peligro de despido.

<table>
<thead>
<tr>
<th>créditos intentados</th>
<th>índice mínimo para la probatoria</th>
<th>índice mínimo para la probatoria</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 - 12.5</td>
<td>1.50</td>
<td>1.49</td>
</tr>
<tr>
<td>13 - 24.5</td>
<td>1.75</td>
<td>1.74</td>
</tr>
</tbody>
</table>

- El estudiante con 25 créditos o más deberá mantener un índice académico mínimo de 2.00.
  - Se le habrá de colocar en probatoria el semestre en que su índice académico sea igual o por debajo de 1.999. Se pondrá un "STOP" en "SILVIS".
  - Quiénes tengan probatoria quedarán despedidos automáticamente si su índice académico es menor o igual a 1.999 para el segundo semestre de probatoria.
  - Los estudiantes en probatoria que logren un índice académico de 2.01 o más permanecerán en probatoria, automáticamente, pero no quedarán en peligro de despido.

Apelación por despido

1. La apelación por despido se hará por escrito al Decano de Estudiantes y se le acompañará con documentos que corroben su argumentación.
2. Éste recibirá las peticiones y aconsejará a los estudiantes.
3. El Decano de Estudiantes habrá de estudiar los documentos y decidir si el alumno habrá de seguir en probatoria o ser despedido.
   - Las condiciones para continuar en probatoria incluyen sin límites:
     - reducción de los créditos o las horas por semestre;
     - obligación de participar en actividades recomendadas.
   - “STOP” en la matrícula
     - Estos permanecerán mientras el estudiante reciba la orientación de la facultad.
     - Luego de efectuada la orientación el estudiante regresa a "DOS" para que se le quiten los "STOP".
     - "STOP" se volverá a colocar después de la inscripción.
4. El Decano de Estudiantes y el jefe del Comité de Normas Académicas ("CAS" en inglés) estudiarán los casos de los alumnos que queden despedidos dos veces o más, para decidir al respecto.

El reingreso

1. Un estudiante con índice académico de 2.0 o mayor se readmitirá automáticamente.
2. Quién tenga un índice de 1.999 o menor deberá solicitar el reingreso a la Oficina del Decano de Estudiantes.

Al cabo de cada semestre, el Decano de Estudiantes hará un informe dirigido al Rector con copias al jefe del Comité de Normas Académicas para cada estudiante que haya logrado una apelación contra el despido o que se vaya a readmitir, todos acompañados de transcripciones de notas, las recomendaciones y el razonamiento para las mismas.
Programas conducentes a títulos y requisitos para la graduación

Programas aprobados por el Departamento de Educación del Estado de Nueva York

La inscripción en programas que no estén ni registrados ni aprobados impedirá la consecución de becas específicas.

<table>
<thead>
<tr>
<th>Programa</th>
<th>Título</th>
<th>Clave HEGIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contabilidad</td>
<td>A.A.S</td>
<td>5002</td>
</tr>
<tr>
<td>Administración de Empresas</td>
<td>A.S</td>
<td>5004</td>
</tr>
<tr>
<td>Ciencias de la Ingeniería Civil</td>
<td>A.S</td>
<td>5609.00</td>
</tr>
<tr>
<td>Salud Comunitaria</td>
<td>A.S</td>
<td>5506</td>
</tr>
<tr>
<td></td>
<td>(certificado en Salud Comunitaria)</td>
<td></td>
</tr>
<tr>
<td>Higiene Dental</td>
<td>A.A.S</td>
<td>5203</td>
</tr>
<tr>
<td>Educación Preescolar</td>
<td>A.A.S</td>
<td>5503</td>
</tr>
<tr>
<td>Ciencias de la Ingeniería Civil</td>
<td>A.S</td>
<td>5609.00</td>
</tr>
<tr>
<td>Gerontología</td>
<td>A.A.S</td>
<td>5506.20</td>
</tr>
<tr>
<td>Artes Liberales y Ciencias</td>
<td>A.A. y A.S</td>
<td>5649</td>
</tr>
<tr>
<td>Computadores para el Comercio</td>
<td>A.A.S</td>
<td>5101</td>
</tr>
<tr>
<td></td>
<td>(alternativas de sistemas de información con computadores y tecnología de redes)</td>
<td></td>
</tr>
<tr>
<td>Enfermería</td>
<td>A.A.S</td>
<td>5208.10</td>
</tr>
<tr>
<td>Tecnología de la Oficina:</td>
<td>A.A.S</td>
<td>5005</td>
</tr>
<tr>
<td></td>
<td>(ayudante administrativo; ayudante administrativo legal; administración de oficina médica)</td>
<td></td>
</tr>
<tr>
<td>Administración Pública</td>
<td>A.A.S</td>
<td>5508</td>
</tr>
<tr>
<td>Estudios Paralegales en pro del Interés Público</td>
<td>A.A.S</td>
<td>5099</td>
</tr>
<tr>
<td>Tecnología Radiológica</td>
<td>A.A.S</td>
<td>5207</td>
</tr>
<tr>
<td>Ayudante en Oficina</td>
<td>A.A.S</td>
<td>5005</td>
</tr>
</tbody>
</table>

Colegio Comunal Hostos
**Los programas conducentes a títulos**

El Colegio Comunal Hostos ofrece títulos de asociados en arte (A.A.) y ciencias (A.S.), preparatorios para el traslado a instituciones de cuatro años luego de la graduación. También ofrece el título de asociado en ciencias aplicadas (A.A.S.), hacia profesiones específicas así como los certificados de oficinista y de enfermera práctica (LPN por sus siglas en inglés). En las ciencias alladas a la salud, los créditos necesarios para obtener el A.A.S. varían como sigue: Higiene Dental, 70 créditos; Enfermería, 67 créditos; Tecnología Radiológica, 63.5 créditos. Además, los requisitos para la certificación y licencia en estos programas imponen restricciones en cuanto al tiempo permitido para completarlos.

Los aspirantes al A.A. estudian arte y ciencia. Esto incluye las ciencias de la conducta y sociales, inglés, matemáticas, estudios africanos, de América Latina y el Caribe, lenguas modernas, filosofía, artes visuales y escénicas y otras clases de Humanidades.

El programa para los que aspiran a obtener el título de A.S. es muy parecido al de A.A., pero se concentra más en las matemáticas y las ciencias naturales. Los aspirantes al de A.S. también podrán estudiar Administración de Empresas y este título no requiere el estudio de lenguas modernas.

Los candidatos al A.A.S. siguen currículos con énfasis en la práctica. Entre los programas profesionales están: Contabilidad, Higiene Dental, Educación Preescolar, Gerontología, Computadores para el Comercio, Enfermería, Tecnología en la Oficina, Paralegal en Pro del Interés Público, Administración Pública y Tecnología Radiológica.

A tenor con los reglamentos establecidos por el Comisionado de Educación del Estado de Nueva York, se deben completar en el Colegio Comunal Hostos un mínimo de 32 créditos del total requerido para cualquiera de los títulos.
Programas de estudios

Requisitos de todos los programas conducentes a títulos con excepciones específicas

1. Promedio ("GPA" por sus siglas en inglés). Para la graduación, es necesario tener un promedio mínimo de 2.0. En Enfermería se requiere un mínimo de 2.5.

2. Iniciativa preuniversitaria ("CPI" por sus siglas en inglés). A partir de septiembre del 2000, todo estudiante que desee ingresar a CUNY tendrá que contar con 16 unidades de "CPI" distribuidas entre seis áreas. Esto aplica a los egresados de escuela secundaria en 1993 y después; y a los que obtuvieron un diploma de educación general ("GED" por sus siglas en inglés) en septiembre de 1993 y después de esa fecha. Las mismas son: inglés, matemáticas, ciencia de laboratorio, ciencias sociales, bellas artes y un idioma extranjero. Véanse los detalles en la tabla de la iniciativa preuniversitaria en la página 56.

3. LOS EXÁMENES QUE MIDEN DESTREZAS. A partir de mayo de 1997, CUNY exige de todo estudiante en un colegio comunal que desee graduarse, pase unas pruebas de destrezas básicas de escritura y lectura. En 1985 se estableció que además de lo antes descrito, todo estudiante que desee trasladarse a colegios de cuatro años también habrá de pasar el examen de destrezas en matemáticas antes de efectuar dicho traslado. Véase la sección de "Evaluación" para más detalles.

4. El examen de aprovechamiento de CUNY. ("CPE" por sus siglas en inglés) Desde el otoño de 2003 en adelante, todo estudiante deberá pasar el examen de aprovechamiento de CUNY para graduarse. Esto deberá ocurrir luego de haber acumulado 45 créditos. Véanse más detalles en la sección de "Evaluación".

5. SSD 1000. A partir del otoño de 2003, todo estudiante que ingresa al primer año para concentrarse en las artes liberales deberá tomar la clase, SSD 1000 de orientación de primer año.

6. Curso concentrado de escritura ("WI"). A partir del otoño de 2003, se le exige a todo estudiante que ingresa que tome dos (2) cursos concentrados de escritura antes de la graduación. Estas clases son secciones asignadas específicamente para que los participantes mejoren su escritura y comprensión de textos. Por medio de asignaciones formales e informales, se reforzarán sus destrezas en la escritura a la vez que aprenden los estilos que se usa para disciplinas específicas. El propósito que es que el estudiante aprenda a escribir y a comunicarse mejor, pues habrá de necesitar esas destrezas valiosas en la universidad y en el mundo laboral.
Iniciativa preuniversitaria ("CPI")

La Iniciativa preuniversitaria resultó de la colaboración entre las escuelas públicas y la Universidad de la ciudad de Nueva York con el propósito de mejorar la preparación académica de los estudiantes de escuela secundaria. Se ha comprobado que la buena preparación secundaria lleva al éxito en la universidad y el ámbito del trabajo. Por ello, se le exige a todo alumno que ingrese a CUNY que haya completado una cantidad de unidades académicas denominadas "unidades de CPI" en seis materias: inglés, matemáticas, ciencia de laboratorio, ciencias sociales, bellas artes e idiomas extranjeros. La cantidad de unidades depende del año de ingreso a CUNY. Todo estudiante egresado de escuela secundaria en junio de 1993 o después; o que recibió diploma de educación general *** en septiembre de 1993 o después, deberá cumplir con los requisitos de la iniciativa preuniversitaria. Quienes ingresaron a Hostos o a CUNY antes del otoño de 1993 no tendrán que satisfacerlos. NOTA #1: un curso universitario de un semestre equivale a una unidad de "CPI".

<table>
<thead>
<tr>
<th>MATERIA O DEPARTAMENTO</th>
<th>UNIDADES DE “CPI” según año de ingreso a Hostos</th>
<th>CLASES DE “CPI” EN SECUNDARIA</th>
<th>CLASES DE HOSTOS, SUSTITUTAS COURSES DE “CPI” (Equivalentes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1993 1995 1997 1999 2000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inglés</td>
<td>3 4 4 4 4</td>
<td>No se especifican unidades de inglés, sólo las clases de Inglés I, II, III, IV, electivas en Oratoria equivalentes al nivel universitario.</td>
<td>ESL 091, ENG 091, 110, 111, Electivas en Inglés; “Pasar “CUNY Writing Skills Test” (ACT o CWAT) “Pasar “CUNY Reading Test” (ACT o DTLS) VPA 191, 192.</td>
</tr>
<tr>
<td>Matemáticas</td>
<td>2 2 2 3 3</td>
<td>Introducción a la ciencia (sólo 1993-94); biología, química, física, ciencia de la Tierra, biología marina</td>
<td>BIO 210, 220, 230, 240, CHE 110; 210/212; 220/222; ENV 110, 120; PHY 4302/4402, 4304/4404</td>
</tr>
<tr>
<td>Ciencias Naturales</td>
<td>1 1 1 2 2</td>
<td>Introducción a la ciencia (sólo 1993-94); biología, química, física, ciencia de la Tierra, biología marina</td>
<td>BIO 210, 220, 230, 240, CHE 110; 210/212; 220/222; ENV 110, 120; PHY 4302/4402, 4304/4404</td>
</tr>
<tr>
<td>Estudios Sociales</td>
<td>0 0 2 2 4</td>
<td>Historia mundial 1, 2, 3, 4; Historia de EE UU 1, 2; electivas equivalentes al nivel universitario</td>
<td>ANT 1110; PSY 1032; SOC 1232; SSC 4601; HIS 4660, 4661, 4663, 4665; LAC 104,106, 108, 109, 110; ECO 4643, 4645; POL 4701; ADM 2510, 2522</td>
</tr>
<tr>
<td>Bellas Artes (artes visuales y escénicas)</td>
<td>0 0 0 0 1</td>
<td>Todos los cursos académicos de arte y música (no se requerían hasta el 2000)</td>
<td>VPA 111, 112, 113, 121, 122, 131, 132, 141, 151, 152, 153, 161, 171, 181, 3534, 3556; HUM 3001; LAC 252, 262.</td>
</tr>
<tr>
<td>Lenguas Extranjeras (modernas)</td>
<td>0 0 0 0 2</td>
<td>Todas las clases académicas de idiomas. Las 2 unidades deberán ser de un solo idioma.</td>
<td>FRE 101, 102, 201, 202, ITA 101, 102, SPA 101, 102, 117, 118201, 202, 121, 222, 300.</td>
</tr>
<tr>
<td>Electivas</td>
<td>3 4 4 4 0</td>
<td>Cualquiera de los cursos antes mencionados en exceso de las unidades de “CPI” requeridas.</td>
<td>Cualquiera de los cursos antes mencionados que no se usen para cumplir otros requisitos para “CPI”.</td>
</tr>
<tr>
<td>TOTAL DE “CPI” Unidades requeridas según el año de ingreso</td>
<td>9 11 13 15 16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Si un estudiante ha acumulado menos de 2 unidades de inglés en escuela secundaria, al pasar los exámenes de escritura y lectura de CUNY obtendrá una unidad por cada prueba.
** Si un estudiante ingresa sin unidades de matemáticas, al pasar el “CUNY Mathematics Skills Assessment Test” obtendrá una unidad en esa materia.
*** Las transcripciones que revelen cualquier escolaridad secundaria y puntuación por encima del límite más bajo en el examen para obtener el Diploma de Educación General o “GED” se estudiaron para decidir si se adjudicarán unidades de “CPI” en matemáticas e inglés. Se aconseja a quienes participen en un programa para obtener el diploma de educación general que el mismo sea preparatorio para el ingreso a la universidad.
**** Quedan exentos los egresados de una escuela secundaria extranjera antes de 1993. El dominio de la lengua materna podría contar como 2 unidades por idioma extranjero.
Normas académicas

Política de integridad académica de "CUNY"

En la Universidad de la Ciudad de Nueva York, "CUNY", se prohíbe la falta de honestidad académica, y se ha de castigar con degradación de notas, suspensión y expulsión, según se dispone a continuación.

I. Definiciones y ejemplos de falta de honestidad académica

Fraude

El fraude consiste del uso o la intención de utilizar sin permiso materiales, información, notas, ayudas para el estudio, aparatos o comunicaciones durante un ejercicio académico. Los siguientes son algunos ejemplos de fraude, sin límite:

- copiarse de otro estudiante durante un examen o permitir que otro copie el trabajo propio.
- la colaboración, sin permiso, al confeccionar tareas o exámenes que se asignen para hacer fuera del salón de clases;
- el empleo de notas al tomar un examen para el que no se permita su uso.
- tomar exámenes a nombre de otro estudiante, pedir o permitir que otro estudiante lo haga en su nombre.
- hacer cambios a un examen por el cual ya se ha recibido nota y someterlo para mayor crédito.
- presentar porciones sustanciales de un mismo trabajo escrito como trabajos para más de una clase, sin el permiso de cada instructor.
- preparar respuestas o escribir notas en un libro de examen (azul) antes de que se efectúe el examen, permitir que otros investiguen y escriban trabajos o hagan proyectos asignados, incluso el empleo de servicios comerciales para la preparación de trabajos escritos.
- Apoyar actos de mala conducta o falta de honestidad académica.
- falsificación parcial o total de datos;
- presentar el trabajo de otro como propio;
- utilizar aparatos electrónicos tales como teléfonos celulares, aparatos para recibir y enviar textos a distancia ("Palm Pilots"), computadores u otras tecnologías, con el propósito de recibir o enviar información, durante un examen.

Plagio

El plagio consiste de presentar las ideas, la investigación o los escritos de otro como propios. Los siguientes son algunos ejemplos de plagio, sin límite:

- copiar palabras de otra persona sin incluirlas entre comillas ni agregar notas al calce en las cuales se le adjudiquen como fuente.
- presentar las ideas o teorías de otra persona en palabras propias sin adjudicarles la fuente.
- usar información que no todos conocen, sin reconocer la fuente de la misma;
- no reconocer la colaboración de otros al entregar asignaciones y trabajos de laboratorios.

El plagio de materiales obtenidos por Internet incluye la presentación de trabajos escritos completos o parciales de ese medio, parafrasear o copiar información sin citar la fuente y copiar información de varias fuentes sin la debida atribución.

El obtener ventaja inmerecida consiste de la actividad que con o sin intención le da a un estudiante la delantera académica sobre otro, injustamente. Los siguientes son algunos ejemplos de ventaja inmerecida, sin límite:

- el robo, la reproducción, la circulación o el acceso por adelantado de los materiales que constituyen un examen.
- el robo, la destrucción, la mutilación o esconder materiales en biblioteca, con el propósito de privar a otros estudiantes de su acceso;
- retener, usar o circular materiales para su uso durante un examen, que se debieron haber devuelto al final del mismo;
- obstruir o intervenir, intencionalmente, con el trabajo de otro estudiante.
Falsificación de expedientes y otros documentos oficiales

Los siguientes son algunos ejemplos de falsificación, sin límite:

- falsificación de firmas autorizadas;
- falsificación de la información contenida en un expediente académico;
- falsificación de la información contenida en un documento oficial, tal como un informe de notas, cartas donde se conceden permisos, formularios de baja o de suma de clases, tarjetas de identificación u otros documentos universitarios.


- Las sesiones de orientación para todos en la facultad y el estudiantado deberán incluir la discusión en torno a la integridad académica. Se habrán de distribuir paquetes informativos en los cuales se explique la política, los procedimientos existentes y ejemplos de qué constan las infracciones. Dichos paquetes habrán de estar a disposición todo el año académico en las oficinas universitarias y los lugares en las mismas ser conocidos por todos. Las instituciones que utilicen recursos adicionales para detectar el plagio habrán de darlos a conocer a todos.

- Todos los catálogos, manuales estudiantiles y sitios en Internet de las instituciones habrán de incluir el texto de la política de integridad académica y las consecuencias de su incumplimiento. La política de integridad académica, según adoptada por la Junta, se habrá de entregar a todos los estudiantes. Todos los prontuarios y programas de clases habrán de referirse al texto de la política de integridad académica de “CUNY”, la del colegio y adónde se encuentra en su totalidad.

- Una planilla titulada “Faculty Report” o “Informe de facultad” se habrá de usar por toda la universidad para notificar acerca de incidentes que se sospeche sean de falta de honestidad académica. Muestra incluida. Es recomendable que el integrante de la facultad utilice la planilla para rendir informe acerca de todo incidente de tal índole al funcionario jefe de asuntos estudiantiles, al Comité para la Integridad Académica, si existe —véase la recomendación más adelante—, o al oficial designado por la institución, que hace valer la integridad académica y que, de aquí en adelante, se conocerán colectivamente como el “funcionario encargado de hacer valer la integridad académica”. La persona o el colectivo que adjudique resolución, según los métodos que se describen a continuación, habrá de presentar una hoja de seguimiento al expediente de integridad académica de(la) estudiante luego de que el incidente sospechoso se haya resuelto. Aunque no es necesario que las planillas sean las mismas para todo el sistema universitario, habrán de serlo dentro de cada institución. Esta habrá de contener un mínimo de información como los nombres del(la) profesor(a) y del(la) estudiante, y número de la clase, fecha del incidente, explicación de lo sucedido y el número telefónico y la dirección de correo electrónico del(la) docente. Deberá ser fácil de usar y de tramitar. Con excepción de lo ya dispuesto por los procedimientos de “CUNY” o los “CUNY Procedures”, el funcionario que hace valer la integridad académica habrá de guardar las planillas con el propósito de identificar a los que repiten el comportamiento indeseable, para recopilar información y evaluar y revisar normas.

- “CUNY” habrá de asignar un sitio en Internet para el tema de la integridad académica. Este habrá de incluir sugerencias para la facultad, los estudiantes y los administradores para que se reduzcan el fraude académico y el plagio; además de los recursos que se refieren a la integridad académica y vínculos a sitios pertinentes. También, se incluye en planes futuros el adiestramiento en línea, para llamar la atención a la necesidad de preservar la integridad académica.

- El comité recomienda que la Junta de Síndicos adopte esta política para la integridad académica de “CUNY”, que se aprobara en la primavera del 2004.

- Los colegios deberán adoptar la asignación de la nota de “PEN” (pendiente) para facilitar la implementación de los trámites para imponer sanciones. Esta nota ya está incluida en el glosario de notas de la Universidad.
Normas Académicas

• Los colegios podrían considerar emitir una "Guía estudiantil para la integridad académica". Un buen ejemplo de esto lo es un documento que unos estudiantes del Colegio Baruch han hecho, titulado “Student Guide to Academic Integrity at Baruch College” La guía ya se encuentra en las etapas finales de aprobación.

• Cada colegio deberá considerar su integración al Centro para la Integridad Academática o “Center for Academic Integrity”.

• Los colegios deberán considerar la suscripción de un servicio para la detección del plagio electrónico. Todo colegio que se suscriba habrá de notificar al estudiantado, cada semestre, de que tal servicio está a disposición de la facultad.

• Cada colegio deberá considerar el establecimiento de un Comité para la Integridad Académica, que sirva en lugar de los comités que escuchan las apelaciones de las notas cuando ocurre la falta de honestidad académica; que lleve a cabo audiencias y decida cuando se trata de argumentar en contra de bajas de notas concedidas por la facultad debido a infracciones de la política de integridad académica, por parte de los estudiantes; y recopilen y conserven archivos de los informes de la facultad cuando existe la sospecha de que haya habido infracciones a la política de integridad académica y se hayan adjudicado sanciones.

• El establecimiento de un mecanismo para evitar que los estudiantes se den de baja de clases con el propósito de evitar una investigación o imposición de sanciones o ambas cosas, a causa de la infracción a la integridad académica.

III. Procedimientos para imponer sanciones a causa de infracciones a la política de integridad académica de "CUNY"

A. Introducción

Como asunto legal, al "CUNY" disciplinar estudiantes por infracciones a las políticas de integridad académica, por esta ser institución pública, deberá obedecer los principios de debido proceso, que ordena la Enmienda Catorce a la Constitución de los Estados Unidos, la cual dispone que se notificará de cargos y se ofrecerá la oportunidad de defensa propia. En torno a las infracciones que se han litigado en tribunales, el cuestionamiento de la cantidad y la calidad de proceso "debido" se refieren a los juicios de las cortes respecto de si la decisión de culpabilidad fue "disciplinaria" -asunto de hecho— o "académica" — asunto de juicio por parte del profesor por ser perito — . Ha sido difícil hacer esta distinción en el recinto universitario. En consecuencia, estos procedimientos proveen modos alternos, según la severidad de las sanciones que se persigan. Si el instructor desea solamente una sanción "académica", o sea, la degradación de una nota, el proceso debido es menor que si busca una sanción "disciplinaria", como la suspensión o la expulsión. Cuando un miembro de la facultad sospecha que un estudiante ha infringido la política de integridad académica de "CUNY" o del colegio, siempre que sea posible, deberá repasar con éste los hechos y las circunstancias de la infracción que sospecha haya cometido. La decisión de si se persigue solamente una sanción académica y no una disciplinaria, o si se buscan ambas, inicialmente queda a discreción del miembro de la facultad, pero el colegio se reserva el derecho a formular cargos disciplinarios contra el estudiante. Entre los factores que el colegio deberá considerar al decidir si se busca una sanción disciplinaria están el que el estudiante haya cometido una o más infracciones a la política de integridad académica y si existen circunstancias atenuantes. Se recomienda enfáticamente que se notifique toda sospecha de infracción al oficial que hace valer la integridad académica, utilizando la planilla que suministra el colegio, según se ha descrito en la tercera recomendación para fomentar la integridad académica. Entre otros, este reglamento permitirá que el colegio decida si desea o no perseguir una sanción disciplinaria aunque el(la) profesor(a) no lo quiera.

B. Procedimientos cuando el(la) profesor(a) busca solamente una sanción académica

1. El estudiante admite culpa y no impugna la sanción académica

Si el miembro de la facultad desea obtener solamente una sanción académica, como la degradación de una nota *, y el estudiante no impugna ni su culpabilidad ni la degradación de la nota estipulada por el(la) profesor(a), entonces el alumno recibirá una nota más baja, a menos que el colegio decida buscar una sanción disciplinaria. Véanse la sección 1 anterior y la IV más adelante. A discreción del miembro de la facultad, la nota degradada podría aplicársele a la asignación específica relacionada a la infracción o a la nota por la clase.

*Una nota degradada podría ser "F", "D" u otra que sea más baja que la que se concedería si la infracción no hubiese ocurrido.

2. El estudiante niega su culpabilidad o impugna la validez de la sanción académica

Si el estudiante niega culpabilidad o impugna la nota concedida por el miembro de la facultad, el asunto se ha de manejar con el proceso de apelación de notas del colegio, que ha de incluir la participación de los comités calificadores de los departamentos particulares, de ser pertinente, o la del Comité para la Integridad Académica. De cualquier modo, en el proceso se le deberá suministrar al estudiante, como mínimo, la oportunidad de una audiencia y de presentar pruebas.
C. Procedimiento si lo que se busca es una sanción disciplinaria Si el miembro de la facultad sospecha que ha habido una infracción y persigue una sanción disciplinaria, éste habrá de recomendar el asunto al oficial que hace valer la integridad académica por medio de la hoja "Informe de la facultad", según se ha descrito anteriormente en la tercera recomendación para fomentar la integridad académica, que ha de adjudicar el Comité Disciplinario para Facultad y Estudiantes, según el Artículo 15 del reglamento de "CUNY". Según lo allí expresado, el Comité Disciplinario para Facultad y Estudiantes tendrá la potestad, entre otros, de investigar, conciliar o escuchar pruebas cuando se formulen cargos de sanciones disciplinarias. En circunstancias específicas, funcionarios del colegio que no sean el oficial que hace valer la integridad académica tendrán la potestad de perseguir sanciones disciplinarias utilizando los procedimientos ya descritos. Debido a las razones descritas en el asunto IV a continuación, si también se trata de la degradación de una nota, esta se deberá dejar pendiente de la decisión del Comité Disciplinario para Facultad y Estudiantes.

D. Procedimientos cuando se busca una sanción disciplinaria y una académica Si un miembro de la facultad o el colegio busca que se imponga sanción disciplinaria y académica, no se recomienda que se persigan ambas simultáneamente, pues los resultados podrían ser contradictorios. Así, es mejor perseguir la imposición de una sanción disciplinaria primero y esperar ese resultado antes de abordar el proceso de sanción académica. Si el Comité Disciplinario para Facultad y Estudiantes halla que sí ocurrió la alegada infracción, entonces el miembro de la facultad tendrá la potestad de conferir la nota al estudiante, de acuerdo con ese hallazgo. Si el Comité Disciplinario para Facultad y Estudiantes halla que no ocurrió la alegada infracción, no se ha de imponer sanción alguna. Usualmente, la decisión de buscar ambas sanciones está a discreción del miembro de la facultad.

E. Obligación de notificar

1. El miembro de la facultad notificará al funcionario que hace valer la integridad académica

Cuando se ha comprobado la infracción a la Integridad académica —sea porque el acusado lo ha admitido o porque existan pruebas—, el miembro de la facultad habrá de notificarlo al oficial que hace valer la integridad académica con un informe escrito acerca de la adjudicación en la hoja "Faculty Report" o "Informe de la facultad" que el colegio habrá de suministrar según lo antes descrito. Véase la muestra adjunta. El Comité para la Integridad Académica habrá de mantener un expediente confidencial para cada estudiante que caiga bajo sospecha de infracción, o de quién se informe la adjudicación de una infracción. Si durante la apelación de la nota o por procedimiento del Comité Disciplinario para Facultad y Estudiantes se halla que no ocurrió infracción, el oficial que hace valer la integridad académica habrá de sacar y destruir todo material relacionado con el incidente en el ya mencionado expediente confidencial del estudiante. Antes de decidir cuál(es) sanción(es) se ha(n) de perseguir, el miembro de la facultad o el oficial que hace valer la integridad académica habrá de consultar el expediente confidencial de integridad académica del estudiante, si existe, para saber si el alumno ha cometido infracciones a la política de integridad académica, la naturaleza de la misma y la sanción impuesta o la decisión al respecto.

2. El Comité para la Integridad Académica notificará al miembro de la facultad

Cuando un asunto procede hasta el Comité Disciplinario para Facultad y Estudiantes, el oficial que hace valer la integridad académica habrá de notificar su resolución al miembro de la facultad y archivarla en el expediente confidencial del estudiante, a menos que, como ya se ha dicho, se haya encontrado sin fundamento la sospecha de infracción, en cuyo caso se habrán de destruir todas las hojas de informes respecto de esa sospecha.
Informe de la facultad debido sospecha
o adjudicación de falta de honestidad académica

Es necesario completar este formulario para informar de toda instancia de falta de honestidad académica sospechada. Hacer copia para el propio expediente y enviar el original con copias de toda la documentación que sirve de prueba, y remitir a la:  

Oficina del Funcionario para la Integridad Académica
[Nombre del colegio y de la oficina del recinto donde se habrá de recibir el informe.]

Nombre del profesor: ____________________________
Departamento: ____________ Teléfono: _________ correo electrónico ______________
Clase: ____________ Sección: ____________ Semestre: ________________

Nombre de estudiante: ___________________________________________________________________
Número de identidad de estudiante: ___________________________________________________________________
Fecha de incidente: ___________________________________________________________________

Clase de incidente: ______ Fraude ______ Plagio ______ Otro ______

Descripción del incidente: ___________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

¿Estudiante admitió culpa de cometer fraude, plagio u otro acto de falta de honestidad académica? Sí ___ No ___
Explicación ___________________________________________________________________
_____________________________________________________________________________________

¿Se ha resuelto el asunto informalmente? Sí ___ No ___ Si la respuesta es “Sí”, diga de qué modo.
Nota de fracaso en el examen o trabajo escrito _____ Nota final de fracaso _____
Otro ______. Explique.

Si la respuesta es “No”, ¿abogaría que el colegio tome alguna medida adicional? Sí ___ No ___
Recomendación al Comité para la Integridad Académica o al de apelaciones de notas ___________
Recomendación al Comité Disciplinario para Facultad y Estudiantes ______
Firma del miembro de la facultad_________________________________ Fecha__________

Adjudicación __________________________________________________________________________
Firma de adjudicador______________________________________________________________

Si así lo desea, adjunte documento con la política de integridad académica del colegio.

Hecho a base, en parte, de casos recopilados en Hunter College y en Queensborough Community College.
Declaración de compromiso con el pluralismo

El Colegio Comunal Hostos se esmera por fomentar el pluralismo. Ello afirma el derecho de la facultad, los estudiantes y el personal no docente a que se les respete y trate con dignidad, no obstante su raza, religión, origen nacional, sexo, orientación sexual o capacidad física. La empresa de El Colegio se basa en la afirmación de nuestra común humanidad. Por lo tanto, la comunidad colegial aborrece todo acto o discurso que censure o amenace a sus integrantes a causa de su raza, religión, origen nacional, sexo, preferencia sexual o capacidad física.

Declaración de “CUNY” del 1° de octubre de 2004, en contra de la discriminación

Es práctica de la Universidad de la Ciudad de Nueva York, y de sus colegios y unidades, reclutar, emplear, dar trabajo continuo, ascender y proveer beneficios a sus empleados; y admitir y servir a estudiantes sin importar raza, color de la piel, origen nacional o étnico, religión, edad, sexo, preferencia sexual, identidad de género, estado civil, incapacidad física, propensión genética o estado como portador, extranjera, ciudadanía, militar o veterano, o situación de víctima de violencia doméstica.

Se prohíbe el acoso sexual, por ser una forma de discriminación a base de sexo, por disposición de la política contra el acoso sexual, de la Universidad.

La Universidad de la Ciudad de Nueva York, por constituir un sistema público, se adhiere a la “categoría de la acción afirmativa, sumándose así a las otras ya existentes en los estatutos federales.

La licenciada Natalie Brown es la funcionaria para la acción afirmativa del Colegio, coordinadora para el Título IX y también para la Ley Contra el Discrimen por Edad —que prohíben la discriminación sexual y por edad en los programas educativos que reciben fondos federales— Sus oficinas se encuentran en Grand Concourse 500, sala A-325 y su teléfono es el (718) 518-4284.

La política de acción afirmativa en Hostos

El Colegio Comunal Hostos de la Universidad de la Ciudad de Nueva York es una institución donde se practica la igualdad de oportunidad en el empleo y la acción afirmativa, y cumple con las leyes federales, estatales y municipales al promover la igualdad en el trabajo y la educación.

Las leyes federales incluyen la Orden Ejecutiva 11246, que prohíbe la discriminación en el empleo a causa de raza, color, sexo, religión u origen nacional, y requiere que con la acción afirmativa se garantice igualdad de oportunidad en todos los aspectos laborales. Los Título VI y VIII de la Ley de Derechos Civiles de 1964 prohíben la discriminación contra estudiantes y empleados a base de raza, color, religión, origen nacional o sexo; el Título IX de las Enmiendas Educativas de 1972 prohíbe la discriminación contra estudiantes y empleados por sexo; las secciones 503 y 504 de la Ley de Rehabilitación de 1973 y la Ley de Estadounidenses con Incapacidades de 1990; la Sección 402 de la Ley para el Reajuste y la Asistencia para los Veteranos de Vietnam de 1974, según enmendada, la Ley de Igualdad Laboral de 1963, la Ley Contra la Discriminación en el Empleo por Edad de 1967, la Ley Contra la Discriminación por Edad de 1975, la Ley de Derechos Humanos del estado de Nueva York y la Ley de Derechos Humanos de la ciudad de Nueva York. A las “clases protegidas”, según se especifica en la Orden Ejecutiva 11246: los negros, hispanos, asiáticos e isleños del Pacífico, indio americano y natural de Alaska y la mujer, el Rector de la Universidad de la Ciudad de Nueva York le agregó los ítaloamericanos a partir del 9 de diciembre de 1976. Contra la Discriminación por Edad de 1967, la Ley Contra la Discriminación por Edad de 1975, la Ley de Derechos Humanos del estado de Nueva York y la Ley de Derechos Humanos de la ciudad de Nueva York. A las “clases protegidas”, según se especifica en la Orden Ejecutiva 11246: los negros, hispanos, asiáticos e isleños del Pacífico, indio americano y natural de Alaska y la mujer, el Rector de la Universidad de la Ciudad de Nueva York le agregó los ítaloamericanos a partir del 9 de diciembre de 1976.

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Normas Académicas

Por ser patrono que brinda igualdad de oportunidades en el empleo, de conformidad con la legislación federal, y como institución educativa, el Colegio Comunal Hostos apoya una política contra la discriminación y reconoce su responsabilidad de mantener un ambiente sin acoso sexual para sus estudiantes, la facultad y el personal no docente.

El Colegio Comunal Hostos ha recibido elogios como resultado de auditorías hechas por el estado de Nueva York, respecto de los derechos civiles, por la diversidad de su facultad y personal no docente.

Política respecto del uso de computadores y el correo electrónico

Deberes del usuario de computadores en “CUNY”

Los recursos computadores** de la Universidad de la Ciudad de Nueva York deberán usarse de un modo consecuente con el propósito y el entorno educativo de la institución. Se espera que todo usuario de ese recurso se comporte de acuerdo con el espíritu de respeto mutuo y cooperación, y que cumpla con los reglamentos establecidos para su uso que aquí se promulguen. Todo usuario de los computadores de “CUNY”:

- deberá tener una cuenta válida que le dé permiso para utilizar los que así lo requieran y solo podrá acceder a los que le hayan dado autorización para usar; solamente se podrá usar una cuenta para propósitos autorizados y con ningún propósito se habrá de utilizar una cuenta para la cual no se ha obtenido permiso.
- es responsable de proteger su cuenta de computador. Si la cuenta es para acceder a una unidad central, deberá cambiar la contraseña con frecuencia y nunca dársela a nadie. Se habrá de tomar toda precaución necesaria para proteger la cuenta, no obstante el tipo de computador que se use.
- No se habrá de burlar la planta física donde se albergan las protecciones del sistema.
- No se habrá de usar sistema alguno con el propósito de producirle falla o desempeño ineficaz, a sabiendas.
- No se habrá de duplicar, alterar o destruir datos, programas o software sin autorización. No se habrá de transmitir o divulgar datos, programas o software pertenecientes a otras personas, ni duplicar material con derechos de autor.
- No se habrá de usar el equipo de computadores de manera impropia. Ello incluye, sin límite, estropear el equipo e intento de hacer reparaciones y sacar componentes de equipos, sin permiso.
- No se habrán de usar los computadores para asuntos personales, incluso sin límite, con propósitos de lucro o ilegales.
- No se habrá de usar computadores para maltratar al personal ni a ninguna otra persona. Tal maltrato incluye el envío de mensajes insultantes, anónimos o mensajes no solicitados, dentro de la red de “CUNY” o fuera, mediante la misma.
- El uso de los computadores del Colegio está sujeto a reglamentos y el personal y los estudiantes tienen la obligación de conocerlos.
- Los mismos y los del colegio están sujetos a cambios. Todos tienen la obligación de también conocer los dichos cambios.

La Universidad se reserva el derecho de vigilar, bajo las circunstancias adecuadas, todos los datos en el sistema, para proteger la integridad del mismo y garantizar que se cumpla con los reglamentos. Todo usuario que transgreda estas normas, estará sujeto a lo siguiente:

- suspensión o terminación del privilegio para usar los computadores;
- acción disciplinaria por parte del Colegio o de las autoridades universitarias;
- se habrá de remitir a las autoridades pertinentes para que se le juzgue por delito;
- estará sujeto a otros procesos legales, incluida la indemnización de daños y perjuicios y el cobro de multas.

** “Recursos computadores” es una frase que incluye todo lo que atañe a los computadores y la tecnología que contienen; el equipo, los programas y el acceso. Equipo incluye, sin límite, terminales, computadores, puestos de trabajo, impresoras, ratones, monitores, cables, aparatos auxiliares. Programas incluye, sin límite, software que se comparte con una unidad central, los que están vinculados a la red de comunicaciones y programas que se encuentran instalados en computadores de uso individual. Acceso incluye, sin límite, cuentas con sistemas de tiempo compartido y para sistemas individuales y otras tecnologías pertinentes.

Revisión de enero de 1995. Esta declaración es también un archivo que está a disposición en CUNYVM con el título: “POLÍTICA ACERCA DE LA ÉTICA”. Si tiene alguna duda acerca de este documento, comuníquese con el “CUNY Help Desk” al marcar el (212) 541/0881 o por correo electrónico al: ctrcu@cunyvm.cuny.edu.

Política de Hostos respecto del uso de computadores y el correo electrónico

El texto de las normas del Colegio Comunal Hostos para el uso estudiantil de computadores y el correo electrónico se obtiene en las Oficinas del Decano de Estudiantes.
El acoso sexual es ilegal. Se exhorta a todo estudiante, miembro de la facultad, personal no docente y administrador a que tome conciencia de la política de la Universidad, respecto del acoso sexual y le brinde su apoyo. Con tal fin, se suministra un programa de computador, interactivo, que sirve para informar a todos en la comunidad colegial acerca del acoso sexual, de qué consiste y cómo se puede evitar en el entorno académico y laboral. Se podrá imprimir mientras se usa el programa. La Junta de Síndicos lo modificó y lo adoptó en 2004. En él se define acoso sexual, se dan ejemplos de conducta prohibida, se mencionan las sanciones a los transgresores y se establecen los procedimientos para tramitar quejas al respecto.

La Universidad se esfuerza por fomentar un ambiente sin acoso sexual, en el que todos puedan trabajar, estudiar y aprender en una atmósfera de cortesía y respeto mutuo. El supervisor, el administrador, la facultad, todos miembros de la comunidad universitaria, tienen algo que aportar para lograr este objetivo.

Si desea más información, podrá obtener el texto en las Oficinas de Acción Afirmativa, salón A-318.

Comité para Educar con Respecto al Acoso Sexual

Denunciar el acoso sexual

La Junta de Síndicos de la Universidad de la Ciudad de Nueva York adoptó el 1° de octubre de 1995 la política contra el acoso sexual, que modificó en enero de 2005, junto con sus procedimientos para la implementación. Con esta, el estudiante puede llevar su denuncia ante cualquiera de los integrantes del Comité para Despertar la Conciencia Respecto del Acoso Sexual y Recibir Quejas.

Cualquiera en la comunidad universitaria puede registrar una denuncia, o informar alegaciones de ello, al coordinador para quejas de acoso sexual, o a un coordinador suplente, o a cualquier otro miembro del Comité para Despertar la Conciencia Respecto del Acoso Sexual y Recibir Quejas. A continuación los nombres, departamentos y números de teléfono de los que integran el comité.

Comité para Despertar la Conciencia Respecto del Acoso Sexual y Recibir Quejas

Coordinadora: Licda. Natalie Brown ............................................. 718-518-4284 .............................................................. nbrown@hostos.cuny.edu
Coordinadora suplente: Rebecca Hoda ........................................... 718-518-4249 .............................................................. rhoda@hostos.cuny.edu
Jefa de Educación: profesora Amy Ramson ..................................... 718-518-6586 .............................................................. aramson@hostos.cuny.edu
Subdirectora de Educación: Mercedes Moscat ..................................... 718-518-4316 .............................................................. mmoscat@hostos.cuny.edu

Miembros del comité:
El jefe Arnaldo Bernabe ............................................................. 718-518-6880 .............................................................. abernabe@hostos.cuny.edu
El teniente Robert Curry ............................................................. 718-518-6849 .............................................................. rcurry@hostos.cuny.edu
Luz Fontanez ............................................................................. 718-518-4461 .............................................................. jfontanez@hostos.cuny.edu
Profesora Rhonda Johnson .......................................................... 718-518-4214 .............................................................. rjohnson@hostos.cuny.edu
El teniente George London .......................................................... 718-518-6890 .............................................................. gllondon@hostos.cuny.edu
Jacqueline Ruiz ......................................................................... 718-518-4422 .............................................................. jruiz@hostos.cuny.edu
Julie Trachman ......................................................................... 718-518-4132 .............................................................. jtrachman@hostos.cuny.edu
Jerry Rosa .................................................................................. 718-518-6661 .............................................................. josra@hostos.cuny.edu
Lillan Acosta ............................................................................ 718-518-4484 .............................................................. lacosta@hostos.cuny.edu

Una estudiante, agredida sexualmente deberá denunciarlo en cualquiera de las oficinas a continuación.

Asuntos Estudiantiles

Funcionario suplementario, Asuntos Estudiantiles: decano de estudiantes Nathaniel Cruz, Combinado Académico Este, C-330, teléfono (718) 518-6557

Seguridad Pública

Jefe de Seguridad Pública: Arnaldo Bernabe, Combinado Académico Este, salón C-030, teléfono (718) 518-6880.

Además, una estudiante podrá informar acerca de un incidente a personas fuera del recinto universitario.
Normas Académicas

Orientación y otros servicios de apoyo para las víctimas de crímenes sexuales

Se exhorta a toda persona que piense que haya sido víctima de una agresión sexual, que busque orientación de un profesional de salud mental. En el Centro de Consejería del Colegio se encuentran orientadores —mujeres y hombres— capacitados para prestar ayuda con las consecuencias causadas por el trauma de la agresión sexual, para atender crisis, aconsejar, y recomendar a otros servicios y grupos de ayuda mutua. Desde el Centro también se mandar a las víctimas para que reciban ayuda de grupos de apoyo y organizaciones profesionales. En el Colegio se le prestará ayuda a cualquiera estudiante que desee hacer una denuncia a agencias externas tales como la policía, respecto de acusación y denuncia de agresión sexual. Además, se le puede proveer acomodo en el recinto después de un supuesto incidente.

Si desea una lista de recursos, comuníquese con el Centro de Consejería, Savoy, primera planta, teléfono (718) 518-4319.

Normas para la salud y la seguridad ambiental

Norma general

Es política del Colegio Comunal Hostos de la Universidad de la Ciudad de Nueva York proveer un ambiente físico seguro, que no arriesgue a peligros de lesión o enfermedad que se puedan evitar, a la facultad, el personal no docente, los estudiantes y los visitantes del recinto. Además, en el recinto colegial existe la política de respetar y proteger el ambiente.

Las normas de salud, seguridad y de protección del ambiente están contenidas en los reglamentos que las agencias federales, estatales y municipales han promulgado, que se deberán seguir al establecer las que regirán en el recinto. Además, las normas que han publicado las organizaciones profesionales en pro de la salud y la seguridad, sirven de guía para las áreas que los estándares, reglas y expectativas gubernamentales no han incluido.

Si desea más información, comuníquese con Diahann McFarlane, funcionaria para Salud y Seguridad, avenida Walton 471, Bronx, NY 10451, teléfono (718) 518-4349.

Ley para el Acceso a la Información (“FOIL” por sus siglas en inglés)

Trámites para el acceso a los registros públicos

Las peticiones para leer los expedientes públicos que se encuentran en el Colegio se harán al funcionario para el acceso a expedientes, el Lcdo. Franklyn Perez, cuyas oficinas están en Grand Concourse 475, salón A-322, teléfono (718) 518-4300. Estos se pondrán a disposición, para lectura y copia, solamente por cita previa en un lugar que se habrá de asignar. La negativa de acceso a los registros se podrá apelar al asesor legal y vicerrector para Asuntos legales de “CUNY”. Se obtendrán copias de “Trámites para el acceso a expedientes públicos según el Artículo 6 de la Ley de Funcionarios Públicos” y el formulario para la apelación, en la biblioteca o en el sitio en la Red del colegio.

Trámites para registrar quejas de estudiantes con impedimentos

El Título IX de las Enmiendas Educativas Federales de 1972 estipula que: “A nadie... se le habrá de excluir ni se le someterá a discriminación, por su sexo, ni de la participación, ni de los beneficios, ni de programas educativos, ni de actividad alguna que reciba fondos federales...”. Las disposiciones de la ley aplican a admisiones, vivienda y plantas físicas, clases, asistencia económica, becas, beneficios médicos y seguros estudiantiles, estado civil o maternidad o paternidad.

La Sección 504, pertinente a la “ADA”, de la Ley de Rehabilitación de 1973, específicamente prohíbe la discriminación contra personas incapacitadas. Con el propósito de tratar las quejas relacionadas al Título IX y la Sección 504, el Colegio ha establecido procedimientos informales e informales para atenderlas.

Cualquier alumno del Colegio que alegue que se ha actuado en su contra por incapacidad o sexo —lo que está prohibido por la Sección 504 y el Título IX y los reglamentos que ponen en vigor ambas leyes—, podrá obtener copia de estos procedimientos. En estos, no se habrá de mencionar ningún otro asunto.

1. Queja informal
   a. Se exhorta al estudiante que discuta su queja con el supervisor de la oficina involucrada. Este deberá investigar y responderle por escrito.
   b. Si el alumno no queda satisfecho con la decisión y el resultado obtenido por el supervisor, podrá entonces llevar su queja informal al decano de estudiantes o su representante, quien tratará de hallar solución satisfactoria para el estudiante y la persona de la oficina involucrada. Todo convenio, retiro o disposición de una queja durante la etapa informal no habrá de constituir precedente que obligue en casos similares futuros.
c. Los supervisores y el vicepresidente de Desarrollo Estudiantil y Matrícula o su representante, harán un expediente de cada queja informal la cual incluye el nombre del estudiante, la naturaleza de la queja y la fecha e índole de la resolución, si la hubo.

2. Queja formal
   a. Toda queja formal se ha de registrar por escrito con el coordinador de la Sección 504 de "ADA", con un formulario que se consigue en las Oficinas para el Servicio de los Estudiantes con Incapacidades ("SSWDA" por sus siglas en inglés), o en persona o por correo certificado no más de treinta (30) días calendario después de ocurridos los hechos que motivaron la queja. El intento de solucionar una queja de manera informal no extiende el plazo indicado.
   El registro de una queja formal no impide que se intente transarla informadamente.
   Si la queja se entrega en persona, se expedirá un recibo el cual habrá de constituir prueba de registro. El agraviado deberá incluir el remedio que solicita y las personas involucradas. Toda queja formal de habrá de enviar a:
   
   Coordinador de Sección 504 de "ADA"
   Colegio Comunal Hostos
   Grand Concourse 475
   Bronx, NY 10451
   
   b. El coordinador de la Sección 504 de "ADA" habrá de investigar la queja y emitir una decisión por escrito al agraviado y al administrador jefe en cuya área ocurrió el suceso, en un plazo de catorce (14) días hábiles. Si la queja surge por un acontecimiento dentro de la División para el Desarrollo Estudiantil, la presidenta habrá de asignarle la investigación a otra persona.
   c. El estudiante podrá presentar pruebas, incluso declaraciones de personas, para respaldar su queja, durante una conferencia con el coordinador de la Sección 504 de "ADA". La conferencia tendrá el propósito de permitir que el alumno demuestre que ha ocurrido una transgresión o de la Sección 504 o del Título IX.

Normas respecto de las drogas, el tabaco y el alcohol

Política respecto de las bebidas alcohólicas

No se habrá de vender ni suministrar bebida alcohólica alguna a ninguna persona que parezca tener impedidas sus facultades, tampoco se le habrá de vender a nadie una hora antes del fin acordado para una actividad, dentro del recinto del Colegio. El formulario titulado "Comisión de bebidas alcohólicas ("ABC" por sus siglas en inglés) se obtiene en las Oficinas de Actividades Estudiantiles.

Política hacia los fumadores

La Junta de Síndicos de la Universidad de la Ciudad de Nueva York emitió un voto para prohibir que se fume, a partir del 1º de enero de 1995, dentro de los edificios que son propiedad, arriendos u operados por la Universidad. Durante el semestre otoñal de 1994, el Senado Académico de Hostos votó avasalladoramente a favor de la decisión de la Junta. La resolución al respecto dice, "Por ser la universidad urbana más extensa del país, la Universidad de la Ciudad de Nueva York está comprometida con promover la salud y el bienestar de su facultad, sus estudiantes y el personal no docente. Los peligros del tabaquismo para la salud están bien documentados y se vinculan directamente a la muerte de alrededor de 390,000 estadounidenses cada año...". En la explicación que acompañó a la resolución se recalca que "los peligros a la salud asociados con el humo del tabaco para fumadores y no fumadores indican claramente la necesidad de crear un ambiente universitario sin humo de tabaco". El Colegio Comunal Hostos apoya la prohibición de fumar y hace cumplir esta política, vigorosamente.

Sanciones

Quedan prohibidas la fabricación, distribución, administración, posesión o uso ilegal de drogas ilegales u otras sustancias controladas y el uso no autorizado del alcohol por parte de los estudiantes y los empleados universitarios dentro del recinto. (TITLE 21 U.S. Code 801, ET. SEQ. y NYS PUBLIC HEALTH LAW, 3306).

Constituye violación de la Ley Penal del Estado de Nueva York 240.40 el que una persona aparezca en público bajo la influencia de narcóticos o una droga que no sea el alcohol, hasta el punto de que peligre él o ella u a otros, o la propiedad, o que moleste a personas en su cercanía. También viola la Ley 260.20(d) (4) una persona que le dé o le venda una bebida alcohólica a un menor de 21 años. Se espera que los estudiantes cumplan con las leyes federales y estatales y las normas de conducta impresas en el catálogo de Hostos.

Todo alumno o empleado que viole las leyes y los reglamentos estipulados en esta norma estará sujeto a acción disciplinaria. Las sanciones podrían incluir amonestación, advertencia, censura, probatoria disciplinaria, restitución, suspensión, expulsión y denuncia a las autoridades civiles. Las mismas quedan definidas en este catálogo de Hostos.
Normas Académicas

Se habrá de recomendar que un estudiante por —exhortación de la docencia o por motivación propia— que exhiba dificultades con el alcohol o con la dependencia de sustancias químicas, acuda a las oficinas del decano auxiliar para Desarrollo Estudiantil y Matrícula o a Consejería. El vicepresidente para Desarrollo Estudiantil y Matrícula tiene la potestad de actuar de forma disciplinaria o recomendar que el alumno se reúna con un consejero para que se le recomiende o se le dé ayuda con organizaciones para la ayuda mutua o otras agencias externas.

La violencia en el centro de trabajo

Desde hace mucho tiempo, la Universidad de la Ciudad de Nueva York contrajo el compromiso de proveer un ambiente académico y laboral protegido y seguro, que promueva el logro de su misión docente, la investigación, la erudición y el servicio a los demás. Se espera que todos en la comunidad universitaria —estudiantes, facultad y personal no docente— mantengan un ambiente para el aprendizaje sin violencia, amenazas de hostigamiento, intimidación o coerción. Aunque estas conductas no abundan en la Universidad, no está exenta de ellas.

El propósito de esta política es atender el potencial de violencia en nuestra comunidad, evitar en lo que sea posible que ocurra en el centro de trabajo y establecer procedimientos a seguir si sucediese.

Política

La violencia en el centro de trabajo está prohibida en la Universidad de la Ciudad de Nueva York. El hecho mismo, la amenaza de ello, la intimidación, el acoso, la coerción u otras conductas amenazadoras hacia personas o la propiedad no se habrán de tolerar. Se atenderá con la seriedad que merece, toda queja de violencia en el trabajo. A los individuos que transgredan esta política, se les sacará de la propiedad universitaria y estarán sujetos a un acto disciplinario, que podría incluir despido definitivo —según las normas, reglamentos y convenios colectivos universitarios—, o la denuncia a las autoridades que hacen cumplir la ley para el procesamiento judicial. Las denuncias de acoso sexual están incluidas en la política universitaria contra esa conducta.

A petición de un empleado o estudiante, o a su discreción, la Universidad habrá de prohibir que personas del público, incluso familiares, entran a los predios para reunirse con un empleado o alumno si ello no es necesario para llevar a cabo una transacción relacionada con la institución. Esto aplica en particular a casos en que un empleado o estudiante sospecha que un encuentro con un individuo podría tornarse violento.

Norma en cuanto al uso de la planta física de Hostos

El Complejo Atlético y Recreativo Hostos es motivo de orgullo institucional y ofrece un sin número de programas recreativos, que sirven para que estudiantes, facultad y personal no docente conserven la buena forma física. La variedad de centros dentro del complejo ofrece recreación y ejercicios con los cuales se incrementa el conocimiento y las destrezas para un mejor aprecio de la buena salud y un estilo de vida sano.

Se exhorta a que utilicen los centros para su bienestar. Para garantizar la seguridad física y el uso adecuado de los centros, los usuarios deberán seguir las normas y procedimientos a continuación. Las mismas son consecuentes con los estándares para calidad y excelencia de todo el país.

Si desea saber los itinerarios, las tarifas e información adicional, comuníquese con Félix Arocho, gerente del teatro; teléfono 718-518-4477; correo electrónico Farocho@hostos.cuny.edu.

Normas y procedimientos para la seguridad pública

Declaración de propósitos

El Servicio de Protección Pública de la Universidad de la Ciudad de Nueva York se dedica a brindar protección y servicio de excelencia a la comunidad universitaria.

Como oficiales que hacemos cumplir la ley, haremos esfuerzos continuamente para garantizar que en el ambiente se provea la protección y la seguridad conducentes a un proceso social y educativo positivo. El lema de nuestro departamento expresa claramente estos propósitos.

Servicio, integridad y orgullo

En el Colegio Comunal Hostos, la protección y el bienestar de nuestros estudiantes, facultad y personal no docente son de primordial importancia. Pero la verdadera seguridad en el recinto solo se puede lograr con la cooperación de todos. A continuación, se ofrece información que es el resultado de nuestros esfuerzos para garantizar que la colaboración sea efectiva. Esperamos que la lea detenidamente y que le sirva para fomentar la existencia de un ambiente seguro para usted y los demás en el recinto.
Normas Académicas

Normas respecto de los procedimientos que han de seguir los estudiantes y otras personas cuando informan de delitos u otras emergencias ocurridas en el recinto

El Departamento para la Seguridad Pública exhorta a que se informe de todo acto delictivo o emergencia médica que suceda en el colegio. Para ello, deberá marcar el (718) 518-6888 del departamento o el 6911 desde cualquier teléfono dentro del recinto. Aunque se recomienda que primero se informe de todo acto delictivo al Departamento para la Seguridad Pública del recinto, también se puede llamar al 911 para notificar al Departamento de Policía de la Ciudad de Nueva York. Desde el colegio se deberá marcar el 9, para entonces marcar el 911. Actos que no constituyan delito, como fumar en el recinto o no mostrar la tarjeta de identidad si lo pide un funcionario del colegio, se tratarán administrativamente. Se ha de escribir un informe que se remitirá al vicepresidente pertinente.

Las oficinas del Departamento para la Seguridad Pública de Hostos se encuentran en el Grand Concourse 450 también conocido como el Combinado Académico Este, salón C-030, nivel “B” o Anthony Griffith. Su personal se encarga de la protección de las personas y la propiedad en los predios colegiales, día y noche. El departamento está constituido por

Todos los oficiales de seguridad son profesionales capacitados para lidiar con asuntos pertinentes a la seguridad, para quienes el servicio es lo primero. Varios de ellos son diestros con la resucitación neuromórdica (“CPR” por sus siglas en inglés) y con desfibriladores. Todos llevan radios que trasmiten en dos direcciones, linterna y uniformes que les distinguen.

Los oficiales del orden en el colegio están juramentados y tienen la potestad para efectuar arrestos, conferida por el comisionado de la Policía de la ciudad de Nueva York. Son patrulleros especiales y oficiales del orden, según la Sección 2.10, subsección 27 de la Ley de Procedimientos Penales del Estado de Nueva York.

A los ayudantes de seguridad del colegio se les define como guardianes de la seguridad, según el Artículo 7A de la Ley Comercial Central, y no tienen potestad para hacer arrestos que no sea la de cualquier ciudadano.

Armas

Con excepción de los oficiales del orden, de conformidad con la autorización concedida por los presidentes de los colegios, nadie más habrá de tener rifles, escopetas, armas de fuego ni ningún otro instrumento o material, que sirva para causar daño a una persona o a un edificio en los predios del recinto.

Escuelas

El personal del Departamento de Seguridad Pública provee escoltas a las paradas del subway, de autobuses y hasta vehículos estacionados cercanos al perímetro del Colegio, en particular tarde en la noche y en las horas de oscuridad.

Registro de órdenes de protección

En el Departamento de Seguridad Pública se reciben y se registran órdenes de protección de cualquier miembro de la comunidad colegial. Con el propósito de evitar o reducir la posibilidad de que se infrinjan, la información que ellas contienen se le suministra a todo el personal de seguridad pública. Se habrá de arrestar a todo el que desobedezca una orden de protección.

Objetos perdidos

Los artículos encontrados o entregados en las oficinas del Departamento de Seguridad Pública se guardan de modo que cualquier objeto perdido en el Colegio se podrá reclamar en el salón C-030. Se requiere identificación para recuperarlo. Todo artículo perdido que llegue a las oficinas se habrá de guardar por un semestre. Las armas o el contrabando ilícito se entregan inmediatamente a la policía, que a su vez emite recibos por los mismos.

Tarjeta de identidad perdida

Reponer una tarjeta de identidad perdida cuesta $5.00. Primero, se presenta el recibo de matrícula en vigor a Tesorería, se paga y se obtiene un recibo por esa cantidad, que se presenta en el Departamento de Seguridad Pública, para que allí se le emita una nueva. La facultad o el personal no docente que pierda su tarjeta de identidad deberá obtener un comprobante de que es empleado del Departamento de Personal y un recibo del tesorero por el pago de $5.00 antes de dirigirse al Departamento de Seguridad Pública para obtener la tarjeta sustituta.
Normas Académicas

Advertencias oportunas a la comunidad colegial

De ser necesario emitir alerta a alumnos y al personal no docente respecto de una emergencia o del suceso de un crimen de la lista que la Ley Cleary específica, el director de seguridad pública distribuirá un comunicado escrito a toda la comunidad del Colegio dentro de un plazo de 24 a 48 horas. Se habrá de suministrar información específica de tales incidentes y el director tratará de responder a las dudas que expresen la facultad, el personal no docente y los estudiantes. La información se diseminará con hojas sueltas, por teléfono, afiches, correo electrónico y otros medios pertinentes. Se mantendrá confidencial las identidades de las víctimas dentro de lo que indica la ley o la investigación.

Consejo

El Departamento de Seguridad Pública mantiene un registro de incidentes relacionados con la seguridad. Ninguna comunidad está totalmente segura. El crimen ocurre en la sociedad y no deja de existir en los predios de ningún colegio. Se recomienda que se permanezca alerta de lo que sucede a su alrededor y se proteja. Se viese o escuchase algo que levante sus sospechas, notifíquelo inmediatamente, pues los robos y otras transgresiones pueden ocurrir. Sin embargo, todos podemos reducir los riesgos si nos ocupamos de la seguridad personal y tomamos precauciones.

“Derecho del estudiante a saber”

Se exhorda a todo estudiante a que consiga una copia de la Ley para la Divulgación de la Política Respecto a la Seguridad en Recintos Colegiales y de la Ley de Seguridad Para los Recintos del Departamento de Seguridad Pública en el salón C-030.

Sitio de Seguridad Pública por Internet

Si desea más información acerca del Departamento para la Seguridad Pública en Hostos, visite el sitio:
http://www.hostos.cuny.edu/publicsafety.

Si desea saber más de los reglamentos del orden público, de conformidad con el Artículo 129A de la Ley Educativa, comuníquese con el Departamento para la Seguridad Pública.

Declaración de orden público

De conformidad con el Capítulo 191 de leyes aprobadas en 1969, la Junta de Síndicos adoptó normas para el orden público en los recintos colegiales y en propiedades de la Universidad que sirven propósitos educativos.

Si desea saber más respecto los reglamentos del orden público, según lo establecido por el Artículo 129A de la Ley Educativa, comuníquese con el Departamento para la Seguridad Pública en la oficina C-030.

Aviso de disponibilidad de las estadísticas de crimen en el recinto, del informe acerca de la seguridad en el mismo y del registro de personas que han cometido delitos sexuales

El Comité Asesor para la Seguridad en el Recinto del Colegio habrá de suministrar, a petición, toda estadística relacionada con la comisión de delitos que se hayan registrado con el Departamento de Educación de los EU, así como el informe anual acerca de la seguridad. Este último incluye lo siguiente: (1) las estadísticas de los delitos cometidos en el año natural inmediato y en los dos años anteriores; (2) Normas respecto de los procedimientos y las plantas físicas, que se han de seguir para informar que se han cometido delitos o han habido otras emergencias; (3) políticas respecto de la seguridad en los edificios y el acceso a los mismos; (4) normas respecto del cumplimiento de la ley en los predios colegiales; (5) descripción de los programas que existen para informar a estudiantes y a empleados acerca de los procedimientos y las prácticas de seguridad y para exhortar a la responsabilidad por la propia y la de los demás; (6) los programas de prevención existentes; (7) la política respecto de la vigilancia policial de actividades delictivas, fuera de los predios colegiales, de organizaciones estudiantiles reconocidas en el Colegio; (8) normas respecto de las drogas ilícitas, el alcohol y su consumo por parte de menores de edad; (9) donde encontrar la información acerca de las personas que han cometido delitos sexuales —véase adelante—; (10) normas que rigen cómo evitar los delitos sexuales y cómo se tratan los casos que ocurren. Toda esta información se guarda de conformidad con la Ley de Divulgación de Ley Cleary para la Divulgación de la Política Respecto a la Seguridad en Recintos Colegiales y de la Ley de Estadísticas Delictivas en los Recintos.

Las estadísticas de los delitos y el informe anual acerca de la seguridad se encuentran a disposición en la sección de referencia de la biblioteca y en el sitio de Internet del El Colegio en:
http://www.hostos.cuny.edu/publicsafety/. Si desea recibir copias de las estadísticas y el informe ya mencionados por correo, comuníquese con el jefe Arnaldo Bernabe, director de Seguridad Pública, al marcar el (718) 515-6888 y se le enviarán en un plazo de 10 días. La dirección en La Red del Departamento de Educación de EE.UU. pertinente a las estadísticas del crimen es: www.ed.gov/security/InstDetail.asp. Ahí escriba el nombre del colegio cuyas estadísticas desea obtener.
De conformidad con la legislación federal, Ley de Prevención de Delitos Sexuales en los Recintos Universitarios, las personas que cometen tales crímenes habrán de registrar el nombre y la dirección de toda institución universitaria en la cual estudien o sean empleados. La División de Justicia Penal del Estado de Nueva York mantiene un registro de personas que han cometido delitos sexuales y les informa a los jefes de seguridad de los colegios de estudiantes o empleados registrados en el mismo. Si desea información acerca de quienes han cometido delitos sexuales de grado 2 ó 3 que estén matriculados en el Colegio, comuníquese con el director de Seguridad Pública, jefe Armando Bernabe, Grand Concourse 450, Bronx NY 10451, oficina C-030, teléfono (718) 518-6888. También podrá obtener información acerca de los de 3er grado del sitio en Internet de la División de Justicia Penal del Estado de Nueva York en: www.criminaljustice.state.ny.us/nsor/sor_about.htm y haga “clic” en “Search for Level 3 Sex Offenders” o acceda a la guía que se encuentra en el Departamento para la Seguridad Pública del Colegio o en el cuartel de la policía. También podrá obtener información acerca de un ofensor de 2° grado si se comunica con el Departamento para la Seguridad Pública o el cuartel de la policía de la zona donde resida o está matriculado; o marque el 800-262-3257 del registro en la División de Justicia Penal del Estado de Nueva York.

Los expedientes estudiantiles

Notificación, según lo exige la ley “FERPA”, de los derechos de los estudiantes, respecto de la información y los datos personales en sus expedientes

La Ley Protectora del Derecho Familiar a la Educación y a la Intimidad (“FERPA” por sus siglas en inglés). Véase la Sección “6” adelante, respecto del derecho a denegar que se divulguen datos personales. Derechos estudiantiles según la ley “FERPA”

- El derecho a leer los expedientes académicos propios.
  El estudiante deberá solicitar, por escrito, del registrador, decano, jefe de departamento académico u otro funcionario pertinente, permiso para leer sus expedientes. Si el oficial de quien se solicita no guarda esos registros, este habrá de indicarle al alumno a quién habrá de dirigir tal petición.
  Toda petición se habrá de conceder o negar en 45 días, a partir de la fecha de recibo. De concederse, se le notificará al solicitante la hora y el lugar donde los podrá leer. De negarse, o de no emitirse respuesta en 45 días, se podrá recurrir al funcionario encargado de las apelaciones que se amparan en la ley “FERPA”. Se le habrá de suministrar información acerca del procedimiento de apelación.

- El derecho a solicitar que se enmiente el contenido de expedientes estudiantiles que el alumno piensa que no son precisos o son engañosos.
  Se puede pedir la enmienda del contenido de un expediente que se piense no es exacto o es engañoso. Deberá escribirle al funcionario colegial encargado del expediente, indicarle con claridad la porción que desea se cambie y explicar por qué no es exacto o es engañoso.
  Si el funcionario encargado decide que no habrá de enmendar el expediente según se le ha pedido, se lo indicará al solicitante y le informará de su derecho a una audiencia con el oficial responsable de atender las apelaciones según FERPA, respecto de su solicitud de enmienda. Cuando se le notifique del derecho a una audiencia, se le proveerá información adicional acerca del procedimiento para obtenerla.

- Como el derecho a dar permiso para divulgar información en un expediente, que el interesado pueda identificar como propia, con la excepción de la autorización a divulgarla sin consentimiento del estudiante, al amparo de “FERPA”.

- Una excepción a esa prohibición de divulgar sin permiso información en expedientes, es la de darse acceso a la misma a oficiales colegiales que tengan un interés educativo legítimo. Un oficial o funcionario colegial es aquél empleado de la Universidad que ocupa un puesto administrativo, de supervisión, académico, investigativo o de apoyo como empleado no docente. Es una persona o empresa que tiene contratos con la Universidad; que forma parte de la Junta de Síndicos; o es estudiante que integra un comité oficial, como cuando interviene con asuntos de disciplina o de quejas, o asiste a otro funcionario colegial en el desempeño de su trabajo.
  Un oficial colegial tiene un interés educativo legítimo si el acceso es razonablemente necesario para una investigación relacionada con la docencia, de carácter administrativo o en el cumplimiento de otros deberes y obligaciones.

- A petición de oficiales de otro colegio o escuela, el Colegio les habrá de entregar el contenido del expediente de un estudiante que haya solicitado ingreso a esa otra institución.

La negación de los derechos que “FERPA” amparan se podrá apelar a:

General Counsel and Vice Chancellor for Legal Affairs
The City University of New York
535 East 80th Street
New York, NY 10021

Existe el derecho a registrar una queja con el Departamento de Educación de los Estados Unidos, debido a fallo alegado de cumplir con los requisitos de “FERPA”, por parte del Colegio. Las oficinas donde se atienden asuntos de “FERPA” y su dirección:
El colegio pondrá a disposición la información acerca de un estudiante presente o pasado a personas que tengan un interés legítimo, especificado a continuación. El nombre, fechas en que asistió al Colegio, dirección, número de teléfono, fecha y lugar de nacimiento, fotografías, dirección electrónica, si asiste o asistió a tiempo completo o parcial, si subgraduado o ya se graduó, los créditos que ha obtenido, concentración de estudios, qué título persigue, si participa en actividades reconocidas o en deportes, estatura y peso de los integrantes del equipo atlético en el cual participa o participó, educación previa y títulos, honores y premios que haya recibido. Todo alumno que así lo desee, podrá solicitar que la información en su expediente no se divulgue sin su permiso, con llenar un formulario que se encuentra en las oficinas del Registrador. La misma se podrá registrar, retirar o modificar en cualquier momento.

El formulario para negar la divulgación de información personal

La información personal de un alumno se podrá entregar a cualquier persona que se piense tenga un interés legítimo en la misma, salvo que el estudiante haya entregado, al Registrador, el formulario para negar que se divulgue su información personal, que se obtiene en las oficinas del Registrador, edificio Savoy, oficina D-207.

Negativa de entregar el contenido de sus expedientes a estudiantes

La política de "CUNY" respecto de la retención de expedientes estudiantiles. A los estudiantes que se retrasen en los pagos o sean morosos respecto de sus deudas con el Colegio, con la Universidad o con una agencia estatal o federal para la cual la universidad actúa o como agente perturbador o como certificador, ni a los alumnos que no hayan hecho sus entrevistas de salida —según lo exigen los programas de préstamos federales Perkins, los que conceden préstamos educativos a familiares, el de préstamos federales directos, William D. Ford, o el de préstamos a estudiantes de enfermería—, no se les permitirá matricularse, ni obtener copias de sus notas, ni se les entregarán transcripciones, ni certificados, ni títulos, ni se les otorgará ayuda económica del recinto, ni podrán recibir las becas Pell, salvo que medien circunstancias atenuantes que se ajusten a los reglamentos federales y estatales, y un oficial asignado no los aplique y lo ponga por escrito.