Message from the President

With every passing year, I am increasingly gratified and motivated by the progress we are making toward the full realization of my vision, which is for Eugenio Maria de Hostos Community College to become "a college of excellence for students seeking a liberal arts or career education in a multilingual, multicultural learning environment." In the pursuit of excellence, we are advancing steadily 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 prepare 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.

In March of 2004, I began my seventh year as President of this institution. Since I joined the Hostos family in March of 1998, it has been my privilege to work with faculty and staff members whose exceptional expertise is equaled by their extraordinary dedication to our students. Many faculty and staff members have been with the College since its establishment and have never lost sight of what Hostos represents to its students and the community. Those who have joined the ranks more recently have also contributed immeasurably to our institutional regeneration. Hostos personnel exhibit the same high level of commitment to the College that it receives from the community we serve.

Collectively as well as individually, the Hostos faculty are a source of knowledge and inspiration. Holding 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 of their choice. We are indeed fortunate that they have chosen to teach at Hostos.

Working together, we've made remarkable progress over the past six years. The "Hostos Renaissance" (1998-2000) was driven by a renewed commitment to rigorous career and liberal arts programs that would lead to meaningful employment or successful pursuit of higher-level studies. As a result of the growth and expansion of the academic programs central to the mission of this institution, our students are profiting from new and innovative approaches to teaching and learning. There is a sense that Hostos is now moving forward with a renewed sense of pride and purpose. We have accomplished a number of important initiatives and instituted organizational, systemic, and procedural changes throughout the campus.

Academic program offerings and the scheduling of courses have been and continue to be revamped. I am especially proud of the Serrano Scholars program, which offers Hostos graduates the opportunity to earn a bachelor's degree from Columbia University in preparation for careers in diplomacy or international affairs. The same holds true for the articulated programs through which Hostos graduates are continuing their studies at other CUNY colleges: the engineering program at The City College of New York, the education program at Lehman College, and the business program at Baruch College. Additional articulated programs are now in development.

In the area of extracurricular activities, the Hostos athletic program has been revitalized, and the outstanding performance of our men's and women's Caiman teams has lifted school spirit to an all-time high. Our first fundraising activity, a benefit gala and concert held in November of 2003, provided the college with financial support for scholarships and programming at the Hostos Center for the Arts and Culture. Speaking of the arts and culture, it is of the utmost importance to me for Hostos to be a College that produces well-rounded human beings. If an individual graduates from this institution without an appreciation for the arts, then we have failed that student.

Historically, the Renaissance preceded the Age of Discovery, which is also called the Age of Exploration. Now, the college has embarked on its own Age of Discovery (2001-2005), in which we are seeking new ways to make Hostos the pride of the CUNY system. This will be a time in which we explore every possibility for institutional improvement.

In the course of six years, Eugenio Maria de Hostos Community College has begun to set and surpass new standards with its dual language academic and career education programs. Through our ongoing efforts, Hostos will attain and retain a unique place among outstanding two-year colleges throughout the nation. The college community recently completed a strategic plan that will guide us through 2008, and I believe we are entering our most challenging years. I am excited by the prospect of continuing to work with the Hostos faculty and staff to achieve my vision. Like the Caimans, we are an invincible team, and there is no limit to what we can and will accomplish.

City University of New York
## Fall 2004 Semester

### August

<table>
<thead>
<tr>
<th>Date</th>
<th>Day(s)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-25</td>
<td>T-W</td>
<td>Registration</td>
</tr>
<tr>
<td>26</td>
<td>Th</td>
<td>Last Day to DROP a course with 100% tuition refund</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Change of Program (no penalty fee)</td>
</tr>
<tr>
<td>27</td>
<td>F</td>
<td>First Day of Classes</td>
</tr>
<tr>
<td>30</td>
<td>M</td>
<td>Late Registration ($15.00 Late Registration Fee)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Change of Program ($10.00 fee for program change)</td>
</tr>
<tr>
<td>31-9/1</td>
<td>T-W</td>
<td>Change of Program ($10.00 fee for program change)</td>
</tr>
</tbody>
</table>

### September

<table>
<thead>
<tr>
<th>Date</th>
<th>Day(s)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Th</td>
<td>Last Day to DROP a course with 75% tuition refund</td>
</tr>
<tr>
<td>6</td>
<td>M</td>
<td>College Closed - Labor Day</td>
</tr>
<tr>
<td>9</td>
<td>Th</td>
<td>Last Day to DROP a course with 50% tuition refund</td>
</tr>
<tr>
<td>15-17</td>
<td>W-F</td>
<td>No Classes Scheduled</td>
</tr>
<tr>
<td>16</td>
<td>Th</td>
<td>Last Day to DROP a course with 25% tuition refund</td>
</tr>
<tr>
<td>17</td>
<td>F</td>
<td>Start of Official Withdrawal Period (9/17-11/10)</td>
</tr>
<tr>
<td>24-26</td>
<td>F-Su</td>
<td>No Classes Scheduled</td>
</tr>
</tbody>
</table>

### October

<table>
<thead>
<tr>
<th>Date</th>
<th>Day(s)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>F</td>
<td>Last day to file for January 2005 Graduation</td>
</tr>
<tr>
<td>11</td>
<td>M</td>
<td>College Closed - Columbus Day</td>
</tr>
</tbody>
</table>

### November

<table>
<thead>
<tr>
<th>Date</th>
<th>Day(s)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>W</td>
<td>Last Day to Withdraw from Classes with a grade of 'W'</td>
</tr>
<tr>
<td>16</td>
<td>T</td>
<td>Conversion day, no Tuesday classes; classes to follow a Thursday schedule</td>
</tr>
<tr>
<td>24</td>
<td>W</td>
<td>Conversion day, no Wednesday classes; classes to follow a Friday schedule</td>
</tr>
<tr>
<td>25-28</td>
<td>Th-Su</td>
<td>College is Closed - Thanksgiving Recess</td>
</tr>
</tbody>
</table>

### December

<table>
<thead>
<tr>
<th>Date</th>
<th>Day(s)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>T</td>
<td>Conversion day, no Tuesday classes; classes to follow a Wednesday schedule</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day for removal of &quot;Incomplete&quot; (INC) grades for the SP'04 &amp; SU'04 semesters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last Day Of Classes</td>
</tr>
<tr>
<td>15</td>
<td>W</td>
<td>ESL Final Examinations</td>
</tr>
<tr>
<td>16-22</td>
<td>Th-W</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>24-25</td>
<td>F-Sa</td>
<td>College is Closed - Winter Holiday</td>
</tr>
<tr>
<td>27</td>
<td>M</td>
<td>All grades due</td>
</tr>
<tr>
<td>31</td>
<td>F</td>
<td>College is Closed - Winter Holiday</td>
</tr>
</tbody>
</table>
# Calendar

## Spring 2005 Semester

### January

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>F</td>
<td>January 2005 Commencement</td>
</tr>
<tr>
<td>17</td>
<td>M</td>
<td>College Closed</td>
</tr>
<tr>
<td>19-25</td>
<td>W-T</td>
<td>Registration</td>
</tr>
<tr>
<td>26</td>
<td>W</td>
<td>Last day to drop a course with 100% tuition refund</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Change of Program (no penalty fee)</td>
</tr>
<tr>
<td>27</td>
<td>Th</td>
<td>First Day of Classes</td>
</tr>
<tr>
<td>28</td>
<td>F</td>
<td>Late Registration ($15.00 Late Registration Fee)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Change of Program ($10.00 fee for program change)</td>
</tr>
<tr>
<td>31-2/1</td>
<td>M-T</td>
<td>Change of Program ($10.00 fee for program change)</td>
</tr>
</tbody>
</table>

### February

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>W</td>
<td>Last Day to DROP a course with 75% tuition refund</td>
</tr>
<tr>
<td>9</td>
<td>W</td>
<td>Last Day to DROP a course with 50% tuition refund</td>
</tr>
<tr>
<td>11</td>
<td>F</td>
<td>College is Closed - Lincoln's Birthday</td>
</tr>
<tr>
<td>16</td>
<td>W</td>
<td>Last Day to DROP a course with 25% tuition refund</td>
</tr>
<tr>
<td>17</td>
<td>Th</td>
<td>Start of Official Withdrawal Period (2/17 - 4/13)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day to file for June 2005 Graduation</td>
</tr>
<tr>
<td>21</td>
<td>M</td>
<td>College is Closed - Presidents' Day</td>
</tr>
</tbody>
</table>

### March

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Th</td>
<td>Conversion day, no Thursday classes; classes follow Friday schedule</td>
</tr>
<tr>
<td>25-29</td>
<td>F-T</td>
<td>No Classes</td>
</tr>
<tr>
<td>30</td>
<td>W</td>
<td>Conversion day, no Wednesday classes; classes follow Monday schedule</td>
</tr>
</tbody>
</table>

### April

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>W</td>
<td>Last Day to Withdraw from Classes with a grade of &quot;W&quot;</td>
</tr>
<tr>
<td>23-5/1</td>
<td>Sa-Su</td>
<td>Spring Recess; No classes scheduled</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Administrative Offices are open; call for office hours</td>
</tr>
</tbody>
</table>

### May

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>W</td>
<td>Last day for removal of &quot;Incomplete&quot; (INC) grades for the FA'04 semester</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last Day Of Classes</td>
</tr>
<tr>
<td>19</td>
<td>Th</td>
<td>ESL Final Exams</td>
</tr>
<tr>
<td>20-27</td>
<td>F-F</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>30</td>
<td>M</td>
<td>Memorial Day - College is Closed</td>
</tr>
</tbody>
</table>

### June

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>F</td>
<td>June 2005 Commencement</td>
</tr>
<tr>
<td>14</td>
<td>T</td>
<td>Last Day to apply for a degree to be awarded September 2005</td>
</tr>
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<td>115 Physical Education/Athletics</td>
<td>153 Physical Sciences</td>
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<td>154 Course Descriptions</td>
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<tr>
<td>117 Course Descriptions</td>
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</tr>
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<td>121 Department Faculty &amp; Staff</td>
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<tr>
<th>122 Humanities</th>
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<td>122 Africana Studies</td>
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<td>160 Academic Policies &amp; Procedures</td>
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<td>122 Modern Languages</td>
<td>163 Affirmative Action Policy</td>
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<td>124 Course Descriptions</td>
<td>166 Policy on Computer &amp; Email Use</td>
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<tr>
<td>135 Department Faculty &amp; Staff</td>
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<th>136 Language &amp; Cognition</th>
<th>169 Environmental Health &amp; Safety Policy</th>
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</thead>
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<td>136 ESL- English as a Second Language</td>
<td>170 Grievance Procedures for Students with Disabilities</td>
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<td>137 ESL- Intensive Program</td>
<td>171 Policy on Use of Hostos Athletic &amp; Recreation Complex</td>
</tr>
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<td>138 Course Descriptions</td>
<td>173 Hostos Commitment to Pluralism</td>
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<tr>
<td>141 Department Faculty &amp; Staff</td>
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<tr>
<th>142 Liberal Arts &amp; Sciences</th>
<th>179 Statement of Religious Rights</th>
</tr>
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<tbody>
<tr>
<td>142 Associate in Arts (A.A.)</td>
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<tr>
<td>145 Associate in Sciences (A.S.)</td>
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<table>
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<tr>
<th>146 Mathematics</th>
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</tr>
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<tr>
<td>146 Electrical Engineering</td>
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<tr>
<td>149 Course Descriptions</td>
<td></td>
</tr>
<tr>
<td>151 Department Faculty &amp; Staff</td>
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</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.

City University of New York
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 Maria 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.
Introduction to Hostos

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.

Faculty and Students

As of the Fall 2002, 50.3 percent of the full-time faculty hold doctorates and 45.5 percent have master's degrees. The student population is diverse with nearly all cultures represented, the majority identifying themselves as being of Dominican, Puerto Rican, or of Central or South American descent. Financial assistance is provided to all eligible students, and nearly 90 percent receive some form of Federal or State aid.

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.

Phase I of the 500 Grand Concourse building will include the first floor and the Plaza, located between the 500 building and the East Academic Complex. Renovation will include the construction of a new 24-chair Dental Hygiene Patient Care facility along with other upgrades to the building's infrastructure. Completion of Phase I will be summer 2004.
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 Africana 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 microcomputing 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 950 and 350 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.

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

Services

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.

Library Instruction

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.

Circulation

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.

Reserve Materials

Materials on reserve may be used in the library for two hours. In some instances, and in special cases pre-arranged 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).

Location

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:
Circulation Desk, (718) 518-4222
Reference Desk, (718) 518-4215

Hours

**Fall and Spring Semesters**

Monday - Thursday 9am-9pm
Friday 9am-5pm
Saturday 10am-5pm
Sunday announced each semester

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.

**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 Ringold, Celia Cruz, Marc Anthony, the Barrio Boyzz, and Lucecita Benitez.
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.

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
- 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
- Student Advisement workshops

Denise Lucena, Director of Academic Advisement
Charmaine Cruise, Coordinator of Academic Advisement
C-Building, Room 360a
(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 Teaching Innovation 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, or email at: lporte@hostos.cuny.edu

You may contact the Teaching Innovation Support Center, C-559, Mondays through Fridays 9:00 a.m. to 4:00 p.m., or by appointment at (718) 319-7915, or via email: Luis Reyes: lreyes@hostos.cuny.edu, George Rosa: grosa@hostos.cuny.edu, or Elkin Urrea: eurrea@hostos.cuny.edu.

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

Student Support Services

Academic Achievement Office

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 offers a number of workshops to provide students with vital skills. These workshops include: transfer orientation for new students, CUNY placement tests, credit evaluation, academic program requirements, and college survival skills.

Transfer Advisement

Students who plan to transfer to a four-year college should consult with the Transfer Coordinator for assistance in selecting a college and a program or curriculum, and for help in all aspects of the transfer process. Many college catalogs, handbooks, and application forms are available to students in the Academic Achievement Office.

Office of Academic Achievement, Savoy Building, D-101, (718) 518-4466

*New students in Allied Health majors (Dental Hygiene, Nursing, and Radiologic Technology) will be advised by faculty from their academic 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


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
Introduction to Hostos 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 access to a Supplemental Instruction Resource Center that provides tutoring in subjects such as ESL, English, Math, Spanish, Biology and Chemistry. In addition, the SI Resource Center 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 with 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

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.
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 freshman 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 1301-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.

**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 provides Computer Literacy and Internet use training as well as Assistive Technology training in the our Technology Resource Center for Students with Disabilities. Please visit its 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
Mr. Anthony Mondesire, Information Literacy & Assistive Technology Specialist; tmomdesire@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.

The 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.”

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
- Physicals 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. (The Center) 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 ½ 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 ½ 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

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

For more information, contact:
Coach Robert Holford, Athletics Director, (718) 518-6879, email: rholford@hostos.cuny.edu

Retention Services

The College has instituted an Early Warning System (EWS) to assist students who are academically at risk. Through the EWS, instructors identify students who are not performing satisfactorily in their classes. The goal is to help students to do well, remain in school and progress toward their academic and professional goals. Students are contacted and referred to the appropriate support services such as counseling and/or academic tutoring. For more information, contact: Office of Retention Services, Savoy, Room D-101W, (718) 518-4397
Introduction to Hostos

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:

Veterans Administration
245 West Houston Street
New York, New York 10014

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.
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

All applicants, including those applying for non-degree status, are encouraged to apply directly at the Hostos Admissions and Recruitment Office. An application may be obtained from the following offices:

Hostos Community College
Office of Admission
120 East 149th Street
Bronx, New York 10451
Room D210
(718) 518-4405 Or
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

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 (a GED) in the U.S. or abroad should file a CUNY Freshman Application indicating Hostos as 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. An original high school diploma.
3. A $65 money order application fee payable to UAPC (University Application Processing Center).
4. Students educated outside the United States should refer to the "Students Educated Abroad" section for additional information and requirements.
College Preparatory Curriculum (CPI)

The City University of New York and the New York City Department of Education encourage all high school students to take specific courses—a college preparatory curriculum—that will prepare them for success in the workforce. Please refer to the CPI—College Preparatory Initiative chart for more information. The college preparatory curriculum for four years of high school is as follows:

- Four (4) years of English
- Three (3) years of academic math
- Four (4) years of social studies
- Two (2) years of a foreign language
- Two (2) years of laboratory science
- One (1) year of visual or performing arts

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 for admissions.

A transfer 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. 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 $65 money order application fee payable to the UAPC (University Application Processing Center).

Students currently attending another CUNY institution do not have to pay the $50 fee. However, 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 courses taken are comparable to those offered at Hostos Community College. The Credit Evaluator evaluates transfer credits at the Admissions and Recruitment Office prior to or during the first semester of attendance. Credits are given only for courses taken at institutions that are accredited by one of the regional accrediting commissions recognized by CUNY. The maximum number of credits that may be transferred is 30. Credits may be accepted if a grade of at least "C" was obtained. "D" grades from another CUNY college may be considered at the discretion of the academic department. Students seeking entry into the Nursing programs must adhere to departmental criteria.
Admission Information

Students Educated Abroad

A student educated abroad must submit one of the following: secondary school transcripts, bachiller notas, baccalaureate, mark sheets or secondary external examination certificates (i.e. CXC, GCE, WASC, EAS, etc.) and, when appropriate, official transcripts from any post-secondary school attended since graduation from high school/secondary school. 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 following CUNY translation guidelines:

Guidelines for Official Translations of Documents

The International Admissions Unit of the University Application Processing Center (UAPC) accepts, as official translations, those done by one of the following:

1. Consulate or embassy of the country that issued the document; or translations verified by consulate or embassy of the country issuing the document.
2. Translations service or agency; or immigrant/refugee association.
3. Issuing institution.
4. Faculty member of a U.S. high school or university. In this case, the translation:
   a. must be typed on school letterhead stationery;
   b. must state that the translator is a faculty member and which department he/she is a member of;
   c. must include a signed statement from the translator attesting to his/her familiarity with the foreign language.

The following translations are not accepted as official translations:

1. Those done by the student or member of the student's family.
2. Those done by an individual unless they are affiliated with any of the organizations listed above.
3. Translations done by non-faculty school personnel.
4. Translations done by faculty members from schools abroad.
5. Translations done by a notary public.

Official translations must meet the following standard:

1. All translations must be prepared using the same format as the original.
2. All information must be translated.
3. The translation must be verbatim.
4. No interpretation or evaluation of information should be included.
5. The translation must be typed and must be signed by the translator.

Translation services can be found in the Yellow Pages of your local telephone book. Please make sure that the translation service selected complies with the guidelines outlined above.

Although most of the translation services are competitive in cost, students should call to inquire about the exact price. Prices will vary according to the following:

- The type of language translated
- The type of document translated
- The length of the document (number of words)
- Other special services (example overnight mail etc.)

International Student Admissions Process

International students should review the above submission of documents requirement by "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/ your sponsor must submit the following documents:

- Bank letter from the person who will be paying for your tuition which is the equivalent of $13,000.00 US dollars. If your sponsor lives outside the U.S., he/she must submit the original bank letter along with an official translation and dollar conversion.
**Admission Information**

- 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
- Bank Letter indicating that you either have $13,000.00 USD in a US bank or its equivalent if your sponsor account is outside the U.S.
- 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 office of The Dean of Student Life, Room C-330. You can direct any questions or concerns you have to: Mr. Ian Nixon, International Student Advisor at (718) 518-6703, or email him at: inixon@hostos.cuny.edu

**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 official transcript(s) of all previous college work to the Admissions and Recruitment Office.

**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 Admissions and Recruitment Office.

**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. Transcript of all prior college course work
3. A $50 money order application fee payable to Hostos Community College.

**Non-degree students are not entitled to financial aid.**

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. Students educated outside the U.S. should refer to CUNY’s "Information for International Undergraduate Applicants" brochure for further application instructions.
**Admission Information**

**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.

**CUNY Skills Assessment Tests**

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

For specific information regarding the CUNY Skills Assessment Test and other testing issues, please see the section on the Office of Student Assessment in this catalog.

**Financial Aid Office**

The Financial Aid Office administers federal and state funds, as well as those provided by special programs and the College itself, with the intention of insuring that all who qualify have an opportunity to pursue higher education. Scholarships, grants, loans, work opportunities, and governmental benefits are combined into a package to help cover the difference between the cost of attendance and the contribution from the student and his or her family. Unless otherwise stated, award amounts are based upon need. Federal funds may be disbursed only to those who maintain their academic standing and are not in default of a student loan or do not owe a refund on a federal grant.

Students who are on probation and who make satisfactory academic progress will continue to maintain their academic standing in the College and their concurrent eligibility for financial aid.

Students who have earned a bachelor's or professional degree are not eligible to receive Title IV Federal Aid.

**Immunization**

The City University of New York policy, in accordance with the mandate PHL 2165, requires that all students who register for six 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 be in attendance at 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.

Students in partial compliance will be alerted by the Admissions and Registrar's offices that their attendance, academic record, and financial aid eligibility can be affected. There is also the possibility of incurring a tuition liability for the semester prior to the first day of class. A second letter is mailed to students in partial compliance after the second day of class but before the 15th day of class, informing them that they will be excluded from class beginning on the 31st or 46th day of the semester and that free, on-campus immunization is available. A student may present such proof until the end of the semester.

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. Satisfy the Admissions and Recruitment Office with proper proof of immunization before the end of the semester (last day of classes);
2. Obtain approval 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. However, 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.

**Residency in New York City and New York State**

The residency process qualifies students for the lower tuition charges. This 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.

The designated residency office at Hostos is the Admissions and Recruitment Office. In the residency process, documents are collected to determine the tuition to be charged to students. The University has approved three forms to document the student residency determination:

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

**Residency Flags**

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.
7. Student has resided in New York State for less than one (1) year.

**Residency Verification Process**

Qualifying for the Community College Resident Tuition Rate:

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

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).

**Special Situation- County chargeback's 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. 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.
Admission Information

Freshman Orientation

New Student orientation is designed to provide new students with information on what Hostos Community College has to offer and how new students can get the most out of their college experience. Among the topics discussed in the orientation are the following: Hostos rules and regulations; procedures and academic policies; responsibilities of college students and faculty; campus clubs and organizations; where to go for help with problems on campus; student support services.

Student Assessment & Testing

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 who are native speakers of Spanish. Students who are learners of English as a second language are administered an ESL placement test.

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

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 progress 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 transferring from another CUNY college may not retake placement tests not passed as part of the admissions process.

All transfer students with a first language other than English must take the Hostos ESL placement test, regardless of any exemptions from testing they may have.

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 Mathematics Regents.

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 should take the English as a Second Language (ESL) placement test.

However, 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 advisors about other graduation requirements for their major.
CUNY Proficiency Examination (CPE)

Beginning in 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, July, 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.

Students who fail or are absent from the CPE three (3) times are not permitted to register at the College. These students may 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.

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.

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

Computerized Testing Laboratory

In Spring 2002, Hostos, under a CUNY-wide program, began administering the reading skills test and a portion of the writing test by computer. Responses from students and faculty have been overwhelmingly positive. At the time of testing, students receive complete instructions in the use of the facility. Beginning with students being admitted for the Fall 2004 term, the administration of the mathematics skills test is being done by computer.

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

CUNY Affirmative Action Clause

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.
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) .............. $5.00

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) .............. $5.00

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.)

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

**Application for Admission (non-refundable)**
- Freshman: $50.00
- Transfer Students: $50.00

**Student Activities Fee**
- **Fall Semester:**
  - Full-time: $62.60
  - Part-time: $29.00
- **Spring Semester:**
  - Full-time: $62.60
  - Part-time: $29.00
- **Summer Session:**
  - Each Session: $29.00

**Technology Fee**
- **Fall Semester:**
  - Full-time: $62.60
  - Part-time: $29.10
- **Summer Session:**
  - Each Session: $37.50

**University Student Senate Fee**: $0.85
**Consolidated Service Fee**: $5.00
**Transcripts**: $4.00  
(No charge for transcripts sent to a CUNY college)
**Late Registration**: $15.00
**Change of Program**: $10.00
**Duplicate of ID Photo Card**: $5.00
**Readmission**: $10.00
**Nonpayment Service Fee**: $15.00
**Returned Check Processing Fee**: $15.00

### Special Examinations
- **First**: $15.00
- **Each Additional**: $5.00
- **Senior Citizens**: $65.00
- **Cooperating Teachers**: $25.00
- **Duplicate Diploma**: $15.00
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.
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 2004-2005 for a student living away from parents:

<table>
<thead>
<tr>
<th>Expense</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$2,800.00</td>
</tr>
<tr>
<td>Books</td>
<td>798.00</td>
</tr>
<tr>
<td>Student Activities Fees</td>
<td>125.20</td>
</tr>
<tr>
<td>Transportation</td>
<td>714.00</td>
</tr>
<tr>
<td>Personal Expenses (including lunches)</td>
<td>5,838.00</td>
</tr>
<tr>
<td>Housing</td>
<td>4,555.00</td>
</tr>
<tr>
<td>Consolidated Fee</td>
<td>10.00</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>150.00</td>
</tr>
<tr>
<td>Total</td>
<td>14,940.70</td>
</tr>
</tbody>
</table>
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. 

\[
\text{([Academic Program's published length in credits] x 1.5 = 96)}
\]

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

\[
\text{([credits attempted x 0.875] - 21)}
\]

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.
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>
<td>0.0</td>
</tr>
<tr>
<td>24</td>
<td>6</td>
<td>0.0</td>
</tr>
<tr>
<td>36</td>
<td>24</td>
<td>10.5</td>
</tr>
<tr>
<td>48</td>
<td>32</td>
<td>21.0</td>
</tr>
<tr>
<td>60</td>
<td>40</td>
<td>31.5</td>
</tr>
<tr>
<td>72</td>
<td>48</td>
<td>42.0</td>
</tr>
<tr>
<td>84</td>
<td>55</td>
<td>52.5</td>
</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 applicants 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 Web site at: www.pellgrantsonline.ed.gov

Or contact the Financial Aid Office at (718) 518-6555

Or visit us on line 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 matching fund requirements, federal allocations, cost of attendance, and the applicant’s EFC, awards for eligible applicant’s 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 applicant’s 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.

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>
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 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 $2,500 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 or 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 program 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.

Other State Aid Programs

Regents Award for Child of a Veteran (CV) and the Child of a Correction Officer Award
Contact the NYSHESC at (518) 473-7087 for information and/or an application.

Memorial Scholarships for Children and Spouses of Deceased Police Officers and Firefighters
Contact the NYSHESC at (518) 473-7087 for information and/or an application.

State Aid to Native Americans
Contact the NYSHESC at (518) 474-0537 for information and/or an application.

Vietnam Veterans Tuition Award Program
Contact NYSHESC at (518) 473-7087 for information and/or an application.

New York State Health Service Corps Scholarship
Contact NYSHESC at (518) 473-7019 for information and/or an application.

Robert C. Byrd Honors Scholarship Program, Paul Douglas Teachers Scholarship Program, and the National Science Scholars Program (Federally funded)
Contact NYSHESC at (518) 473-5705 for information and/or an application.

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 up 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: "Policies & Procedures: 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.
Registrar's Office

The Office of the Registrar 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.

Office of the Registrar
Savoy Building, Room D-207
Telephone (718) 518-6771
www.hostos.cuny.edu/oor

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 reissued. 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 corequisites, 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 $4.00 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

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 attending Hostos must follow the procedures listed below (students are limited to the maximum number of credits allowable at the home college):

1. Must have a GPA of 2.0.
2. Obtain the permit from the Registrar’s Office at Hostos.
3. Complete the permit with all appropriate information.
4. Secure chairperson’s signature.
5. Register for the permit in the Registrar’s Office.
6. Pay full tuition and fees to the Bursar. The Bursar validates the permit.
7. Take the validated permit to the Registrar. The Registrar signs and places the College seal on the permit.
8. Take the Hostos permit and the Bursar’s receipts to the Registration at the other unit of CUNY.
9. If the student is unable to register at the host college, it is the student’s responsibility to inform the Registrar’s Office. (A written letter is needed from the host college.)
10. Request the other CUNY unit to forward an official transcript to the Hostos Registrar’s Office at the end of the semester.

Note: Each department has its own requirements regarding permit credit. Please confer with the department before registering as a permit student at another CUNY college.

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

Permits to take courses at Hostos: Students from Other Units of CUNY

Students from other CUNY colleges who wish to take courses at Hostos should do the following:

• Follow steps 1-6 (above) at their home college.
• Come to registration at Hostos with a validated permit and Bursar’s receipt and following the regular registration procedure.
• Students may register for courses on a space-available basis.
• At the end of the semester, request that an official transcript be forwarded to your home college.

Note: Those students receiving TAP must bring a letter from the college in which they have enrolled showing the exact number of credits for which they have registered. This letter must be submitted to the Office of the Registrar during the fifth week of the semester.

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-available basis.
Registrar’s Office

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 the Home 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 or faculty advisor for approval and signature (Academic Approval).
   a. Inform the department which course(s) you wish to take at the Host College.
   b. The chairperson or faculty advisor 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 the Home College.
   b. The Home College Registrar 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 the Home College Registrar's Office. 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 by the Home College Registrar.
5. Financial Aid Approval- You 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 up 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.
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.

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.

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. Hostos graduates who are admitted into the 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.
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.

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 Basic Education Program: 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 post-secondary educational opportunities. The ABE Program offers classes in reading, math, reading in Spanish, English as a Second Language, and pre-GED/GED. The pre-GED classes are taught at a level below that of the GED. All participants can prepare for the GED program.

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.
Special Programs

**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 internships 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/Revisa Hostosiana, a journal devoted to culture.

In keeping with LAWI's goal of increasing intercultural understanding, its activities are designed for a multiethnic 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 program 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 Options for 2004-2005

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, 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

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.
Special Programs

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.

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**

A program for high school students, the Hostos College Now Program began in the spring of 1999.

The Hostos College Now Program's philosophy is that public school teachers, college faculty, parents and the community must work together to improve the quality of academia and education offered to our current and future high school students.

The overall goal of the Hostos 2003-2004 College Now Program is to motivate and prepare South Bronx high school juniors and seniors for the reality of higher education and the college transition experience. Various college credit courses, such as: Pre-calculus, Expository Writing, Introduction to Business, Introduction to the Legal System, General Psychology, Sociology, and many more... are offered to prepare them for college. In conjunction with the rigorous programs currently available for juniors and seniors, College Now has also created a subsidiary program for sophomores.

"Raising the Roof" - reading and writing literacy skill preparatory workshops allows our eligible sophomores to take unique high school credit courses that will prepare them for the difficulty of college level academics. These workshops are Poetry, Research & Writing, and Math & Computer Skills.

College Now Program at Hostos has designed an integrated academic program for twelve (12) South Bronx high schools. The partner high schools are: Alfred E. Smith, Banana Kelly, Bronx International, Bronx Leadership, Bronx Leadership II, Bronx School for Law and Government, FLAGS, Health Opportunities, Hostos Lincoln Academy, New School for Arts & Sciences, School for Excellence, and School for Violin and Dance. This program along with comprehensive support services already in place, has catered to approximately 600 students in an academic year. For more information, contact: College Now, Millie Garcia, Director, (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, Nancy Molina, Administrative Assistant, or Barbara Colón, Academic Liaison, (718) 518-4188.
Degree Programs

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 Office 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 Administration. 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

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 Administration</td>
<td>A.S.</td>
<td>5004</td>
</tr>
<tr>
<td>Data Processing*</td>
<td>A.A.S.</td>
<td>5101</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.A.</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>Nursing</td>
<td>A.A.S.</td>
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<td>A.A.S.</td>
<td>5005</td>
</tr>
<tr>
<td>Office Technology (Medical Office Manager)</td>
<td>A.A.S.</td>
<td>5214</td>
</tr>
<tr>
<td>Public Administration</td>
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</tr>
<tr>
<td>Public Interest Paralegal Studies</td>
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<tr>
<td>Radiologic Technology</td>
<td>A.A.S.</td>
<td>5207</td>
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<td>Office Assistant (certificate)</td>
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<td>5005</td>
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<tr>
<td>Practical Nursing (LPN)</td>
<td></td>
<td>5209.20</td>
</tr>
</tbody>
</table>

* New students are not being accepted into this program at this time; Related degree programs are: Microcomputers for Business or Office Technology.
Programs of Study

Liberal Arts Degree Requirements

Requirements for Associate in Arts (A.A.) and Associate in Science (A.S.) Degrees

A minimum of 60 credits is required for either the A.A. or A.S. degree and must include the specified number of credits in each subject area as indicated below.

Students planning to continue studies leading to a B.A. or B.S. degree should contact the appropriate Department Chairperson or Program Coordinator at Hostos for information regarding concentrations and procedures for applying to senior colleges. Suggested programs of study for students planning to transfer to a four-year college and continue studies toward a degree in an area not included in the Hostos curriculum can be developed in consultation with a counselor in the Academic Achievement Office. Students will follow these requirements:

Distribution of Credits for A.A. Degree

General Education Requirements* ........................................21.0-22.0 cr
Cluster Requirements (choose one) .....................................18.0 cr
   - Cluster I Communication & Cultural Skills
   - Cluster II Arts and Humanities
   - Cluster III Processes in Behavioral Sciences
   - Cluster IV Processes in Social Sciences
Electives and Options ...................................................20.0-21.0 cr
Total for A.A. Degree** ..................................................60.0 cr

Distribution of Credits for A.S. Degree

General Education Requirements* .....................................24.0 cr
Natural Science and Math Requirements ............................24.0 cr
Electives ...........................................................................12.0 cr
Total for A.S. Degree** ....................................................60.0 cr

For specific course requirements, please see Liberal Arts Core Curriculum.

*Note: In addition to the stated degree requirements, depending on preparation and placement, and/or as part of the transitional bilingual model, a student may be required to take additional courses needed 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.

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 45 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: Freshmen 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.
**College Preparatory Initiative (CPI)**

The College Preparatory Initiative (CPI) was developed by the New York City Public Schools 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 is 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>
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<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Mathematics</td>
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<tr>
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<td>Natural Sciences (Laboratory)</td>
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<tr>
<td>Social Studies (Social &amp; Behavioral</td>
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<tr>
<td>Science; Latin American &amp; Caribbean</td>
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<tr>
<td>Studies, Africana Studies)</td>
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</tr>
<tr>
<td>Fine Arts (Visual &amp; Performing Arts)</td>
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<td>0</td>
<td>0</td>
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<tr>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Foreign (Modern) Languages</td>
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<td>0</td>
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<td></td>
<td></td>
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<td></td>
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<tr>
<td>Electives</td>
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<td>4</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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</table>

**TOTAL CPI Units required**

By year of entry: 9, 11, 13, 15, 16

* 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 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.
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 hygienist, nurses, and technologists in medicine, industry, and research.

**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 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.

Retention Policy - Scholastic Requirements

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.

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 prerequisites for ENG 1302.
- 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.
### Program of Study Leading to the Associate in Applied Science (A.A.S.) Degree in Dental Hygiene

<table>
<thead>
<tr>
<th>First Year</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Liberal Arts &amp; Sciences</td>
<td>29.0</td>
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<tr>
<td>Dental Hygiene</td>
<td>41.0</td>
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<tr>
<td>Total for Degree</td>
<td>70.0</td>
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#### First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIO 3909</td>
<td>Anatomy &amp; Physiology I</td>
</tr>
<tr>
<td>CHE 4012</td>
<td>Intro. to Chemistry I (Lecture and Lab)</td>
</tr>
<tr>
<td>DEN 5302</td>
<td>Oral Anatomy &amp; Physiology (Lecture and Lab)</td>
</tr>
<tr>
<td>DEN 5303</td>
<td>Head &amp; Neck Anatomy</td>
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<tr>
<td>DEN 5306</td>
<td>Clinical Dental Hygiene Practice I</td>
</tr>
<tr>
<td>ENG 1302</td>
<td>Expository Writing</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
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#### Second Semester

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>DEN 5310</td>
<td>Clinic I</td>
</tr>
<tr>
<td>DEN 5316</td>
<td>Dental Radiology I: Basic Concepts (Lecture &amp; Lab)</td>
</tr>
<tr>
<td>ENG 1302</td>
<td>Expository Writing</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>17.5</td>
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</table>

#### Summer

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEN 5308</td>
<td>Clinical Dental Hygiene Practice II</td>
</tr>
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<td><strong>Subtotal</strong></td>
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</table>

#### Total Credits

| Total Credits | 70.0 |

#### Second Year

#### Third Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEN 5312</td>
<td>Clinic II</td>
</tr>
<tr>
<td>DEN 5320</td>
<td>General &amp; Oral Pathology</td>
</tr>
<tr>
<td>DEN 5324</td>
<td>Periodontology</td>
</tr>
<tr>
<td>DEN 5327</td>
<td>Dental Health Education</td>
</tr>
<tr>
<td>DEN 5329</td>
<td>Advanced Clinical Dental Hygiene Practice</td>
</tr>
<tr>
<td>PSY 1032</td>
<td>Intro to Psychology</td>
</tr>
<tr>
<td>VPA 3612</td>
<td>Fundamentals of Public Speaking</td>
</tr>
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<td><strong>Subtotal</strong></td>
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</tr>
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</table>

#### Fourth Semester

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>DEN 5314</td>
<td>Clinic III</td>
</tr>
<tr>
<td>DEN 5322</td>
<td>Community Dental Health</td>
</tr>
<tr>
<td>DEN 5325</td>
<td>Pharmacology</td>
</tr>
<tr>
<td>DEN 5330</td>
<td>Dental Specialties</td>
</tr>
<tr>
<td>DEN 5331</td>
<td>Ethics, Jurisprudence &amp; Practice Management</td>
</tr>
<tr>
<td>DEN 5333</td>
<td>Senior Seminar</td>
</tr>
<tr>
<td>SOC 1232</td>
<td>Intro to Sociology</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>14.0</td>
</tr>
</tbody>
</table>

| Total Credits* | 70.0 |
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:

- **Books** .............................................. $500.00
- **Instruments** ...................................... 560.00
- **Supplies** ........................................... 50.00
- **Lab Coat** ........................................... 40.00
- **White Shoes** ...................................... 40.00
- **SADHA Dues** ...................................... 25.00
- **Perio Models** ...................................... 220.00

**Total** .................................................. $1,435.00

**Second Semester:**

- **Books** .............................................. $250.00
- **Uniforms** .......................................... 55.00
- **Lab Coat** ........................................... 40.00
- **Clinic Supplies** ................................... 30.00
- **Handpiece** ......................................... 300.00

**Total** .................................................. $675.00

**Summer Semester:**

- **Books** .............................................. $150.00

**Third Semester:**

- **Books** .............................................. $250.00
- **Instruments** ...................................... 100.00
- **SADHA/SNDHA/SHDA Dues** ............... 60.00
- **Clinic Supplies** ................................... 75.00

**Total** .................................................. $485.00

**Fourth Semester:**

- **Books** .............................................. $300.00
- **NERB State Board Exam** .................... 500.00
- **National Board Exam** ....................... 100.00
- **Malpractice Insurance** ...................... 35.00
- **SADHA Annual Conference** ............... 150.00
- **NYS Registration Requirement courses** . 125.00
- **School Pin** ........................................ 30.00
- **Clinic Supplies** ................................... 60.00

**Total** .................................................. $1,300.00

**Grand Total** .................................... $4,045.00

SADHA: Student American Dental Hygienist Association

SNDHA: Student National Dental Hygienist Association

SHDA: Student Hispanic Dental Association

**Note:** Students applying for financial aid should include these expenses. The grand total of $4,045 can make a significant financial impact.
Licensed Practical Nursing (LPN)

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 prerequisites 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 prerequisites 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.

Prerequisites 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 1302.
   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 prerequisite courses.
Prerequisites 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 will be scheduled first. Seats for this examination are on a space-available basis. The exam may be scheduled as early as November. If failed, it may be repeated after one year has elapsed. A score at the 50th percentile or better must be achieved.
2. Students who achieve the above score are eligible to take the ATI (Assessment Technologies Institute) examination. Seats for this examination are on a space-available basis. The exam may be scheduled as early as November.
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 1302; 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 the student being dropped from the LPN Nursing Program.
6. Students who fail clinical courses (NUR 8002 or NUR 8003) must have the permission of the Coordinator to audit the lecture component of the previous course and attend laboratory assignments. They must take and pass the final exam and any required standardized tests prior to repeating the failed course.
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.
Allied Health

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

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<thead>
<tr>
<th>Semester I, Spring Term</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIO 3906 . . . . . . . . . . Anatomy &amp; Physiology I</td>
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<tr>
<td>PSY 1032 . . . . . . . . . . General Psychology</td>
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<tr>
<td>NUR 8000 . . . . . . . . . . LPN Clinical Nursing I</td>
<td>7.0</td>
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<tr>
<td>NUR 8001 . . . . . . . . . . Pharmacology I</td>
<td>2.0</td>
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<tr>
<td>Total Semester Credits</td>
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<th>Semester II, Summer Term</th>
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</thead>
<tbody>
<tr>
<td>BIO 3908 . . . . . . . . . . Anatomy &amp; Physiology II</td>
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<tr>
<td>NUR 8002 . . . . . . . . . . LPN Clinical Nursing II</td>
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<tr>
<td>ENG 1302 . . . . . . . . . . Intro to Composition</td>
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<td>CUB 3130 . . . . . . . . . . Ethnicity, Health &amp; Illness</td>
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<td>Total Credits for Certificate</td>
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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 4012 AND 4018.
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 1302.
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 I</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NUR 7000</td>
<td>2.0</td>
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<tr>
<td>ENG 1303</td>
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<table>
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<tr>
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<tbody>
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<td>NUR 7102</td>
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<table>
<thead>
<tr>
<th>Semester III</th>
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<table>
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<tr>
<th>Semester IV</th>
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**Total Credits for LPN Transfer** | **37.0**

### Ancillary Expenses for Practical Nursing Students*

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<tr>
<th>Expense Description</th>
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<tr>
<td>Pre-Entrance NLN (National League of Nursing) RN Exam</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>
</tr>
<tr>
<td>Professional Basic Life Support Certification</td>
<td>$85.00</td>
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<tr>
<td>Uniforms</td>
<td>$60.00</td>
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<tr>
<td>Shoes</td>
<td>$45.00</td>
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<tr>
<td>White Hose, one pair</td>
<td>$10.00</td>
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<tr>
<td>Class Pin</td>
<td>$70.00</td>
</tr>
<tr>
<td>Instruments and Carry Case</td>
<td>$65.00</td>
</tr>
<tr>
<td>NCLEX-PN Licensure Exam</td>
<td>$240.00</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>$1,022.00</strong></td>
</tr>
</tbody>
</table>

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

### 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.

Note: Admission to the College does not guarantee entry to the Nursing program.

After successfully meeting all prerequisites, 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 1302.
   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.

Prequisites 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 re-test 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. If a student has a GPA of 2.5 or better, non-science, Liberal Arts courses with a grade of "C" or better will be reviewed for equivalency courses as per CUNY guidelines.
   e. ESL courses more than three (3) years old are not transferable to the RN program.
   f. ESL courses are not transferable.

Prerequisites 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 Pre-Clinical Phase

All required courses must be taken in the identified sequence. After satisfactory completion of prerequisites, students seeking entry to Pre-Clinical phase of the nursing sequence must:

1. Take and pass: MAT 1622, CHE 4012, CHE 4018, PSY 1032 with grade of "C" or better; (Or be exempt from MAT 1622 based on passing with total of 32 and minimum score of 14 in Part 1).
2. Take and pass ENG 1302 with grade of "B" or better.
3. Maintain an overall GPA of 2.5 or better. Any "F" grade will be calculated in the GPA by the Nursing Department.
4. Apply to take the required Pre-Entrance NLN (National League of Nursing) RN Exam.
   a. Students completing CHE 4018 will request a review of their academic records to be eligible to take the Pre-Entrance NLN-RN Exam;
   b. Students who achieve a 50th percentile or better on the Pre-Entrance NLN-RN Exam are eligible to take the ATI-RN (Assessment Technologies Institute) examination;
   c. There are fees associated with these examinations.
   d. Writing Sample: Successful completion of the examinations makes the students eligible to provide the required writing sample.
      - Students will prepare a supervised, writing sample by summarizing an assigned article using citations.
      - Writing samples will be evaluated by the Nursing Admissions Committee.
      - Arrangements are made one month in advance of testing.
5. Students who successfully complete the above requirements will be permitted to register for the Pre-clinical courses: NUR 7000, BIO 3906, PSY 1037.

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. Students may repeat one clinical nursing course if approved by the Nursing Unit Coordinator and if all other requirements are met.
5. A second failure in a clinical nursing course results in the student being dropped from the Nursing Program.
6. Students who fail a clinical course must have permission from the coordinator to Audit the lecture component of the previous clinical course and attend laboratory assignments. Students who audit must take and pass the final examination and any standardized tests required prior to repeating failed course.
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. Upon successful completion of all requirements, graduates are eligible to take the NCLEX-RN licensing examination.
4. 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 Math Test (or be exempted from MAT 1622 based on total score of 32 and a minimum score of 14 in Part 1).
- Pass ENG 1302 (Expository Writing) with a minimum grade of “B.”
- Pass CHE 4012 and CHE 4018 (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>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 1303</td>
<td>Literature &amp; Composition</td>
<td>3.0</td>
</tr>
<tr>
<td>BIO 3906</td>
<td>Anatomy &amp; Physiology I</td>
<td>4.0</td>
</tr>
<tr>
<td>PSY 1037</td>
<td>Lifespan Development of Behavior</td>
<td>3.0</td>
</tr>
<tr>
<td>NUR 7000</td>
<td>Intro to Concepts &amp; Principles in Nursing</td>
<td>2.0</td>
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<tr>
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<td><strong>Subtotal</strong></td>
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### First Year

#### First Semester

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<tbody>
<tr>
<td>BIO 3908</td>
<td>Anatomy &amp; Physiology II</td>
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<td>NUR 7001</td>
<td>The Scientific Basis of Nursing Practice I</td>
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<td>NUR 7002</td>
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#### Second Semester

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<td>NUR 7102</td>
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### Second Year

#### Third Semester

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<tr>
<td>CUB 3130</td>
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<td>OR</td>
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<td>OR</td>
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<td>OR</td>
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It is possible to take the NLCEX-PN Exam after Semester III.

#### Fourth Semester

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<tr>
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<tbody>
<tr>
<td>MAT 1690</td>
<td>Computer Literacy</td>
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<tr>
<td>NUR 7005</td>
<td>The Scientific Basis of Nursing Practice IV</td>
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<td>NUR 7006</td>
<td>Issues and Trends in Nursing Practice</td>
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**Total Credits for Degree** ........................................... 67.0

It is possible to take the NCLEX-RN Exam after Semester IV.
Allied Health

Ancillary Expenses for Nursing Students*

National League for Nursing
Pre-Nursing Examinations ........................................... $40.00
ATI ................................................................. 22.00

Nursing Program
NLN End of Course Exams for all students ................... 80.00
Uniforms .......................................................... 80.00
Shoes ................................................................. 45.00
White Hose .......................................................... 10.00
Class Pin ............................................................ 70.00
Instruments and Carrying Case .................................... 65.00
National Student Nurse Association ......................... 30.00
Mosby Assessment Test ........................................... 50.00
NCLEX-RN Licensure Exam ................................... 240.00
NCLEX-PN Licensure Exam ................................... 240.00
CPR Course, Red Cross ......................................... 85.00
Health Clearance .................................................. 150.00
Total ................................................................. $1,205.00

* 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.

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. If more than sixty qualify, the students with the highest Grade Point Average will be selected.

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 all prerequisites for ENG 1302.
- Successful completion of MAT 1622 or higher.

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 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)

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<tr>
<th>Item</th>
<th>Cost</th>
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<td>Uniforms</td>
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<td>Radiologic accessories</td>
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Program of Study Leading to the A.A.S. Degree in Radiologic Technology

<table>
<thead>
<tr>
<th>Component</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>Radiologic Technology</td>
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<td>Total Credits for Degree</td>
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## Allied Health

### Pre-Clinical Sequence

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
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<td>MAT 1622 - Elementary Algebra</td>
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### First Year

#### Fall Semester

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<tr>
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<tbody>
<tr>
<td>XRA 5111 - Radiologic Science I &amp; Lab</td>
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<tr>
<td>XRA 5113 - Radiography I &amp; Lab</td>
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</tr>
<tr>
<td>XRA 5115 - Topographic Anatomy I</td>
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<td>XRA 5217 - Radiologic Physics</td>
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#### Spring Semester

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<tr>
<td>XRA 5116 - Radiologic Science II &amp; Lab</td>
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<tr>
<td>XRA 5118 - Radiography II &amp; Lab</td>
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<td>XRA 5121 - Radiation Protection</td>
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<td>XRA 5122 - Clinical Radiography I</td>
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<tr>
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#### Summer Semester

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### Second Year

#### Fall Semester

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<tr>
<td>XRA 5211 - Radiation Biology</td>
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<td>XRA 5214 - Clinical Radiography III</td>
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<td>XRA 5215 - Advanced Procedures I</td>
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<td>XRA 5212 - Pathology</td>
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<td>XRA 5218 - Advanced Procedures II</td>
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<td>XRA 5219 - Clinical Radiography IV</td>
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<td>XRA 5317 - Applied Quality Assurance</td>
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#### Summer Semester

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<td>XRA 5216 - Seminar</td>
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**Total Credits for Degree** 63.5
Dental Hygiene (DEN)

DEN 5302 Oral Anatomy & Physiology
2 credits, 3 hours lecture, 1.5 hours lab
Corequisites: 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 5303 Head & Neck Anatomy
1.5 credits, 3 hours lecture
Corequisites: All first semester courses
The student will identify, describe, and locate the bones of the skull, muscle of mastication, tongue, face, pharynx, and glands of the head and neck.

DEN 5306 Clinical Dental Hygiene Practice I
2 credits, 3 hours lecture, 6 hours lab
Corequisites: 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 5308 Clinical Dental Hygiene Practice II
1.5 credits, 3 hours lecture
Prerequisites: All first semester courses
Corequisites: 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 5310 Clinic I
3 credits (6 equated/billable), 8 hours clinical practice
Prerequisites: All first semester courses
Corequisites: 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 5312 Clinic II
4 credits (6 equated/billable), 13 hours clinical practice
Prerequisites: All second semester courses
Corequisites: 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 5310.

DEN 5314 Clinic III
4 credits (6 equated/billable), 13 hours clinical practice
Prerequisites: All third semester courses
Corequisites: 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 5312.

DEN 5315 Nutrition
2 credits, 5.5 hours lecture
Prerequisites: All second semester courses
Corequisites: 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 5316 Dental Radiology I: Basic Concepts
1 credit, 1.5 hours lecture, 1.5 hours lab
Prerequisites: All first semester courses
Corequisites: All second semester courses
The student will learn the theory of radiation production and safety. Learning methods include lectures, demonstrations, visuals, and labs.

DEN 5317 Dental Radiology II: Technique & Interpretation
2 credits, 1.5 hours lecture, 6 hours lab
Prerequisites: All second semester courses
Corequisites: 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 5318 Oral Microbiology
1.5 credits, 3 hours lecture, 3 hours lab
Prerequisites: All first semester courses
Corequisites: 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 5320 General & Oral Pathology
1.5 credits, 3 hours lecture
Prerequisites: All first and second semester and summer courses
Corequisites: 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 5322 Community Dental Health
1.5 credits, 3 hours lecture
Prerequisites: All third semester courses
Corequisites: 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 5324 Periodontology
1.5 credits, 3 hours lecture
Prerequisites: All second and summer semester courses
Corequisites: 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 5325 Pharmacology
1.5 credits, 3 hours lecture
Prerequisites: All third semester courses
Corequisites: 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 5327 Dental Health Education
1.5 credits, 3 hours lecture
Prerequisites: All second and summer semester courses
Corequisites: 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 5329 Advanced Clinical Dental Hygiene Practice
1.5 credits, 3 hours lecture, 3 hours lab
Prerequisites: All second and summer semester courses
Corequisites: 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 5330 Specialties
1 credit, 3 hours clinical rotation
Prerequisites: All third semester courses
Corequisites: All fourth semester courses
The student will demonstrate procedures relative to the eight dental specialties recognized by the American Dental Association.

DEN 5331 Ethics/ Jurisprudence/ Practice Management
1.5 credits, 3 hours lecture
Prerequisites: All third semester courses
Corequisites: 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 5332 Dental Materials
2 credits, 4.5 hours lecture, 3 hours lab
Prerequisites: All second semester courses
Corequisites: 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 4.5 hours lecture-discussion and three (3) hours of laboratory exercises for each of the six (6) weeks of summer school.

DEN 5333 Senior Seminar
1.5 credits, 3 hours lecture
Prerequisites: All third semester courses
Corequisites: 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 5334 Oral Embryology & Histology
1.5 credits, 3 hours lecture
Prerequisites: All first semester courses
Corequisites: 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.
NUR 7000 Intro to Nursing Concepts & Principles
2 credits, 2 hours lecture
Prerequisites: ENG 1302, Completion of all prerequisites
Corequisite: BIO 3906
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
Prerequisites: NUR 7000; ENG 1302; BIO 3906
Corequisites: ENG 1303; BIO 3908; 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
Prerequisites: NUR 7000; ENG 1302; BIO 3906
Corequisites: ENG 1303; BIO 3908; NUR 7000
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
Prerequisites: NUR 7001; NUR 7002; ENG 1303; BIO 3908
Corequisites: BIO 3912; 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
Prerequisites: NUR 7102; NUR 7003; BIO 3912; PSY 103; current New York State Certification in Child Abuse; Basic Life Support Certificate
Corequisites: CUB 3130 or 3124; HLT 6515
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
Prerequisites: NUR 7004; CUB 3130 or 3124; HLT 6515
Corequisites: 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 physiological 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
Prerequisites: NUR 7004; CUB 3130 or 3124; HLT 6515
Corequisites: 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
Prerequisites: NUR 7001; NUR 7002; ENG 1303; BIO 3908
Corequisites: BIO 3912; 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.

Licensed Practical Nursing, LPN (NUR)

NUR 8000 LPN Clinical Nursing I
7 credits, 4 hours lecture, 12 hours lab
Prerequisites: 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 1302; exempt from writing
Corequisites: BIO 3906; 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
Prerequisites: ENG 1302; MAT 1622(or be exempt)
Corequisites: NUR 8000; BIO 3908; 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
Prerequisites: NUR 8000; NUR 8001; BIO 3906; PSY 1032; New York State Certification in Infection Control
Corequisites: ENG 1302; BIO 3908; 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
Prerequisites: NUR 8000; NUR 8001; NUR 8002; BIO 3906; BIO 3908; PSY 1032; ENG 1302; New York State Certificate in Infection Control; New York State Certification in Child Abuse
Corequisites: BIO 3912; 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.
Radiologic Technology (XRA)

XRA 5111 Radiologic Science I
2.5 credits, 3 hours lecture, 1.5 hours lab
Co-requisites: XRA 5217
Prerequisites: ENG 1302 and MAT 1622

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 5112 Professional Practice Issues in Diagnostic Imaging
2 credits, 3 hours lecture
Co-requisites: XRA 5113
Prerequisite: ENG 1302

The student will identify professional practice issues in diagnostic imaging in the context of the contemporary health care environment. Students will also be introduced to basic concepts in radiation safety.

XRA 5113 Radiography I
2.5 credits, 3 hours lecture, 1.5 hours lab
Co-requisites: XRA 5115
Prerequisite: ENG 1302

The student will identify and perform the basic radiographic positions of the body.

XRA 5115 Topographic Anatomy I
2 credits, 3 hours lecture
Co-requisites: XRA 5113

The student will identify the radiographic anatomy of the skeleton.

XRA 5116 Radiologic Science II
2.5 credits, 3 hours lecture, 1.5 hours lab
Prerequisite: XRA 5111

The student will identify the advanced concepts of radiographic exposure, preparation, and use of technique charts, and be introduced to radiographic equipment calibration.

XRA 5118 Radiography II
2.5 credits, 3 hours lecture, 1.5 hours lab
Prerequisite: XRA 5113
Co-requisites: XRA 5120

The student will identify and perform the advanced radiographic positions of the body and the skull.

XRA 5120 Topographic Anatomy II
1 credit, 1.5 hours lecture
Prerequisite: XRA 5115
Co-requisites: XRA 5118

The student will identify the basic points, planes, lines, and bony anatomy of the skull.

XRA 5121 Radiation Protection
2 credits, 3 hours lecture
Prerequisite: XRA 5111; XRA 5217
Co-requisites: XRA 5116

The student will identify the principles of radiation protection, the interaction of X-rays with matter, quantities and units of radiation.

XRA 5122 Clinical Radiography I
2 credits (3.0 equated/billable), 16 hours hospital practice
Prerequisite: XRA 5111; XRA 5113
Co-requisites: XRA 5121

The student will apply the basic radiographic procedures under the direct supervision of a qualified radiologic technologist.

XRA 5123 Clinical Radiography II
3 credits (12 equated/billable), 40 hours hospital practice
Prerequisite: XRA 5121; XRA 5122

The student will apply the basic radiographic procedures under the direct supervision of a qualified radiologic technologist.

XRA 5211 Radiation Biology
1 credit, 1.5 hours lecture
Prerequisite: XRA 5121
Co-requisites: BIO 3906

The student will identify the biological effects of ionizing radiation.

XRA 5212 Pathology
2 credits, 3 hours lecture
Prerequisite: XRA 5211; BIO 3906
Co-requisites: BIO 3908

The student will identify the application of radiography to pathological conditions of specific organs and systems.

XRA 5213 Contrast Media
1 credit, 1.5 hours lecture
Prerequisite: XRA 5211; XRA 5113

The student will identify the composition and use of contrast media and radiographic procedures involving the digestive system, biliary tract, and urinary system.

XRA 5214 Clinical Radiography III
2.5 credits (6 equated/billable), 24 hours hospital practice
Prerequisite: XRA 5123

The student will apply the basic radiographic procedures under the direct supervision of a qualified radiologic technologist.

XRA 5215 Advanced Procedures I
1 credit, 1.5 hours lecture
Prerequisite: XRA 5213; XRA 5118

The student will identify those radiographic examinations involving surgical procedures and specialized equipment which include the circulatory system and reproductive system.
XRA 5216 Seminar
2 credits (6 equated/billable), 16 hours
Co-requisites: XRA 5220
The student will be exposed to several guest lectures 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 5217 Radiologic Physics
2 credits, 3 hours lecture
Prerequisite: ENG 1302; MAT 1622
Co-requisites: XRA 5111
The student will examine the physics of radiographic equipment, especially the circuitry, accessories, image intensification, optics, and fundamentals of preventive maintenance.

XRA 5218 Advanced Procedures II
1 credit, 1.5 hours lecture
Prerequisite: XRA 5215
The student will identify advanced radiographic procedures, fundamentals of optics and imaging, and new modalities.

XRA 5219 Clinical Radiography IV
2.5 credits (6 equated/billable), 24 hours hospital practice
Prerequisite: XRA 5214
The student will perform the advanced radiographic procedures under the direct supervision of a qualified radiologic technologist.

XRA 5220 Clinical Radiography V
2.5 credits (6 equated/billable), 24 hours hospital practice
Prerequisite: XRA 5219
The student will perform the advanced radiographic procedures under the direct supervision of a qualified radiologic technologist.

XRA 5317 Applied Quality Assurance
2 credits, 1.5 hours lecture, 1.5 hours lab
Prerequisite: XRA 5116; XRA 5217
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.
Allied Health

Allied Health Department Faculty & Staff

Dental Hygiene Advisory Committee*

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Hyacinth Alleyne, R.D.H.
Maribel Aybar, R.D.H.
Lawrence Bailey, D.D.S.
Su-Yan Barrow, R.D.H.
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Trevor Simmonds, D.D.S.
Ramon Smithea, D.D.S.
Thomas Wingate

*All Dental Hygiene Faculty are Advisory Committee members.

Dental Hygiene Faculty & Staff

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Julie Bencosme, Assistant Professor, A.A.S., B.S., M.A., R.D.H., CHES
Joyce Dais, Assistant Professor, A.A.S., B.A., M.P.H., R.D.H.
Marlene Navedo, Assistant Professor, A.A.S., B.A., R.D.H., D.D.S.
Jo-Ann Rover, Assistant Professor, A.A.S., B.S., M.P.A., R.D.H.
Jamar M. Jackson, Assistant Professor, A.A.S., B.S., M.A., R.D.H.
Denice Brown, College Laboratory Technician, A.A.S., R.D.H.
Joy Perez, CUNY Office Assistant, A.A.S.
Robert Schumeyer, B.S., R.T.

Nursing Advisory Consultants

Velma Baltazar, Director of Nursing, Hebrew Home for the Aged at Riverdale
Elizabeth L. Errico, Nursing Program Coordinator, Hostos Community College
Evelyn Montecer, Director, Staff Development Lincoln Medical and Mental Health Center
Glen Stuart, Graduate Hostos Community College
Joan Trendler, Associate Vice President
Nursing Services, Morningside House
Nursing Clinical Facilities
Albert Einstein College of Medicine
Hebrew Home for the Aged at Riverdale
Lincoln Medical and Mental Health Center
Montefiore Medical Center
Morningside House Nursing Home

Nursing Faculty & Staff
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Nieves Aguilera, Associate Professor, R.N., B.S., M.A.
Cherrill Colson, Assistant Professor, R.N., B.S., M.A., Ed.D., C.S.
Kathleen Donohue, Assistant Professor, Assistant Coordinator LPN Program, R.N., B.S., M.A.
Riesa Toote, Assistant Professor, R.N., B.S., M.S.
Irma N. Colon, College Laboratory Technician, A.A.S.

Hostos Students Faculty and Administration mourn the passing of an outstanding nurse, educator, and friend, Professor Margaret Brady, Associate Professor, R.N., B.S., M.S., FNPC.

Nursing Adjunct Faculty
Velda Burgess, B.S., M.A.
Marie McGillicuddy, B.S., Ph.D.
Heidi Sonalan, B.S., M.S.
Juan B. Lacay, B.S., B.E.E.E., M.A., M.E.E.E.,

Radiologic Technology Clinical Affiliations and Staff
The Radiologic Technology Program is affiliated with the following hospitals and medical centers. The individuals listed below are designated clinical supervisors for their institutions.

Mr. Sucre Del Rio, R.T., Memorial Sloan Kettering Cancer Center
Mr. Arthur Carosi, R.T., Weiler Hospital, Albert Einstein Medical College
Mr. Yohannan Baby, R.T., Saint Barnabas Hospital
Mr. Barbara Jones, R.T., Bronx Lebanon Medical Center
Dr. Marie Gade, Medical Advisor, Saint Barnabas Hospital
Mr. Joel Gussak, R.T., Lenox Hill Hospital
Mr. Frank Pacheco, R.T., Lincoln Medical & Mental Health Center

Radiologic Technology Faculty & Staff
Allen Solomon, Professor and Coordinator, B.S., M.S.Ed., R.T., L.R.T.
Geraldine Ruiz, Professor, B.S., M.A., R.T., L.R.T.
Robert Lippincott, Clinical Coordinator, M.S., R.T., L.R.T.
Charles Drago, Assistant Professor, B.S., M.S.Ed., R.T., L.R.T.
Ramon Tejeda, College Laboratory Technician, A.A.S., R.T.
Elizabeth Vargas, CUNY Administrative Assistant, A.A.S.

Radiologic Technology Adjunct Faculty
Rosemary Bruno-Lippincott, M.S., R.T.
Daniel Buffa, M.S., R.T.
Arthur Carosi, B.S., R.T.
Rocco Dacchille, B.S., R.T.
Guy Fata, B.S., R.T.
Robert Schumeyer, B.S., R.T.
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.

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

**Public Administration (includes Public Administration and 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.

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts &amp; Sciences</td>
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</tr>
<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>
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<tr>
<td>Natural Sciences</td>
<td>4.0</td>
</tr>
<tr>
<td>Humanities</td>
<td>3.0</td>
</tr>
<tr>
<td>Subtotal</td>
<td>25.0</td>
</tr>
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</table>
The A.A.S. in Public Administration requires a minimum of 27 credits from any of the following courses:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ADM 2502 . Fundamentals of Public Administration</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM 2504 . Supervision</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM 2507 . Bureaucracy</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM 2508 . Field Practicum</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM 2510 . State and Local Administration</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM 2511 . Federal Administration</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM 2512 . Women in Management</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM 2514 . Unions</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM 2519 . Introduction to Criminal Justice</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM 2520 . Penal Law</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM 2521 . Role of the Police in the Community</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM 2522 . Law and Social Change</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM 2525 . Immigration Law</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM 2526 . Family Law</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM 2527 . Public Employee Benefit Law</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM 2530 . Critical Issues in Law Enforcement Policy</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM 2531 . Criminal Justice Workshop</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM 2532 . Social Services Administration</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM 2533 . Health &amp; Hospital Administration</td>
<td>3.0</td>
</tr>
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</table>

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
behavioral & social sciences

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 1302</td>
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<tr>
<td>ADM 2502</td>
<td>3.0</td>
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<tr>
<td>Elective</td>
<td>3.0</td>
</tr>
<tr>
<td>Elective</td>
<td>3.0</td>
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<tr>
<td>Elective</td>
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<table>
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<tr>
<th>Second Semester</th>
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<tbody>
<tr>
<td>ENG 1303</td>
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<tr>
<td>MAT 1632 or 1634 or 1690</td>
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<tr>
<td>ADM 2504</td>
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<td>Elective</td>
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<tr>
<td>Elective</td>
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<tr>
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<tr>
<td>Required BIO 210/3902 or ENV 4014</td>
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</tr>
<tr>
<td>Elective ADM</td>
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<tr>
<td>Elective ADM</td>
<td>3.0</td>
</tr>
<tr>
<td>Elective Behavioral &amp; Social Sciences</td>
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<tr>
<td>Elective ADM 2519</td>
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</tr>
<tr>
<td>Recommended for students pursuing the Criminal Justice concentration.</td>
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</tr>
<tr>
<td>Subtotal</td>
<td>14.0</td>
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</table>

<table>
<thead>
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<th>Fourth Semester</th>
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<tbody>
<tr>
<td>Elective ADM 2508, recommended</td>
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</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 recommended</td>
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</tr>
<tr>
<td>Elective ADM recommended</td>
<td>2.0</td>
</tr>
<tr>
<td>Subtotal</td>
<td>14.0</td>
</tr>
</tbody>
</table>

| Total Credits for Degree | 60.0 |

public interest paralegal

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 service 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

<p>| English | 6.0 |
| Mathematics | 3.0 |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Behavioral &amp; Social Sciences</td>
<td>9.0</td>
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<tr>
<td>Natural Sciences</td>
<td>4.0</td>
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<tr>
<td>Humanities</td>
<td>3.0</td>
</tr>
<tr>
<td>Computer Application</td>
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<tr>
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<tr>
<td>Paralegal Studies</td>
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<td><strong>Total Credits for Degree</strong></td>
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**Suggested Program of Study A.A.S. Degree - Paralegal Studies**

**First Year**

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<tr>
<th>Semester</th>
<th>Course</th>
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<tr>
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<td>ENG 1302 . . . Expository Writing</td>
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<tr>
<td>First</td>
<td>MAT 1632 . . . Introductory College Mathematics</td>
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<tr>
<td></td>
<td>LEG 8500 . . . Introduction to the Legal System</td>
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<tr>
<td></td>
<td>ADM 2522 . . . Law &amp; Social Change</td>
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<tr>
<td></td>
<td>Introduction to Legal Specialty (choose one):</td>
<td></td>
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<tr>
<td></td>
<td>ADM 2525 . . . Immigration Law</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ADM 2526 . . . Family Law</td>
<td>3.0</td>
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<tr>
<td></td>
<td>OR</td>
<td></td>
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<tr>
<td></td>
<td>ADM 2527 . . . Public &amp; Employee Benefit Law</td>
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<td></td>
<td><strong>Subtotal</strong></td>
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<tr>
<td>Second</td>
<td>ENG 1303 . . . Literature &amp; Composition</td>
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<tr>
<td></td>
<td>LEG 8510 . . . Law Office Systems</td>
<td>3.0</td>
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<tr>
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<td>Elective . . . Behavioral &amp; Social Sciences</td>
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<tr>
<td></td>
<td>MSS 5602 . . . Computer Applications</td>
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<tr>
<td></td>
<td>Advanced Legal Specialty (choose one):</td>
<td></td>
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<tr>
<td></td>
<td>LEG 8525 . . . Advanced Immigration Law</td>
<td>3.0</td>
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<tr>
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<td>OR</td>
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<tr>
<td></td>
<td>LEG 8526 . . . Advanced Family Law</td>
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<tr>
<td></td>
<td>OR</td>
<td></td>
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<tr>
<td></td>
<td>LEG 8527 . . . Advanced Public &amp; Employee Benefit Law</td>
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**Second Year**

<table>
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<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>Third</td>
<td>LEG 8540 . . . Practicum I</td>
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<tr>
<td></td>
<td>LEG 8530 . . . Legal Research &amp; Writing I</td>
<td>3.0</td>
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<tr>
<td></td>
<td>Elective . . . Humanities</td>
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</tr>
<tr>
<td></td>
<td>Elective . . . Behavioral &amp; Social Sciences</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Elective . . . Natural Science</td>
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<td><strong>Subtotal</strong></td>
<td><strong>16.0</strong></td>
</tr>
<tr>
<td>Fourth</td>
<td>LEG 8550 . . . Hearing &amp; Trial Advocacy</td>
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<tr>
<td></td>
<td>LEG 8543 . . . Legal Practicum II</td>
<td>3.0</td>
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<tr>
<td></td>
<td>LEG 8532 . . . Legal Research &amp; Writing I</td>
<td>3.0</td>
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<tr>
<td></td>
<td>Elective . . . Behavioral &amp; Social Sciences</td>
<td>3.0</td>
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<tr>
<td></td>
<td>Elective . . . Course</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td><strong>Subtotal</strong></td>
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</tr>
<tr>
<td></td>
<td><strong>Total Credits for Degree</strong></td>
<td><strong>60.0</strong></td>
</tr>
</tbody>
</table>
Behavioral & Social Sciences

Course Descriptions

Public Administration (ADM)

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 Corequisite: 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 Corequisite: 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 Prerequisites: 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 Corequisite: 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 2532 Social Services Administration
3 credits, 3 hours
Recommended Corequisite: 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.

Criminal Justice (ADM)
Criminal justice courses are particularly recommended for students who are employed in, or plan to pursue careers in the criminal justice system.

*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 Corequisite: 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.
Behavioral & Social Sciences

ADM 2531 Criminal Justice Workshop
3 credits, 3 hours
Recommended Prerequisite: 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.

Anthropology (ANT) (BSC)

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 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.

Political Economy (ECO)

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 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.

Economics (ECO)

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 4649 Political Economy of Africa
3 credits, 3 hours
Prerequisite: 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
Prerequisite: 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.

*ECO 4649 Political Economy of Africa
3 credits, 3 hours
Prerequisite: 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.
History (HIS)

HIS 4660 World History to 1500
3 credits, 3 hours
Pre/Co-requisite: ENG 1302
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 1302
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
Prerequisite: 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
Prerequisite: 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.

Public Interest Paralegal (LEG)

LEG 8500 Introduction to the Legal System
3 credits, 3 hours
Corequisite: ENG 1301 or 1302
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
Corequisites: ENG 1301 or 1302
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
Prerequisites: ADM 2525; LEG 8500
Corequisite: ENG 1302
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
Prerequisites: ADM 2526; LEG 8500
Corequisite: ENG 1302
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
Prerequisites: ADM 2527; LEG 8500
Corequisite: ENG 1302
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
Prerequisites: ENG 1302; 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
Prerequisite: 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 8543 Legal Practicum II
3 credits, 3 hours
Prerequisite: LEG 8540; Corequisites: 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
Prerequisite: LEG 8500
Corequisite: 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.
POL 4701 American Government
3 credits, 3 hours
This course identifies the major institutions of local, state, and national government, their powers, and interrelationships. 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
Prerequisite: 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 political structures of capitalism and socialism in Latin America. Case studies include Brazil and Cuba.

Psychology (PSY)

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
Prerequisite: 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
Prerequisite: PSY 1032 or equivalent or permission of instructor
Corequisite: ENG 1302
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
Prerequisite: 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
Prerequisite: PSY 1032 or equivalent or 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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 (SOC)
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
Prerequisite: 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.

Sociology (SOC)
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
Prerequisite: 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.

Interdisciplinary Social Sciences (SSC)
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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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.

Behavioral and Social Sciences Faculty and Staff

Felix Cardona, Assistant Professor, Chairperson, Coordinator, Public Administration and Paralegal Studies, B.A., J.D.
Marta Rivera, Lecturer, Coordinator, Behavioral Sciences, B.A., M.A., M.A.
Peter Roman, Professor, Coordinator, Social Sciences, B.A., M.A., Ph.D.
Linda Anderson, Assistant Professor, Behavioral Sciences, B.A., M.S., M.Phi., Ph.D.
Leslie Ault, Professor, Behavioral Sciences, B.A., M.A., Ph.D.
Adrian Benitez, Assistant Professor, Behavioral Sciences, B.A., M., M.Ed..
Oliver Crespo, Associate Professor, Behavioral Sciences, B.A., M.S.W., M.A., M. Phil, Ph.D.
Synos Mangazva, Lecturer, Social Sciences, B.A., M.A.
Patricia Oldham, Lecturer, Social Sciences, B.A., M.A.
Eleanor Pam, Professor, Public Administration, B.A., M.A., M.A., Ph.D.
Amy Ramson, Assistant Professor, Public Administration, B.A., J.D.
Allan Wernick, Professor, Public Administration, B.A., J.D.
Elzeva Stewart, CUNY Office Assistant
Nanette Diaz, CUNY Office Assistant
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 Office Assistant, Medical Office Assistant, and Legal Office Assistant.

**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>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts &amp; Sciences</td>
<td>21.0</td>
</tr>
<tr>
<td>Business and Accounting</td>
<td>39.0</td>
</tr>
<tr>
<td><strong>Total Credits for Degree</strong></td>
<td><strong>60.0</strong></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 1301 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 025/1325 Intermediate English as a Second Language or ESL 1384 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</td>
<td>ENG 1302 &amp; 1303</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MAT 1628</td>
</tr>
<tr>
<td>Social Science</td>
<td>ECO 4643 or 4645</td>
</tr>
<tr>
<td>Humanities</td>
<td>VPA 3612 (recommended)</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Business &amp; Accounting</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 100</td>
<td>Introduction to Accounting</td>
</tr>
<tr>
<td>ACC 101</td>
<td>Accounting I</td>
</tr>
<tr>
<td>ACC 102</td>
<td>Accounting II</td>
</tr>
<tr>
<td>ACC 201</td>
<td>Intermediate Accounting</td>
</tr>
<tr>
<td>ACC 250</td>
<td>Federal Personal Income Tax</td>
</tr>
<tr>
<td>ACC 1848</td>
<td>Tax Assistance Program</td>
</tr>
<tr>
<td>Or</td>
<td></td>
</tr>
<tr>
<td>ACC 1849</td>
<td>Internship Seminar</td>
</tr>
<tr>
<td>ACC 1850</td>
<td>Accounting Applications for the Microcomputer</td>
</tr>
<tr>
<td>BUS 100</td>
<td>Introduction to Business</td>
</tr>
<tr>
<td>BUS 1805</td>
<td>Personal Financial Planning</td>
</tr>
<tr>
<td>BUS 210</td>
<td>Business Law I</td>
</tr>
<tr>
<td>BUS 1812</td>
<td>Principles of Finance</td>
</tr>
<tr>
<td>CIP 101</td>
<td>Introduction to Information Systems</td>
</tr>
<tr>
<td>OT 103</td>
<td>Introduction to Computer Software Packages</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
</tr>
</tbody>
</table>

Choose one (1) course from the following:

| ACC 1846                 | Federal Business Income Taxes | 3.0 |
| ACC 1847                 | NYC & State Business Taxes | 3.0 |
| BUS 212                  | Business Law II | 3.0 |
| BUS 201                  | Principles of Management | 3.0 |
| BUS 220                  | Principles of Marketing | 3.0 |
| BUS 230                  | E-Commerce | 3.0 |
| BUS 240                  | Entrepreneurship | 3.0 |
| **Subtotal**             |         | **3.0** |

**Total Credits for Degree** | **60.0**
## A.A.S. in Accounting Recommended Sequence

### First Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
<td>ENG 1302</td>
<td>Expository Writing</td>
<td>3.0</td>
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<tr>
<td></td>
<td>BUS 1802</td>
<td>Introduction to Business</td>
<td>3.0</td>
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<tr>
<td></td>
<td>MAT 1628</td>
<td>Pre-Calculus</td>
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<td></td>
<td>OT 103</td>
<td>Introduction to Computer Software Packages</td>
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</tr>
<tr>
<td></td>
<td>ECO 4643</td>
<td>Microeconomics</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>ECO 4645</td>
<td>Macroeconomics</td>
<td>3.0</td>
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<td>Second Semester</td>
<td>ENG 1303</td>
<td>Literature &amp; Composition</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>ACC 100</td>
<td>Introduction to Accounting</td>
<td>2.0</td>
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<tr>
<td></td>
<td>CIP 101</td>
<td>Introduction to Information Systems</td>
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<tr>
<td></td>
<td>Elective</td>
<td>Natural Science</td>
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</tr>
<tr>
<td></td>
<td>Physical Ed.</td>
<td>PED 0100</td>
<td>1.0</td>
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<td></td>
<td><strong>13.0</strong></td>
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### Second Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Third Semester</td>
<td>ACC 101</td>
<td>Accounting I</td>
<td>3.0</td>
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<tr>
<td></td>
<td>ACC 250</td>
<td>Personal Income Tax</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>BUS 1805</td>
<td>Personal Financial Planning</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>BUS 210</td>
<td>Business Law I</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>Humanities (VPA 3612 Recommended)</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
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<td></td>
<td><strong>15.0</strong></td>
</tr>
<tr>
<td>Fourth Semester</td>
<td>ACC 102</td>
<td>Accounting II</td>
<td>3.0</td>
</tr>
<tr>
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<td>ACC 201</td>
<td>Intermediate Accounting</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>ACC 1848</td>
<td>Tax Assistance Program</td>
<td>1.0</td>
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<tr>
<td></td>
<td>OR</td>
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<td>1.0</td>
</tr>
<tr>
<td></td>
<td>ACC 1849</td>
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<td></td>
<td>ACC 1850</td>
<td>Accounting Applications for the Microcomputer</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>BUS 1812</td>
<td>Principles of Finance</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>Accounting or Business</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td></td>
<td><strong>16.0</strong></td>
</tr>
</tbody>
</table>

**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.

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

| Liberal Arts and Sciences | 31.0 |
| Business | 29.0 |
| Total Credits for Degree | 60.0 |

Criteria for Progression into the Business Management Program

For English-dominant students: The student must be able to register in or have completed ENG 1301 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 025/1325 Intensive ESL Reading and Conversation II AND must be able to register in or have completed MAT 1622 Elementary Algebra.
# Business

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

<table>
<thead>
<tr>
<th>Liberal Arts &amp; Sciences Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*ENG 1302 Expository Writing</td>
<td>3.0</td>
</tr>
<tr>
<td>ENG 1303 Literature and Composition</td>
<td>3.0</td>
</tr>
<tr>
<td>*MAT 1682 Probability and Statistics</td>
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</tbody>
</table>

**Natural Science**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>*ECO 4643 Micro Economics</td>
<td>3.0</td>
</tr>
<tr>
<td>*ECO 4645 Macro Economics</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Choose 4 Liberal Arts Electives 12.0

Four (4) courses chosen from at least three of the following groups:

- Group 1: Anthropology, History, Political Science, Sociology 1232 to 1242
- Group 2: English 1341 to 1368, Women’s Studies
- Group 3: Africana Studies, Humanities, Latin American and Caribbean Studies, Philosophy, Visual & Performing Arts 3502, 3504, 3522, 3534, 3582, 3612
- Group 4: Mathematics 1628, 1642* (for students transferring to Baruch College)
- Group 5: French, Italian, Spanish

**Total Liberal Arts & Sciences Courses** 31.0

<table>
<thead>
<tr>
<th>Major Courses</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>BUS 100 Introduction to Business</td>
<td>3.0</td>
</tr>
<tr>
<td>*BUS 210 Business Law I</td>
<td>3.0</td>
</tr>
<tr>
<td>BUS 201 Principles of Management</td>
<td>3.0</td>
</tr>
<tr>
<td>*CIP 101 Introduction to Information Systems</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Choose 3 Business and accounting electives 9.0

Three courses from the following:

- BUS 212 Business Law II
- BUS 220 Marketing
- BUS 230 E-Commerce
- BUS 240 Entrepreneurship
- ACC 201 Intermediate Accounting I
- ACC 250 Personal Income Tax

**Total for Major Courses** 29.0

**Total Credits** 60.0

* Students transferring to Baruch College, Zicklin School of Business must take Mathematics 1642 Calculus, as part of the Liberal Arts electives and have an overall 2.25 GPA plus 2.25 in courses indicated by an asterisk*. 
## A.S. in Business Management (Recommended Course Sequence)

### First Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
<td>ENG 1302</td>
<td>Expository Writing</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>MAT 1628</td>
<td>Pre-Calculus</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>BUS 100</td>
<td>Introduction to Business</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>CIP 101</td>
<td>Intro to Information Systems</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>OT 103</td>
<td>Computer Software for Document Processing</td>
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<tr>
<td>Second Semester</td>
<td>ENG 1303</td>
<td>Literature &amp; Composition</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>MAT 1682</td>
<td>Intro to Probability &amp; Statistics</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>ACC 100</td>
<td>Introduction to Accounting</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>BUS 210</td>
<td>Business Law I</td>
<td>3.0</td>
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<tr>
<td></td>
<td>Elective</td>
<td>Social Sciences (ECO 4643 or 4645)</td>
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### Second Year

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Third Semester</td>
<td>BUS 1805</td>
<td>Personal Financial Planning</td>
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<tr>
<td></td>
<td>ACC 101</td>
<td>Accounting I</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>VPA 3612</td>
<td>Fundamentals of Public Speaking</td>
<td>3.0</td>
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<td></td>
<td>PED 0100</td>
<td>Physical Fitness</td>
<td>1.0</td>
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<td></td>
<td>PSY 1032</td>
<td>Introduction to Psychology</td>
<td>3.0</td>
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<td>Elective</td>
<td>Business &amp; Accounting</td>
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<tr>
<td>Fourth Semester</td>
<td>ACC 102</td>
<td>Accounting II</td>
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<td></td>
<td>Elective</td>
<td>Natural Science</td>
<td>4.0</td>
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<td>Liberal Arts</td>
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<tr>
<td></td>
<td>Elective</td>
<td>Business &amp; Accounting</td>
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</tr>
<tr>
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<td>Subtotal</td>
<td>14.0</td>
</tr>
</tbody>
</table>

### Total Credits for Degree

- Total Credits: 60.0

## Microcomputers for Business

The Microcomputers for Business Program has the following objectives:

- To provide students with an understanding of hardware and operating systems of various microcomputers;
- To provide students with the necessary tools so they are able to develop business applications using pre-packaged software;
- To provide students with a basic understanding of data communications and networking;
- To provide students with adequate verbal and written communication skills.

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 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

Liberal Arts & Science

English - ENG 1302 & 1303 ......................................................... 6.0
Mathematics - MAT 1628 ........................................................... 4.0
Humanities - VPA 3612 .............................................................. 3.0
Physical Education ................................................................. 1.0

Elective:
Behavioral & Social Sciences .................................................. 3.0
(ECO 4643 recommended)
Elective(s) ............................................................................. 4.0

Behavioral & Social Sciences
Humanities (except VPA)
Natural Sciences, or Math

Subtotal .................................................................................. 21.0

Business and Office Technology

BUS 100 .................................................................................... 3.0
OT 203 or MSS 5669 ............................................................... 3.0
MSS 5601 .................................................................................. 1.0

Subtotal .................................................................................. 7.0

Computer Information Systems and Technology

CIP 101 .................................................................................... 3.0
CIP 2310 .................................................................................. 3.0
CIP 2314 .................................................................................. 4.0
CIP 2318 .................................................................................. 2.0
CIP 2330 .................................................................................. 3.0
CIP 2333 .................................................................................. 3.0
CIP 2340 .................................................................................. 3.0
CIP 2350 .................................................................................. 6.0

Subtotal .................................................................................. 27.0

Any five (5) credits may be taken from a combination of the following courses not already taken:
CIP 2319, CIP 2325, CIP 2336, CIP 2338 ........................................ 5.0

Subtotal .................................................................................. 5.0
Total Credits for Degree ................................................................. 60.0
## 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>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
<td>ENG 1302</td>
<td>Expository Writing</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>MAT 1628</td>
<td>Pre-Calculus</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>CIP 101</td>
<td>Introduction to Information Systems</td>
<td>3.0</td>
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<tr>
<td></td>
<td>BUS 100</td>
<td>Introduction to Business</td>
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</tr>
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<td><strong>Subtotal</strong></td>
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<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Semester</td>
<td>ENG 1303</td>
<td>Literature &amp; Composition</td>
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<td>PED</td>
<td>Elective</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>CIP 2310</td>
<td>Programming Logic &amp; Design</td>
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</tr>
<tr>
<td></td>
<td>CIP 2318</td>
<td>Advanced Microcomputer Concepts</td>
<td>2.0</td>
</tr>
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<td></td>
<td>VPA 3612</td>
<td>Fundamentals of Public Speaking</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>MSS 5601</td>
<td>Computer Keyboarding Fundamentals</td>
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### Second Year

<table>
<thead>
<tr>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Semester</td>
<td>CIP 2340</td>
<td>Systems Analysis &amp; Design</td>
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<td></td>
<td>CIP 2333</td>
<td>Object Oriented Programming</td>
<td>4.0</td>
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<td>MSS 5669</td>
<td>Business English</td>
<td>3.0</td>
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<tr>
<td></td>
<td>ECO 4643</td>
<td>Microeconomics</td>
<td>3.0</td>
</tr>
<tr>
<td>Or</td>
<td>ECO 4645</td>
<td>Macroeconomics</td>
<td>3.0</td>
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<td></td>
<td><strong>Subtotal</strong></td>
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<table>
<thead>
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<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Fourth Semester</td>
<td>CIP 2314</td>
<td>Database Management</td>
<td>4.0</td>
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<tr>
<td></td>
<td>CIP 2330</td>
<td>Operating Systems</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>CIP 2338</td>
<td>C Programming</td>
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<td>Electives</td>
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<table>
<thead>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fifth Semester</td>
<td>CIP 2350</td>
<td>Internship</td>
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<td><strong>Subtotal</strong></td>
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<td><strong>6.0</strong></td>
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</tbody>
</table>

### Total Credits for Degree

- **60.0**
Degree Requirements Network Technology Option

Liberal Arts & Science
- English- ENG 1302 & 1303 ......................................................... 6.0
- Mathematics- MAT 1628 ......................................................... 4.0
- Elective ................................................................................... 3.0
- Behavioral & Social Sciences (ECO 4643/4645 recommended)
- Humanities- VPA 3612 ......................................................... 3.0
- Physical Education ................................................................. 1.0
- Elective ................................................................................... 4.0
- Behavioral & Social Sciences, Humanities (except VPA), Natural Sciences, or Math
  Subtotal .................................................................................. 21.0

Business and Office Technology
- BUS 100 ................................................................................ 3.0
- MSS 5601 ................................................................................ 1.0
- OT 203 or MSS 5669 ............................................................... 3.0
  Subtotal .................................................................................. 7.0

Computer Information Systems and Technology
- CIP 101 ................................................................................ 3.0
- CIP 2310 ................................................................................ 3.0
- CIP 2318 ................................................................................ 2.0
- CIP 2319 ................................................................................ 2.0
- CIP 2327 ................................................................................ 4.0
- CIP 2330 ................................................................................ 3.0
- CIP 2350 ................................................................................ 6.0
  Subtotal .................................................................................. 23.0

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
<table>
<thead>
<tr>
<th>First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Semester</strong></td>
<td></td>
</tr>
<tr>
<td>ENG 1302       . Expository Writing</td>
<td>3.0</td>
</tr>
<tr>
<td>MAT 1628       . Pre-Calculus</td>
<td>4.0</td>
</tr>
<tr>
<td>CIP 101        . Introduction to Computer Systems</td>
<td>3.0</td>
</tr>
<tr>
<td>BUS 1802       . Introduction to Business</td>
<td>3.0</td>
</tr>
<tr>
<td>MSS 5601       . Computer Keyboarding Fundamental</td>
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</tr>
<tr>
<td><strong>Subtotal</strong></td>
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</tr>
<tr>
<td><strong>Second Semester</strong></td>
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</tr>
<tr>
<td>ENG 1303       . Literature &amp; Composition</td>
<td>3.0</td>
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<tr>
<td>MSS 5669       . Business English</td>
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<tr>
<td>CIP 2310       . Programming Logic &amp; Design</td>
<td>3.0</td>
</tr>
<tr>
<td>CIP 2318       . Advanced Microcomputer Concepts</td>
<td>2.0</td>
</tr>
<tr>
<td>ECO 4643       . Microeconomics</td>
<td>3.0</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>ECO 4645       . Macroeconomics</td>
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<td><strong>Subtotal</strong></td>
<td><strong>14.0</strong></td>
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<tr>
<td><strong>Second Year</strong></td>
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<tr>
<td><strong>Third Semester</strong></td>
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<tr>
<td>CIP 2319       . Fundamentals of Data Communication</td>
<td>2.0</td>
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<tr>
<td>CIP 2327       . Basic Networking Concepts</td>
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<tr>
<td>Elective       . Liberal Arts</td>
<td>4.0</td>
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<tr>
<td>VPA 3612       . Fundamentals of PublicSpeaking</td>
<td>3.0</td>
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<td><strong>Subtotal</strong></td>
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<tr>
<td><strong>Fourth Semester</strong></td>
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<tr>
<td>CIP 2328       . Advanced Networking Concepts</td>
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<tr>
<td>CIP 2331       . Network Operating Systems</td>
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<tr>
<td>CIP 2325       . Help Desk</td>
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<td>PED 010        . Personal Physical Fitness</td>
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<td>CIP 2350       . Internship</td>
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<td><strong>Total Credits for Degree</strong></td>
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<tr>
<td></td>
<td><strong>60.0</strong></td>
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</tbody>
</table>
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: Office Assistant, Legal Office Assistant and Medical Office Assistant. 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 1302 Expository Writing</td>
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</tr>
<tr>
<td>ENG 1303 Literature and Composition</td>
<td>3.0</td>
</tr>
<tr>
<td>Mathematics MAT 1632 or 1634 or 1682</td>
<td>3.0</td>
</tr>
<tr>
<td>Behavioral &amp; Social Sciences</td>
<td>3.0</td>
</tr>
<tr>
<td>(Anthropology, History, Political Science, Psychology or Sociology 1232-1242)</td>
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</tr>
<tr>
<td>PED</td>
<td>1.0</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>4.0</td>
</tr>
<tr>
<td>Humanities</td>
<td>3.0</td>
</tr>
<tr>
<td>(Africana Studies, Humanities, Latin American and Caribbean Studies, Philosophy, Visual and Performing Arts 3502, 3504, 3522, 3582, or 3612)</td>
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</tr>
<tr>
<td>Liberal Arts Elective</td>
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</table>

Choose one from the following:
Anthropology, History, Political Science, Psychology, Sociology 1232-1242, English 1341-1368, Women's Studies, Africana Studies, Humanities, Latin American and Caribbean Studies, Philosophy, French, Italian, Spanish, Visual and Performing Arts 3502, 3504, 3522, 3582 or 3612

Total General Education Requirements..............................................................23.0

II. Major Requirements......................................................................................Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BUS 100 Introduction to Business</td>
<td>3.0</td>
</tr>
<tr>
<td>ACC 100 Introduction to Accounting</td>
<td>2.0</td>
</tr>
<tr>
<td>OT 101 Basic Computer Keyboarding &amp; Document Formatting</td>
<td>3.0</td>
</tr>
<tr>
<td>OT 102 Intermediate Computer Keyboarding &amp; Document Formatting</td>
<td>3.0</td>
</tr>
<tr>
<td>OT 201 Advanced Computer Keyboarding &amp; Document Formatting</td>
<td>3.0</td>
</tr>
<tr>
<td>OT 103 Introduction to Computer Software Packages</td>
<td>3.0</td>
</tr>
<tr>
<td>OT 104 Office Systems and Procedures</td>
<td>3.0</td>
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<td>OT 203 Business Communications</td>
<td>3.0</td>
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<td>OT 202 Transcription</td>
<td>3.0</td>
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<tr>
<td>OT 207 Office Technology Internship</td>
<td>2.0</td>
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<td>OT 208 Professional Office Management</td>
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</table>

Total Major Requirements.............................................................................31.0

Administrative Assistant, Legal Administrative Assistant, Medical Office Manager options continued on the following page.
### Business

#### III. Select one option from the following:

**Administrative Assistant**
- US 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 206 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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Details</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>First Semester</strong></td>
<td>OT 101 Basic Computer Keyboarding and Document Formatting</td>
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<td>OT 103 Introduction to Computer Software Packages</td>
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<td></td>
<td>OT 104 Office Systems and Procedures</td>
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<tr>
<td></td>
<td>MAT MAT 1632 or 1634 or 1682</td>
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<td>OT 202 Transcription</td>
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<td>Elective Liberal Arts</td>
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<td>OPTIONS: Administrative Assistant, Legal Administrative Assistant, Medical Office Manager</td>
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## Certificate Programs in Office Assistant, Medical Office Assistant, and Legal Office Assistant

### First Semester

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<th>Title</th>
<th>Credits</th>
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<td>OT 202</td>
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<td>OT 104</td>
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### Second Semester

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<td>OT 201</td>
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<tr>
<td>ENG 1302</td>
<td>Expository Writing</td>
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Select one Option from the following:

- **Medical Office Assistant (6 credits)**
  - OT 206  | Medical Billing and Insurance                   | 3.0     |
  - OT 204  | Medical Terminology/Transcription                | 3.0     |

- **Legal Office Assistant (6 credits)**
  - OT 205  | Legal Terminology/Transcription                  | 3.0     |
  - LEG 8500 | Introduction to Legal System                     | 3.0     |

- **Office Assistant (6 credits)**
  - OT 208  | Professional Office Management                   | 3.0     |
  - BUS 240 | Entrepreneurship                                 | 3.0     |

| **Subtotal** |                                                  | **15.0** |
| **Total for Certificate** |                                                | **30.0** |

### Business Faculty & Staff

Sandy Figueroa, Chairperson, Assistant Professor, Computer Information Systems & Technology, A.A.S., B.S., M.S.

Julio Gallardo, Professor, Coordinator, Computer Information Systems & Technology Licenciado en Fisica, M.S., Ph.D.

Sharon M. Hill, Assistant Professor, Office Technology, B.A., M.A.T.

Héctor López, Assistant Professor, Coordinator, Business & Accounting A.S., B.S., M.B.A., M.S. Ed., D.B.A.

George Cheng, Assistant Professor, Computer Information Systems & Technology, B.B.A., M.S.

Carol Huie, Assistant Professor, Computer Information Systems & Technology, A.A.S., B.S., M.S.

Behzad Mahmoodzadegan, Assistant Professor, Computer Information Systems & Technology, B.S., M.S., Ph.D.

Leonard Ledereich, Professor, Business & Accounting, B.B.A., M.B.A., J.D., C.P.A.

Patricia Parzych, Professor, Coordinator, Office Technology, B.S., M.S.

Héctor Rivera, Assistant Professor, Business & Accounting, B.S., M.B.A., C.P.A.

Fred Soussa, Professor, Business & Accounting, B.A., 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.

Balbina Vásquez-Luciano, CUNY Office Assistant, Business Department, A.A., B.A.

Priscilla Bradley, CUNY Office Assistant, Business Department, A.A.
Accounting (ACC)

ACC 100 Introduction to Accounting
2 credits, 3 hours
Prerequisite: BUS 100/1802
Co-requisites: MAT 1622 and Sections in English: ENG 1300/1301 or above; Sections in Spanish: ESL 035 or 1330/35
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. (Formerly ACC 1841 College Accounting IA, formerly ACC 1871)

ACC 101 Accounting I
3 credits, 3 hours
Prerequisite: ACC 100 or ACC 1841
Co-requisites: ENG 1300/1301 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 flows. The student will be required to complete a computerized practice set for a corporation. (Formerly 1842 College Accounting IB, formerly ACC 1872)

ACC 102 Accounting II
3 credits, 3 hours
Prerequisite: ACC 101 (or former ACC 1842 or former ACC 1852)
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. (Formerly 1843 College Accounting II, formerly ACC 1855)

ACC 102 Accounting II
3 credits, 3 hours
Prerequisite: ACC 101 (or former ACC 1842 or former ACC 1852)
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. (Formerly 1843 College Accounting II, formerly ACC 1855)

ACC 201 Intermediate Accounting I
3 credits, 3 hours
Prerequisite: ACC 101 (or former ACC 1842 or former ACC 1852)
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. (Formerly 1844 Intermediate Accounting, formerly ACC 1856)

ACC 250 Personal Income Tax
3 credits, 3 hours
Prerequisite: ACC 101 (or former ACC 1842 or former ACC 1852)
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. (Formerly ACC 1845 Federal Personal Income Taxes, formerly ACC 1866)

ACC 1846 Federal Business Income Taxes
3 credits, 3 hours
Prerequisite: ACC 1845 (former ACC 1866)
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. (Formerly ACC 1868)
ACC 1847 New York City & State Business Taxes
3 credits, 3 hours
Prerequisite: ACC 1845 (or former ACC 1866)
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. (Formerly ACC 1869)

ACC 1848 Tax Assistance Program
1 credit, 1 hour
Prerequisite: ACC 1845 (or former ACC 1866) 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. (Formerly ACC 1867)

ACC 1849 Accounting Internship Seminar
1 credit; 6 hours
Prerequisite: Completion of 14 credits in accounting and permission of the Coordinator; ENG 1302 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. (Formerly ACC 1814)

ACC 1850 Accounting Applications for the Microcomputer
3 credits, 4.5 hours
Prerequisites: ACC 1842 (or former ACC 1852), CIP 2308, ENG 1300/1301 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.

BUS 100 Introduction to Business
3 credits, 3 hours
Prerequisite: MAT 1604 or higher.
Co-requisites: For sections in Spanish: Exempt from or passed SPA 121/2221. For sections in English: ENG 1300 or above. For sections in Spanish, ESL 035 or ESL 1325 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. (Formerly BUS 1802)

BUS 1805 Personal Financial Planning
3 credits, 3 hours
Prerequisite: 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 210 Business Law I
3 credits, 3 hours
Prerequisite: BUS 100 or BUS 1802 or instructor's permission.
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. (Formerly BUS 1809)

BUS 212 Business Law II
3 credits, 3 hours
Prerequisite: BUS 210 or BUS 1809 or instructor's permission.
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. (Formerly BUS 1811)
BUS 1812 Principles of Finance
3 credits, 3 hours
Prerequisite: ACC 101 or ACC 1842 (or former ACC 1852)
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.

BUS 201 Principles of Management
3 credits, 3 hours
Prerequisite: BUS 100, ACC 102 or ACC 1842 (or former ACC 1852)
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. (Formerly BUS 1813)

BUS 220 Principles of Marketing
3 credits, 3 hours
Prerequisites: BUS 100 or BUS 1802; 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. (Formerly BUS 1815)

BUS 230 E-Commerce
3 credits, 3 hours
Prerequisites: CIP 101, ACC 100 or ACC 1841 (or former ACC 1852), BUS 210 or BUS 1809, CIP 2308 and ESL 035 or 1330 or ESL 1335, ENG 1300/01 or higher
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. (Formerly BUS 1820)

BUS 240 Entrepreneurship
3 credits, 3 hours
Prerequisites: BUS 100; ACC 101 or ACC 1842; CIP 101 or CIP 2308; ENG 1300/01 or higher
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. (Formerly BUS 1822)

Microcomputers for Business (CIP)

CIP 101 Introduction to Information Systems
3 credits, 3 hours lecture, 1 hour laboratory
Prerequisites: MAT 1604 or higher; ESL 035 or 1330/35 or ENG 1300 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. (Formerly CIP 2308 Introduction to Computer Systems & Technology)

CIP 2310 Programming Logic & Design
3 credits, 3 hours lecture
Prerequisites: CIP 2308, MAT 1622 or higher; ESL 035 or 1330/35 or ENG 1300/01 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.
Business

CIP 2312 Microcomputer Applications I
4 credits, 3 hours lecture, 3 hours lab
Prerequisites: CIP 2308; ESL 035 or 1330/35 or ENG 1300 or higher; MAT 1622 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
Prerequisites: 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
Prerequisites: CIP 2308; ESL 035 or 1330/35 or ENG 1300 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
Prerequisites: CIP 2308, CIP 2318, ESL 035 or 1330/35 or ENG 1300 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
Prerequisites: CIP 2310; ESL 035 or 1330/35 or ENG 1300 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
Prerequisites: CIP 2308, ESL 035 or 1330/35 or ENG 1300 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
Prerequisites: 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
Prerequisites: 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
Prerequisites: Any programming course such as CIP 2333 or 2338; ESL 035 or 1330/35 or ENG 1300 or higher; MAT 1624 or higher
This is a major course in operating systems covering their concepts, functions, and purposes. Functions of multiprocessing, 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
Prerequisites: 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
Prerequisites: CIP 2310; ESL 035 or 1330/35 or ENG 1300 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
Prerequisites: CIP 2310; ESL 035 or 1330/35 or ENG 1300 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
Prerequisites: CIP 2310; ENG 1300/35 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, arrays, 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
Prerequisites: CIP 2310; ESL 035 or 1330/35 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 operation research techniques, and hardware 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)
Prerequisite: 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.

WEB 101 Fundamentals of Web Design
3 credits, 3 hours
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 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.
Office Technology (OT)

OT 101 Basic Computer Keyboarding and Document Formatting
3 credits, 4 hours
Prerequisite: ESL 025 or 1320/25 or ESL 1381
The student will acquire basic keyboarding skills, learn computer terminology, format and process documents including reports, manuscripts, letters, and memoranda, in addition to developing proofreading and English skills. The student will be required to key a minimum of 25 wpm for three minutes. (Formerly MSS 5602 Basic Computer Applications for Document Processing)

OT 102 Intermediate Computer Keyboarding and Document Formatting
3 credits, 3 hours
Prerequisite: 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. (Formerly MSS 5604 Document Formatting and Production)

OT 103 Introduction to Computer Software Packages
3 credits, 3 hours
Pre/Corequisite: ENG 1300/1301
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. (Formerly MSS 5670 Computer Software for Document Processing)

OT 104 Office Systems and Procedures
3 credits, 3 hours
Prerequisite: 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. (Formerly MSS 5656 Communications and Procedures for the Electronic Office; formerly World of Work)

OT 201 Advanced Computer Keyboarding and Document Formatting
3 credits, 3 hours
Prerequisite: 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. (Formerly MSS 5606 Processing Documents for Business; formerly Advanced Keyboarding III)

OT 202 Transcription
3 credits, 3 hours
Prerequisite: 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. (Formerly MSS 5626 Machine Transcription)

OT 203 Business Communications
3 credits, 3 hours
Prerequisite: OT 101 or CIP 2308 or department permission
Pre/Corequisite: ENG 1302
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 of aware of the need for teamwork and the human relations aspect of communicating either in writing or orally. (Formerly MSS 5664 Computerized Office Communications; formerly Business Communications)

OT 204 Medical Terminology/Transcription
3 credits, 3 hours
Prerequisites: OT 102 and 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. (Formerly MSS 5649 Medical Machine Transcription)
OT 205 Legal Terminology/Transcription
3 credits, 3 hours
Prerequisites: OT 102 and 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
3 credits, 3 hours
Prerequisites: OT 102 and 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. (Formerly MSS 5651 Medical Billing and Insurance)

OT 207 Office Technology Internship
2 credits, 6 hours
Prerequisites: OT 102 and 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. (Formerly MSS 5634 Office Administration and Technology)

OT 208 Professional Office Management
3 credits, 3 hours
Prerequisites: OT 102, OT 103, OT 104, OT 202
Corequisites: 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. (Formerly MSS 5650 Medical Office Management)

MSS 5601 Computer Keyboarding Fundamentals
1 credit, 3 hours
Prerequisite: ESL 1320 or higher, or ENG 1300/01 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
Prerequisite: MSS 5606
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
Prerequisite: ESL 025 or 1325 or higher, MSS 5601 or MSS 5602 or CIP 2308 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.

MSS 5671 Database & Presentation Software for Business
3 credits, 4 hours
Prerequisite: MSS 5670 or program coordinator approval.
The student will demonstrate the ability to integrate various software applications, including word processing, spreadsheet, database, and presentation. The student will gain knowledge of techniques required to produce documents that reflect their basic understanding of database and presentation applications for the office of today. Students will demonstrate mastery of a variety of skills needed to take the MOUS (Microsoft Office User Specialist) Certification exams in database and presentation software. (Formerly MSS 5671 Desktop Publishing and Spreadsheets)
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 1302, Expository Writing); or (2) the developmental Libra Program (ENG 1301, Core English, and/or ENG 1399, Developmental Reading).

**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 1302 Expository Writing and ENG 1303 Literature and Composition, and several Sophomore-level Elective courses. In order to enter ENG 1302, 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 1302 Expository Writing
- ENG 1303 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 1341 to ENG 1368 and include WST 1010 and ENG 1340/BUS 3000.

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, which include passing ENG 1302 and 1303 with a minimum grade of "C" or better, and obtain grades of "C" or better in a number of Elective English courses; they must also pass the CUNY Proficiency Examination. Students choosing Option A in English need to complete a minimum of four (4) Elective English courses, at least two (2) of which must be genre-based; those choosing Option B need a minimum of three (3) Electives of which at least one (1) must be genre-based.

Elective English courses may also be taken by students who, while not enrolled in an English Option, wish to delve deeper into language and literature for personal and/or professional reasons.

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 English courses, obtain a Minor in English. They may also proceed to major in English if they so choose.
Libra Program

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 1301 Core English
- ENG 1399 Developmental Reading (unless exempted by having passed the CUNY/ACT Reading Test)
- ENG 1302 Expository Writing
- ENG 1303 Literature & Composition

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 1301 Core English
- ENG 1399 Developmental Reading (Unless exempt)
- VPA 3612 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.

English Faculty & Staff

Kathleen Kane, Chairperson, Professor and Writing and Literature Coordinator, B.A., M.A., Ph.D.
Brijraj Singh, Professor, B.A., M.A., M.Phil., Ph.D.
Cynthia Jones, Lecturer, Libra Program Coordinator, B.A., M.A.
Maria Bennett, Assistant Professor, B.A., M.A., Ph.D.
Vermell Blanding, Lecturer, B.A., M.A., M.Ed.
Diana Diaz, Professor, B.A., M.A., Ed.D.
Sue Dicker, Associate Professor, B.A., M.A., Ed.D.
Jerilyn Fisher, Associate Professor, B.A., M.A., Ph.D.
Linda Hirsch, Professor, B.A., M.A., Ph.D.
Lucinda Hughey-Wiley, Lecturer, B.A., M.A.
Paul Italia, Professor, B.A., M.A., Ph.D.
Nelly T. Justicia, Assistant Professor, B.A., M.A., Ph.D.
Francis Kayondo, Associate Professor, B.A., M.A., M.Ed., Ed.D.
Remy Roussetzkil, Assistant Professor, B.A., M.A., Ph.D.
John Scarry, Professor, B.A., M.A., Ph.D.
Maya Sharma, Assistant Professor, B.A., B.Ed., M.A., M.Ed., Ed.D.
Frances B. Singh, Professor, B.A., M.Phil., Ph.D.
David Weiser, Associate Professor, B.A., Ph.D.
Bowman Wiley, Associate Professor, B.A., M.A., Ph.D.
Mary Williams, Assistant Professor, B.A., M.A.T., Ph.D.
Diosa Carmona, A.A., CUNY Office Assistant
Course Descriptions

English (ENG)

ENG 1300 Basic Composition
3 credits (6 equated/billable), 6 hours
Prerequisites: Passing ESL 1330/35, or placement by the Placement Committee of the Language and Cognition Department, or by special permission of the English Department or the Language and Cognition Department.
Corequisite: ENG 1396 (unless exempt)
Suggested Corequisite: 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 1301 Core English (For LIBRA Program)
3 credits (6 equated/billable), 6 hours
Prerequisite: Placement
Corequisite: ENG 1399, unless exempt
As the core of LIBRA, a blocked interdisciplinary program, English 1301 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 1397 Reading in the Natural Sciences
1 credit (3 equated/billable), 3 hours
Prerequisite: ENG 1396, ENG 1399, or permission of the instructor
This course will provide students with an opportunity to develop those reading skills that apply to reading scientific materials, recognizing the organizational patterns of scientific materials, developing a specialized vocabulary for the sciences, translating the written text into charts and graphs, and reading charts and graphs. The student will develop the ability to use illustrations and diagrams. NOTE: ENG 1397 will not be offered in 2004-2005.

ENG 1399 Developmental Reading (For LIBRA Program)
1 credit (3 equated/billable), 3 hours
Prerequisite: Placement
Corequisite: ENG 1301, unless exempt
As the complement to English 1301, English 1399 is a reading course designed to help students develop strategies for improving comprehension through discussions of and written responses to cross-disciplinary 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 1306 Basic Composition Workshop
0 credits (3 equated/billable), 3 hours
Prerequisite: Two Rs (Repeat) in ENG 1300 or ENG 1301 or by arrangement with the English Department
The Basic Composition Workshop, English 1306, provides supportive instruction for students who need to improve their writing and reading skills in order to pass the CUNY/ACT Writing Skills Test mandated for entrance into Expository Writing, English 1302. By the end of the semester, students will have further developed their ability to write, revise, and edit their essays, written in class about a variety of topics. Students who pass the CUNY/ACT Writing Skills Test will receive a "P"; all others will receive an "R" and may repeat this workshop. NOTE: ENG 1306 will not be offered in 2004-2005.

Writing and Literature Courses (ENG)

ENG 1302 Expository Writing
3 credits, 3 hours
Prerequisite: Passing CUNY/ACT Reading and Writing tests, or Exemption
English 1302, 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 1303 Literature & Composition
3 credits, 3 hours
Prerequisite: ENG 1302 or Department permission
English 1303, 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.

Electives

ENG 1340 Technical Writing
3 hours, 3 credits.
Prerequisite: ENG 1303
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 1341 Language, Culture & Identity
3 credits, 3 hours
Prerequisite: ENG 1303 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.

ENG 1342 Studies in Fiction
3 credits, 3 hours
Prerequisite: ENG 1303 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, Woollf, Garcia Marquez, Allende, 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 1346 Studies in Drama
3 credits, 3 hours
Prerequisite: ENG 1303 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 Deveare 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 1348 Introduction to Children's Literature
3 credits, 3 hours
Prerequisite: ENG 1303 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 study, 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 1350 Latin American Literature in Translation
3 credits, 3 hours
Prerequisite: ENG 1303 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 analyses, 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 1351 Literature & Psychology
3 credits, 3 hours
Prerequisite: ENG 1303, 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 1352 Shakespeare
3 credits, 3 hours
Prerequisite: ENG 1303 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, his works, and the time and place in which he lived and wrote.

ENG 1354 The Modern American Novel
3 credits, 3 hours
Prerequisite: ENG 1303 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 1355 Women in Literature
3 credits, 3 hours
Prerequisite: ENG 1303 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 1356 Literature of the Black American
3 credits, 3 hours
Prerequisite: ENG 1303 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 1360 Literature of Science Fiction
3 credits, 3 hours
Prerequisite: ENG 1303 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 1364 Literature & Aging
3 credits, 3 hours
Prerequisite: ENG 1303 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 1365 Readings in Poetry
3 credits, 3 hours
Prerequisite: ENG 1303 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 1368 Literature & Pathologies
3 credits, 3 hours
Prerequisite: ENG 1303 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.

Women's Studies (WST)

WST 1010 Introduction to Women's Studies
3 credits, 3 hours
Prerequisite: ENG 1302
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; woman'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.
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.

**Education Unit**

The Education Program consists of two (2) distinct degree programs that will prepare students for careers in education: the Associate in Arts (A.A.) and the Associate of Applied Science (A.A.S.).

**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.

A. General Education Requirement ................................................................. 21-22 credits
B. Cluster III requirement ................................................................................... 18 credits
C. Options / Electives ......................................................................................... 20-21 credits

**Option in Early Childhood Education (12 cr)**

Students may specialize in Early Childhood Education by allocating 12 out of the 20 - 21 Options/Electives credits to ECE courses. Some of these ECE credits may be used toward major requirements at a senior college program.

A. General Requirements
   - English ........................................................................................................... 12.0
   - PSY 1032 ........................................................................................................ 3.0
   - Biology or Environmental Science ................................................................. 4.0
   - Mathematics .................................................................................................. 3.0
   - Modern Languages ......................................................................................... 3.0
   - VPA 3612 ...................................................................................................... 3.0
   - Health & Physical Education ......................................................................... 2.0
   - HLT 6511 ...................................................................................................... 3.0
   - **Total** .......................................................................................................... 33.0

B. Program in Early Childhood Education
   - HLT 6509 ...................................................................................................... 3.0
   - EDU 6802 ...................................................................................................... 3.0
   - ECE 6804 ...................................................................................................... 3.0
   - ECE 6805 ...................................................................................................... 3.0
   - ECE 6807 or 6809 .......................................................................................... 3.0
   - ECE 6811 ...................................................................................................... 3.0
   - ECE 6813 or 6815 .......................................................................................... 3.0
   - Choose two of the following courses: ECE 6816, 6820, 6821 or 6822 ....... 6.0
   - **Subtotal** ................................................................................................... 27.0
C. Program in Early Childhood Education (Bilingual Option)

Spanish 222 or higher ......................................................................................... 3.0
EDU 6802 ............................................................................................................... 3.0
ECE 6807 or 6809 ............................................................................................... 3.0
ECE 6811 ............................................................................................................... 3.0
ECE 6817 ............................................................................................................... 3.0
ECE 6818 ............................................................................................................... 3.0
ECE 6818 ............................................................................................................... 3.0
ECE 6819 ............................................................................................................... 3.0
Choose two of the following courses:
ECE 6816, 6820, 6821 or 6822 ......................................................................... 6.0
Subtotal ............................................................................................................... 27.0

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 0100 to PED 0146.

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 0144 (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.

**Gerontology**

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:

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

**First Year**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
<td>HLT 6530</td>
<td>Intro to Gerontology</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>HLT 6531</td>
<td>Health Perspectives for the Aging</td>
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**Second Semester**

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<td>HLT 6503</td>
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<td>HLT 6515</td>
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<td>ENG 1303</td>
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<td>SOC 1232</td>
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<td>PED 0180</td>
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<td>PSY 1080</td>
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**Fourth Semester**

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<td>Or</td>
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<td>Or</td>
<td>CUB 3130</td>
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<td>Or</td>
<td>CUP 3212</td>
<td>Puerto Rican Society &amp; Culture</td>
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**Total Credits for Degree**

60.0
Course Descriptions

Education (EDU)

EDU 6802 Foundation of Education
3 credits, 3 hours
Prerequisites: For Spanish dominant students: SPA 121/2221 or higher
Corequisites: For Spanish dominant students: SPA 222/2222, ESL 035/1330/35 or ENG 1300
For English dominant students: ENG 1301 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. (Former ECE 6802: Introduction to Early Childhood Education)

ECE 6804 Language Arts for Young Children
3 credits, 3 hours
Prerequisite: EDU 6802
Corequisites: ESL 035/1335/1330 or ENG 1300 or ENG 1301 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.

ECE 6805 Social Studies for Young Children
3 credits, 3 hours
Prerequisite: EDU 6802
Corequisites: ENG 1300/1301 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.

ECE 6807 Creative Art Activities for Young Children
3 credits, 3 hours
Prerequisite: EDU 6802
Corequisites: ENG 1300 or ENG 1301 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.

ECE 6809 Music & Rhythmic Activities for Young Children
3 credits, 3 hours
Prerequisite: EDU 6802
Corequisites: ENG 1300 or 1301 or higher
The student will plan and organize creative music and rhythm 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.

ECE 6811 Science & Mathematics for Young Children
3 credits, 3 hours
Prerequisites: EDU 6802 and minimum of 3 additional credits in Early Childhood Education
Corequisites: ENG 1300 or 1301 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.

ECE 6813 Field Experience in Early Childhood Education I
3 credits, 1-hr. seminar/8-hr. fieldwork per week
Prerequisites: EDU 6802 and minimum of three additional credits in Early Childhood Education
Corequisites: ENG 1300 or 1301 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.

ECE 6815 Field Experience in Early Childhood Education II
3 credits, 1-hr. seminar/8-hr. fieldwork per week
Prerequisites: EDU 6802 and minimum of 3 additional credits in Early Childhood Education
Corequisites: ENG 1300 or 1301 or higher
The student will demonstrate, in an assigned early childhood program, the principles and skills introduced during the early childhood sequence. The student will also participate in weekly seminars.

ECE 6816 Development of the Young Child
3 credits, 3 hours
Prerequisite: EDU 6802
Corequisites: ENG 1300 or 1301 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.
ECE 6817 Bilingual-Bicultural Early Childhood Education
3 credits, 1.5-hr. lecture/5-hr. fieldwork per week
Prerequisite: EDU 6802
Corequisites: ENG 1300 or 1301 or higher and SPA 222/2222
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.

ECE 6818 Language Arts in a Bilingual Early Childhood
3 credits, 1.5-hr. lecture/5-hr. fieldwork per week
Prerequisites: EDU 6802 and ECE 6817
Corequisites: ENG 1300 or 1301 or higher and SPA 222/2222
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.

ECE 6819 Social Studies in a Bilingual Early Childhood Education Program
3 credits, 3 hours
Prerequisites: EDU 6802 and ECE 6817
Corequisites: ENG 1300 or 1301 or higher and SPA 222/2222
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.

ECE 6820 Introduction to Special Education
3 credits, 3 hours
Prerequisite: EDU 6802
Corequisites: ENG 1300 or 1301 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.

ECE 6821 Parent Education
3 credits, 3 hours
Corequisites: ENG 1300 or 1301 or higher when offered in English; ESL 035/1335/1330 and SPA 222/2222 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.

ECE 6822 Field Experience in Parent Education
3 credits, 1-hr. seminar/6-hr. fieldwork per week
Prerequisites: EDU 6802 and ECE 6821
Corequisites: ENG 1300 or 1301 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.

Urban Health Studies

HLT 6501 Health & Human Values
3 credits, 3 hours
Prerequisite: ESL 025/1325
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 6503 Interpersonal Relations & Teamwork
3 credits, 3 hours
Pre/Corequisite: ENG 1300 or 1301 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 6507 Contemporary Health Issues
3 credits, 3 hours
Pre/Corequisite: ENG 1300 or 1301 when offered in English; SPA 121 when offered in Spanish
The student will study and analyze current health problems such as drug use and abuse, malnutrition, heart disease, and the spread and control of communicable diseases. She will review the decision making process as it relates to health and discuss in depth the factors which affect the dynamic process of health and disease. Offered in English and Spanish.
HLT 6509 Mental Health
3 credits, 3 hours
Pre/Corequisite: ENG 1300 or 1301 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 6510 Human Sexuality
2 credits, 2 hours
Pre/Corequisite: ENG 1300 or 1301 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. The student will be required to demonstrate knowledge of sexual anatomy and physiology, family planning, and the changing concepts of masculinity and femininity. Offered in English and Spanish.

HLT 6511 Health & the Young Child
3 credits, 3 hours
Pre/Corequisite: ENG 1300 or 1301 when offered in English; SPA 121 when offered in Spanish
The student will identify the health needs and problems of young children. S/he will analyze the role played by the home and school in the physical development of the child. S/he will examine common disorders and diseases of childhood and the principles of nutrition related to meal planning for young children. Offered in English and Spanish.

HLT 6515 Nutrition
3 credits, 3 hours
Pre/Corequisite: ENG 1302
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 6518 Introduction to Community Health
3 credits, 3 hours
Pre/Corequisite: ENG 1302
The student will study and analyze the organization of involuntary and voluntary health agencies. The course is designed to provide the student with an understanding of the role of various agencies and health programs in providing comprehensive health care. Health education within the community health structure and the principles underlying health behavior, learning, and change will be explored.

HLT 6524 Medical Technology
2 credits, 2 hours
Pre/Corequisite: ENG 1302
The student will demonstrate a knowledge of the language of health and disease, including word construction, definition, and use of terms related to all areas of medical science such as the anatomy and physiology of the human body and disease classification.

HLT 6525 Dynamics of Patient Care
2 credits, 2 hours
Pre/Corequisite: ENG 1302
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 6526 Introduction to Health Care (Ethics & Law/Laboratory Skills)
3 credits, 3 hours
Pre/Corequisite: ENG 1302
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 6530 Introduction to Gerontology
3 credits, 3 hours
Pre/Corequisite: ENG 1300 or 1301
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 6531 Health Perspectives for the Aging
3 credits, 3 hours
Pre/Corequisite: ENG 1300 or 1301
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/Corequisites: ENG 1302, HLT 6530, PED 0180
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.

HLT 6533 AIDS Perspective & Implication for Health Professionals
3 credits, 3 hours
Pre/Corequisite: ENG 1396 or exemption
Corequisite: ENG 1300 or 1301 when offered in English; SPA 222/2222 when offered in Spanish
An introduction to the study of HIV/AIDS epidemic and its impact on the various communities including health care providers. Topics to be discussed include the history, epidemiology, etiology, transmission, risk reduction techniques, signs and symptoms, treatment, and the effects of AIDS on the individual and community at large.
**Health & Human Services**

**Physical Education (PED)**

**PED 0100 Personal Physical Fitness**
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 0115 Beginning Karate**
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 0117 Judo**
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 0119 Self Defense for Men & Women**
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 0121 Non-Swimmer**
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 0122 Beginning Swimming**
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 0123 Intermediate Swimming**
1 credit, 2 hours
The student will perform advanced swimming strokes and diving skills and develop stamina in the water. This course will meet for two hours per week for one semester.

**PED 0124 Senior Life-Saving**
1 credit, 2 hours
The student will observe advanced rules of water safety and perform advanced swimming strokes and lifesaving techniques as required by the American Red Cross Senior Life Saving. This course will meet for two hours per week for one semester.

**PED 0124 Bowling**
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 0130 Bowling**
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 0131 Beginning Fencing**
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 0134 Introduction to Jogging & Running**
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 0136 Beginning Tennis**
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 0137 Intermediate Tennis**
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 0138 Weight Training & Body Development**
1 credit, 2 hours
The student will learn the basic terms and concepts and perform the proper basic skills associated with weight training and body building; 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 body building. This course will meet for two hours per week for one semester.

**PED 0139 Beginning Yoga**
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 0144 Independent Study**
1-2 credits, 2 hours
Prerequisite: 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 0145 Black & Puerto Rican Dance
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 0146 Fitness Through Dance
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 0177 First Aid & Safety
2 credit, 2 hours
Prerequisite: ESL 025/1325
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 0180 Physical Education & Recreation Programs for the Aging
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.

Health and Human Services 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.
Keith M. Hinton, College Laboratory Technician, Physical Education
Robert Holford, Jr., Director of Athletics and Men’s Basketball Coach, B.A.
Leonidas López, College Laboratory Technician, Physical Education, A.S., B.S., M.S.
Jill Simpson, Substitute Instructor, Early Childhood Education, B.A., M.A.
Susan Anton, Instructor, Early Childhood Education, B.S., M.S.
Connie Petropolus, Substitute Instructor, Early Childhood Education, B.A.
Kimberly Hearn, Substitute Assistance Professor, Urban Health Studies, B.S., M.S., Ph.D.
Yohance Murray, Substitute Assistance Professor, Urban Health Studies, B.A., M.A., Ph.D.
Luz Rivera, CUNY Office Assistant, A.A.S.
Marietta Mena, CUNY Office Assistant, A.A.
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.

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

**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 required 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.

Since June 1980, the Modern Languages faculty has 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.
Humanities (HUM)

**HUM 3001 Introduction to the Humanities**
3 credits, 3 hours
Corequisite: SPA 121/2221 or ENG 1301
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
Corequisite: SPA 121/2221 or ENG 1301
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.

Philosophy (PHI)

**PHI 3400 Thinking & Reasoning**
3 credits, 3 hours
Corequisite: SPA 121/2221 for Spanish section; ENG 1300 or 1301 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
Prerequisites: HUM 3001; ENG 1300 or 1301
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.

Africana Studies (CUB)

**CUB 3103 African Civilization I**
3 credits, 3 hours
Prerequisite: ENG 1300
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
Prerequisite: ENG 1300
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  
Prerequisite: ENG 1300  
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 criticize 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 3174 African-American Literature  
3 credits, 3 hours  
The student will survey the literature from the slave narratives to the present time. S/he will relate the literature to the historical and cultural context in which it is set. S/he will analyze and criticize such writers as Isaac Jefferson, Langston Hughes, Richard Wright, and John A. Williams. Credit will be awarded in English and 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.

*CUB 3180 The History & Influence of African-American Music  
3 credits, 3 hours  
The students will trace the music of African-Americans from Africa, their development in the Diaspora and the various musical forms up to the present time. The student will analyze the functions of the "holler," work songs, blues, jazz, and other forms.

*CUB 3190 Seminar & Fieldwork in West African Art & Civilization  
3 credits, 3 hours  
Pre/Corequisite: SPA 121/2221, 222/2222, 300/2230 or ESL 035/1330/35 or ENG1300/1301/1302  
The course is designed to provide students with a broad acquaintance with history, civilization/culture of Africa south of the Sahara. The sub-Saharan Africa will be studied in a combination of the historical, artistic, educational and socio-cultural survey. There will be a quick overview of the period of Oral Civilization and different European colonial rules of the region. This will be followed by discussions/analysis of the continuity and development of the national culture/area, civilization, art and its impact on various aspects of African life, popular literary movements and tendencies; social institutions, ethnic and religious diversity, and socio-political issues confronting West Africa today. Particular attention will be paid to Seno-Gambia Mali Complex, the host countries of the summer travel study. There will be a two-week stay in West Africa.

Latin American & Caribbean Studies (CUP)  
CUP 3202 History of Puerto Rico I  
3 credits, 3 hours  
Pre/Corequisite: SPA 121/2221, 222/2222, 300/2230 or ESL 035/1330/35 or ENG1300/1301/1302  
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 Borrinqueén; 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.
CUP 3204 History of Puerto Rico II
3 credits, 3 hours
Pre/Corequisite: SPA 121/2221, 222/2222, 300/2230 or ESL 035/1330/35 or ENG 1300/1300/1302
The student will recall and evaluate the events that led to the emergence of political and national consciousness of the Puerto Ricans during the 19th century. The student will discuss the political and economic transformations that led to the Grito de lares, the abolition of slavery, and the triumph of autonomismo later in the century. The student will state and explain the events leading to, and the result of, the American invasion of Puerto Rico. The student will also discuss the politics and society of the island under the Foraker and Jones Organic Acts, the "desperate thirties," the Nationalist Movement, Operation Bootstrap, the proclamation of the Commonwealth (ELA), the church and state struggle of 1960, and the defeat and re-emergence of the Populares.

CUP 3206 History of Dominican Republic
3 credits, 3 hours
Pre/Corequisite: SPA 121/2221, 222/2222, 300/2230 or ESL 035/1330/35 or ENG 1300/1300/1302
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.

CUP 3208 History of the Caribbean
3 credits, 3 hours
Pre/Co-requisite: SPA 121/2221, 222/2222, 300/2230 or ESL 035/1330/35 or ENG 1300/1300/1302
The student will discuss the concept of history and its application to the historical and geographical reality of the Caribbean. 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.

CUP 3209 History of Latin America I
3 credits, 3 hours
Pre/Corequisite: SPA 121/2221, 222/2222, 300/2230 or ESL 035/1330/35 or ENG 1300/1300/1302
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.

CUP 3210 History of Latin America II
3 credits, 3 hours
Pre/Corequisite: SPA 121/2221, 222/2222, 300/2230 or ESL 035/1330/35 or ENG 1300/1300/1302
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.

CUP 3212 Puerto Rican Society & Culture
3 credits, 3 hours
Pre/Corequisite: SPA 121/2221, 222/2222, 300/2230 or ESL 035/1330/35 or ENG 1300/1300/1302
The student will discuss and analyze the concepts of society and culture and relate them to Puerto Rico, the development of the Puerto Rican society, and its culture and human elements; the process of the birth of the Puerto Rican nation; and the colonial society approach to the study of Puerto Rican society and culture; the dynamics of sociocultural change in Puerto Rico; the struggle for survival of the Puerto Rican national identity; and Puerto Rico's political culture, economic dependency, family, religion, racial prejudice, social class, poverty, migration, and public opinion.

CUP 3216 The African Presence in Puerto Rican Culture
3 credits, 3 hours
Pre/Corequisite: SPA 121/2221, 222/2222, 300/2230 or ESL 035/1330/35 or ENG 1300/1300/1302
The student will trace the history of the African from the arrival in Puerto Rico to the present. The student will discuss cultural, social, and political contributions of Africans, as well as institutionalized discrimination and prejudices. The student will identify and analyze the evidence of the African presence in Puerto Rico and its influence and contributions to religion, language, foods, folklore, music, dance, and art.

CUP 3218 Caribbean Society & Culture
Pre/Corequisite: SPA 121/2221, 222/2222, 300/2230 or ESL 035/1330/35 or ENG 1300/1300/1302
The student will discuss and analyze the concepts of society and culture. In order to understand Caribbean society and culture, the student will be able to identify the different cultural patterns of the Caribbean and produce grounded cultural contrasts and/or comparisons. Combined with this experience, the student will be able to analyze the facts and appraise the consistency of content or lack thereof in the required readings. The student will compile facts, categorize, explain, analyze, and summarize them in a written term paper.
CUP 3232 The Puerto Rican Migration

3 credits, 3 hours
Pre/Corequisite: SPA 121/2221, 222/2222, 300/2230 or ESL 035/1330 or ENG 1300/1300

The student will analyze the phenomenon of migration to the United States; compare and contrast the migration of Puerto Ricans with that of other ethnic groups established in New York City; examine available statistics on health, age groups, education, housing, and employment; and discuss the myth of the “melting pot.” The student will also discuss prejudice and discrimination against Puerto Ricans; evaluate the work of agencies at the community level; discuss and analyze the political militancy among Puerto Ricans in New York; discuss possible differences and similarities with the islanders, and explore the relevance of the Puerto Rican community in New York on the island’s affairs.

*CUP 3262 Contemporary Government & Politics of Puerto Rico

3 credits, 3 hours
Pre/Corequisite: SPA 121/2221, 222/2222, 300/2230 or ESL 035/1330 or ENG 1300/1300

The student will describe the organic laws preceding the Constitution of the Commonwealth, the Constitution itself, Constitutional Court decisions and projects for changes. The student will also describe the functions of each branch of government and the interrelationship between these branches; describe and analyze the principal traits of the political culture of the Puerto Ricans, their relation to the historical developments and colonialism; describe and discuss political parties, their ideology, organization, activities, and leadership.

*CUP 3290 Seminar & Fieldwork in Caribbean Society & Culture

Winter 2 credits, 2 hours
Summer 3 credits, 3 hours
Prerequisites: SPA 121/2221 or SPA 222/2222 and permission of Unit Coordinator/Dept. Chair; OR ENG 1303, 1301 or 1302 or permission of Unit Coordinator/Dept. Chair; depending on language of section
Corequisite: CUP 3206 or CUP 3208 or CUNY equivalent approved by Unit Coordinator/Dept. Chair.

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 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 artist’s 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).

CUP 3312 History of Puerto Rican Literature I

3 credits, 3 hours
Prerequisite: SPA 121/2221
Corequisite: SPA 222/2222 or above

The student will explain and discuss the main historical events on the island from the late 16th century to the mid-19th century. The student will also explore the prevailing social, economic, and political conditions and their relationship to the literary activity of Puerto Ricans during this period. The student will identify and discuss the various forms of oral and written literature as well as analyze and criticize representative works. The student will explain and discuss the significance of the Romantic Movement in literature and its relationship to the liberation movements in Hispanic America and Puerto Rico in the 19th century. She will analyze and appraise representative romantic literary manifestations of Puerto Rican writers.
CUP 3314 History of Puerto Rican Literature II
3 credits, 3 hours
Prerequisite: SPA 121/2221
Corequisite: SPA 222/2222 or above
The student will evaluate the contribution and state the influences of Eugenio María de Hostos on Hispanic thought in the 19th century and analyze the factors that led writers to the new interpretation of life and society that anticipated realism. S/he will analyze the effects of the American Invasion (1898) on Puerto Rico as seen in the literary works of Modernismo. The student will appraise the reaffirmation of a national conscience in literary manifestations of contemporary Puerto Rican writers; analyze the works of post-Modernismo and the search for identity; and discuss, criticize, and evaluate works of contemporary writers.

CUP 3322 Puerto Rican Poetry
3 credits, 3 hours
Prerequisite: SPA 121/2221
Corequisite: SPA 222/2222 or above
The student will discuss the relevance of poetry as the major manifestation of Puerto Rican literature during the romantic literary movement; discuss significant foreign influences; analyze representative works of authors such as Alonso, Gautier-Benitez, Marín, and El Caribe; identify romantic trends that still prevail in Puerto Rican poetry; trace the evolution of Modernismo in Hispanic America; discuss its influence on Puerto Rican poetry; analyze representative works by poets such as De Diego, Llorens-Torres, Dávila, and Pales; compare and contrast Romanticism and Modernismo; and discuss and analyze works by contemporary poets such as de Burgos, Corretjer, Matos Paoli, and several young Puerto Rican poets.

CUP 3324 The Puerto Rican Short Story
3 credits, 3 hours
Prerequisite: SPA 121/2221
Corequisite: SPA 222/2222 or above
The student will discuss and analyze short stories by Oliver, Díaz Alfaro, Blanco, Gonzalez and others; trace the thematic and structural evolution of the genre; analyze characters in relation to environment and social conditions presented by the author, and present oral and written analyses on any aspect of the work studied; analyze short stories by contemporary writers such as Marques, Díaz Valcarcel, Figueroa, Vivas, and Sánchez; present, through oral and written reports, a psychological study of literary characters; and summarize literary trends in the 20th century Puerto Rican short story.

CUP 3326 The Puerto Rican Novel
3 credits, 3 hours
Prerequisite: SPA 121/2221
Corequisite: SPA 222/2222 or above
The student will analyze and discuss the sub-cultural patterns in Puerto Rican culture as seen in the works of 19th century novelist Zeno Gandía and 20th century novelists such as Laguerre and Soto; explain and discuss the change from an agrarian to an industrial society and its social changes as presented in the works studied; discuss existentialism and nationalism as literary themes in the Puerto Rican novel; compare and contrast techniques and resources used by different authors and trace the development of the genre from Zeno Gandía to contemporary authors. Representative works from Marques, Andreu-Iglesias and Díaz Valcarcel will be studied among others.

CUP 3328 The Puerto Rican Essay
3 credits, 3 hours
Prerequisite: SPA 121/2221
Corequisite: SPA 222/2222 or above
The student will place the essay in its proper literary, political, and historical perspective in the 19th century and indicate its neoclassical pattern and expository form as presented by such authors as Hostos and Brau; differentiate and match essays, criticisms, and expository analyses as seen in the works of Canales, Albizu Campos, Marques, Bonilla, Mari-Bras, and others.

CUP 3332 Survey of Puerto Rican Drama I
3 credits, 3 hours
Prerequisite: SPA 121/2221
Corequisite: SPA 222/2222 or above
The student will discuss and analyze theater as a literary genre and means of communication; trace its evolution from a religious rite to 17th century Spanish theater; discuss theatrical activity as related to social, political, and economic conditions prevailing on the island until the advent of romanticism; discuss romanticism in Puerto Rico, and analyze works by Tapia and Brau; discuss costumbrismo as it appears in romantic Puerto Rican theater, the integration of realism by the theatrical movement, the jibaro as a main character, and migration as a dramatic theme. The student will analyze, compare, and contrast works by authors such as Mendez Quiñones, Llorens, Canales, Sierra-Berdecia, Mendez-Ballester, and Marques.
CUP 3334 Survey of Puerto Rican Drama II
3 credits, 3 hours
Prerequisite: SPA 121/2221
Corequisite: SPA 222/2222 or above
The student will discuss the conditions that led to the reemergence of theater as a relevant literary manifestation in the mid-20th century; indicate main themes present in contemporary drama and the techniques used to develop them; and discuss and analyze specific dramatic elements in the works of Laguerre, Rechany, Arivi, Belaval, and others. The student will discuss, analyze, and criticize dramatic works by authors such as Mendez-Ballester, Marques, Marin, and Sanchez; formulate character analysis; indicate recurrent themes and discuss their treatment by different authors; and indicate and discuss the influence of foreign theatrical movements on present-day Puerto Rican drama.

CUP 3342 The Black Man in Puerto Rican Literature
3 credits, 3 hours
Prerequisite: SPA 121/2221
Corequisite: SPA 222/2222 or above
The student will trace and discuss the black man as a theme in literary manifestations from the 19th century through the 20th century. S/he will differentiate among points of view toward ethnic groups of authors such as Dabon, Tapia, and Pales Matos. The student will discuss and analyze the relevance of the black man in the different literary genres; identify non-Puerto Rican influences of writers such as Guilleen, Hemingway, Lindsay, and Baldwin on Puerto Rican authors. The works of Gonzalez, Figueroa, Diaz Valcarcel, Sanchez, and others will be studied.

CUP 3344 Women in Caribbean & Latin American Literature
3 credits, 3 hours
Prerequisite: SPA 121/2221
Corequisite: SPA 222/2222 or above
The student will discuss and analyze women as a creative force in Puerto Rican 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 from Maria B. Benitez to Margot Arce and other contemporary writers. The student will discuss and analyze women as a theme in Puerto Rican literature; 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 20th century.

*CUP 3346 The New York Puerto Rican in Literature
3 credits, 3 hours
Prerequisite: ENG 1302
The student will discuss and analyze the New York Puerto Rican as portrayed in insular literary manifestations dealing mainly with the conflict created by the cultural clash in works such as Spiks, La Ceiba en el Tiesto, La Carreta, and Paisa, and as portrayed by himself in literary manifestations dealing mainly with the struggle for self-realization as seen in the works of Colon, Pietri, Luciano, Quero-Chiesa, Hernandez, Thomas, and others.

CUP 3350 Hostos & Marti: Trailblazers for Freedom & Progress in the Americas (SPA 2250)
3 credits, 3 hours
Prerequisite: SPA 300/2230 or permission of the unit coordinator
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.

CUP 3352 History of the Puerto Rican Visual Arts
3 credits, 3 hours
Pre/Corequisite: SPA 121/2221 or above or ESL 035/1330/35 or ENG 1300, 1301, 1302
The student will identify the fundamental characteristics of Taino art and appreciate its various manifestations; compare and contrast Taino art with that of other pre-Colombian civilizations; discuss the development of architecture and its functions from colonial times to the present; and analyze sculpture as represented in portraits, public monuments, and religious art. The student will trace the evolution of Puerto Rican painting from Campeche to present-day artists; identify and contrast the various movements in representative works by Puerto Rican painters; and discuss the graphic arts movements in Puerto Rico and its contribution to the contemporary art world.

CUP 3356 Puerto Rican Folklore
3 credits, 3 hours
Pre/Corequisite: SPA 121/2221 or above or ESL 035/1330/35 or ENG 1300, 1301, 1302
The student will identify main themes present in the various manifestations of written and oral folkloric literature and discuss their possible origin; identify and analyze characters and heroes recurrent in folktales; present and analyze tales and riddles as told to him or her; analyze and discuss folkloric arts, such as wood carving, popular imagery (santos) and masks; appreciate representative works by major artisans; identify the Taino, Spanish, and African presences in Puerto Rican folk music; identify the various types of folk music as practiced by different ethnic groups; identify regional variations in folk music; and discuss and analyze the popular music of composers such as Hernandez, Rexach, Flores, Venegas, and Estrada.
CUP 3360 The Life of Eugenio Maria de Hostos
3 credits, 3 hours
Corequisite: SPA 300/2230
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.

CUP 3362 History of Puerto Rican Music
3 credits, 3 hours
Pre/Corequisite: SPA 121/2221 or above or ESL 035/1330/35 or ENG 1300, 1301, 1302
The student will trace and identify the musical styles and the main composers that influenced musical activity in Puerto Rico from the 16th century to the 19th century; discuss and analyze the factors that led to the emergence of autochthonous music; analyze and appreciate the music of Puerto Rican composers from the late 19th century to the present; analyze the various musical forms; and discuss the work and contribution of representative figures.

French (FRE)

FRE 101 Elementary French I
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. (Through fall 2004 FRE 103 credits, 3 hours)

FRE 102 Elementary French II
4 credits, 4 hours
Prerequisite: FRE 101 or FRE 1901 or by placement
Corequisite: 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. (Through fall 2004, FRE 1902 3 credits, 3 hours)

FRE 201 Intermediate French I
3 credits, 3 hours
Prerequisite: FRE 102 or FRE 102 or by placement
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. (Through fall 2004, FRE 1903)

FRE 202 Intermediate French II
3 credits, 3 hours
Prerequisite: FRE 1903 or 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. (Through fall 2004, FRE 1904)

FRE 321 French Culture & Science
3 credits, 3 hours
Prerequisite: FRE 1904 or 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. (Through fall 2004, FRE 1921)

FRE 324 African Literature in French
3 credits, 3 hours
Prerequisite: FRE 1904 or 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. (Through fall 2004, FRE 1924)

FRE 370 Extensive Readings in French
3 credits, 3 hours
Prerequisite: FRE 1904 or 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. (Through fall 2004, FRE 1970)

Italian (ITA)

ITA 101 Elementary Italian I
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. (Through fall 2004, ITA 2101 3 credits, 3 hours)
ITa 102 Elementary Italian II
4 credits, 4 hours
Prerequisite: ITA 2101 or ITA 101 or by placement
Corequisite: 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. (Through fall 2004, ITA 2102 3 credits, 3 hours)

SPA 101 Elementary Spanish I
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. (Through fall 2004, SPA 2201 3 credits, 3 hours)

SPA 102 Elementary Spanish II
4 credits, 4 hours
Prerequisite: SPA 2201 or SPA 101 or by placement
Corequisite: 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. (Through fall 2004, SPA 2202 3 credits, 3 hours)

SPA 201 Intermediate Spanish I
3 credits, 3 hours
Prerequisite: SPA 2202 or 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. (Through fall 2004, SPA 2203)

SPA 202 Intermediate Spanish II
3 credits, 3 hours
Prerequisite: SPA 2203 or 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. (Through fall 2004, SPA 2204)

SPA 117 Spanish for English Dominant Hispanics I
3 credits, 3 hours
Prerequisite: 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. (Through fall 2004, SPA 2217)

SPA 118 Spanish for English Dominant Hispanics II
3 credits, 3 hours
Prerequisite: SPA 2217 or SPA 117 or by placement
Continuation of SPA 117/2217, but with special emphasis on reading and composition skills, spelling, and paragraph organization. (Through fall 2004, SPA 2218)

SPA 121 Spanish Composition I
4 credits, 4 hours
Prerequisite: 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 student's ability to think logically and critically. Precision of vocabulary, coherence, and transferability of skills for learning a second language will be reinforced. (Formerly SPA 2221)

SPA 222 Basic Spanish Composition II
3 credits, 3 hours
Prerequisite: SPA 2221 or 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. (Through fall 2004, SPA 2222)

SPA 223 Advanced Spanish Composition
3 credits, 3 hours
Prerequisite: SPA 2222 or 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. (Through fall 2004, SPA 2223)

SPA 300 Introduction to Literature
3 credits, 3 hours
Prerequisite: SPA 222 or 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. (Through fall 2004, SPA 2230)

SPA 333 Spanish American Literature I
3 credits, 3 hours
Prerequisite: SPA 222 or 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. (Through fall 2004, SPA 2233)
*SPA 334 Spanish American Literature II
3 credits, 3 hours
Prerequisite: SPA 2222 or SPA 222 or SPA 202 or by placement
A continuation of SPA 2234/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. (Through fall 2004, SPA 2234)

*SPA 336 Caribbean Literature
3 credits, 3 hours
Prerequisite: SPA 2222 or 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. (Through fall 2004, SPA 2236)

SPA 338 The Spanish American Short Story
3 credits, 3 hours
Prerequisite: SPA 2222 or SPA 222 or SPA 202 or by placement
The student will read representative short stories by Spanish American writers; participate in literary discussions based on the readings; and prepare both oral and written reports. (Through fall 2004, SPA 2238)

SPA 340 The Contemporary Spanish American Novel
3 credits, 3 hours
Prerequisite: SPA 2222 or 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. (Through fall 2004, SPA 2240)

*SPA 342 Spanish American Essay
3 credits, 3 hours
Prerequisite: SPA 2222 or 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. (Through fall 2004, SPA 2242)

SPA 344 Contemporary Spanish American Theater
3 credits, 3 hours
Prerequisite: SPA 2222 or 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 analyses, and identify dramatic elements noted therein. (Through fall 2004, SPA 2244)

*SPA 350 Hostos & Marti: Trailblazers for Freedom & Progress in the Americas (CUP 3350)
3 credits, 3 hours
Prerequisite: SPA 2222 or SPA 222 or SPA 202 or permission of the Department
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 and their engagement with the historical, political, and literary context. Students will study Hostos and Marti's historical presence in New York City in the late 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. (Through fall 2004, SPA 2250)

*SPA 354 The Golden Age
3 credits, 3 hours
Prerequisite: SPA 2222 or SPA 222 or SPA 202 or by placement
The student will read and discuss representative works of Lope, Calderon, Quevedo of the classical period, and prepare oral and written reports based on the readings and lectures presented by the instructor. (Through fall 2004, SPA 2254)

*SPA 358 Modern Spanish Literature
3 credits, 3 hours
Prerequisite: SPA 2222 or 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. (Through fall 2004, SPA 2258)

*SPA 360 The Life of Eugenio Maria de Hostos (CUP 3360)
3 credits, 3 hours
Corequisite: SPA 2222 or SPA 222 or SPA 202 or by permission of the Department
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. (Through fall 2004, SPA 2260)
Visual & Performing Arts (VPA)

**VPA 3502 Arts & Civilization I**
3 credits, 3 hours
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 3504 Arts & Civilization II**
3 credits, 3 hours
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 3522 Introduction to Art**
3 credits, 3 hours
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 3528 Painting & Drawing I**
3 credits, 3 hours
The beginning art student will master the basic principles of composition, design, and color through the use of collage, paint, and photographic montage; s/he will develop basic skills in the use of paint and collage materials. S/he will be required to complete at least two pictures to the satisfaction of the instructor.

**VPA 3530 Painting & Drawing II**
3 credits, 3 hours
Prerequisite: VPA 3528 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 3534 Art in the City**
3 credits, 3 hours
The student will identify and discuss: City of Paris (1865-1909), Impressionism and Post-Impressionism, and the School of Paris. S/he will identify and discuss City of New York (1910-present), Cubism, Futurism, Dadaism, Surrealism, Social Realism, Contemporary Black and Hispanic art, and the School of New York. S/he will complete two field trips in conjunction with the above.

**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 3540 Photography I**
3 credits, 3 hours
Prerequisite: 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 3542 Photography II**
3 credits, 3 hours
Prerequisite: VPA 3540 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 3544 Commercial Arts I**
3 credits, 3 hours
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 3546 Commercial Arts II**
3 credits, 3 hours
Prerequisite: VPA 3544 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 3552 Music Appreciation**  
3 credits, 3 hours  
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 3558 Music Theory*  
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 3560 Fundamentals of Music Theory at the Piano I**  
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 3562 Fundamentals of Music Theory at the Piano II**  
3 credits, 3 hours  
Prerequisite: 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 I. 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 3578 Chorus**  
1 credit, 3 hours  
Prerequisite: 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 3582 Introduction to Theater**  
3 credits, 3 hours  
The student will analyze, discuss, and define the nature, meaning, and components of theater, as well as the creative forces that contribute to its shape and effect. The student will engage in field trips and special projects.

**VPA 3598 Theater Production**  
3 credits, 3 hours  
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 3610 Speaking and Listening**  
3 credits, 3 hours  
Prerequisite: None  
Corequisite: 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 3612 Fundamentals of Public Speaking**  
3 credits, 3 hours  
Prerequisite: ESL 035 or ESL 1300/01 or higher  
Corequisite: ENG 1300/01 or higher  
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 3614 Voice & Diction**  
3 credits, 3 hours  
Prerequisites: ESL 025 or ESL 1325 or ESL 1382/84 or higher  
Corequisite: ESL 035 or ESL 1330/35 or ESL 1386/88 or higher; ENG 1300/01 or higher  
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.

*VPA 3616 Advanced Public Speaking*  
3 credits, 3 hours  
Prerequisites: VPA 3612; ENG 1300 or 1301  
Corequisite: ENG 1302  
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.
### Humanities Department Faculty & Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Unit/Locations</th>
<th>Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magda Vasiliov</td>
<td>Professor, Visual and Performing Arts Unit, and Departmental Chairperson</td>
<td>B.A., M.A.</td>
</tr>
<tr>
<td>Michael C. Mbabuike</td>
<td>Professor and Coordinator, Africana Studies Unit</td>
<td>B.A., M.A., D.Lit.</td>
</tr>
<tr>
<td>Carlos Sanabria</td>
<td>Assistant Professor and Coordinator, Latin American &amp; Caribbean Studies Unit</td>
<td>B.A., M.A., Ph.D.</td>
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<tr>
<td>Walter Rada</td>
<td>Assistant Professor and Coordinator, Modern Languages Unit</td>
<td>B.A., M.A., M.Phil., Ph.D.</td>
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<tr>
<td>Alberto J. Bird</td>
<td>Professor and Coordinator, Visual and Performing Arts Unit</td>
<td>B.M., M.M., M.A.</td>
</tr>
<tr>
<td>Isaac Goldemberg</td>
<td>Distinguished Professor, Modern Languages Unit</td>
<td>B.A., M.A.</td>
</tr>
<tr>
<td>Orlando J. Hernández</td>
<td>Associate Professor, Modern Languages Unit</td>
<td>B.A., M.A., Ph.D.</td>
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<tr>
<td>Miguel Correa</td>
<td>Assistant Professor, Modern Languages Unit</td>
<td>B.A., M.A., Ph.D.</td>
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<tr>
<td>María T. Miranda</td>
<td>Assistant Professor, Modern Languages Unit</td>
<td>B.A., M.A., Ph.D.</td>
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<tr>
<td>Sol Miranda</td>
<td>Assistant Professor, Visual and Performing Arts Unit</td>
<td>B.A., M.F.A.</td>
</tr>
<tr>
<td>Patricia Iñiguez-Pérez</td>
<td>Lecturer, Modern Languages Unit</td>
<td>B.H., B.A., M.A., M.Phil.</td>
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<tr>
<td>Isabel Li</td>
<td>Lecturer, Modern Languages Unit</td>
<td>B.A., M.A., M.Phil.</td>
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<tr>
<td>Rosa Velázquez</td>
<td>Lecturer, Modern Languages Unit</td>
<td>B.A., M.A., M.A.Phil.</td>
</tr>
<tr>
<td>Carmen Clemente</td>
<td>Senior College Laboratory Technician, Modern Languages Unit</td>
<td>A.A.S., B.S.W., M.S.W.</td>
</tr>
<tr>
<td>Marino A. Corniel</td>
<td>College Laboratory Technician, Photography and Digital Imaging, Visual and Performing Arts Unit</td>
<td>A.A.S.</td>
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<tr>
<td>Emmanuel Díaz</td>
<td>College Laboratory Technician, Music/Piano Laboratory</td>
<td>Visual and Performing Arts Unit</td>
</tr>
<tr>
<td>Wendy Pimentel</td>
<td>CUNY Office Assistant</td>
<td>A.A., B.A.</td>
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<tr>
<td>Irma Silva</td>
<td>CUNY Office Assistant</td>
<td>A.A.</td>
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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;
- 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, who take the ESL Placement Examination and/or 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 Corequisite: ESL 01;
- ESL 025 ESL in the Content Areas II and Corequisite: ESL 026 or ESL 027
- ESL 035 ESL in the Content Areas III and Corequisite: ESL 036 or ESL 037

The courses will be phased in as follows:

- **Spring 2004:**
  - ESL 025 ESL in the Content Areas II and Corequisite: ESL 026 or ESL 027
- **Fall 2004:**
  - ESL 015 ESL in the Content Areas I and Corequisite: ESL 016

After completing the ESL sequence, students may take the CUNY reading and writing skills tests and, if passed, may proceed to ENG 1302 Expository Writing. If not passed, they must take ENG 1300 Basic Composition, and/or ENG 1396 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 Advanced level (ESL 035) must take ALL* their content courses in English.
- Once students enter Basic Composition (ENG 1300) they must take ALL* of their content courses in English.

*Students would be permitted to take courses to fulfill foreign language and literature requirements.
The ESL Intensive Program is a one-year accelerated ESL program divided into two (2) levels. This program provides context-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 1381 Intensive ESL Writing and Language Workshop I - 3 credits (9 equated/billable), 9 hours
- ESL 1383 Intensive ESL Reading and Conversation I - 2 credits (6 equated/billable), 6 hours

**Level IIA**
- ESL 1382 Intensive ESL Writing and Language Workshop II - 3 credits (9 equated/billable), 9 hours
- ESL 1384 Intensive ESL Reading and Conversation II - 2 credits (6 equated/billable), 6 hours

**Level IIB**
- ESL 1386 Intensive ESL Writing and Language - 3 credits (9 equated/billable), 9 hours
- ESL 1388 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 1381/3 and ESL 1382/4 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.
**Course Descriptions**

**English as a Second Language (ESL)**

**ESL 015 ESL in Content Areas I**
2 credits (6 equated/billable), 6 hours
Prerequisite: Placement through the ACT Skills Assessment Test
Corequisite: ESL 016
This six-hour content-based course for beginning academic ESL students utilizes subject matter from selected 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 subject matter from selected disciplines 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
Prerequisite: Placement through the ACT Skills Assessment Test
Corequisite: 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
Prerequisites: ESL 015 or ESL 1315 or ESL 1320 or by placement
Corequisites: ESL 026 or 027
This intermediate six-hour content-based ESL course utilizes subject matter from selected 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 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
Prerequisites: ESL 015 or ESL 1315 or ESL 1320 or by placement
Corequisite: 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
Prerequisites: ESL 015 or ESL 1315 or ESL 1320 or by placement
Corequisites: 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 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
Prerequisite: ESL 025 or ESL 1325 or placement into ESL 035
Corequisites: 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. (Replacing ESL 1330 Advanced ESL)

ESL 036 ESL Contemporary Issues III
1 credit, (3 equated/billable), 3 hours
Prerequisite: ESL 025 or ESL 1325 or placement into ESL 035
Corequisites: 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
Prerequisite: ESL 025 or ESL 1325 or placement into ESL 035
Corequisites: 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.

Special Workshops for Summer & Intersession Programs- ESL Intensive (ESL)

ESL 1381 Intensive ESL Writing & Language Workshop I
3 credits (9 equated/billable), 9 hours
Prerequisites: ESL 015 or ESL 1315 or placement into ESL 1325. Students must also be recommended by their ESL instructor and must pass a written exam and oral interview.
Corequisite: ESL 1383
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 1382 Intensive ESL Writing & Language Workshop II
3 credits (9 equated/billable), 9 hours
Prerequisites: ESL 015 or ESL 1315 or ESL 1320 or ESL 1381 and ESL 1383 or placement into ESL 025. Students must also be recommended by their ESL instructor and must pass a written exam and oral interview.
Corequisite: ESL 1384
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 1383 Intensive ESL Reading & Conversation I
2 credits (6 equated/billable), 6 hours
Prerequisites: ESL 015 or ESL 1315 or ESL 1320 or placement into ESL 025. Students must also be recommended by their ESL instructor and must pass a written exam and oral interview.
Corequisite: ESL 1381
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 1384 Intensive ESL Reading & Conversation II
2 credits (6 equated/billable), 6 hours
Prerequisites: ESL 015 or ESL 1320 or ESL 1381 and 1383 or placement into ESL 025. Students must also be recommended by their ESL instructor and must pass a written exam and oral interview.
Corequisite: ESL 1382
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 1386 Intensive ESL Writing & Language Workshop
3 credits (9 equated/billable), 9 hours
Prerequisites: ESL 025 or ESL 1325 or placement into ESL 035. Students must also be recommended by their ESL instructor and must pass a written exam and oral interview.
Corequisite: ESL 1388
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.

ENG 1300 Basic Composition*
3 credits (6 equated/billable), 6 hours
Prerequisite: ESL 035 or ESL 1330 or ESL 1382 or ESL 1386
Corequisite: ENG 1396 (unless exempt)
Suggested Corequisite: 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 1302 (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.

*Revised description; approval pending.
ENG 1396 Foundations of Critical Reading
1 credit (3 equated/billable), 3 hours
Prerequisite: ESL 035 or ESL 1335 or placement into ENG 1300
Corequisite: Continuation in the appropriate ESL/ENG course
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 prose, which will enable them to acquire more 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 the course deal with work study, sentence study, paragraph reading 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.

LC 100 Introduction to Linguistics
3 credits, 3 hours
Pre/Corequisites: ESL 035 and 036 or 037; ESL 1335 and 1336 or 1337; or ENG 1300 or 1301 or 1302 or 1303
This course will offer an introduction to the field of linguistics, providing students with the basis 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.

LC 101 Introduction to Contrastive Analysis: Spanish and English
Pre/Corequisites: ESL 035 and 036 or 037; ESL 1335 and 1336 or 1337; or ENG 1300 or 1301 or 1302 or 1303; 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; for forms and grammar rules; sentence construction and word order; vocabulary words and sentence meaning; and the socio-cultural linguistic conventions appropriate to various situations.

Department of Language & Cognition Faculty & Staff
Linda Watkins-Goffman, Professor and Chair, 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.
Robert Cohen, 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.
Henry Lesnick, Professor, B.A., M.A., Ph.D.
Al-Hafiz Mahmoud, Assistant Professor, B.A., M.Ed., Ed.D.
Thomas Mencher, Lecturer, B.A., M.A.
Aida Ortiz-Ruiz, Lecturer, B.A., M.A., M.Ed.
Merce Pujol, Assistant Professor, B.A., M.A., Ph.D.
Mildred Rabry, Lecturer, B.A., M.A.
Barbara Radin, Assistant Professor, B.A., M.A., Ph.D.
Vanessa Roe, Lecturer, B.A., M.A.
Kim Sanabria, Assistant Professor, B.A., M.A., Ph.D.
Minerva Santos, Assistant Professor, B.A., M.A., Ed.D.
Halima Touré, Lecturer, B.A., M.Ed., Ed.D.
Rose Johnson, CUNY Administrative Assistant.
Core Curriculum for the Associate in Arts (A.A.) for Liberal Arts & Sciences

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.

General Education 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 | ENG 1302 Expository Writing | ENG 1303 Literature and Composition | 6.0 |
| Science - One (1) sequence of courses from the following: | BIO 110 Concepts in Biology | BIO 120 Plants and Society | 4.0 |

OR

| II. BIO 210/3902 General Biology I | BIO 220/3904 General Biology II | 4.0 |

OR

| III. BIO 3906 Anatomy and Physiology I | BIO 3908 Anatomy and Physiology II | 4.0 |

OR

| IV. CHE 4002 General Chemistry | CHE 4102 General Chemistry Laboratory | CHE 4004 General Chemistry II | CHE 4104 General Chemistry Laboratory II | 3.0 |

OR

| V. ENV 4014 Environmental Science I | ENV 4016 Environmental Science II | 4.0 |

OR

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

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

B. Clusters: .................................................................18.0 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 and Human Services .........................................................3.0
HLT 6503, HLT 6507, HLT 6509, or ECE 6821

Humanities ..............................................................................6.0
HUM 3001, HUM 3021, PHI 3400 CUB 3130, CUP 3344, VPA 3552, VPA 3560, VPA 3598, VPA 3612, FRE 101,102 (1901, 1902); ITA 101, 102 (2101, 2102); SPA 222, 300 (2222, 2230); SPA 101, 102 (2201, 2202); SPA 117, 118 (2217, 2218)

Behavioral and Social Sciences ..............................................3.0

English .................................................................................3.0
Total for Cluster I ......................................................................18.0

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
FRE 101,102 (1901, 1902); ITA 101, 102 (2101, 2102); SPA 101, 102 (2201, 2202); SPA 117, 118 (2217, 2218); SPA 222, 300 (2222, 2230)*; or other literature courses in LACS and 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 transferable to other colleges.

English Elective ..........................................................................3.0
Students are free to choose any English elective being offered by the English Department. However, students are encouraged to choose out of those listed here. ENG 1342; ENG 1346, ENG 1350, ENG 1352, ENG 1354, ENG 1356,ENG 1358, ENG 1365

Humanities ................................................................................6.0
CUB 3103/04, CUB 3172, CUP 3209/10, CUP 3344, HUM 3403, HUM 3001, VPA 3502/04, VPA 3552, VPA 3582,

Behavioral and Social Sciences ..............................................3.0
Total for Cluster II .....................................................................18.0

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

Behavioral Sciences ................................................................. 9.0
Health and Human Services ................................................. 3.0
EDU 6802, ECE 6821, HLT 6503, HLT 6507, HLT 6509, HLT 6511, HLT 6518, HLT 6530, HLT 6533,
Humanities ................................................................. 6.0
CUB 3130, CUB 3124, CUP 3218; PHI 3400, FRE 101, 102 (1901, 1902); ITA 101, 102 (2101, 2102); SPA
101, 102 (2201, 2202); SPA 117, 118 (2217, 2218); SPA 222, 300 (2222, 2230)*; VPA 3502/04, VPA 3612
Total for Cluster III ............................................................ 18.0

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

Social Sciences ................................................................. 9.0
Courses to be suggested by the Department of Behavioral and Social Sciences.
Health and Human Services ............................................. 3.0
EDU 6802, ECE 6821, HLT 6503, HLT 6507, HLT 6509, HLT 6511, HLT 6518, HLT 6530, HLT 6533,
Humanities ................................................................. 6.0
CUB 3116, CUB 3124, CUP 3218, PHI 3400, FRE 101, 102 (1901, 1902), ITA 101, 102 (2101, 2102); SPA
101, 102 (2201, 2202), SPA 117, 118 (2217, 2218), SPA 222, 300 (2222, 2230)*; VPA 3502/04, VPA 3612
Total for Cluster IV ............................................................ 18.0

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.

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

Education**
EDU 6802, and any two from the following: ECE 6813, 6816, 6820
English Option I: ***See English Department
English Option II: ***See English Department

Women's Studies: **WST 1010, ENG 1356, and PSY 1040

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

*Official Articulation Agreement with Medgar Evers College.
**Official Articulation Agreement with Hunter and Lehman Colleges.
***Official Articulation Agreement with Lehman College.
Requirements for Associate in Science (A.S.) for Liberal Arts & Sciences

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1302 Expository Writing</td>
<td>3.0</td>
</tr>
<tr>
<td>ENG 1303 Literature and Composition</td>
<td>3.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>MAT 1628 Pre-Calculus</td>
<td>4.0</td>
</tr>
<tr>
<td>MAT 1642 Calculus</td>
<td>4.0</td>
</tr>
<tr>
<td>History</td>
<td></td>
</tr>
<tr>
<td>HIS 4660 or 4661 or 4663 or 4665</td>
<td>3.0</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1.0</td>
</tr>
<tr>
<td>Behavioral and Social Sciences</td>
<td>3.0</td>
</tr>
<tr>
<td>One course from the following disciplines: PSY, SOC, ANT, SSC, ECO or POL</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>3.0</td>
</tr>
<tr>
<td>One (1) course from the following disciplines: CUB, CUP, HUM or VPA</td>
<td></td>
</tr>
</tbody>
</table>

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

B. Science/ Mathematics Requirements

Select three (3) course sequences from the following:

- Biology 210 (3902) and 220 (3904);
- Biology 3906 and 3908;
- Chemistry 4002, 4004, 4102 and 4104;
- Chemistry 4033, 4034, 4133 and 4134;
- Environmental Sciences 4014/4016;
- Mathematics 1644 and 1646;
- Physics 4302, 4304, 4402 and 4404

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

C. Free Electives

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

Note: SSD 1000: Effective Fall 2003, all first-time freshmen Liberal Arts (A.A. and A.S.) must take SSD 1000, Freshmen Orientation course. For other graduation requirements, please see "Degree Programs".
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.

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

**Joint Program in Electrical Engineering**

Hostos Community College (HCC) and the City College of New York (CCNY) propose to offer an 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.
# Mathematics

**Hostos- Associate in Science Degree in Electrical Engineering Science (A.S.)**

## Hostos- First Year

### First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MAT 1642</td>
<td>Calculus I</td>
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<tr>
<td>ENG 1302</td>
<td>Composition I</td>
</tr>
<tr>
<td>CHE 4002</td>
<td>Chemistry I</td>
</tr>
<tr>
<td>CHE 4102</td>
<td>Chemistry Lab I</td>
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<tr>
<td>PSY 1032</td>
<td>General Psychology</td>
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**Subtotal**: 14.0

### Second Semester

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MAT 1644</td>
<td>Calculus II</td>
</tr>
<tr>
<td>ENG 1303</td>
<td>Literature &amp; Composition</td>
</tr>
<tr>
<td>SOC 1232</td>
<td>Intro to Sociology</td>
</tr>
<tr>
<td>MAT 1698</td>
<td>Modern Programming</td>
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<tr>
<td>Liberal Arts</td>
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<tr>
<td>ENGR 101</td>
<td>Engineering Design I</td>
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</table>

**Subtotal**: 14.0

## Hostos- Second Year

### First Semester

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MAT 1646</td>
<td>Calculus III</td>
</tr>
<tr>
<td>PHY 4502</td>
<td>Physics I</td>
</tr>
<tr>
<td>ENGR 103</td>
<td>Tool/Engineers</td>
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<tr>
<td>ENG 1340</td>
<td>Technical Writing</td>
</tr>
<tr>
<td>VPA 3612</td>
<td>Fundamentals of Public Speaking</td>
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**Subtotal**: 16.0

### Second Semester

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<tr>
<td>MAT 1742</td>
<td>Differential</td>
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<tr>
<td>ENGR 204</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 4505</td>
<td>Physics II</td>
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<tr>
<td>Liberal Arts</td>
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**Subtotal**: 16.0

**Total for A.S. Degree**: 60.0

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†Students who continue for a bachelor's degree at CCNY must complete 3 credits of history from this list: Liberal Art Elective to be taken from: HIS 4668 Ancient, Medieval, and Early Modern European History, HIS 4670 Modern European History, HIS 4680 World History to 1500, HIS 4681 Modern World History, ECO 4645 Macroeconomics, ECO 4643 Microeconomics, POL 4701 American Government, HUM 3021 Diversity and Pluralism in America, VPA 3502 Arts and Civilization I or VPA 3502 Music Appreciation.

‡†Students who complete VPA 3612 at Hostos, must take an additional three (3) credits of liberal arts at CCNY.

***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.

All first-time freshman must take SSD 1000 Freshman Orientation.

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.
### City College of New York (CCNY) - Bachelor of Engineering in Electrical Engineering (B.E./E.E.)

#### Third Year

<table>
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<tr>
<th>First Semester</th>
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<tbody>
<tr>
<td>EE 2100</td>
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<tr>
<td>EE 20500</td>
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<tr>
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<td>EE 25900</td>
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#### Fourth Year

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<td>EE 32300</td>
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<tr>
<td>EE 37100</td>
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<td>ENGR 23000</td>
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#### Fifth Year

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<tr>
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<tbody>
<tr>
<td><strong>Total Degree Credits</strong></td>
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</tr>
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</table>
Course Descriptions

Engineering

ENGR 101 Engineering Design Workshop I
1.0 credits, 3.0 hours
Prerequisite: 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 103 Analysis Tools for Engineers
2.0 credits, 2 hours
Prerequisite: 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 204 Electrical Circuits
3 credits, 3 hours
Prerequisite: 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.

Mathematics (MAT)

MAT 1604 Basic Mathematics Skills for the Science Students
1 credit, 6 hours (4.5 hours lecture/equated, 1.5 hours tutorial)
Prerequisite: ESL 015/1315 or 1320, for English sections only.
Corequisite: 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 will be scheduled for 1½ hours of tutoring each week 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)
Prerequisites: ESL 015/1315 or 1320, for English sections only. MAT 1604 or equivalent course, OR placement through the CUNY Mathematics Skills Assessment Test.
Corequisite: 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 1½ hours 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)
Prerequisites: ESL 015/1315 or 1320, for English sections only. MAT 1604 or equivalent course, OR placement through the CUNY Mathematics Skills Assessment Test.
Corequisite: 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 1½ hours 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)
Prerequisites: ESL 015/1315 or 1320, for English sections only. MAT 1622 or equivalent course, OR placement through the CUNY Mathematics Skills Assessment Test.
Corequisite: ESL 025 or above, for English sections only.
This course provides basic skills in intermediate algebra. Topics: systems 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 1½ hours of tutoring each week at the Hostos Academic Learning Center.

MAT 1628 Precalculus
4 credits, 4.5 hours
Prerequisite: ESL 025/1325, for English sections only. MAT 1624 or equivalent course, OR placement through the CUNY Mathematics Skills Assessment Test.
Corequisite: 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. ** (Formerly College Algebra)
MAT 1632 Introduction to College Mathematics I
3 credits, 3 hours
Prerequisites: ESL 025/1325 for English sections only. MAT 1612 or MAT 1622, or equivalent course, OR placement through the CUNY Mathematics Skills Assessment Test.
Corequisite: ESL 035
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
Prerequisites: ESL 025/1325; MAT 1612 or MAT 1622, or equivalent course, OR placement through the CUNY Mathematics Skills Assessment Test.
Corequisite: ESL 035
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
Prerequisites: ESL 0251325; MAT 1628 or equivalent course, OR placement through the CUNY Mathematics Skills Assessment Test.
Corequisite: 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
Prerequisites: ESL 025/1325; MAT 1642 or equivalent course, OR passing a Comprehensive Exam on Calculus I.
Corequisite: 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
Prerequisites: ESL 025/1325; MAT 1644 or equivalent course, OR passing a Comprehensive Exam on Calculus II.
Corequisite: 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 1648 Modern Programming
3 credits, 3 hours
Prerequisite: ESL 025/1325; MAT 1624 or equivalent course.
Corequisite: 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 1682 Introduction to Probability & Statistics
3 credits, 4.5 hours
Prerequisites: ESL 025/1325; MAT 1612 or MAT 1622, or equivalent course, OR placement through the CUNY Mathematics Skills Assessment Test.
Corequisite: ESL 035
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
Prerequisites: ESL 035/1330/35; MAT 1612 or MAT 1622, or equivalent course, OR placement through the CUNY Mathematics Skills Assessment Test.
Corequisite: ENG 1300 or 1301
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, 4.5 hours
Prerequisite: ESL 025/1325; MAT 1622 or equivalent course.
Corequisite: ENG 1300 or 1301 or ESL 1335
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
Prerequisite: ESL 025/1325; MAT 1624 or equivalent course.
Corequisite: 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, 4.5 hours
Prerequisites: ESL 025/1325; MAT 1642 or equivalent course.
Corequisite: 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  
Prerequisite: ESL 025/1325; MAT 1634 or passing a qualifying exam  
Corequisite: 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  
Prerequisites: ESL 025/1325; MAT 1644 or passing a comprehensive Calculus II Test  
Corequisite: 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.

**Special Workshops for Summer & Intersession Programs**

**MAT 1601 Basic Mathematics Skills Workshop for Advanced Placement**
0 credits (1 equated/billable), 45 hours  
This accelerated course, taught in a workshop mode of instruction, has been developed for students who have attained a level of achievement below 80% in MAT 1604. This workshop hones and upgrades unsuccessful students' basic mathematics skills that are essential to their success in subsequent mathematics and science courses. Topics discussed are whole numbers, fractions, decimals, scientific notations, ratios, proportions, percents, Metric and English systems of measurements.

**MAT 1602 Basic Mathematics Skills Workshop for Repeaters**
0 credits (1 equated/billable), 48 hours  
This accelerated course, taught in a workshop mode of instruction, has been developed for students who have attained a level of achievement below 80% in MAT 1604. This workshop hones and upgrades unsuccessful students' basic mathematics skills that are essential to their success in subsequent mathematics and science courses. Topics discussed are whole numbers, fractions, decimals, scientific notations, ratios, proportions, percents, Metric and English systems of measurements.

**MAT 1620 Elementary Algebra Skills Workshop for Repeaters**
0 credit (1 equated/billable), 45 hours  
This accelerated course, taught in a workshop mode of instruction, has been developed for students who have attained a level of achievement below 80% in MAT 1622. This workshop hones and upgrades unsuccessful students' elementary algebra skills that are essential to their success in subsequent science and more advanced mathematics courses. Topics: operations with real numbers, polynomials, powers with integral exponents, solving linear and quadratic equations, and graphic and algebraic methods of solving simultaneous linear equations.

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

**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.*

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**Mathematics Faculty & Staff**

Daniel Maysonet, Professor and Chairperson, B.A., M.A., M.S., Ed.D.
Nieves Angulo, Assistant Professor, B.A., M.A., M.S., Ed.D.
William Baker, Assistant Professor, B.A., M.A., Ph.D.
Terence Brenner, Associate Professor, B.A., M.A., Ph.D.
Humberto Cañate, Associate Professor, B.S., M.A., Ed.D.
Bronislaw Czarnocha, Assistant Professor, M.A., Ph.D.
Isaías DeJesus, Assistant Professor, B.A., M.A.
Aníbal Galiana, Lecturer, B.A., M.A.
Thomas J. Joyce, Assistant Professor, B.A., M.A.
Violeta Menil, Assistant Professor, B.S.E., M.A., M.S, Ph.D.
Loreto Porte de Pérez, Professor, B.A., M.S., M.A., Ed.D.
John Randall, Lecturer, B.S., M.A.
Shiyuan Wei, Assistant Professor, B.S., M.S., Ph.D.
Héctor Martinez, CLT, A.A.S., B.S., M.A.
Fidelia Okolo, CUNY Office Assistant, N.C.E.
Maritza Polanco, College Assistant, A.A., B.A.
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 3904 if taken prior to Spring 2005; Anatomy and Physiology (BIO 3906 and 3908); General Chemistry (CHE 4002/4102 and 4004/4104); 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.

Requirements for an 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 two first years of study required to major or minor in these fields at the senior college level. See Liberal Arts Core Curriculum for specific course requirements.

A. General Education Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td></td>
</tr>
<tr>
<td>ENG 1302 Expository Writing</td>
<td>3.0</td>
</tr>
<tr>
<td>ENG 1303 Literature and Composition</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
</tr>
<tr>
<td>MAT 1628 Pre-Calculus</td>
<td>4.0</td>
</tr>
<tr>
<td>MAT 1642 Calculus</td>
<td>4.0</td>
</tr>
<tr>
<td><strong>History</strong></td>
<td></td>
</tr>
<tr>
<td>HIS 4660 or 4661 or 4663 or 4665</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Behavioral and Social Sciences</strong></td>
<td>3.0</td>
</tr>
<tr>
<td>One course from the following disciplines: PSY, SOC, ANT, SSC, ECO or POL</td>
<td></td>
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<tr>
<td><strong>Humanities</strong></td>
<td></td>
</tr>
<tr>
<td>One (1) course from the following disciplines: CUB, CUP, HUM or VPA</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Total General Education Requirements ........................................24.0
B. **Science/ Mathematics Requirements**

Select three (3) course sequences from the following:

- Biology 210 (3902) and 220 (3904);
- Biology 3906 and 3908;
- Chemistry 4002, 4004, 4102 and 4104;
- Chemistry 4033, 4034, 4133 and 4134;
- Environmental Sciences 4014/4018;
- Mathematics 1644 and 1646;
- Physics 4302, 4304, 4402 and 4404

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

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

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

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**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**

- BIO 3906 .... Anatomy & Physiology I ................................................. 4.0
- BIO 3908 .... Anatomy & Physiology II ........................................... 4.0
- BIO 3909 .... Anatomy & Physiology I for Dental Hygiene Students .... 4.0
- BIO 3910 .... Anatomy & Physiology II for Dental Hygiene Students .... 4.0
- BIO 3912 .... Microbiology ............................................................. 4.0

**Physical Sciences**

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.
Biology (BIO)

BIO 110 Concepts in Biology
4 credits, 3-hr lecture, 2 hr. lab
Pre/corequisites if taught in English: ENG 1300 or ENG 1301
Pre/corequisites if taught in Spanish: SPA 2222 or 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, osmosis, types of plant and animal tissues; molecular biology and evolution. The laboratory illustrates the concepts discussed in the lecture. This course is for non-science major students.

BIO 120 Plants and Society
4 credits, 3-hr lecture, 2 hr. lab
Pre/corequisites if taught in English: ENG 1300 or ENG 1301
Pre/corequisites if taught in Spanish: SPA 2222 or SPA 222
This course introduces students to the world of plants and their vital role in human life. The student will learn about plant morphology; how plants reproduce; and how they obtain energy in order to survive. The important role of plants in human society as sources of food, medicine, fiber and fuel will be discussed.

BIO 210 General Biology I (formerly 3902)
4 credits, 3-hr lecture/3 hr. lab
Pre/corequisites: ENG 1300 or ENG 1301; 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, and gene expression. Offered in English.

BIO 220 General Biology II (formerly 3904)
4 credits, 3-hr lecture/3-hr. lab
Prerequisite: BIO 3902 or 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 3906 Anatomy & Physiology I
4 credits, 3-hr. lecture/3-hr. lab
Corequisites: ENG 1300/01 or ESL 1330/35; MAT 1604
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 3908 Anatomy & Physiology II
4 credits, 3-hr. lecture/3-hr. lab
Prerequisite: BIO 3906
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 3909 Anatomy & Physiology I for Dental Hygiene Students
4 credits, 3-hr. lecture/3-hr. lab
Corequisites: CHE 4012; DEN 5302; DEN 5303
The Dental Hygiene student will demonstrate knowledge of the application of the scientific method, the organization of the body, and the structure and function of the cell. The student will demonstrate a knowledge of fertilization and its correlation to the phenomenon of reproduction. In addition, the student will describe the embryological stages up to the development of the three (3) basic germ layers and the subsequent establishment of the four basic tissue types. Finally, the student will demonstrate a knowledge of general histology. Offered in English only.

BIO 3910 Anatomy & Physiology II for Dental Hygiene Students
4 credits, 3-hr. lecture/3-hr. lab
Prerequisite: BIO 3909
The student will study and describe the structures and function of the urinary, respiratory, digestive, endocrine, nervous, and reproductive systems. Offered in English only.

BIO 3912 Microbiology
4 credits, 3-hr. lecture/3-hr. lab
Prerequisite: BIO 3904 or 3908
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.
Chemistry (CHE)

CHE 4000 Fundamentals of Chemistry
2 credits, 5 hours
Prerequisites: MAT 1622 or equivalent and ESL 1330/35, or ENG 1300 or ENG 1301 or higher, or permission from the Physical Sciences Unit Coordinator.
Corequisites: MAT 1624 or equivalent, or permission from the Physical Sciences Unit Coordinator.
The student will solve problems requiring the interconversion of units of length, weight, and capacity from the English to the metric system. The student will also explain the basic principles of atomic structure, periodicity and chemical bonding, and solve simple problems related to chemical stoichiometry, the gas laws and composition of solutions. This course offers five hours of lecture supported by demonstrations. Offered in English only.

CHE 4002 General Chemistry I - Lecture
3 credits, 3-hr. lecture/1-hr. recitation
Prerequisites: CHE 4000 or permission from Physical Sciences Unit Coordinator, MAT 1624 or equivalent, and ESL 1330/35 or ENG 1300 or ENG 1301 or higher, or permission from Physical Sciences Unit Coordinator.
Corequisites: CHE 4102 and MAT 1628 or equivalent, or permission from Physical Sciences Unit Coordinator.
The student will analyze data and solve problems related to the principles of modern atomic theory, stoichiometry, gas laws, chemical bonding, thermodynamics, solutions and equilibrium. Offered in English only.

CHE 4004 General Chemistry II - Lecture
3 credits, 3-hr. lecture/1-hr. recitation
Prerequisite: CHE 4002/4102
Corequisite: CHE 4104
The student will explain concepts and solve problems related to chemical kinetics, ionic equilibria in aqueous solution, properties of solutions, oxidation-reduction reactions, electrochemistry, covalent bonding and molecular structure, classes of organic and biochemical compounds, and nuclear chemistry. Offered in English only.

CHE 4002 General Chemistry I - Lab
1 credit, 3 hours
Corequisite: CHE 4002
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 4004 General Chemistry II - Lab
1 credit, 3 hours
Prerequisite: CHE 4002/4102
Corequisite: CHE 4004
The student will learn basic laboratory techniques and procedures related to the chemistry of ionic reactions. Offered in English only.

CHE 4012 Introduction to Chemistry (2 excess hours)
4 credits, 3-hr. lecture/1-hr. recitation/2-hr. lab
Prerequisite: MAT 1604 or satisfactory performance on math skills test.
Corequisite: 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 4012 and CHE 4019. Offered in English only.

CHE 4018 Principles of Organic Chemistry
2 credits, 2-hr. lecture
Prerequisite: CHE 4012
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 4019 Introduction to Biological Chemistry
4 credits, 3-hr. lecture/1-hr. recitation/2-hr. lab
Prerequisite: MAT 1604 or equivalent
Corequisite: MAT 1622 or equivalent
A study of basic chemical principles including atomic theory, chemical bonding, the gas laws and solutions, and their application to the biological concepts related to structure and metabolism of proteins, carbohydrates, lipids, nucleic acids, vitamins, and hormones. Satisfactory completion of CHE 4012 and CHE 4018 exempts students from this course. No student may receive credit for both CHE 4012 and CHE 4019. Offered in English only.

*CHE 4033 Essentials Of General Chemistry - Lecture
3 credits, 3-hr. lecture/1-hr. recitation
Prerequisites: CHE 4000, MAT 1628, ENG 1300/01 or permission from Unit Coordinator (if math placement is MAT 1628 or higher)
Corequisite: CHE 4103
The student will learn essential facts and work problems related to inorganic chemistry. Offered in English only.
Natural Sciences

*CHE 4133 Essentials Of General Chemistry - Laboratory
1 credit, 3 hours
Prerequisites: CHE 4000, MAT 1628, ENG 1300/01, or permission from Unit Coordinator (if math placement is MAT 1628 or higher)
Corequisite: CHE 4033
Students will perform experiments illustrating fundamental laboratory procedures and techniques used in inorganic chemistry. Laboratory course for CHE 4033. Offered in English only.

*CHE 4034 Essentials Of Organic Chemistry - Lecture
3 credits, 3-hr. lecture/1-hr. recitation
Prerequisites: CHE 4033/4133
Corequisite: CHE 4134
The student will learn the essentials, principles, and theories related to organic chemistry. Offered in English only.

*CHE 4134 Essentials Of Organic Chemistry - Laboratory
1 credit, 3 hours
Prerequisite: CHE 4033/4133
Corequisite: CHE 4034
Students will perform experiments illustrating fundamental laboratory procedures and techniques used in organic chemistry. Laboratory course for CHE 4034. Offered in English only.

Physics (PHY)

*PHY 4302 Physics I
3 credits, 3-hr. lecture/1-hr. recitation
Prerequisite: MAT 1642
Corequisite: MAT 1644
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 4402 Physics I - Laboratory
1 credit, 3 hours
Prerequisite: MAT 1622
Corequisite: MAT 1624
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.

*PHY 4304 Physics II
3 credits, 3-hr. lecture/1-hr. recitation
Prerequisite: 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
Prerequisite: MAT 1644
Corequisite: MAT 1646
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
Prerequisite: MAT 1644; PHY 4502
Corequisite: 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.
**Environmental Science (ENV)**

**ENV 4014 Environmental Science I**

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 4016 Environmental Science II**

4 credits, 3-hr. lecture/2-hr. lab
Prerequisite: 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.

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

**Natural Sciences Faculty & Staff**

Victor De León, Professor, Biology, and Departmental Chairperson, B.S., M.A., Ph.D.
John Gillen, Assistant Professor and Coordinator, Biology, B.A., M.A., Ph.D.
Amanda Bernal-Carlo, Professor, Biology, B.A., M.S., Ph.D.
Flor M. Henderson, Assistant Professor, Biology, B.S., 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.
Franklin Campbell, College Laboratory Technician, Physical Sciences, B.S., M.S.
Linda Scott, CUNY Administrative Assistant, Natural Sciences, A.A.
Vicki Carbonell, College Laboratory Technician, Biology
Academic Integrity

Introduction

Hostos Community College believes that developing students' abilities to think through issues and problems by themselves is central to the educational process. As the Hostos degree signifies that the student knows the material s/he has studied, and the practice of academic dishonesty results in grades or scores that do not reflect how much or how well the student has learned, understood, or mastered the material, the college will investigate any form of academic dishonesty brought to its attention. If the charge of academic dishonesty is proved, the college will impose sanctions according to procedures explained in Section III. The three most common forms of academic dishonesty are cheating, plagiarism, and bribery.

Cheating

In the collegiate setting, cheating is defined as the purposeful misrepresentation of the work of another as one's own. Faculty and students alike are responsible for upholding the integrity of this institution by not participating either directly or indirectly in acts of cheating, and by discouraging others from doing so.

Examples of cheating include, but are not limited to, the following:
1. Copying an examination or assignment that will be submitted as an individual's own work.
2. Procuring and distributing answers to examinations in advance.
3. Unauthorized collaboration on work submitted as one's own.
4. Using unauthorized notes, books, or other materials during an examination.
5. Having another person take an examination or write a paper that will be submitted as one's own.
6. Submitting work for which credit has previously been received in another course without the knowledge or consent of the instructor.

Plagiarism

Plagiarism is a form of cheating that occurs when persons, even if unintentionally, fail to acknowledge appropriately the sources for the ideas, language, concepts, inventions, etc., referred to in their own work. Thus, any attempt to claim another's intellectual or artistic work as one's own constitutes an act of plagiarism.

Instances of plagiarism include, but are not limited to, the following:
1. Quoting and/or paraphrasing the work(s) of others without giving credit to the original author(s).
2. Incorporating the ideas of another into one's work without acknowledging and/or documenting the source(s).

Bribery

In the collegiate setting, bribery involves the offering, promising, or giving of items of value, such as money or gifts, to a person in a position of authority, such as a teacher, administrator, or staff member, so as to influence his or her judgment or conduct in favor of the student. The offering of sexual favors in exchange for a grade, test score, or other academic favor, shall be considered attempted bribery. The matter of sexual favors, either requested or offered, in exchange for a grade, test score, or other academic favor shall also be handled per the Sexual Harassment procedures of the college, as explained in the College Catalog and Student Handbook.

In the context of academic integrity, bribery includes, but is not limited to, the following:
1. Procuring and distributing answers to examinations, in advance, in exchange for a favor.
2. Offering items of value in exchange for an academic favor.
Faculty, Proctor, and Student Responsibility

In order not to compromise either the educational process or the integrity of the degree, faculty, proctors, and students are required to maintain, uphold, and enforce the College's policy on academic integrity.

Faculty and Proctor Responsibility
1. Faculty are responsible for informing students of the Academic Integrity Policy of Hostos Community College at the beginning of each semester.
2. At all times, faculty (or proctors) must protect this policy within the scope of their responsibility.
3. Faculty accused of violating this policy may be subject to the provision of Article 7 (Academic Due Process) of the CUNY By-laws.
4. All other proctors accused of violating this policy may be subject to disciplinary procedures.

Student Responsibility
1. All students' work shall be the result of their own efforts.
2. Students are required to appropriately identify direct quotations and paraphrased opinions and ideas when they are incorporated into the writing of papers, examinations, class projects, etc.
3. Students shall follow the directions of the course instructor or course proctor regarding permissible materials in the classroom at the time of examinations.
4. Students are responsible for checking with the course instructor or test proctor regarding the use of computer software materials or a calculator in the production of written work.
5. No student shall give or receive any assistance or communicate in any way with another student while an examination is in progress.
6. No student shall attempt to obtain or disseminate the content of any examination prior to its distribution by the proctor.
7. Except as directed by the instructor, students enrolled in laboratory courses shall complete all observations, projects, and reports solely on their processing of the experiment, materials, or demonstration.
8. No student shall submit the same work, to more than one instructor, without the prior approval of the course instructor.

Procedure for Addressing Violations of Academic Integrity

A student suspected by an instructor of violating the College's standards of academic integrity shall receive written notification from the instructor, except in the following cases:

In the case of a violation noticed after the exam, during a marking or cross-reading session, the matter will be referred to the department chairperson or the chief coordinator of the cross-reading process, who will so inform the student.

In the case of the CUNY Skills Assessment Math and Reading Retests, the matter will be referred by the instructor/proctor to the Assessment Officer, who will so inform the student.

The letter from the instructor, chairperson, chief coordinator, or Assessment Officer must include the specific infraction, clear information to support the claim, the recommended sanction, and a statement of the appeals procedure. The letter, which will be written in both Spanish and English, must be sent within ten school days of the suspected infraction. A copy of the letter must be sent to the chairperson of the department in which the course is offered, the Vice President for Faculty and Academic Affairs, and the Vice President for Student Development and Enrollment Management.

The Vice President for Student Development and Enrollment Management or designee will review the contents of the letter with the student.
Policies & Procedures

If the student denies or rejects the charge and/or sanction, s/he shall submit a written appeal within ten school days, requesting a review by the appropriate department chairperson. The department chairperson shall, after consultation with the Vice President for Faculty and Academic Affairs and the Vice President for Student Development and Enrollment Management (or their designees), and on convincing evidence, make a determination and specify a sanction. The student shall be notified of the chairperson's decision within ten school days. Copies of this letter shall be sent to the Vice President for Faculty and Academic Affairs, the Vice President for Student Development and Enrollment Management, and instructor/chief coordinator/Assessment Officer. Failure of the student to initiate this appeals process as indicated shall constitute an acceptance of the charge and sanction as specified by the course instructor or Assessment Officer.

If the student is dissatisfied with the finding of the chairperson, s/he may appeal the case within ten school days to the Academic Standards Committee of the Senate. The Academic Standards Committee shall refer the case to its Sub-Committee on Academic Ethics for adjudication.

If a determination is made that academic dishonesty was committed, the Sub-Committee will decide upon a sanction, which may or may not be the same as that recommended or specified by the instructor/Assessment Officer/chairperson. The Vice President for Student Development and Enrollment Management or designee must then inform the student of the Sub-Committee's decision by registered mail within ten school days. A copy of this notice will be placed in the student's file in the Registrar's Office for a period of two semesters or until the student graduates, whichever comes first, except in the case of a student about to graduate. In this case, the student will not be allowed to receive the degree until the matter has been resolved.

The term "school days" as used in this statement refers to all days other than Sundays and other holidays when faculty are under contractual obligation—that is, the period from August 30th up to and including the day of commencement. Thus, a case can continue during the winter intersession, but a case that is not completed by the day of commencement will resume on the first day of the fall semester.

If a student is found to be in violation of the Academic Integrity Policy on a second occasion, the student shall be subject to disciplinary charges per the CUNY Board of Trustees By-laws (Article XV, Sections 15.3 -15.5). The disciplinary process may lead to suspension or dismissal from the college.

Academic Policies & Procedures

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>Grade</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79%</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69%</td>
</tr>
<tr>
<td>F</td>
<td>below 60%</td>
</tr>
</tbody>
</table>

Other Grades

AUD - Audit Policy:

Matriculated and non-degree students may audit a course on a seat available basis. Students are cautioned to consider the affect of auditing a class that is required for their major or is a pre/corequisite of another course. Consult with your Academic Advisor. This policy went into effect Fall 2004.

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 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 reasonable expectation that the student can, in fact, successfully complete the requirements of the course.

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:
   a. Satisfactory attendance record;
   b. Satisfactory completion of in-class and homework assignments;
   c. 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 ENG 1300 or ENG 1301, which may be given twice. A grade of "R" will be recorded for ENG 1306 until proficiency is met. Students who take ENG 1399 Spring 2003 and thereafter may receive an "R" grade twice.

P - Passing
A grade assigned to SSD 1000 (College Orientation), ENG 1306 (Developmental English Workshop), and Repeater Workshops in ESL, Math, and Spanish, as well as Preparatory Freshman Workshops in ESL, Math, and Spanish.

F - Grade Policy
"#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;
Policies & Procedures

• 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.

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.

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, and Appeals Process

Students who fail to achieve the required academic standards, as specified below, will be placed on probation for one semester. Students on probation who fail to achieve the required standards at the end of the spring semester will be dismissed from the University.

Students who are dismissed may inquire about the appeal process with the Office of the Dean of Students. Members of the College Academic Standards Committee review appeals.
Policies & Procedures

Academic Standards

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 or billable equivalent credits attempted:

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Minimum Cumulative GPA (Index)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00-12.5</td>
<td>1.50</td>
</tr>
<tr>
<td>13-24.5</td>
<td>1.75</td>
</tr>
<tr>
<td>25-upward</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Limited Probation

The Academic Standards and Awards Committee will determine the maximum number of credits for which a student, whose appeal has been granted, will be allowed to register on the basis of the student's academic record.

Automatic Denial

Students who have opted to use the appeal process, but for whom the Committee has determined no probability of meeting minimum GPA standards are to be denied probation extensions.

Readmission Standard

Students dismissed under automatic denial, who have been readmitted after a minimum of one (1) semester of non-attendance, will be allowed two (2) semesters to meet minimum GPA retention standards.

Annual Review

All probationary students' records will be evaluated at the end of the Spring semester. Those not meeting minimum GPA standards will be dismissed.

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, 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.

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.
Policies & Procedures

Professor Linda Anderson is the College affirmative action officer, and is coordinator for Title IX, the Age Discrimination Act, the American with Disabilities Act and Section 504. She also serves as the sexual harassment liaison to the Sexual Harassment Panel. Her office is located in: 475 Grand Concourse, Room A-318. Her phone number is (718) 518-4284.

Professor Michael Stimola is the College Director of Services for Students with Disabilities and has been designated to coordinate the College’s continuing efforts to ensure access and non-discrimination for students with disabilities. His office is located in the Savoy Building, Room D-101P, and his phone number is (718) 518-4454.

These policies govern all terms and conditions of employment as well as student admissions, access to programs and services, and the administration of educational policies that apply to applicants, employees, and all students.

Policy Statement Concerning AIDS

The City University of New York, Board of Trustees

Minutes of Proceedings, March 21, 1988

In response to the AIDS epidemic, The City University will foster education, awareness, and compassion. The University will address its resources and its efforts to tasks that include:

• educating the University community about AIDS and related issues;
• providing information on transmission and risk reduction to prevent further spread of the disease;
• facilitating access to proper medical, administrative, counseling, and other assistance;
• identifying those educational and work situations where special precautions may be advisable;
• encouraging research on AIDS and its related issues;
• lessening the fears and the unwarranted reactions associated with the disease, towards those who have it, and those who may be at risk.

The University believes that since there is currently no available cure for AIDS or treatment to inhibit the AIDS virus, preventive education is of paramount importance. The University also believes that as AIDS education increases, misinformation about the disease and its transmission, and unwarranted reactions to it will decrease.

Statement of Principles

University policy is based on the consensus of medical authorities that AIDS is not readily communicable. It is also based on the opinion of legal counsel that various Federal and State anti-discrimination laws pertain to AIDS victims and to persons perceived as such. Consistent with these underlying medical and legal premises, it is University policy that each AIDS-related problem be addressed individually, with a focus on the medical facts involved and with due regard to issues of privacy and confidentiality. The answers given in these guidelines are meant as a framework from which can be developed specific responses to individual cases.

The University’s guidelines are further based on recommendations issued by the U.S. Public Health Service, the Centers for Disease Control (CDC), and the New York State and City Departments of Health. As those recommendations may be modified or expanded, the University will review and, where appropriate, revise these guidelines.

Within that context, the University has formulated the following questions and answers regarding these policy issues.

Student Concerns

1. What will the University do if a student has, or suspects he or she has AIDS?
   If a student is uncertain of his or her medical condition and seeks help, the University will offer to refer the student for a medical evaluation, including counseling and further medical follow-up if appropriate. This referral will be made on a confidential basis. With the concurrence of his or her physician, a student with AIDS will be permitted to continue regular classroom attendance at the University.

2. How will the University respond to complaints of discrimination or harassment against students with AIDS, or students who simply are perceived to be in high-risk groups?
   The University will respond to any conflict or harassment first by informal means, counseling and educating the individuals involved. However, if harassment continues, such conduct may be dealt with as a disciplinary matter under established University procedures, with due regard to privacy concerns.

3. How will the University respond to students who wish to change class schedules because a person in their class has AIDS?
Concern about casual transmission of AIDS is not supported by medical evidence. A concern that a professor or classmate has, or is believed to have, AIDS will not be considered a legitimate reason for a student's dropping a course, requesting a section reassignment, or making other program changes. The University's response to concerns of this nature will be to provide AIDS education and appropriate counseling to those involved.

4. What guidelines will be followed for students working in hospital settings pursuant to University-hospital affiliations, or in campus clinics?

The University and its students will abide by the hospitals' established policies and procedures for employees and staff regarding the care of patients with AIDS and the treatment of employees with AIDS. The University clinics will follow the CDC guidelines with respect to AIDS and will modify established policies and procedures if those guidelines are changed.

5. Are student medical records confidential?

Medical records are confidential and may not be released without the student's consent, except as otherwise required by law. Persons working in offices where such information is kept will be made aware of this policy and that sanctions will be imposed for improperly divulging confidential information.

6. Will students be routinely tested for HIV antibodies?

No. The CDC guidelines do not recommend such routine testing.

Personnel Concerns

1. What will the University do if a professor or employee has, or suspects he or she has AIDS?

If a professor or employee is uncertain of his or her medical condition and seeks help, the University will offer to refer the professor or employee for a medical evaluation, including counseling and further medical follow-up if appropriate. This referral will be made on a confidential basis.

If a professor or employee has AIDS, it will be treated in accordance with established personnel policies and guidelines, as any other illness is treated. For example, if a professor is unable to teach a class, arrangements will be made for others to teach the class. If a professor is totally unable to carry out assigned duties, he or she can be placed on temporary disability leave or, if eligible, long-term disability leave.

2. What will happen if a supervisor knows or suspects an employee has AIDS and needs medical attention and/or counseling?

All decisions will be made case-by-case, based on the medical and other facts of each situation and with due regard to issues of privacy and confidentiality. Where appropriate, the University will offer to make confidential medical or counseling referrals.

3. How will the University respond to requests for transfers or changes in working conditions based on concerns about AIDS?

Concern about casual transmission of AIDS is not supported by medical evidence. A concern that a colleague or co-worker has, or is believed to have, AIDS will not be considered a legitimate reason for requiring transfers or making other changes in working conditions. The University's response to concerns of this nature will be to provide AIDS education and appropriate counseling to those involved.

4. What if an employee (or a student) working in a food service has, or is suspected of having, AIDS?

According to the CDC, no instances of foodborne AIDS transmission have been documented. Consistent with the CDC guidelines, University employees infected with HIV will not be restricted from work unless they have evidence of other infections or illnesses for which any food service worker must be restricted. The CDC advises that all food service workers should follow existing recommended standards and practices of good personal hygiene and food sanitation, and should exercise care to avoid injury to hands when preparing food.

5. What about concerns by employees engaged in cleaning activities?

Employees working in areas where exposure to body fluids or blood spills are likely should follow relevant CDC guidelines. The CDC recommends that individuals cleaning up such spills should wear disposable gloves, and that any objects or surfaces exposed to blood or body fluids be cleaned with detergent followed by an EPA-approved hospital disinfectant or a freshly prepared solution of household bleach diluted 1:10 in water.

6. What about concerns regarding children in the University-supported Child Care Centers?

The CDC has no reported cases of AIDS transmission in school or day care settings. Guidelines issued by the CDC, however, do recognize a minimal, potential risk of transmission by preschool children who do not have control over behavior or bodily functions. Because of the slight risk, the University will provide training for its employees in the day care centers to understand AIDS, and to ensure necessary precautions are taken.

If a child enrolled in a University day care center is diagnosed as having AIDS or has a positive HIV test result, the case will be handled in accordance with the CDC guidelines and guidelines from the New York State Department of Health, based on the child's medical condition.
Policies & Procedures

7. Are employee medical records confidential?
   Medical records are confidential and may not be released without the employee's consent, except as otherwise required by law. Persons working in offices where such information is kept will be made aware of this policy and that sanctions will be imposed for improperly divulging confidential information.

8. Will employees be routinely tested for HIV antibodies?
   No. The CDC guidelines do not recommend such routine testing.

Policy on Computer & Email Use

Hostos Community College encourages students to use computers, telephones, Email and the Internet that are available on campus for the purpose of facilitating learning and communication. Students are reminded that the systems are College property and students are expected to use computers, email and the Internet in a responsible manner.

Access to email is a privilege and certain responsibilities accompany that privilege. Users of email are expected to be ethical and responsible in their use. Access to College email is governed by two principles: (1) compliance with policies on appropriate use of College resources and facilities and (2) providing services only to College persons or affiliates, thus avoiding inappropriate competition with commercial providers of email services. Electronic mail is subject to all the same laws, policies, and practices that apply to other forms of communication. The College has the right to access and disclose the contents of a user's email messages as required by legal and audit purposes, and for legitimate College operational purposes.

These guidelines have been established to: (1) ensure that all Hostos Community College students fully understand their responsibilities as authorized Internet and email users, (2) to safeguard electronic mail transmissions among authorized email users, and (3) to be consistent with existing policies governing other forms of communication on campus. Each student is responsible for the proper use of his or her account and any activity conducted with it. This includes choosing safe passwords, protecting them, and ensuring that file protections are set correctly. Users should be aware that system administrators conduct periodic security checks of University systems.

*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.

Guidelines for General Use

Network etiquette is a protocol for human communication over a computer network. As with all human communication, the actions of one user can affect many other users. Student shall abide by the accepted rules of network etiquette, which include, but are not limited to:

- Be polite and use appropriate language.
- Do not reveal your personal login or those of students or colleagues.
- Keep your account password private and log off after each use.
- Do not use the network to disrupt its use by other users.

As a responsible user of College email, please review and follow the guidelines below.

A. Protecting your email account
   1. All accounts assigned to users are not transferable. If you are not an authorized user of an account, you are not permitted to use it at all.
   2. Electronic mail must be kept as private as possible. Your user name and password must not be given to another party.
   3. If a user has a very easy password that anyone can guess, he or she will be required to decide on a secure password during his or her next login process.
   4. Email accounts should be checked regularly and old messages deleted.
   5. No email may be sent or forwarded through the College system for illegal purposes.
   6. You may not use or try to use a false identity.
   7. Attempts to read another persons' electronic mail will be treated with the utmost seriousness. (The College and its administrators of central email systems will not read mail unless necessary in the course of their duties.)
   8. You must not use nor encourage bothersome email or other on-line messages such as chain letters, obscene, harassing, or other uninvited messages.
   9. Use only those electronic resources authorized by the College and use them in the manner and extent of that authorization.

B. Responsible use of electronic communication systems
   1. You may not use email to send copies of documents in violation of copyright laws.
2. Use of University systems for commercial purposes, except where explicitly approved, is strictly prohibited. Such prohibited uses include, but are not limited to, development of programs, data processing or computations for commercial use, and preparation and presentation of advertising material.

3. Email networks shall not be used to solicit outside business ventures, organizational campaigns, political, or religious causes.

4. The computer and email shall not be used to abuse student, faculty, staff, computer personnel or other users.

5. Use of profanity and other forms of lewd communications are not accepted from anyone in the College community.

6. Students are prohibited from accessing, distributing, or publishing, through College communication systems, trade secrets or proprietary information of the College without authorization.

7. Students are prohibited from downloading, viewing, transmitting, and/or possessing pornographic, profane, sexually explicit or racially offensive materials from college equipment or systems.

8. College email services shall not be used for purposes (such as chain letters, "spam", "letter-bomb") that could reasonably be expected to cause, directly or indirectly, a strain on any computing system.

9. The College electronic network shall not be used to break into confidential files or otherwise abuse the privilege of computer access.

10. Interfering with another person's use of computing, or attempting to gain unauthorized access to network systems, is a violation of applicable laws and is strictly prohibited.

C. Appropriate use of College computer network and facilities

1. I.D. must be shown to enter and use computer labs.

2. Visitors are not permitted to use the computer facilities.

3. Frivolous, disruptive, or inconsiderate conduct in computer labs is not permitted.

4. Computer hardware must not be abused or mishandled in any way.

5. Computer hardware cannot be removed from its location at any time.

6. You may not destroy or damage equipment, software or data.

D. Regulating the use of Email accounts: All students must comply with the Hostos Community College policies and procedures regarding use of computers. The College reserves the right to take the following actions to protect the rights of members of the College community and, in situations when a student fails to adhere to the guidelines set forth in this document.

1. Students found to be in violation of policies regarding use of electronic mail systems are subject to disciplinary action, which may result in the termination of student email privileges and other disciplinary actions. Serious violations will be referred directly to appropriate authorities.

2. Minor infractions, when accidental, may be resolved informally by the unit administering the account or network.

3. Repeated minor infractions or serious misconduct may result in temporary loss of computer and/or email account privileges. Offenders will be referred to appropriate college office for further action.

4. Attempts to access and/or read private, confidential or protected files will be treated with the utmost seriousness.

5. Any offense that violates local, state, or federal laws may result in immediate loss of all University computing privileges and the offense may be referred to appropriate University offices and/or law enforcement authorities.

6. Criminal activities conducted via electronic mail can result in harsher penalties by outside authorities.

7. Students are urged to report violations or suspected violations of these policies and guidelines to the Dean of Students.

8. Misuse of facilities and electronic mail systems that cannot be handled under existing published College policies will be forwarded to the Office of Student Development and Enrollment Management.

9. The College reserves the right to search any account or change a password, if sufficient evidence exists to indicate that the account is being abused. When applicable, law enforcement agencies may be involved.
Statement on Policies 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 390,000 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.
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, and 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.

Environmental Health and Safety Responsibility

1. Management - The President of Hostos Community College is ultimately responsible for campus health and safety, and must ensure that appropriate health and safety policies are established for environmental protection and the prevention of health and safety hazards. These responsibilities are delegated to all levels of supervision in order to ensure that campus health and safety objectives are met.

2. Role of Department Chairs/Directors - The chair or director of each department or unit is responsible for the health and safety of students, faculty, staff, and visitors in his or her area. They have the obligation and authority to prevent or stop any operation they consider unsafe. They also are expected to obtain whatever assistance they may need from the Health and Safety Office in order to develop and implement a departmental health and safety program.

3. Supervisors - Each supervisor must develop initiatives that will maintain a safe work place, and also develop training for employees and students regarding safe work practices. This training must ensure that employees and students know the following:
   • All the potentially hazardous conditions associated with departmental operations and methods established to control them;
   • All applicable safety regulations for the area of operation;
   • Supervisors are expected to help all persons not familiar with the area to comply with applicable safety regulations;
   • The goal is for employees and students to develop awareness and responsibility for safety, so that they will act in a safe manner when faced with situations that are not covered by established rules or regulations.

4. Individuals - The Hostos Health and Safety Office provides guidance and service to campus personnel so that the goals and objectives of the campus environmental health and safety policy can be attained. This responsibility requires the Health and Safety Office to do the following:
   • Provide the President or the President's designees with the information needed to establish campus health and safety policies;
   • Investigate and report health and safety incidents involving campus personnel or visitors;
   • Assist campus personnel to plan, establish, and maintain, safe work practices and a safe work environment.

Contact

Health and Safety Office
471 Walton Avenue, Bronx, NY 10451
Telephone: (718) 518-6746
Policies & Procedures

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
   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 (SSWD), 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 Use of Hostos Athletic & Recreation Complex

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.

Who May Use the Complex

- Students who are currently enrolled in classes and pay a student activity fee for the period may utilize all areas of the complex.
- Faculty and Staff employed by the College are eligible to use the fitness centers.
- All users are required to complete a physical examination and/or complete a waiver form.

General Policies

1. Identification- The Hostos Fitness Center (HFC) reserves the right to request of each member to present his/her College ID card.
   - Users must present a valid Hostos Community College ID card for admittance into the recreation and fitness centers.
   - Desk Attendants are the staff members at the front desk who collect IDs. Desk attendants can help with general questions about use of the facility.
   - False identification will be confiscated and turned over to the Office of Public Safety.
   - The Office of Student Life and/or Athletic Department may suspend individuals who present false identification, or the identification of another individual.

2. Conduct
   - All users of the fitness centers are expected to be responsible, courteous, and safety conscious at all times.
   - Disorderly conduct, abuse, or misuse of the facility or its equipment, or disregard for the fitness center’s policies will not be tolerated.
   - Violators will be required to leave the facility and may be subject to disciplinary action and/or payment for damages.
   - Violators of the above policy may also be suspended from using the facilities.

3. Smoking- Smoking is not permitted anywhere on Hostos Community College property.

4. Food and Drink
   - No food or drink are allowed outside of the game room.
   - Exceptions will be made only for non-breakable water bottles with airtight lids.
   - Chewing gum is restricted in the activity areas.

5. Attire
   - Non-marking athletic shoes must be worn in activity areas. Bare feet (except for martial arts club), sandals or stockinged feet are not allowed.
   - Shirts must be worn at all times.

6. Equipment
   - Patrons with a valid ID may check out equipment at the front desk.
   - Guests may not check out equipment.
   - Hostos is not responsible for personal equipment left in the facility.
   - Report maintenance, equipment needs or other concerns about the facility to the Desk Attendant.

7. Lockers
   - The locker rooms are available for daily use only.
   - Items left in the locker overnight will be confiscated and held for no more than one week.
   - After one week, confiscated items become the property of Hostos Community College.

8. Games- Board games are available for free rental through the Office of Student Activities.

9. Radios- Radios are not allowed in the fitness center unless used with headphones.

10. Hours of Operation- The HFC is closed on all official CUNY holidays. Facility hours are reduced during final examinations, between academic semesters, and during the summer. Hours are posted in the facility.
Policies & Procedures

Gymnasium Area Policies
1. Hanging on the basketball rims or nets is not allowed. Dunking is not permitted in the gymnasium. Individuals in violation of these rules must leave the facilities.
2. Playing or shooting basketball is not allowed when any part of the volleyball or badminton systems are set up. In the HFC, the basketball goals must be retracted when the systems are in place.
3. The volleyball net must be set up and taken down by assigned personnel only.
4. No one is allowed to strike the protective mats on the columns or wall for any reason.

Strength Training and Aerobic Center Policies
1. All users must leave their ID card at the desk of the Attendant.
2. All users must bring a clean towel and wipe off pads after use. NO TOWEL, NO ENTRY!
3. Gym clothes such as gym shoes, warm-up suits, gym shirts and gym shorts are recommended.
4. Shirts and shoes within the Hostos Fitness Center: Shoes and unaltered T-shirts must be worn at all times. Tank tops, sleeveless shirts, or any shirt that has been altered in any way is not allowed. The shirt must completely cover the upper torso. Sandals, flip-flops, street shoes, or open-toed shoes of any kind are not allowed.
5. Personal property such as books, backpacks, etc., are not allowed in the center. Personal items, with the exception of a weight belt, may not be taken into the weight room floor. Neither the fitness center nor fitness supervisors can be held responsible for lost or stolen property. Participants are encouraged to use the lockers provided in the building.
6. Users should be trained on each machine before they begin using them.
7. If you have any questions about the proper use of any machine, ask the supervisor on duty.
8. Users must conduct themselves in an orderly manner.
9. Time is limited to 30 minutes on all cardiovascular equipment when someone is waiting.
10. Collars must be used on all free bar lifts with plates.

Aquatic Center
Use of the pool is limited to authorized patrons only. Facility managers and lifeguards have been trained in CPR and also receive extensive in-service training.

Aquatic Center supervisors and lifeguards have been given the authority and responsibility to ensure a safe pool environment and to enforce all University pool use guidelines. This authority includes restricting the swimming, diving, or spectator privileges of patrons not complying with pool use guidelines. Pool staff may also eject patrons whose behavior, although not specified herein, is deemed unsafe or disruptive to others.

To ensure your safety and appropriate use of the pool, in addition to the General Policies already listed, the following pool use guidelines have been established:
1. No swimming unless there is a lifeguard on duty.
2. Bathing suits must be worn at all times; apparel must be clean; no cut-offs.
3. Bathing caps are recommended and may be required in the future.
4. No running on deck.
5. While resting at pool wall, make room for other swimmers to turn.
6. Diving is limited to the deep end of the pool only.
7. No flips or backward jumping from the side of the pool.
8. Spitting or polluting the the swimming pool water, or related facilities, is prohibited.
9. Profane language, roughness, pushing, or horseplay are prohibited.
10. Persons with communicable diseases or infectious conditions such as a cold, open sores, or eye infections shall not be permitted in the pool.
11. Only lifeguards are permitted on the lifeguard chair(s).

Spectator Policy
1. Spectators will only be admitted during intramural or athletic events.
2. Spectators must check in at the lobby desk and be accompanied by a HCC student or other authorized user of the facility.
3. Spectators are not allowed in the activity areas or the locker rooms.
4. Spectators must leave the building immediately following the event.
**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.

**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 Patrolman/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 email, 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.

Statement on Public Order

In compliance with Chapter 191 of the laws of 1969, the Board of Trustees has adopted the following rules and regulations for the maintenance of public order on college campuses and other college property used for education purposes:
Policies & Procedures

Rules and Regulations for the Maintenance of Public Order Pursuant to Article 129A of the Education Law

The tradition of the university as a sanctuary of academic freedom and center of informed discussion is an honored one, to be guarded vigilantly. The basic significance of that sanctuary lies in the protection of intellectual freedoms: the rights of professors to teach, of scholars to engage in the advancement of knowledge, of students to learn and to express their views, free from external pressures or interference. These freedoms can flourish only in an atmosphere of mutual respect, civility and trust among teachers and students, and only when members of the university community are willing to accept self-restraint and reciprocity as the condition upon which they share in its intellectual autonomy.

Academic freedom, and the sanctuary of the university campus, extend to all who share these aims and responsibilities. They cannot be invoked by those who would subordinate intellectual freedom to political ends, or who violate the norms of conduct established to protect that freedom. Against such offenders the University has the right, and indeed the obligation, to defend itself. We, accordingly, announce the following rules and regulations to be in effect at each of our colleges which are to be administered in accordance with the requirements of due process as provided in the Bylaws of the City University of New York.

With respect for enforcement of these rules and regulation we note that the By-laws of the City University provide that:

I. Rules

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

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

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

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

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

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

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

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

9. Any action or situation which recklessly or intentionally endangers mental or physical health, or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization, is prohibited.

10. The unlawful manufacture, distribution, possession, or use of illegal drugs or other controlled substances by University/college employees in the workplace, or the performance by University/college employees in the workplace, of any work while under the influence of an unlawfully obtained controlled substance, is prohibited. Employees of the University/college must also notify the College Personnel Director of any criminal drug statute conviction for a violation occurring in the workplace not later than five (5) days after such conviction.
II. Penalties

1. Any student engaging in any manner in conduct prohibited under substantive Rules 1-9 shall be subject to the following range of sanctions as hereafter defined in the attached Appendix: admonition, warning, censure, disciplinary probation, restitution, suspension, expulsions, ejection, and/or arrest by the civil authorities.

2. Any tenured or non-tenured faculty member, or tenured or non-tenured member of the administrative or custodial staff engaging in any manner in conduct prohibited under substantive Rules 1-9 shall be subject to the following range of penalties: warning, censure, restitution, fine not exceeding those permitted by the law or by The City University, or suspension with/without pay pending a hearing before an appropriate college authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities, and for engaging in any matter in conduct prohibited under substantive Rule 10 may, in the alternative, be required to participate satisfactorily in an appropriately licensed drug treatment or rehabilitation program. In addition, in the case of a tenured faculty member, or tenured member of the administrative or custodial staff engaging in any manner in conduct prohibited under substantive Rules 1-9 shall be entitled to be treated in accordance with the applicable provisions of the Education Law or Civil Service Law.

3. Any visitor, licensee, or invitee, engaging in any matter in conduct prohibited under substantive Rules 1-9 shall be subject to ejection, and/or arrest by the civil authorities.

4. Any organization which authorized the conduct prohibited under substantive rules 1-9 shall have its permission to operate on campus rescinded. Penalties 1-4 shall be in addition to any other penalty provided by law or The City University Trustees.

III. Appendix: Sanctions Defined

A. Admonition- An oral statement to the offender that he has violated university rules.
B. Warning- Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of time stated in the warning, may be cause for more disciplinary action.
C. Censure- Written reprimand for violation of specified regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any University regulation within a period stated in the letter of reprimand.
D. Disciplinary Probation- Exclusion from participation in privileges or extracurricular University activities as set forth in the notice of disciplinary probation for a specified period of time.
E. Restitution- Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.
F. Suspension- Exclusion from classes and other privileges or activities as set forth in the notice of suspension for a definite period of time.
G. Expulsion- Termination of student status for an indefinite period. The conditions of readmission, if any is permitted, shall be stated in the order of expulsion.
H. Complaint to Civil Authorities.
I. Ejection.

Resolved. That a copy of rules and regulations be filed with the Regents of the State of New York and with the Commissioner of Education.

Resolved. That these rules and regulations be incorporated in each college bulletin.

Section 15.3. Student Disciplinary Procedures

Complaint Procedures:

A. Any charge, accusation, or allegation which is to be presented against a student and which, if proved, may subject a student to disciplinary action, must be submitted in writing in complete detail to the Office of the Dean of Students promptly by the individual, organization or department making the charge. (Throughout these by-laws in any college or unit where the title “dean of students” does not exist, the same shall refer to the officer performing the functions which would otherwise be performed by a dean of students.)

B. The chief student affairs officer of the college, or his or her designee, will conduct a preliminary investigation in order to determine whether disciplinary charges should be referred. The chief student affairs officer or his or her designee will advise the student of the charge(s) against him or her, consult with other parties who may be involved or who have information regarding the incident, and review other relevant evidence. Following this preliminary investigation, which shall be concluded within thirty (30) calendar days of the filing of the complaint, the chief student affairs officer, or designee, shall take one of the following actions:

1. Dismiss the matter if there is no basis for the allegation(s) or the allegation(s) does not warrant disciplinary actions. The individuals involved shall be notified that the complaint has been dismissed;
2. Refer the matter to conciliation. If a matter is referred to conciliation the accused student shall receive a copy of the notice required pursuant to section 15.3.e. of this by-law;
3. Refer formal disciplinary charges.
Conciliation Conference:

C. The conciliation conference shall be conducted by the counselor in the Office of the Dean of Students or a qualified staff or faculty member designated by the chief student affairs officer. The following procedures shall be in effect at this conference:
1. An effort will be made to resolve the matter by mutual agreement.
2. If an agreement is reached, the counselor shall report his/her recommendation to the chief student affairs officer for approval and, if approved, the complainant shall be notified.
3. If no agreement is reached, or if the student fails to appear, the counselor shall refer the matter back to the chief student affairs officer who will refer disciplinary charges.
4. The counselor is precluded from testifying in a college hearing regarding information received during the conciliation conference.

Notice of Hearing and Charges:

D. Notice of the charge(s) and of the time and place of the hearing shall be personally delivered, or sent by the chief student affairs officer of the College, to the student at the address appearing on the records of the College, by registered or certified mail and by regular mail. The hearing shall be scheduled within a reasonable time following the filing of the charges or the conciliation conference. Notice of at least five (5) business days shall be given to the student in advance of the hearing unless the student consents to an earlier hearing.

E. The notice shall contain the following:
1. A complete and itemized statement of the charge(s) being brought against the student including the rule, by-law or regulation he/she is charged with violating, and the possible penalties for such violation.
2. A statement that the student has the following rights:
   1. to present his/her side of the story;
   2. to present witnesses and evidence on his/her behalf;
   3. to cross-examine witnesses presenting evidence against the student;
   4. to remain silent without assumption of guilt;
   5. to be represented by legal counsel or an advisor at the student’s expense.
3. A warning that anything the student says may be used against him/her at a non-college hearing.

Faculty - Student Disciplinary Committee Procedures:

F. The following procedures shall apply at the hearing before the faculty-student disciplinary committee:
1. The chairperson shall preside at the hearing. The chairperson shall inform the student of the charges, the hearing procedures and his or her rights.
2. After informing the student of the charges, the hearing procedures, and his or her rights, the chairperson shall ask the student charged to plead guilty or not guilty. If the student pleads guilty, the student shall be given an opportunity to explain his/her actions before the committee. If the student pleads not guilty, the College shall present its case. At the conclusion of the College’s case, the student may move to dismiss the charges. If the motion is denied by the committee the student shall be given an opportunity to present his or her defense.
3. Prior to accepting testimony at the hearing, the chairperson shall rule on any motions questioning the impartiality of any committee member or the adequacy of the notice of the charge(s). Subsequent thereto, the chairperson may only rule on the sufficiency of the evidence and may exclude irrelevant, immaterial or unduly repetitive evidence. However, if either party wishes to question the impartiality of a committee member on the basis of evidence which was not previously available at the inception of the hearing, the chairperson may rule on such a motion. The chairperson shall exclude all persons who are to appear as witnesses, except the accused student.
4. The college shall make a record of each fact-finding hearing by some means such as a stenographic transcript, a tape recording or the equivalent. A disciplined student is entitled, upon request, to a copy of such a transcript, tape or equivalent without cost.
5. The student is entitled to a closed hearing but has the right to request an open public hearing. However, the chairperson has the right to hold a closed hearing when an open public hearing would adversely affect and be disruptive of the committee’s normal operations.
6. The College bears the burden of proving the charge(s) by a preponderance of the evidence.
7. The role of the faculty-student disciplinary committee is to listen to the testimony, ask questions of the witnesses, review the testimony and evidence presented at the hearing and the papers filed by the parties and render a determination as to guilt or innocence. In the event the student is found guilty, the committee shall then determine the penalty to be imposed.
8. At the end of the fact-finding phase of the hearing, the student may introduce additional records, such as character references. The College may introduce a copy of the student’s previous disciplinary record, where applicable, provided the student was shown a copy of the record prior to the commencement of the hearing. The disciplinary record shall be submitted to the committee in a sealed envelope and shall not be opened until after the committee has made its findings of fact. In the event the student has been determined to be guilty of the charge or charges, the records and documents introduced by the student and the college shall be opened and used by the committee for dispositional purposes, i.e., to determine an appropriate penalty if the charges are sustained.

9. The committee shall deliberate in closed session. The committee’s decision shall be based solely on the testimony and evidence presented at the hearing and the papers filed by the parties.

10. The student shall be sent a copy of the faculty-student disciplinary committee’s decision within five (5) days of the conclusion of the hearing. The decision shall be final subject to the student’s right of appeal.

11. Where a student is represented by legal counsel, the president of the College may request that a lawyer from the general counsel’s office appear at the hearing to present the College’s case.

Section 15.4. Appeals.

An appeal from the decision of the faculty-student disciplinary committee may be made to the president, who may confirm or decrease the penalty but not increase it. His/her decision shall be final, except in the case of dismissals or suspension for more than one term. An appeal from a decision of dismissal or suspension for more than one term may be made to the appropriate committee of the board. Any appeal under this section shall be made in writing within fifteen (15) days after the delivery of the decision appealed from. This requirement may be waived in a particular case, for good cause, by the president or board committees as the case may be. If the president is a party to the dispute, his/her functions with respect to an appeal shall be discharged by an official of the university to be appointed by the chancellor.

Section 15.5. Committee Structure.

a. Each faculty-student disciplinary committee shall consist of two faculty members and two student members and a chairperson. A quorum shall consist of the chair and any two members. Hearings shall be scheduled at a convenient time and efforts shall be made to insure full student and faculty representation.

b. The President shall select, in consultation with the head of the appropriate campus governance body or where the president is the head of the governance body, its executive committee, three (3) members of the instructional staff of that College to receive training and to serve in rotation as chair of the disciplinary committee. If none of the chairpersons appointed from the campus can serve, the President, at his/her discretion, may request that a chairperson be selected by lottery from the entire group of chairpersons appointed by other colleges. The chairperson shall preside at all meetings of the faculty-student disciplinary meetings and decide and make all rulings for the committee. He/she shall not be a voting member of the committee but shall vote in the event of a tie.

c. The faculty members shall be selected by lot from a panel of six (6) elected annually by the appropriate faculty body from among the persons having faculty rank or faculty status. The student members shall be selected by lot from a panel of six (6) elected annually in an election in which all students registered at the College shall be eligible to vote. In the event that the student or faculty panel or both are not elected, or if more panel members are needed, the President shall have the duty to select the panel or panels which have not been elected. No individuals on the panel shall serve on the panel for more than two consecutive years.

d. In the event that the chairperson cannot continue, the president shall appoint another chairperson. In the event that a student or faculty seat becomes vacant, and it is necessary to fill the seat to continue the hearing, the seat shall be filled from the faculty or student panel by lottery.

e. Persons who are to be participants in the hearings as witnesses, have been involved in preferring the charges, or who may participate in the appeals procedures or have a direct interest in the outcome of the hearing shall be disqualified from serving on the committee.

Section 15.6 Suspension or Dismissal.

The board reserves full power to dismiss or suspend a student, or suspend a student organization for conduct which impedes, obstructs, or interferes with the orderly and continuous administration and operation of any college, school, or unit of the University in the use of its facilities or in the achievement of its purposes as an educational institution.
The chancellor or chancellor’s designee, a president or any dean may in emergency or extraordinary circumstances, temporarily suspend a student, or temporarily suspend the privileges of a student organization or group for cause, pending an early hearing as provided in by-law section 15.3 to take place within not more than seven (7) school days. Prior to the commencement of a temporary suspension of a student, the College shall forthwith give such student an informal oral explanation of the evidence supporting the charges and the student may present informally his/her explanation or theory of the matter. When a student’s presence poses a continuing danger to person or property or an ongoing threat of disrupting the academic process, notice and opportunity for denial and explanation may follow suspension, but shall be given as soon as feasible thereafter.

**Statement of Religious Rights**

**New York State Education Law Section 224-A**

The rules affecting students with regards to religious beliefs are set forth as follows:

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that s/he is unable, because of his/her religious beliefs, to attend classes or to participate in any examination, study, or work requirements on a particular day or days.

2. Any student in an institution of higher education who is unable, because of his/her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.

3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his/her religious beliefs, an equivalent opportunity to make up any examination, study, or work requirements which he/she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.

4. If classes, examinations, study, or requirements are held on Friday after four o'clock post meridian or on Saturday, similar or makeup classes, examinations, study, or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study, or work requirements held on other days.

5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his/her availing himself/herself of the provisions of this section.

6. Any student, who is aggrieved by the alleged failure of any faculty or administrative official to comply in good faith with the provisions of this section, shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his/her rights under this section.

6a. A copy of this section shall be published by each institution of higher education in the catalogue of such institution containing the listing of available courses.

7. As used in this section, the term “institution of higher education” shall mean schools under the control of the Board of Trustees of the State University of New York or of the Board of Trustees of the City University of New York or any community college.
Policies & Procedures

Sexual Harassment Policy

The City University of New York Policy Against Sexual Harassment

(Please note: Hostos Community College adopts the new policy on sexual harassment passed by the CUNY Board of Trustees on June 26, 1995. This replaces the previous policy on sexual harassment.)

It is the policy of The City University of New York to promote a cooperative work and academic environment in which there exists mutual respect for all University students, faculty, and staff. Harassment of employees or students based upon sex is inconsistent with this objective and contrary to the University policy of equal employment and academic opportunity without regard to age, sex, sexual orientation, alienage or citizenship, religion, race, color, national or ethnic origin, handicap, and veteran or marital status. Sexual harassment is illegal under Federal, State, and City laws and will not be tolerated within the University.

The University, through its colleges, will disseminate this policy and take other steps to educate the University community about sexual harassment. The University will establish procedures to ensure that investigations of allegations of sexual harassment are conducted in a manner that is prompt, fair, thorough, and as confidential as possible under the circumstances, and that appropriate corrective and/or disciplinary action is taken as warranted by the circumstances when sexual harassment is determined to have occurred. Members of the University community who believe themselves to be aggrieved under this policy are strongly encouraged to report the allegations of sexual harassment as promptly as possible. Delay in making a complaint of sexual harassment may make it more difficult for the College to investigate the allegations.

a. Prohibited Conduct

It is a violation of University policy for any member of the University community to engage in sexual harassment or to retaliate against any member of the University community for raising an allegation of sexual harassment, for filing a complaint alleging sexual harassment, or for participating in any proceeding to determine if sexual harassment has occurred.

b. Definition of Sexual Harassment

For purposes of this policy, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other oral or written communications or physical conduct of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing;
2. submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such individual;
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or abusive work or academic environment.

Sexual harassment can occur between individuals of different sexes or of the same sex. Although sexual harassment most often exploits a relationship between individuals of unequal power (such as between faculty/staff member and student, supervisor and employee, or tenured and untenured faculty members), it may also occur between individuals of equal power (such as between fellow students or co-workers), or in some circumstances even where it appears that the harasser has less power than the individual harassed (for example, a student sexually harassing a faculty member). A lack of intent to harass may be relevant to, but will not be determinative of, whether sexual harassment has occurred.

c. Examples of Sexual Harassment

Sexual harassment may take different forms. Using a person's response to a request for sexual favors as a basis for an academic or employment decision is one form of sexual harassment. Examples of this type of sexual harassment (known as quid pro quo harassment) include, but are not limited to the following: requesting or demanding sexual favors in exchange for employment or academic opportunities (such as hiring, promotions, grades, or recommendations); submitting unfair or inaccurate job or academic evaluations or grades, or denying training, promotion, or access to any other employment or academic opportunity, because sexual advances have been rejected.
Other types of unwelcome conduct of a sexual nature can also constitute sexual harassment, if sufficiently severe or pervasive that the target does find, and a reasonable person would find, that an intimidating, hostile or abusive work or academic environment has been created. Examples of this kind of sexual harassment (known as hostile environment harassment) include, but are not limited to, the following:

- sexual comments, teasing, or jokes;
- sexual slurs, demeaning epithets, derogatory statements, or other verbal abuse;
- graphic or sexually suggestive comments about an individual’s attire or body;
- inquiries or discussions about sexual activities;
- pressure to accept social invitations, to meet privately, to date, or to have sexual relations;
- sexually suggestive letters or other written materials;
- sexually touching, brushing up against another in a sexual manner, graphic or sexually suggestive gestures, cornering, pinching, grabbing, kissing, or fondling;
- coerced sexual intercourse or sexual assault.

d. Consensual Relationships

Amorous dating, or sexual relationships that might be appropriate in other circumstances have inherent dangers when they occur between a faculty member, supervisor, or other member of the University community and any person for whom s/he has a professional responsibility. These dangers can include: that a student or employee may feel coerced into an unwanted relationship because s/he fears that refusal to enter the relationship will adversely affect his or her education or employment; that conflicts of interest may arise when a faculty member, superior, or other member of the University community is required to evaluate the work or make personnel or academic decisions with respect to an individual with whom s/he is having a romantic relationship; that students or employees may perceive that a fellow student or co-worker who is involved in a romantic relationship will receive an unfair advantage; and that if the relationship ends in a way that is not amicable either or both of the parties may wish to take action to injure the other party. Faculty members, supervisors, and other members of the University community who have professional responsibility for other individuals, accordingly, should be aware that any romantic or sexual involvement with a student or employee for whom they have such a responsibility may raise questions as to the mutuality of the relationship and may lead to charges of sexual harassment.

For the reasons stated above, such relationships are strongly discouraged.

For purposes of this section, an individual has professional responsibility for another individual at the University if s/he performs functions including, but not limited to: teaching, counseling, grading, advising, evaluating, hiring, supervising, making decisions, or recommendations that confer benefits such as promotions, financial aid awards, or other remuneration, that may impact upon other academic or employment opportunities.

e. Academic Freedom

This policy shall not be interpreted so as to constitute interference with academic freedom.

f. False and Malicious Accusation

Members of the University community who make false and malicious complaints of sexual harassment, as opposed to complaints which, even if erroneous, are made in good faith, will be subject to disciplinary action.

g. Procedures

The University shall develop procedures to implement this policy. The President of each constituent college of the University, the Deputy Chancellor at the Central Office, and the Dean of the Law School shall have ultimate responsibility for overseeing compliance with this policy at his or her respective unit of the University. In addition, each dean, director, department chairperson, executive officer, administrator, or other person with supervisory responsibility shall be required to report any complaint of sexual harassment to an individual or individuals to be designated in the procedures. All members of the University community are required to cooperate in any investigation of a sexual harassment complaint.

h. Enforcement

There is a range of corrective actions and penalties available to the University for violations of this policy. Students, faculty, or staff who are found, following applicable disciplinary proceedings, to have violated this policy are subject to various penalties, including termination of employment and permanent dismissal from the University.

Effective October 1, 1995
The City University of New York
535 East 80th Street
New York, New York 10021
Mensaje de la Presidenta

Con cada año que pasa siento más placer y motivación por el progreso que hemos hecho hacia la realización de mi visión, que es que el Colegio Comunal Eugenio María de Hostos sea "un colegio de excelencia para estudiantes que busquen educarse en artes liberales o para una carrera en un ambiente multilingüe y multicultural." En búsqueda de excelencia, hemos adelantado hacia estas metas:

- Ser la principal institución académica bilingüe/multicultural en la ciudad, el estado, y la nación;
- Preparar a los estudiantes para que puedan competir con éxito en el campo académico o carrera que escogen;
- Preparar a los estudiantes para que puedan participar plenamente en una sociedad global;
- Crear un ambiente educacional y laboral que promueva el respeto y comprensión de las diversas culturas e idiomas.

En marzo del 2004 comencé mi séptimo año como Presidenta de esta institución. Desde que me incorporé a la familia de Hostos en marzo del 1998, he tenido el privilegio de trabajar con la facultad y personal no docente que tienen destrezas excepcionales y dedicación extraordinaria a nuestros estudiantes. Muchos miembros de la facultad y personal no docente han estado en el Colegio desde que se estableció y nunca han perdido la visión de lo que Hostos representa a los estudiantes y a la comunidad. Los que se han incorporado al cuerpo recientemente han contribuido inmesurablemente a la regeneración del Colegio. El personal de Hostos demuestra el mismo alto nivel de compromiso al Colegio que el Colegio también recibe de la comunidad.

Colectivamente al igual que individualmente, la facultad de Hostos es una fuente de conocimiento e inspiración. La facultad he recibido sus títulos de colegios y universidades de prestigio - Harvard, Princeton, Yale, Oxford, la Sorbona, entre otros - y tienen credenciales que les permiten escoger a donde enseñar. Por fortuna, han escogido enseñar en Hostos.

Trabajando juntos, hemos progresado mucho en los últimos seis años. El "Renacimiento de Hostos" (1998-2000) impulsó nuestra re-dedicación a un currículo de artes liberales y de carreras rigurosos, los cuales conducen a buenos empleos o seguimiento a estudios más altos. A consecuencia de la expansión de los programas académicos clave a la misión del Colegio, nuestros estudiantes se benefician de métodos modernos e innovadores en la enseñanza y aprendizaje. Hay un sentido que Hostos se está moviendo hacia adelante con orgullo y propósito. Hemos logrado ciertas iniciativas importantes y hemos instituido cambios de organización, de sistemas, y de procedimientos a través del campus.

La selección de programas académicos y programación de las clases se han sido, y seguirán siendo, revisados. En particular me enorgullece el programa "Serrano Scholars", el cual da la oportunidad a nuestros graduados de continuar estudios hacia el Bachillerato en la Columbia University en preparación para carreras en el cuerpo diplomático o en relaciones internacionales. Igualmente, nuestros graduados pueden continuar sus estudios en programas articulados con otros colegios de CUNY: el programa de ingeniería en "The City College of New York", o el programa de pedagogía de Lehman College, o el programa de negocios y comercios de Baruch College. Articulación con nuestros programas y otros colegios se siguen desarrollando.

En actividades complementarias, el programa atlético de Hostos ha sido revitalizado. Ambos equipos - Los Caimanes - de hombres y de mujeres, se destacaron al ganar campeonatos, y han levantado el espíritu del Colegio a un nivel sin precedente. Otro éxito fue una noche de gala y concierto, en noviembre del 2003, nuestra primera actividad para recaudar fondos, con fines de poder otorgar becas y ofrecer programas en el Centro de Arte y Cultura. El tema de arte y cultura, me es sumamente importante para mí, pues quiero que los graduados de Colegio Comunal Hostos tengan conocimientos abarcadores. Si un individuo se gradúa de esta institución sin apreciación de las artes, le hemos fallado.

Históricamente, el "Renacimiento" fue preludio a "La Época del Descubrimiento", cual también llaman "La Época de Exploración". Ahora, el Colegio se ha lanzado en su propia "Época de Exploración" (2001-2005), durante cual buscamos hacer al Colegio Comunal Hostos el orgullo del sistema educativo CUNY. Será esta la época para explorar todas las posibilidades para mejorar nuestra institución.

A través de seis años, el Colegio Comunal Eugenio María de Hostos ha establecido y superado nuevas normas con sus programas académicos bilingües y de carreras. A través de nuestros esfuerzos, Hostos logrará y sostendrá un puesto único y sobresaliente entre los colegios comunales de la nación. La comunidad Hostiana concluyó recientemente un plan estratégico, el cual nos guiará hasta el 2008. Creo que estamos comenzando los años más retadores. Me siento muy estimulada de continuar trabajando con la facultad y personal no docente de Hostos para lograr mi visión. Como los Caimanes, somos un equipo invencible. No hay límite a lo que podemos lograr.
**Otoño del 2004**

**Agosto**
- **martes 17 a miércoles 25**: Matrícula
- **jueves 26**: Último día para darse de baja de clases y poder recibir 100% de reembolso (sin cuota de penalidad) & cambio de programa académico (sin cuota de penalidad)
- **viernes 27**: Primer día de clases
- **lunes 30**: Matrícula Tardía ($15.00 cuota por matrícula tardía)
  - Cambio de programa académico - ($10.00 cuota por cambio de programa)
- **martes 31 a miércoles, 9/1**: Cambio de programa académico - ($10.00 cuota por cambio de programa)

**Septiembre**
- **jueves 2**: Último día para darse de baja de clases y poder recibir 75% de reembolso en la oficina de Registraduría
- **lunes 6**: Día feriado (Labor Day) Colegio Cerrado - Clases No Se Reúnen
- **jueves 9**: Último día para darse de baja de clases y poder recibir 50% de reembolso en la oficina de Registraduría
- **miércoles 15 a viernes 17**: Clases No Se Reúnen
- **jueves 16**: Último día para quitar algún curso y poder recibir 25% de reembolso en la oficina de Registraduría
- **viernes 17**: Comienza periodo oficial para retirarse oficialmente (septiembre 17 hasta noviembre 10)
- **viernes 24 a domingo 26**: Clases No Se Reúnen

**Octubre**
- **viernes 8**: Ultimo día para solicitar la graduación en enero 2005
- **Obtenga la planilla en la oficina de Registraduría**
- **lunes 11**: Día feriado (Columbus Day) Colegio Cerrado - Clases No Se Reúnen

**Noviembre**
- **miércoles 10**: Ultimo día para darse de baja con nota de 'W' en la oficina de Registraduría
- **martes 16**: Conversión de día - Clases de los martes no se reúnen
  - Siga el horario de los jueves
- **miércoles 24**: Conversión de día - Clases de los miércoles no se reúnen
  - Siga el horario de los viernes
- **jueves 25 a domingo 28**: Vacaciones por Día de Acción De Gracias (Thanksgiving Recess) - Colegio Cerrado

**Diciembre**
- **martes 14**: Conversión de día - Clases de los martes no se reúnen
  - Siga el horario de los miércoles
  - Último día para completar curso en el cual recibió nota de "INC" (Incompleto) durante primavera 2004 o de verano 2004. Último día de clases
- **miércoles 15**: Exámenes Finales de las clases de inglés como segundo idioma (ESL por sus siglas en inglés)
- **jueves 16 a miércoles 22**: Exámenes Finales
- **viernes 24 a sábado 25**: Vacaciones Navideñas - Colegio Cerrado
- **lunes 27**: Fecha límite para entrega de notas/calificaciones
- **viernes 31**: Víspera de Año Nuevo - Colegio Cerrado
Calendario Académico

Primavera del 2005

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**Anuncio Importante**: La Junta de Síndicos de CUNY y sus recintos reserva el derecho de hacer cambios de cualquier naturaleza en los programas académicos, los requisitos, o las cuotas sin previo aviso, y se excusa por cualquier inconveniente que esto pueda causar.
Declaración de La Misión del Colegio Comunal Eugenio María de Hostos

Consistente con la misión de la Universidad de la Ciudad de Nueva York (CUNY) de proveer acceso a una educación universitaria a quienes la busquen, el Colegio Comunal Eugenio María de Hostos fue establecido en el sur del Bronx para responder a las necesidades educativas de éste condado y otras comunidades que igualmente han sido historicamente excluidos de la post-secundaria.

La misión del Colegio Comunal Eugenio María de Hostos es ofrecer acceso a una educación universitaria conducente a crecimiento intelectual y la movilidad económica por medio del desarrollo de destrezas lingüísticas, matemáticas, tecnológicas, y reflexión crítica. Estas destrezas son indispensables para el aprendizaje a través de toda una vida y para lograr éxito en carreras técnicas, en las artes liberales, para traslado a otras universidades, y para programas que requieren licenciatura.

El Colegio Comunal Hostos se enorgullece en su rol histórico de educar estudiantes de diverso origen étnico, racial, cultural, y lingüístico, y especialmente de Hispanics y Afro-Americanos. Impresindible para el logro de esta misión es proveer educación bilingüe que facilite la transición al inglés a quienes aprenden el inglés como un segundo idioma. A la misma vez se ofrecen cursos en español e inglés para promover un ambiente pluricultural para todos los estudiantes. El Colegio Comunal Hostos, además de ofrecer programas conducentes a un título, también sirve como recurso para las comunidades del Bronx y de la ciudad de Nueva York. En esta función se ofrece educación continua, actividades culturales, y consultoría para el desarrollo de la comunidad.

Datos Sobre Eugenio María de Hostos, 1839-1903

Educador, escritor y patriota puertorriqueño, Eugenio María de Hostos nació el 11 de enero de 1839 en el barrio Río Cañas de Mayagüez. Cursó escuela primaria en San Juan y estudió Pedagogía y Derecho en España en el Instituto de Enseñanza Superior de Bilbao y en la Universidad de Madrid. Junto a otros estudiantes se esforzó para liberalizar el dominio colonial en Cuba y Puerto Rico y abolir la esclavitud de los africanos. En 1869 se trasladó a Nueva York donde junto a otros exiliados integró el Partido Revolucionario Cubano con el fin de liberar a Cuba y a Puerto Rico. Tres años después, viajó a América Latina para recabar apoyo a la causa revolucionaria. En Perú se integró a las protestas por la explotación de los inmigrantes chinos. En Chile, abogó por la educación de la mujer, en particular en derecho y medicina. En Argentina hizo campaña para que se construyera el primer ferrocarril que atraviesara los Andes.

El gobierno chileno estableció una escuela en donde Hostos pudo practicar sus conceptos educativos de avanzada. Con su liderazgo, el Liceo Miguel Luis Amunátegui llegó a ser una de las instituciones educativas más importantes de América Latina. Durante su estancia de ocho años en Chile diseñó currículos en español -por los que recibió premios- y escribió trabajos históricos, artísticos y filosóficos.

Al cabo de la colonia española en Puerto Rico, Hostos regresó a la Isla para lograr la independencia. En 1898 partió hacia la República Dominicana, donde se le nombró Director del Colegio Central e Inspector General de Educación Pública. Falleció en ese país en agosto de 1903.

Eugenio María de Hostos escribió trabajos importantes 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 inspiración de todos los estudiantes del Colegio Comunal Hostos.

Historia del Colegio Comunal Hostos

El Colegio Comunal Hostos se creó por decreto de la Junta de Enseñanza Superior el 22 de abril de 1968 debido a las exigencias de los líderes puertorriqueños y de otros grupos hispanos quienes instaron a las autoridades educativas el establecimiento de una institución que sirviera al Sur de El Bronx. En septiembre de 1970 ingresó el primer grupo de 623 estudiantes a lo que antes fuera una fábrica de llantas en Grand Concourse 475. Muy pronto, para junio de 1974, la matrícula había engrosado a más de 2,000 estudiantes. Ese mismo año, la Legislatura Estatal aprobó una ley especial para la adquisición del “edificio 500” -al cruzar del primero en Grand Concourse- para aliviar la insuficiencia de espacio. Y también ese año, la Middle States Association le concedió acreditación incondicional debido a una evaluación muy favorable.
Introducción al Colegio Hostos

La crisis fiscal de mediados de la década de 1970 llevó consigo el intento de fundir a Hostos con otra institución como medida de ahorro de costos. Eso acarreó un rechazo enérgico de parte del Colegio y la comunidad, que indujo a la Legislatura Estatal a incluir en la Landes Higher Education Act -aprobada el 9 de junio de 1976- la garantía de la continuada existencia de Hostos. Hoy día el campus del Colegio cuenta con seis edificios, tres de los cuales se diseñaron a la medida de las necesidades de la institución. Hostos se enorgullece de sus laboratorios de ciencias, matemáticas, escritura y computadores; de la excelencia de su planta de educación física y de sus teatros con la más moderno en tecnología.

Facultad y Estudiantes

Para el 2002, 50.3 porciento de la facultad a tiempo completo poseían doctorados y 45.5 porciento, maestrías. La población estudiantil es diversa y en ella están representadas casi todas las culturas. La mayoría son de origen dominicano, puertorriqueño o centro o suramericano. Todo estudiante que cualifique recibirá Asistencia Económica y casi 90 porciento recibe alguna ayuda federal o del estado.

Acreditación y Afiliaciones

El Colegio Comunal Hostos goza de la acreditación de la Middle States Association of Colleges and Schools y de la Junta Regente de la Universidad del Estado de Nueva York (Board of Regents of the University of the State of New York).

Ofrece programas conducentes a títulos profesionales que el Departamento de Educación del Estado de Nueva York, el Joint Review Committee on Education in Radiologic Technology y la Asociación Dental Americana (American Dental Association) acreditan. Los programas afines a las ciencias médicas también cuentan con el crédito de las agencias pertinentes, incluso la Asociación Dental Americana y el Departamento de Salud del Estado de Nueva York.

Además, el Colegio Comunal Hostos es socio de la American Association of Community and Junior Colleges, del American Council on Education, la Hispanic Association of Colleges and Universities, la American Education Research Association, la National Association for Bilingual Education y de otras organizaciones de erudición que se dedican a fomentar el avance de la educación.

El Campus


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 cómo algunas oficinas y salones de clases.

Adjunto e integrado al edificio de Grand Concourse 475 se encuentra el Combinado de Ciencias Naturales y Ciencias de la Salud Shirley J. Hinds (Shirley J. Hinds Allied Health and Science Complex). Inaugurado en diciembre de 1990, ha sido objeto de más de cinco premios por su arquitectura. La estructura 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 Médicas también tienen acceso al espacio en las clínicas y a las clínicas y hospitales que tienen afiliación con estos programas. El Centro Infantil de Hostos, que posee licencia del estado de Nueva York, también se encuentra en este edificio y hace poco se le renovó para acomodar 120 niños: el doble de la cantidad que antes acomodaba.

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. Este plantel se encuentra en un proceso de renovación por etapas.
La Primera Etapa de su rehabilitación comprenderá la primera planta y la plazoleta que se encuentra entre éste y el Combinado Académico Este. La renovación incluirá mejoras a la estructura del edificio y la construcción de una clínica para atender pacientes dentales que tendrá 24 butacas. La primera etapa se completará para el verano de 2004.

El Combinado Académico Este, inaugurado en 1994, tiene más de 279,000 pies cuadrados y colinda con el edificio que está en Grand Concours 500. Este contiene los programas: Comercio y Contabilidad, Procesamiento de Datos y Administración y Tecnología de Oficinas; Estudios Africanos, Estudios Latinoamericanos y del Caribe, Lenguas Modernas y Artes Visuales y Escénicas, que pertenecen al Departamento de Humanidades; además de Educación Física y las numerosas sedes de organizaciones y clubes estudiantiles. El edificio alberga también diez laboratorios de computadores, estudios de arte y de baile, un gimnasio, centros para hacer ejercicio y una piscina de buen tamaño. El colegio tiene dos teatros: El Teatro Principal y el Teatro de Repertorio de Hostos, con 950 y 350 butacas, respectivamente; una galería de arte y una librería moderna. Un puente peatonal que pasa por encima de Grand Concours vincula el Combinado Académico Este con el edificio de Ciencias Naturales y Médicas.

El agregado más reciente al grupo es el edificio Savoy Manor, que se inauguró en 1997. Ubicado en la calle 149 #120 Este tiene más de 43,000 pies cuadrados y alberga las oficinas del Registraduria, el Cajero, Asistencia Económica, Finanzas, Admisiones, Reclutamiento y Consejería.

La Biblioteca

Recursos

La biblioteca sirve de apoyo a los programas académicos del colegio pues su colección de recursos impresos y de otra naturaleza son de primer orden. Sus recursos materiales también sirven de apoyo a la filosofía bilingüe y pluricultural del colegio.

Incluye libros, periódicos, diarios, una gran colección audiovisual y acceso a una gran cantidad de bases de datos en línea; guías de temas que se pueden encontrar en Internet; acceso a bases de datos por suscripción, clasificados por departamento académico; un centro de recursos para tutorías y una guía de recursos que da acceso al Conocimiento de la Información (Information Literacy) que la facultad y los estudiantes podrán utilizar 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. Véase el sitio de la biblioteca en La Red si desea más información acerca de sus recursos. http://www.hostos.cuny.edu/library/index.html

Servicios

Los computadores conectados a la Internet que se encuentran por toda la biblioteca dan acceso a CUNY+, que es el sistema bibliotecológico de toda la Universidad de la Ciudad de Nueva York y ofrece periódicos, diarios y una amplita variedad de recursos y servicios electrónicos.

La facultad puede pedir y obtener libros y artículos que no se encuentren en nuestra biblioteca mediante los préstamos inter bibliotecarios, y los estudiantes, la facultad y otro personal podrán usar materiales de otras bibliotecas del área metropolitana con la tarjeta METRO Courtesy. Si desea más información, marque el (718) 518-4215.

La tarjeta de identificación vigente le permite a la facultad y a los estudiantes tomar prestados materiales de cualquier otra biblioteca de CUNY, directamente, y utilizar las salas de lectura de bibliotecas que participan de la red de la New York Metropolitan Reference and Research Library Agency, METRO. Debido a un acuerdo especial, los estudiantes de Ciencias Médicas pueden usar la sala de lectura de la biblioteca del Hospital Lincoln, cercano al colegio.

Instrucción en la biblioteca

El Programa de Instrucción de la Biblioteca de Hostos presta servicios para la enseñanza y el aprendizaje en la comunidad colegial con una gran variedad de actividades educativas. El currículo de la biblioteca enseña cómo buscar, acceder y evaluar recursos informativos que se encuentran en varios formatos. Para enseñar a buscar, acceder y evaluar la información utilizamos una variedad de métodos, que incluyen la instrucción en grupo, individual, en talleres, conferencias como parte de una clase, hojas sueltas y guías y tutorías en línea por cuenta propia. Estas actividades forman parte del Programa Para Aprender a Utilizar la Información, integrado al currículo, en proceso de evolución, que ofrece las destrezas prácticas y filosofías educativas que asistirán a la comunidad de Hostos con el aprendizaje continuo y de por vida en esta era de la información.

Circulación de libros

Los préstamos de libros duran 21 días y pueden renovarse por otros tantos, si otras personas no los piden. A la facultad se le extienden los préstamos hasta dos meses. Todo material prestado debe devolverse, a más tardar, el último día de los exámenes finales. No se pueden sacar de la biblioteca: los libros de referencia, archivos, periódicos, diarios, panfletos ni los materiales audiovisuales.
Reservas

Los materiales en reserva se prestan para consulta dentro de la biblioteca por dos horas. A veces, la facultad puede, por acuerdo previo, sacar materiales de reserva una hora antes del cierre de la biblioteca. Pero se deben devolver al día siguiente a la primera hora de apertura. Los ejemplares únicos, incluso los de los maestros, no se pueden sacar de la biblioteca. Para consultar materiales de reserva, se debe firmar la tarjeta de préstamo y dejar la tarjeta de identidad con el o la recepcionista. Línea telefónica informativa: (718) 518-4224.

Multas

**Materiales que se circulan:** Diez centavos (.10¢) por cada día después del vencimiento, incluso los días en que la biblioteca está cerrada, hasta un máximo que no sobrepase el precio corriente del objeto.

**Materiales de reserva:** Un dólar veinte centavos ($1.20) por cada hora después del vencimiento, hasta un máximo que no sobrepase el precio corriente 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 daño, sin exceder el precio corriente del objeto, más un recargo de diez dólares ($10.00).

Ubicación

Se entra a la biblioteca por la tercera planta del edificio Shirley J. Hinds, Grand Concourse 475, salón A-308. Si desea más información, marque el (718) 518-4222 de Recepción o el (718) 518-4215 de Referencia.

Horario

Semestres de otoño y primavera:

- Lunes a jueves .. 9:00 A. M. A 9:00 P. M.
- Viernes ...............9:00 A. M. A 5:00 P. M.
- Sábado ...............10:00 A. M. A 5:00 P. M.
- Domingo .............Se anunciará cada semestre.

La biblioteca extenderá sus horas durante los exámenes finales.

Otros recursos

**Salón de Clases Electrónico y Laboratorio Para el Aprendizaje**

El Salón de Clases Electrónico y Laboratorio Para el Aprendizaje se encuentra en el salón A-214, segundo nivel de la biblioteca en. 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. Sirve de apoyo al Programa Para Aprender a Utilizar la Información. Todas las conferencias integran a los cursos se llevan a cabo en el Salón de Clases Electrónico y 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 (la) bibliotecario (a) de Servicios Para la Instrucción.

**El Centro de Medios Múltiples**

El Centro de Medios Múltiples se encuentra en el salón A-309 y contiene equipo audiovisual y otros materiales, como películas, videos, cintas, discos y casetes para que individuos y grupos puedan escuchar y ver. Se puede visitar y personal que deseen usar este salón deberán comunicarse con la Unidad Audiovisual para reservar veinticuatro (24) horas por adelantado. Unidad Audiovisual: (718) 518-4225.

**El Centro Hostos de Arte y Cultura**

Ubicado en la primera planta del Combinado Académico Este, el Centro Hostos de Arte y Cultura agrega un aspecto importante a la experiencia educativa. Presenta artistas reconocidos nacional e internacionalmente, locales y otros, que se encuentran rumbo a la fama. Su meta es respaldar e impulsar el arte nuevo. Con tales propósitos, el centro ha establecido un programa para individuos que consiste de encargos y residencias. La serie infantil presenta recitales a más de 15,000 escolares de la zona. Para concluir, uno de los componentes más característicos del centro es la Compañía Hostos de Repertorio, que presenta dos o tres producciones completas cada temporada.

La planta física del Centro Hostos de Arte y Cultura es de primera. Se inauguró en 1994 y para la temporada en curso habrá sido anfitrión de más de 200 actividades culturales y académicas. En el transcurso de los años, ha llevado presentaciones tales como Rubén Blades, Dizzy Gillespie, Eddie Palmieri, Dance Theatre of Harlem, Antonio Martorell, Faith Ringold, Celia Cruz, Marc Anthony, Barrio Boyzz y Lupe Benítez.
Introducción al Colegio Hostos

2004 - 2005

Centro de Aprendizaje Académico (HALC, por sus sigles en inglés)

El Centro de Aprendizaje Académico es un ambiente académico que provee al estudiante servicios necesario para lograr éxito académico. Se provee tutoría en todas las materias que se ofrecen en el Colegio. El Centro tiene tres laboratorios computarizados con programas interativos para practicar las matemáticas, idiomas modernos, y preparación en inglés-como-segundo-idioma (ESL). También tiene aulas con tutores. Los tutores asisten a los estudiantes individualmente o en grupos pequeños para repaso de materia de cursos y preparación para exámenes. Se invita al estudiante que visite el Centro durante el semester, o sea de día, de tarde, los sábados, o los domingos, y que participe en los talleres que se ofrecen que incluyen preparación para los exámenes de CUNY, ACT/COMPASS/CMAT.

Oficina de Consejería Académica

Como parte del Centro de Aprendizaje Académico, la Oficina de Consejería Académica tiene la responsabilidad de coordinar y manejar efectivamente la consejería académica de los estudiantes. La meta primordial es proveer la información indispensable para que el estudiante pueda definir y lograr sus metas educativas. La Oficina de Consejería Académica es un recurso para:

- Conectar al estudiante con la facultad
- Proveer la información de como completar requisitos para graduación
- Responder a preguntas sobre políticas académicas
- Ayudar al estudiante a escojer sus cursos, registrarse, y otras preguntas relacionadas;
- Referir al estudiante a otros recursos del Colegio;
- Asistir en resolver problemas académicos;
- Ofrecer talleres sobre orientación académica.

Denise Lucena, Director of Academic Advisement
Charmaine Cruise, Coordinator of Academic Advisement
C-Building, Room 360a
(718) 518-6624

Oficina de Tecnología En Educación (OIT por sus siglas en inglés)

La Oficina de Tecnología en Educación representa el esfuerzo del Colegio en incorporar la tecnología como parte integral de la vida académica de la institución. La misión de OIT consiste en tres metas:

- Desarrollo profesional: Enseñando a la facultad a incorporar la tecnología en el proceso enseñanza-aprendizaje, se pretende desarrollar en los estudiantes un alto nivel de capacidades tecnológicas las cuales les permitan participar efectivamente en su propia educación.
- Además, se pretende crear un ambiente que apoye la educación a distancia con el fin de facilitar una educación a estudiantes que debido a demandas familiares y de trabajo no pueden responder a un horario académico tradicional.

Un componente esencial de la oficina de OIT es el Centro de Ayuda e Innovación en la Educación. Este ha sido establecido para proveer un lugar en el cual personal y mentores trabajan individualmente con la facultad en el diseño, implementación, y uso de la tecnología en el desarrollo de currículo. El Centro provee el mejor equipo tecnológico y posee un gran respaldo de la facultad interesada en incorporar la tecnología en el proceso de enseñanza.

Servicios de Apoyo Al Estudiante

Oficina Para El Logro Académico

La Oficina Para El Logro Académico ayuda al estudiante de primer ingreso o de traslado a lograr éxito por medio de consejería académica. Se sabe que la mejor consejería ocurre cuando se establece una conexión entre el consejero y el estudiante. Para facilitarle la conexión y transición a estudios universitarios, a cada estudiante nuevo se le asigna un consejero* profesional. El estudiante debe aprovechar este recurso.

Los consejeros obran con sus estudiantes en el proceso de escojer un campo de estudio, escojer sus cursos, hacer planes para su futuro, referir a otros recursos, mejorar sus destrezas de estudio, y estrategias para lograr éxito como estudiante de Hostos. Los estudiantes deben llamar a su consejero(a) en cualquier momento que tengan dificultades dentro o fuera del salón de clases. La relación que el consejero establece con sus estudiantes les permite ayudarles hacia el logro de sus metas. Al final de su primer semestre, el estudiante será orientado por la excelente facultad de su área de estudio.

El Centro Para el Logro Académico también ofrece talleres de temas importantes al desarrollo de destrezas. Temas incluyen: orientación para estudiantes de traslado a Hostos, los exámenes de ubicación de CUNY, los requisitos de los diferentes programas, y como sobrevivir en el ambiente académico.

* Estudiantes de los programa Aliados a la Salud (Dental Hygiene, Nursing, and Radiologic Technology) serán aconsejados por la facultad de esos departamentos.

Orientación Para El Traslado

Los estudiantes que deseen el traslado a colegios universitarios deberán consultar con los orientadores y
estudiantes consejeros para que les ayuden a escoger un colegio y un programa o concentración, y para que también les asistan con todos los aspectos del traslado. En la Oficina Para el Logro Académico encontrarán solicitudes, catálogos y manuales de muchas universidades para el uso de los estudiantes que allí acuden en busca de ayuda.

Oficina Para el Logro Académico
Edificio Savoy, D-101
(718) 518-4487

Oficina de Servicios Profesionales (CSO por sus siglas en inglés)

La Oficina de Servicios Profesionales provee asistencia a los estudiantes, preparándolos para la búsqueda de empleo. La ayuda incluye orientación sobre carrera y colocación de empleo. El consejero de empleo se dedica a conseguir y colocar a los estudiantes en empleos de tiempo parcial y tiempo completo. El personal también ofrece orientación sobre carreras tradicional es no tradicionales, exploración de destrezas para diferentes carreras, y provee ayuda en el desarrollo de un buen plan profesional.

Mensualmente se ofrecen talleres que enfocan en las destrezas eficaces para entrevistas; en la preparación de un resume y su correspondiente carta de presentación; y ayudan en la búsqueda de trabajo por Internet. A los estudiantes se les guía para utilizar las seis computadoras del Laboratorio de Recursos Profesionales, donde tienen acceso a listados de empleos. El laboratorio da acceso a una máquina de fax y teléfonos para hacer conexiones relacionadas con la búsqueda de empleo. El personal de este laboratorio coordina y ayuda al estudiante en el uso del los recursos del laboratorio y como solicitar empleos a través del internet.

Varias veces al mes la Oficina de Servicios Profesionales recibe la visita de varias empresas con el propósito de reclutar nuevos empleados. También se ofrece una feria laboral anual en el recinto colegial en la cual los estudiantes tendrán la oportunidad ser entrevistados por representantes de empresas privadas y agencias gubernamentales.

El programa "Dress for Success" ofrece, a estudiantes que lo necesiten, un ropero con vestuario apropiado para las entrevistas. Para asistir a las entrevistas, los estudiantes recibirán una tarjeta de transporte "Metrócard." Se les recomienda a los estudiantes que visiten la Oficina para informarse de todas las oportunidades a su disposición. El desarrollo de un plan profesional, al igual que la colocación de empleo, forman parte de una educación en Hostos. Los servicios son para los estudiantes o recién graduados.

Colocaciones

Graduados de programas de carreras han sido colocados en empleos relacionados a los estudios cursados.

- Computadoras: mantenimiento, analista y programador, operario, resolución de problemas con computadoras, técnico de computación. Higiene dental: higienista dental.
- Administración y tecnología de oficinas: secretaria ejecutiva, secretaria médica, ayudante administrativa, gerente de oficina, procesador de textos, estenógrafa.

A graduados con títulos de artes liberales y ciencias se les ha colocado tanto en el sector público como en el privado, en empleos como los siguientes: ayudantes de casos, ayudantes paralegales, gerentes de ventas, servicios al cliente y vendedores, agentes de seguros, gerentes de banco, y varias plazas civiles en el sistema de justicia y en servicios humanos.

Si desea más información comuníquese con:

Oficina de Servicios Profesionales/Career Services Office
Ubicación: Edificio Savoy, D-102
Horario: lunes a viernes, 9 - 5; miércoles y jueves 9-7
Teléfonos (718) 518-4468 y 4464.
www.hostos.cuny.cso
College Discovery

College Discovery es un programa especial que recibe el apoyo económico de la Universidad de la Ciudad de Nueva York (CUNY). Se solicita la participación en el programa al llenar la solicitud de ingreso al sistema de CUNY. La aceptación es a base de necesidad económica, índice académico y la participación en el programa intensivo de verano "Hostos CFP" para que los que ingresan por primera vez puedan adquirir ciertas destrezas. Para ingresar se requiere prueba de que ha residido en la ciudad de Nueva York por lo menos un año, de residencia permanente en los Estados Unidos o de ciudadanía estadounidense.

Los estudiantes que participan en College Discovery reciben una variedad de asistencias académicas y económicas que incluyen dinero para el pago de cuotas, la compra de libros y otros gastos para la educación.

El programa brinda acceso al "Supplemental Instruction Resource Center" donde se le ofrece tutorías en materias tales como el inglés como segundo idioma o ESL, inglés, matemáticas, español, biología y química. Además, el centro dispone de computadoras que se pueden usar para acceder al Internet y para utilizar programas que les sirven a los aprendices de ESL. Se les brinda orientación académica, personal y en otros asuntos que pueden afectar el desempeño académico, y talleres continuos para el mejoramiento académico.

Oficina de College Discovery
Oficina 101, edificio Savoy
Teléfono (718) 518-4486

Orientación Personal y Académica

El Centro de Consejería brinda continua orientación personal y académica a estudiantes de manera individual y en grupos. La orientación ocurre en privado, en un ambiente de apoyo en el cual el estudiante se puede enfocar en asuntos académicos y profesionales, problemas familiares, preocupaciones con el desarrollo personal y otros asuntos de importancia para ellos. La mayoría de los consejeros son bilingües -dominan el español y el inglés-. El Centro de Consejería tiene un vínculo estrecho de colaboración con la facultad que imparte clases y, quienes son fuente de recomendaciones. Los consejeros están a disposición de la facultad para consultas con respecto a asuntos que afectan el trabajo académico y la permanencia de los estudiantes en el colegio.

Todo comienza de varias maneras después que el estudiante es admitido al colegio. Algunos se inician cuando asisten a la clase de Orientación Colegial (véase más adelante), donde se le da información acerca de las políticas y los procedimientos esenciales del colegio y adquiere destrezas para salir adelante en lo personal y en lo académico. Al participar en este curso, el estudiante establece relaciones con un (a) orientador (a). Los estudiantes de primer año podrán hacer citas directamente con el consejero que le instruye en la clase de Orientación Colegial llamando al número del Centro o venir personalmente al centro y hacer la cita o presentarse al Centro y hacerla.

Para otros estudiantes el proceso de contacto con un consejero se inicia por cuenta propia, al buscar ayuda en el Centro. Se puede hablar con un consejero individualmente por cita previa o, en la mayoría de los casos, con presentarse en el Centro. Otro modo de entrar en contacto con el Centro de Consejería es por recomendación de alguien de la facultad o del personal no docente.

La consejería u orientación es un proceso en el cual se aplican las destrezas profesionales, el conocimiento y la experiencia para un esfuerzo conjunto que involucra a los alumnos en la ayuda propia. Los estudiantes podrán esperar un trato respetuoso de parte de los consejeros y llegar a ganarse su confianza donde podrán discutir sus preocupaciones sin cohibición. También podrán aprender destrezas nuevas y modos de entender y manejar sus vidas.

He aquí lo que a la mayoría de los estudiantes les preocupa y desean abordar con un consejero:
• las presiones académicas y sociales en el colegio
• dolor personal, pérdidas afectivas o problemas personales sin resolver
• dificultades académicas
• violencia doméstica
• ansiedad y depresión
• mejorar la confianza en sí mismo (a)
• el manejo del estrés
• dificultades en las relaciones personales
• los problemas del abuso de sustancias
• pensamientos suicidas
• Preocupaciones sobre el rol de ser padre/madre

Recomendaciones

Los consejeros pueden recomendar que un estudiante busque ayuda en cualquiera de los muchos lugares que brindan servicios y que no se ofrecen en el Colegio.
Cómo Comunicarse con el Centro de Consejería

El número telefónico para el contacto inicial es (718) 518-4319. Se puede dejar un mensaje para una persona específica del centro o un mensaje de voz general. El estudiante será contactado por un personal del centro a la más brevedad posible.

Emergencias

Cuando un estudiante necesite entrevistarse con un consejero porque tiene un problema emocional o personal serio, no necesita hacer cita. El personal que toma los mensajes de inicio le obtendrá la atención inmediata de un consejero quien -según la gravedad de la situación- se comunicará con Servicios Médicos o Seguridad para que alguien de Servicios de Emergencia de la Ciudad le asista en el Colegio.

SSD 1000 Orientación Colegial y Planificación de Currículo, 0 créditos, 1.5 horas

A partir del otoño de 2003 se requiere que todo estudiante de primer año cuya concentración es en artes liberales -para la consecución de los títulos A.A. y A.S.- tome este curso. Se exhorta a todos los recién llegados de primer año a que tomen este curso y, en la práctica, se reserva para los que se ubican en ENG1301-"English Basic Skills", Conocimiento Básico del Inglés, o en los cursos elementales de ESL. Se la recomienda a todo estudiante registrad en ciencias de la salud que también tomen el curso.

Los participantes recibirán información de las normas y los procedimientos del colegio, necesarios para progresar en los estudios. Aprenderán métodos para estudiar, tomar notas, tomar exámenes, resolver problemas, manejar el tiempo eficazmente y a lidiar con las tensiones cotidianas. En la clase también se tratan otros temas como la planificación de un programa académico, la búsqueda de una profesión, la asistencia económica y a utilizar la biblioteca y el Internet. Lo central al curso es conocer las causas comunes del estrés en los adultos y los motivos de las bajas del Colegio.

Hay secciones donde la clase se imparte en un salón tradicional y las hay híbridas con Internet en las que porciones de las clases de este curso se toman por medio de la computadora. Véase el itinerario de matrícula si se desea conocer más detalles.

Servicios Para los Estudiantes Impedidos

La "Americans with Disabilities Act", ADA por sus siglas en inglés, prohibe la discriminación a base de impedimentos y requiere que el colegio tenga la capacidad física y programática que permita el acceso a los estudiantes con impedimentos. Más allá del mínimo requerido por la Ley ADA, la Sección 504 de la Ley de Rehabilitación y los estatutos de el estado y de la ciudad de Nueva York, el colegio ha creado una oficina para servir a cada uno de los estudiantes con impedimentos para que así pueda llevar al máximo su potencial de obtener el éxito. Basado en una entrevista inicial y documentación suplida por el estudiante, se pueden obtener una variedad de acomodos que asisten al estudiante que cualifica para conseguir sus metas académicas. La entrevista inicial y la orientación se ofrecen lo mismo en inglés que en español.

Cómo solicitar

Para participar de los servicios a los estudiantes con impedimentos, se requiere que el estudiante así se declare. La mejor manera de entrar al programa de servicios a los estudiantes con impedimentos es antes de ingresar a Hostos o durante el proceso de ingreso al Colegio, aunque hay ocasiones en la cual se les notifica a los estudiantes sobre estos servicios durante el transcurso de matrícula en cualquier momento después de la inscripción. Con ADA el alumno y el colegio deberán descargar sus responsabilidades a tiempo. Por ello, mientras más pronto el estudiante se identifique y presente la documentación pertinente, más pronto comenzará la determinación de su elegibilidad para recibir beneficios. En síntesis, he aquí los pasos a seguir:

1. Visitar las oficinas para solicitar servicios lo antes posible
2. Participar en el proceso inicial de ingreso
3. Presentar los documentos pertinentes necesarios
4. Participar de y completar la planificación del acomodo
5. Llevarle a los instructores con la hoja "Accommodations Notification Form" o Notificación de necesidad de acomodo

La hoja de notificación de necesidad de acomodo

Servicios que un estudiante con impedimentos podría recibir:
- exámenes modificados, de CUNY y de clases
- tutorías especializadas
- tecnología de ayuda
- ubicación de clases a lugares más accesibles
- otros acomodos académicos según con sus impedimentos y limitaciones

El personal colabora estrechamente con la facultad y los recursos externos que el estudiante y la oficina identifiquen para proveer los acomodos académicos adecuados y efectivos, según la necesidad documentada.
Además de planificar y coordinar el acomodo, en la oficina se ofrece orientación que ayude a lidiar con asuntos personales y académicos que todo individuo enfrenta en la universidad. Orientación Académica y Servicios Profesionales, ambos en el Centro de Consejería, rutinariamente sirven como parte de la respuesta amplia a las necesidades e intereses estudiantiles. La oficina también tiene vínculos con agencias externas del estado y sin fines de lucro, proveedoras de rehabilitación vocacional y servicios a personas con impedimentos, con el propósito de facilitar las recomendaciones y el empleo de sus servicios.

**Recursos tecnológicos**

Una característica de la oficina es la gran selección de computadoras y de tecnología que están a la disposición de los alumnos. Ello incluye una máquina lectora de XEROX, televisión de circuito cerrado o CCTV por sus siglas en inglés y computadoras que muestran páginas electrónicas con letras grandes -Zoom-Tech y JAWS- y tienen el software para escribir el dictado oral, que sirven para estudiantes con impedimentos visuales; el sistema Kurzweil 3000 y el software Inspiration, para estudiantes con dificultades de aprendizaje. La tecnología que ayuda es útil también para los alumnos que tienen impedimentos al usar las manos, sufren convulsiones y otros factores limitantes, incluso software que reconoce la voz. Además, la oficina provee capacitación para aprender a usar computadoras y el Internet en su Centro de Recursos Tecnológicos para Estudiantes con Impedimentos. Véase su página en La Red si desea más información.

Cómo hacer contacto con la oficina:
Marcar el (718) 518-4454 o por correo electrónico a las siguientes direcciones:
Profesor llichael R. Stimola coordinador: mstimola@hostos.cuny.edu

Señora Aída Gonzalez, especialista en el trato de personas con impedimentos y ayudante del coordinador: Agonzalez@hostos.cuny.edu.

Señor Anthony Mondesire, especialista en conocimiento de la información y en tecnología de ayuda: Tmondesire@hostos.cuny.edu

**Ubicación de la oficina:** Counseling Center, Savoy Building, Room D-101P. Tanto el edificio como el servicio y las áreas de acomodaciones son accesibles para estudiantes que utilizan sillas de ruedas.

**Horarios:** Lunes - viernes, 9:00 A. M. - 5:00 P. M. Noches por cita previa.

El Colegio se adhiere a la política contra la discriminación. Pida el panfleto titulado "Igualdad de oportunidades para todos los estudiantes". Todo estudiante que se sienta discriminado debido a un impedimento podrá utilizar el "Procedimiento de queja para estudiantes con impedimentos" en la sección "Políticas de Hostos y de CUNY."

**Oficina de Servicios de Salud**

La misión de la Oficina de Servicios de Salud es proveer programas de salud abarcadores que enfatizan la salud, a un costo razonable, que sea accesible al estudiante, y diseñados para las necesidades del cuerpo estudiantil. El enfoque de esta Oficina es comprender y dirigirse a las necesidades físicas, espirituales, y emocionales relacionadas con la salud de los estudiantes. Los siguientes servicios están disponibles a los estudiantes:

- Tratamiento de emergencia de primeros auxilios
- Vacunas de sarampión, papas, y rubéola (MMR por sus siglas en inglés) para cumplir mandato estatal
- Vacunas para Hepatitis B a estudiantes en programas aliados a la salud
- Cernimiento de presión arterial
- Cernimiento del nivel de azúcar
- Prueba de embarazo
- Prueba de infecciones del tracto urinario
- Medicamentos despachados sin recetas
- Cernimiento visual para el Departamento de Vehículos (DMV por sus siglas en inglés)
- Exámenes físicos para los atletas
- Condomes
- Consejería sobre enfermedades e infecciones transmitidas sexualmente
- Consejería sobre temas de salud en general
- Referidos a centros de salud o al Departamento de Salud

**Inmunizaciones:** Cumplimiento con la Ley de Salud Pública (Public Health Law) 2165 y 2167 se requiere que toda persona que solicite admisión a un colegio en el estado de Nueva York. Antes de matricularse, el estudiante tiene que cumplir lo siguiente:

- Sarampión, dos dosis (administrada después de haber cumplido 12 meses)
- Papas, una dosis (administrada después de haber cumplido 12 meses)
- Rubéola, una dosis (administrada después de haber cumplido 12 meses)
- O prueba, imprimida por un laboratorio, de inmunización de sarampión, papas, y rubéola
- Responder a la encuesta sobre Meningitis Meningococcal.
El Centro Infantil de Hostos

El buen cuidado de sus hijos pequeños es esencial para que muchas de las estudiantes en Hostos logren sus metas educativas. En el Centro Infantil del Colegio Comunal Eugenio María de Hostos se esfuerzan para proveer un ambiente donde el idioma constituya un "puente y no un obstáculo" para esa tan necesaria atención de calidad en el recinto académico. La diversidad cultural y la adquisición de un primer y un segundo idioma se consideran claves para llenar las necesidades educativas, social, emocional y física de los niños y de los demás integrantes de sus respectivas comunidades.

El Centro Infantil es una entidad sin fines de lucro, incorporada aparte del Colegio que el Departamento de Salud de Nueva York evalúa y certifica. Sus servicios se dedican a los hijos de estudiantes en Hostos. Al presente acoge a pequeños entre las edades de tres a cinco años durante el día y a niños desde los cuatro años y medio a los doce en su programa nocturno para escolares. No se ofrece horario flexible ni servicio de entrega. El cuidado por corto tiempo solamente se ofrece durante el periodo de matrícula. A pesar de que el cuidado no es gratuito, el pago de la matrícula para los niños está subvencionado para todas las estudiantes. El tiempo de espera es de uno a dos semestres. Los pequeños que, para el comienzo del semestre de otoño, hayan cumplido cuatro años califican para el programa preescolar universal y su espera es más corta.

Servicios

El Centro Infantil es un recurso para estudiantes o guardian legal matriculados en el Colegio Comunal de Hostos. Niños de tres a cinco años de edad son elegibles a recibir cuidado diurno en el Centro. El programa nocturno rinde servicios a niños hasta la edad de doce años.

El Centro sirve a niños de 3 a 5 años durante el día y niños escolares de 4.6 a 12 años por las tardes. El Centro no ofrece servicios temporarios. Durante la temporada de matrícula se ofrece cuidado, si el espacio lo permite. Aunque los servicios no son gratis, los estudiantes reciben subsidio de las cuotas. Niños que han cumplido 4 años al comenzar el semestre del otoño son elegibles, con poca espera, para participar en el programa "Universal Pre-K". Niños participando en el programa "Universal Pre-K" pueden recibir 12 1/2 horas de servicios gratis.

Admisión al Centro Infantil

Aceptación al programa depende del número de asientos disponibles y el orden del listado. No obstante, el Centro tiene el derecho a mantener un balance de edades, según los requisitos para cumplimiento con la licencia del Centro. Todo niño es elegible a participar en el programa sin consideración de grupo étnico, color, religión, sexo, o nacionalidad.

Estudiantes de Hostos que desean colocar a su hijo/a en el Centro, deben llenar y someter la planilla de solicitud, la cual se incorpora al listado electrónico del Centro. Generalmente, el Centro tiene una lista de espera de 4 a 6 meses, dependiendo del número de asientos disponibles. Al abrirse espacio, el Centro se comunicará con los solicitantes y les informará como completar el proceso de inscripción rápidamente.

El Centro tiene derecho a dar prioridad a la aceptación de niños que:
- Son hermano/a de niños ya inscrito
- Estudiantes que residen en hospedaje transitorio
- Estudiantes que son víctima de violencia doméstica

Para ser elegible a recibir prioridad por dichas razones, favor de presentar documentación la administración del Centro.

El Proceso de Inscripción

Al tener cupo, los solicitantes serán notificados por teléfono y por correo de las fechas para inscripción. Entrada se da a base del orden en que se presenten ("first-come first-serve"), según el cupo. Solicitantes deben preparse y comenzar el proceso varios meses antes del comienzo del semestre.

El proceso de inscripción tiene varias etapas. Si el padre, la madre o el guardian no puede participar en el proceso inicial, se les advierte que es posible que no hayan asientos disponibles hacia el final.

El Centro no ofrece un horario flexible. Los niños se inscriben para el programa diurno o nocturno, pero no en ambos a la vez. Niños inscrito en el horario diurno deben asistir por lo menos 12 1/2 horas por semana. Niños inscrito en el horario nocturno deben asistir por los menos 6 horas por semana.

Centro Infantil, salón A-109, Teléfono (718) 518-4175. Lunes a jueves, 7:45 A. M. A 8:30 P. M. Viernes, 7:45 A. M. A 2:00 P. M.
Introducción al Colegio Hostos 2004 - 2005

Atletismo, deportes y recreo

Los programas de atletismo, deporte y recreo se consideran esenciales a la educación universitaria, porque son complemento al proceso educativo al realizar el desarrollo físico y mental. Los estudiantes que participan en los deportes como recreo desarrollan imágenes propias positivas, conciencia de la fuerza física, tolerancia y control, ganan en destrezas para la interacción social y madurez. Todo esto por medico a la participación en el deporte como diversión.

Los programas de atletismo, deporte y recreo son una parte esencial de la experiencia colegial en Hostos. El Centro de Atletismo está para servir a la comunidad entera al proveer el ambiente y los medios para que la persona mejore la calidad de vida con los deportes. El énfasis en la participación y el compromiso es firme con los valores fundamentales de jugar limpio y el disfrute del juego.

Hostos acata el código de NJCAA y el de la Asociación Atlética de CUNY, por lo cual la participación en los deportes intercolegiales se hace tarea divertida. Los programas de deportes fomentan el bienestar físico y académico de los estudiantes que participan en ellos reflejando así los paradigmas más altos de dignidad y honor que caracterizan la participación en deportes de competencia en un contexto colegial.

Nuestros programas recreativos e intramuros ofrecen muchas alternativas a la comunidad colegial, de modo individual o en equipo, para que puedan lograr los beneficios físicos, mentales y sociales que se derivan de la participación en los deportes. Los centros acuáticos, atléticos y para el buen estado físico ofrecen equipos de primera, personal extraordinario y un ambiente que conduce al enriquecimiento de la vida en común dentro del campo y la adhesión a los mejores principios morales en todos los aspectos del deporte y del bienestar físico.

Alineado con la misión de Hostos, creemos que la participación en programas atléticos y recreativos ofrece una excelente preparación para el logro de metas en la sociedad. Los participantes aprenden a competir eficazmente y con integridad en cualquier ambiente. Aprenden también a valorar los beneficios del esfuerzo colectivo, cómo brindar liderazgo que motiva. En el colegio creemos que todo esto inculca y fortalece las cualidades que contribuyen al éxito en el desarrollo personal y también a las empresas futuras de nuestros estudiantes.

Equpos
Béisbol masculino
Baloncesto masculino
Soccer masculino
Baloncesto femenino
Voleibol femenino
Intramuros:
Baloncesto masculino
Baloncesto femenino
Soccer masculino
Natación de hombres y mujeres
Tennis de mesa
Voleibol femenino

Si desea más información comuníquese con:
El entrenador Robert Holford, Director atlético, (718) 518-6879, email: Rholford@hostos.cuny.edu

Servicios Para Retener Estudiantes

El Colegio Comunal Hostos ha iniciado un sistema que informa al estudiante de camino del semestre si necesita mejorar su trabajo en alguna de sus clases, llamado “Early Warning System” (EWS pos sus siglas en inglés). A través del EWS, los profesores identifican a las estudiantes que no están presentando un trabajo satisfactorio. La meta es asistir al estudiante a mejorar académicamente, retenerlo en el cuerpo estudiantil, a facilitarle el logro de sus metas académicas y profesionales. El personal de la oficina se comunica con los estudiantes y los dirige a servicios como consejería o tutoría académica. Para más información comuníquese con la Oficina de Servicios de Retención, ubicada en el edificio Savoy, salón 101W, teléfono (718) 518-4397

Actividades Estudiantiles

El Colegio fomenta una gran variedad de programas que enriquecen el aprendizaje que ocurre en el salón de clases. Las actividades extracurriculares brindan la oportunidad para manifestar talentos, socializar, ayudar a los demás o seguir intereses particulares.

En la Oficina para Actividades Estudiantiles se ayuda a los clubes y otras organizaciones en el campus a coordinar programas intelectuales, culturales, sociales y recreativos con el propósito de ampliar las actividades del salón de clases y contribuir al desarrollo personal del alumno. Existen organizaciones que auspician actividades académicas, culturales y atléticas. Incluyen en sus programas a oradores invitados, discusiones en panel, talleres, recitales y actividades culturales, que reflejan el trasfondo étnico del estudiantado y su diversidad de intereses. Los alumnos tienen la oportunidad de mejorar sus aptitudes para el liderazgo al tomar parte en el Gobierno Estudiantil o en actividades no docentes. Ellos incrementan la interacción de los grupos y crean la estructura para desarrollar líderes entre los estudiantes.
El director de Actividades Estudiantiles colabora con el Gobierno Estudiantil para forjar estos programas y la facultad y el personal no docente sirven de consejeros para los clubes y otras organizaciones.


**Asuntos de los veteranos**

Los veteranos y sus dependientes tienen derecho a varios beneficios. Todo estudiante que desea recibir beneficios que otorga la Ley de Veteranos, o "GI Bill", tendrá su solicitud para beneficios educacionales sometido a:

Dept. of Veterans Affairs
Regional Office
P.O. Box 4816
Buffalo, N 14240-4616

El Certificado de Eligibilidad por servicio en las guerras en Vietnam, Golfo Pérsico, en Malaysia, o veteranos de la Guardia Nacional tendrán su solicitud para beneficios sometido a:

Veterans Administration
245 Wet Houston Street
New York, NY 10014

El veterano debe ir donde el "College Veterans Liaison Representative" con el Certificado De Relevo/De Baja Del Servicio Military Activo (planilla DD214) o Certificado de Eligibilidad (planilla DD2384/2384-1). Comenzará a recibir beneficios de ocho a diez semanas. Los solicitantes de esos beneficios deben presentar prueba de servicio militar, estado civil, y número de dependientes.

Es imprescindible que todo veterano que estudie en Hostos se presente al "Veterans Liaison Office" cada semestre en sucesión, o sea en septiembre, en enero y junio, para iniciar su registro y el de sus dependientes con la Administración de Veteranos. En la Oficina de Consejería se ofrecen orientación personal y académica para los veteranos y sus dependientes.

Si desea obtener más información acerca del procedimiento de certificación, comuníquese con:

Veterans Liaison, Office of the Registrar
Ubicación: Edificio Savoy, salon 207
Teléfono (718) 518-6771

El personal de la oficina de Admisión y Reclutamiento del Colegio Comunal Hostos exhorte a los posibles estudiantes para que hagan cita con sus orientadores respecto de sus metas para una educación universitaria. Con ellas podrán examinar sus objetivos, enterarse de los requisitos para ingresar a los programas que se ofrecen y sopesar las alternativas para una carrera.

**La solicitud**

Todo solicitante, incluso los que no deseen obtener un título, deben hacerlo en Admisiones. Las solicitudes se encuentran en las oficinas siguientes:

**Hostos Community College**
Office of Admissions
120 East 149th Street
Bronx, New York 10451
salón D210
(718) 518-4405
O en
**CUNY Office of Admission Services**
1114 Avenue of the Americas (15th floor)
New York, NY 10036
(212) 997-2869 Or
O pida una solicitud por correo electrónico a: Admissions@hostos.cuny.edu

**El proceso de admisión para estudiantes de primer ingreso**

 Quienes nunca hayan estado matriculados en un colegio comunal, universidad o institución de educación post secundaria desde la graduación de escuela secundaria o después de haber recibido el certificado de GED, deben llenar la solicitud para el ingreso por primera vez y seleccionar a Hostos en primer lugar.

**Requisitos de Solicitud:**

1. Transcripción oficial de escuela secundaria o el diploma obtenido con el Diploma de Equivalencia General, GED por sus siglas en inglés, con un mínimo de 2250 puntos (era 225). No se aceptarán los siguientes:
   - certificado de escuela secundaria
   - diploma obtenido con IEP
   - diploma obtenido con estudios en el hogar
   - diploma de escuela secundaria por estudios por correspondencia
2. Original del diploma de escuela secundaria.
3. Giro postal de $65 para la solicitud, pagadero a University Application Processing Center (UAPC).
4. Estudiantes que han cursado estudios fuera de los Estados Unidos deben consultar la sección "Estudiantes de instituciones en el extranjero", que contiene información sobre requisitos específicos.

**Curriculum Pre-Universitario (CPI por sus siglas en inglés)**

El personal de la Universidad de la Ciudad de Nueva York y los miembros de la Junta Educativa de la Ciudad de Nueva York exhortan a todos los alumnos de escuela secundaria a que tomen cursos preuniversitarios que les darán la preparación necesaria para el éxito en el trabajo. El currículo preuniversitario para los cuatro años de escuela secundaria consiste en lo siguiente:

- cuatro (4) años de inglés
- tres (3) años de matemáticas
- cuatro (4) años de estudios sociales
- dos (2) años de un idioma extranjero
- dos (2) años de ciencias experimentales
- un (1) año de artes visuales e interpretativas
Información Sobre Admisión

Traslado desde otra institución

Los estudiantes que hayan estado matriculados en un colegio comunal, universidad o institución de educación Post secundaria en Estados Unidos o en el extranjero desde que se graduaron de escuela secundaria o después de haber recibido el certificado de GED, deben llenar una solicitud "CUNY Transfer Application for Admissions".

Requisitos de solicitud:
1. Transcripción oficial de escuela secundaria o el diploma obtenido con el Diploma de Equivalencia General, GED por sus siglas en inglés, con un mínimo de 2250 puntos (era 225). No se aceptarán los siguientes:
   - certificado de escuela secundaria
   - diploma obtenido con IEP
   - diploma obtenido con estudios en el hogar
   - diploma de escuela secundaria por estudios por correspondencia
2. Transcripciones oficiales de todos los colegios comunales y universidades a los cuales haya asistido a partir de la graduación de escuela secundaria.
3. Giro postal de $65 para la solicitud, pagadero a University Application Processing Center (UAPC). Si el traslado ha de efectuarse desde otro recinto de CUNY no hay.

En la solicitud de traslado deben incluir las clases que están tomando actualmente. Al recibir las notas finales, tienen que solicitar que manden la transcripción oficial a la Oficina de Admisión de Hostos

Estudiantes de instituciones en el extranjero

Todo estudiante educado en el extranjero debe entregar transcripciones oficiales de escuela secundaria y, de ser pertinente, de toda institución de estudios post secundarios a la cual asistió después de completar la escuela secundaria. Todas las transcripciones deberán estar traducidas al inglés.

Traslado de créditos

Se pueden trasladar créditos obtenidos en otras instituciones acreditadas, dentro o fuera de los Estados Unidos, si los cursos son comparables a clases similares ofrecidas en Hostos. La persona encargada de esos menesteres se encuentra en las oficinas de Admisiones y Reclutamiento y hará las evaluaciones antes del comienzo del primer semestre de ingreso o durante el mismo. Se les dará crédito únicamente por clases tomadas en instituciones acreditadas por una de las comisiones regionales con tal potestad. Se podrán trasladar un máximo de 30 créditos, si la nota obtenida es de "C" o mejor. Las notas de "D" de otra institución de CUNY podrían considerarse a discreción del (la) evaluador (a).

Estudiantes de Instituciones En El Extranjero

Estudiantes de instituciones en el extranjero tiene que someter uno de los siguientes documentos: transcripción oficial de escuela secundaria; notas de bachiller, el bachillerato, notas oficiales o certificación del cuerpo que administró los exámenes (por ejemplo CXG, GCE, WASC, EAS, etc.). Y, si apropiado, transcripciones oficiales de cada institución en la cual estudio después de graduarse de la secundaria. Documentos escrito en otros idiomas tiene que tener adjunto una traducción oficial, en hoja de papel con membrete, preparados en el mismo formato del documento original. Todas traducciones tienen que cumplir con los requisitos de CUNY, que son los siguientes:

Guía Para Las Traducciones Oficiales de Documentos

La unidad de Admisión Internacionales del Centro de Procesar Solicitudes a la Universidad (UAPC por sus siglas en inglés) acepta, como traducciones oficiales, esas preparados por:
1. La embajada o el consulado del país en cual se produjo el documento; o traducción verificada por el consulado o la embajada del país en cual se produjo el documento.
2. Servicio o agencia para traducciones, o asociación para inmigrantes/refugiados.
3. La institución que produjo el documento.
4. Un miembro de la facultad de una escuela secundaria o universitaria. En dicho caso, la traducción tiene que ser:
   a. Escrita en maquinilla en hoja de papel con membrete de la escuela/universidad;
   b. Tiene que decir que la traducción fue hecha por un miembro de la facultad e indicar en cual departamento enseña.
   c. Tiene que incluir una declaración del traductor que tiene conocimiento del idioma del documento original.

Las siguientes traducciones no se aceptan como oficial:
1. Esas hechas por un estudiante o familiares del solicitantes.
2. Esas hechas por individuos no afiliados con los cuerpos nombrados anteriormente.
3. Traducciones preparadas por personal no docente de una escuela o universidad.
4. Traducciones preparadas por facultad de un colegio en el extranjero.
5. Traducciones preparadas por un notario público.

Traducciones tiene que cumplir estas normas:
1. Todas las traducciones tiene que seguir el mismo formato del documento original.
2. Toda información tiene que ser traducida.
3. La traducción tiene que ser al pie de la letra.
4. No se debe incluir ninguna interpretación o evaluación de la información.
5. La traducción tiene que ser escrita en maquinilla y firmada por el traductor.

Para localizar servicios de traducción, consulte la guía telefónica de páginas amarillas o una local. Asegúrese escoger una compañía que cumpla con las normas presentadas. Aunque los precios son competitivos, se recomienda que llame a pedir los precios. Variación en precios depende de:
- El idioma del documento original
- El tipo de documento
- Cuán extensor es el documento (número de palabras)
- Otros servicios especiales, por ejemplo, envío al día siguiente

El Proceso de Admisión Para Estudiantes Internacionales

Estudiantes Internacionales tienen que someter los documentos indicados según su estatus como estudiante de primer ingreso (Freshmen) o de traslado (Transfer), y estudiante educado en el extranjero para poder solicitar el Certificado I-20. Solicitantes a admisión deben saber que el certificado I-20 solamente se le puede proveer después que el estudiante ha completado el proceso de admisión al colegio y el Centro de Procesar Solicitudes a la Universidad (UAPC).

Primer ingreso en el Colegio Comunal Hostos

Si usted nunca ha estado en los Estados Unidos, usted y su patrocinador tienen que presentar los siguientes documentos:
- Carta del banco de la persona que va a pagar su matrícula, cual equivale a $13,000 dólares Americanos.
- Si su patrocinador vive fuera de los Estados Unidos, el o ella tiene que presentar la carta bancaria original, la traducción oficial, y conversión del valor en dólares Americanos.
- Una declaración jurada (planilla 1-134), cual debe ser completada por el patrocinador del estudiante. Puede obtener una copia electrónica ésta planilla del Servicios de Inmigrantes y Ciudadanía (CIS por sus siglas en inglés) a través del Internet: www.cis.gov. Cuando recibamos ésta información se le puede proveer el certificado I-20.

Estudiantes Internacionales y Traslado

Si usted ya está estudiando con la visa F-1 y se quiere trasladar de colegio, primero tiene que seguir proceso de admisión. Al recibir su carta de aceptación a Hostos, tiene que venir a la Oficina de Estudiantes Internacionales y pedir nuestra planilla "Transfer Release Form"

Al presentarse debe traer:
- Su pasaporte y tarjeta I-94
- Todos los certificados I-20 que haya recibido anteriormente
- Carta de banco indicando que usted tiene $13,000 dólares Americanos, o el equivalente si su patrocinador vive fuera de los Estados Unidos.
- Una declaración jurada (planilla 1-134) de su patrocinador. Puede obtener una copia electrónica de ésta planilla a través del Internet: www.cis.gov

Tenga en cuenta que no podemos darle un certificado I-20 hasta que el colegio al cual asistía lo transfiera por el sistema de SEVIS. Estudiantes que están trasladándose tienen 15 días del comienzo de clases para completar este proceso.
Información Sobre Admisión

La Oficina de Servicios a Estudiantes Internacionales está ubicada en la Oficina del Decano de Asuntos Estudiantiles, salón C-330. Puede dirigir sus preguntas al Sr. Ian Nixon, Consejero a Estudiantes Internacionales, teléfono (718) 518-6703, o por correo electrónico a: inixon@hostos.cuny.edu

Segundos Títulos

Se puede solicitar ingreso al Colegio Comunal Hostos para obtener un segundo título si éste es diferente del primero. Todo solicitante debe llenar una planilla para ingresar y enviarla con las transcripciones oficiales de todo trabajo académico anterior a: "Second Degree Status", "Admissions and Recruitment Office."

Oyentes o Estudiantes que no Desean un Título

Se acepta la matrícula de personas que no desean obtener un título académico pero sí asistir a clases en Hostos. Pueden solicitar directamente en la oficina de Admisiones y Reclutamiento. El cupo es limitado.

Los oyentes que acumulen 12 créditos deberán pedir el ingreso como matriculado regular en las oficinas de Admisiones y Reclutamiento.

Deben presentar los siguientes documentos:

1. Transcripción oficial de escuela secundaria o el diploma obtenido con el Diploma de Equivalencia General, GED por sus siglas en inglés, con un mínimo de 2250 puntos (era 225).

2. Transcripciones oficiales de todos los estudios a partir de la graduación de la secundaria

3. Giro postal de $50 para la solicitud, pagadero a University Application Processing Center (UAPC).

Los oyentes no califican para recibir asistencia económica.

Si no llenan la solicitud adecuada se retrasará el ingreso y podrían incurrir en gastos adicionales. Deben leer las instrucciones cuidadosamente y entregar la documentación correspondiente. Los estudiantes educados en el extranjero, deben consultar el documento "Información para los solicitantes subgraduados extranjeros", "Information for International Undergraduate Applicants" de CUNY para instrucciones más detalladas.

Personas de La Tercera Edad

Las personas de la tercera edad, residentes auténticos de la ciudad de Nueva York, de 60 años de edad o mayores, que no se interesen en la consecución de un título pueden inscribirse, si hay cupo, para asistir a clases, si pagan $65.

Los "CUNY Skills Assessment Tests"

El "Freshman Skills Assessment Program", FSAP, consiste de tres exámenes: comprensión de lectura, matemáticas y escritura. La Universidad de la Ciudad de Nueva York estableció estas pruebas en 1978 con el propósito de medir las destrezas con esas tres materias de los solicitantes a ingreso. Los resultados de esos exámenes, se usan para determinar si un estudiante tendrá que tomar cursos de remedio para fortalecerse académicamente o cursos de ESL para mejorar su dominio del inglés. Luego de completar las clases en cualquiera de esas tres materias, deben tomar otra prueba. Cuando el resultado del segundo examen confirma que se ha adquirido el dominio de esas asignaturas, ello constará en el expediente del estudiante y ello es importante.

Para información específica con relación al "CUNY Assessment Test" y otros asuntos pertinentes a exámenes, véase la sección "Oficina de Evaluaciones" de este catálogo.
**Información Sobre Admisión**

**Asistencia Económica**

Los fondos federales y estatales, así como los que están destinados a programas especiales y los propios del Colegio, se administran en Asistencia Económica, con el fin de garantizar la oportunidad de obtener una educación post secundaria a todo el que califique. Se combinan beca, subvención, préstamo, empleo y otros beneficios obtenidos del gobierno para cubrir la diferencia entre los gastos de estudios y las aportaciones del estudiante y su familia. La cantidad otorgada depende de la necesidad económica, a menos que se especifique de otra manera. Se les entregarán esos fondos a estudiantes que mantengan el promedio mínimo que se exige, no hayan dejado de pagar un préstamo de estudios ni deban devolución de dinero por haber recibido una subvención del gobierno federal. Los alumnos en probatoria que demuestren progreso académico satisfactorio y mantengan un promedio aceptable seguirán recibiendo la asistencia económica.

Si desea más información, véase la sección de Asistencia Económica de este catálogo.

**Vacunación**

Según el mandato PHL 2165, el reglamento de la Universidad de la Ciudad de Nueva York exige que todo estudiante que se matricule con seis créditos facturables o más y haya nacidos después del 31 de diciembre de 1956, demuestre que se le ha inoculado con dos vacunas contra el sarampión y una combinada contra la paperas -conocida también como farfayota- y la rubéola, para que se le permita asistir a clases. Las instituciones del sistema universitario tienen la obligación de notificarles de esos requisitos a los que ingresan por primera vez a curar estudios, para obtener el cumplimiento debido del reglamento. A continuación están expuestos los requisitos mínimos para poder continuar inscrito y asistir a clases.

Cumplimiento parcial: Presentar prueba de que se ha vacunado contra el sarampión, la paperas y la rubéola y que tiene cita para ponerse la segunda ronda de vacunas contra el sarampión. Presentar prueba de la segunda vacunación contra el sarampión entre los 30 y los 45 días a partir del primer día de clases del semestre en curso.

Todo estudiante que haya cumplido parcialmente con los requisitos de vacunación recibirá notificación de Admisiones y el Registrador a los efectos de que su asistencia a clases, su expediente y su elegibilidad para recibir asistencia económica se pueden ver afectados adversamente. Además, podría cobrárselle la matrícula del semestre anterior. Recibirá una segunda carta después del segundo día de clases y antes del 15º, donde se le informe que no podrá asistir a clases a partir del día 31º o 46º del semestre en curso y que podrá vacunarse gratuitamente en el campus. Se pueden presentar pruebas de vacunación hasta el término del semestre en curso.

A los que no cumplan con los requisitos mínimos no se les permitirá asistir a clases hasta que lo hagan en su totalidad, y en vez de las notas regulares, recibirán una nota de baja administrativa, WA, por sus siglas en inglés, en su expediente académico.

Para revertir la nota de WA antes de que termine el semestre y así poder reincorporarse a las aulas y recibir sus notas de las clases, deben tomar los tres pasos siguientes.

1. Presentar pruebas de vacunación a Admisiones y Reclutamiento antes del último día de clases -final del semestre-;
2. Obtener consentimiento de los instructores para regresar a clases
3. Entregar a las oficinas del registrador la solicitud de reversión de las notas de WA

Es esencial que se cumpla con todos los requisitos antes descritos, pues las notas de WA no se podrán revertir después que el semestre en curso haya concluido. Los alumnos que satisfagan los requisitos de vacunación en el semestre que le sigue, tendrán la nota WA, permanentemente, en su expediente académico.
Residencia

El proceso de determinación de residencia hace que un estudiante califique para pagar matrícula más baja. Esta se determina al combinar el tiempo que se lleva viviendo en el estado o en la ciudad de Nueva York y el status como no ciudadano de los Estados Unidos. Los asuntos de residencia se atienden en las oficinas de Admisiones y Reclutamiento. La documentación que el estudiante presente determina la matrícula a cobrar. La Universidad exige tres documentos para determinar la residencia de un solicitante:

1. Planilla de prueba de residencia
2. Affidavit de indocumentado
3. Declaración alterna de arrendamiento -que se creó en Hostos y que CUNY ha adoptado

Señales de que no se es residente

1. No se tiene ni ciudadanía estadounidense ni domicilio permanente en Estados Unidos.
2. Los padres del solicitante no tienen su domicilio ni en la ciudad ni en el estado de Nueva York.
3. El estudiante asistió a una institución universitaria como no residente.
4. El estudiante tiene dirección domiciliar fuera del estado de Nueva York.
5. Tiene status de inmigrante o no inmigrante de visa F-1, estado pendiente de refugiado, pendiente de libertad condicional, visa de trabajo u otra condición inmigratoria.
6. Se es indocumentado

Verificación de Domicilio

Para pagar matrícula de residente, el estudiante en un colegio comunal debe satisfacer las dos condiciones siguientes:

a) Tener su domicilio principal en el estado de Nueva York por doce (12) meses consecutivos inmediatamente previos a la fecha del primer día de clases. Satisfará esta condición si asistió a una escuela secundaria en el estado o en la ciudad de Nueva York por dos semestres consecutivos, inmediatamente previos a la fecha del primer día de clases.

b) Tener su domicilio principal en la ciudad de Nueva York por seis (6) meses consecutivos, inmediatamente previos a la fecha del primer día de clases. Satisfará esta condición si asistió a una escuela secundaria en la ciudad de Nueva York por el semestre anterior a la fecha del primer día de clases.

Situaciones Especiales

Compensación de los condados a los colegios comunales: Como condición para la inscripción, los colegios comunales exigen que todo residente en el estado de Nueva York, que también viva en la ciudad de Nueva York, obtenga un certificado a esos efectos del condado en el que mantiene su domicilio principal, con no más de dos meses previos a la fecha del primer día de clases. Dicho certificado estará vigente por un año. Si el condado donde se reclama tener vivienda principal se niega a emitir tal certificado porque el estudiante no resida allí, éste podrá apelar esa decisión a la Secretaría del Estado de Nueva York.

La verificación de domicilio también requiere que se tiene la planilla conocida como “City University Residency Form”. Dicha planilla se encuentra en Admisiones y Reclutamiento, en el edificio Savoy, oficina 210. No se aceptarán planillas llenas después de finalizar el semestre para el cual se quiere reclamar lugar de residencia.

Todo estudiante que reciba negación de certificado de residencia, debe también recibir del Colegio, copia de los procedimientos de apelación. Dichos documentos se obtienen en Admisiones y Reclutamiento y se deben presentar en el plazo de diez (10) días a partir de la notificación. Una planilla de apelación por parte del estudiante se entregará a las oficinas del Vicecanciller para Asuntos Legales y Asesoramiento Jurídico de la Universidad.

Orientación

La orientación a los estudiantes de primer año tiene como propósito el informarles cómo funciona el Colegio Comunal Hostos y cómo aprovechar mejor la experiencia estudiantil en el recinto. Se tratan temas como los reglamentos del Colegio, procedimientos y reglas que rigen lo académico, responsabilidades de los estudiantes y de la facultad, clubes y organizaciones estudiantiles, dónde obtener ayuda en el recinto para solucionar problemas, servicios para el estudiante y cómo utilizar la biblioteca.

La retención y los servicios de apoyo

El Colegio ofrece servicios para asistir al estudiante en su avance hacia la consecución de la carrera seleccionada. Según su preparación y el progreso académico, algunos necesitan tutores y consejera para poder proseguir con sus estudios.
Los exámenes de evaluación

Información

Porque Hostos es parte de la Universidad de la Ciudad de Nueva York, CUNY por sus siglas en inglés, se requiere que sus estudiantes tomen un examen de conocimientos básicos de lectura y escritura el "CUNY Mathematics Skills Test". Los estudiantes cuyo idioma materno es el español tienen que tomar además, una prueba de conocimiento de ese idioma. Los que están aprendiendo inglés, tienen que tomar un examen de ubicación en ESL.

Ningún estudiante podrá inscribirse sin haber tomado estos exámenes o haber presentado pruebas de que debe estar exento de tomarlos.

Estudiantes de primer año

La ubicación de los estudiantes en las clases correspondientes de lectura, escritura, Inglés Como Segundo Idioma, ESL, por sus siglas en inglés, matemáticas, español u otro idioma extranjero.

Los estudiantes que se ubiquen en clases de remedio o para alcanzar nivel académico universitario tendrán la oportunidad de repetirlos una vez tomadas esas clases. Todo estudiante deberá consultar con un orientador o consejero para saber si cumple con los requisitos de progreso académico para entrar en concentraciones específicas.

Estudiantes trasladados

Los estudiantes que se trasladan desde otra institución podrían tener que tomar algunos o todos los exámenes de ubicación. Los que llegan de otro colegio de CUNY deberán tramitar el traspaso de los resultados de dichos exámenes a la Oficina de Evaluaciones mediante UAPC. No podrán repetir los exámenes que no pasaron.

Todo estudiante que se traslada, cuyo idioma primario no es el inglés, tiene que tomar el examen para ubicación en ESL de Hostos.

Exenciones

Los estudiantes que ingresan estarán exentos de tomar los exámenes de lectura y escritura si obtuvieron 480 puntos o más en la parte oral del SAT; 20 o más en el ACT o 75 o más en la parte de inglés de los exámenes de los Regents. Igualmente, estarán exentos de tomar el de aritmética y álgebra elemental del examen de matemáticas que obtuvieron 480 puntos o más en la porción de matemáticas del SAT; 20 o más en el ACT o 75 o más en las secuencias II o III o "Math A" del examen de matemáticas de los Regents. No obstante, Hostos se reserva el derecho de examinar a los que ingresan con el "CUNY Mathematics Skills Test" completo, para ubicarlos en niveles adecuados de las clases relacionadas a la matemáticas.

Los estudiantes que entran habiendo ya obtenido un bachillerato de una institución en los Estados Unidos, acreditada, podrían estar exentos de tomar estos exámenes. Si el título de un estudiante que ingresa proviene de un país cuyo idioma no es el inglés deberán tomar el examen de ubicación de ESL.

Puesto que el progreso en programas profesionales específicos se mide con los exámenes que evalúan las destrezas en ciertas áreas de conocimiento, se aconseja a los estudiantes exentos de tomarlos que los tomen para que se pueda determinar la secuencia de clases más adecuada.

Pasar Los Exámenes de CUNY es Requisito para La Graduación

Todo estudiante que desee graduarse de un colegio comunal de CUNY, deberá pasar los exámenes de lectura y escritura en inglés. Algunos programas conducentes a títulos también exigen que se pase el de matemáticas "CUNY Mathematics Skills Test". Podrá obtenerse información de los orientadores correspondientes acerca de los requisitos para la graduación de las respectivas concentraciones.

El examen de competencia de CUNY

A partir del otoño de 2003, todo estudiante, sin distinción de fecha de ingreso a CUNY, tiene que tomar y pasar el "CUNY Proficiency Examination", CPE por sus siglas en inglés, para graduarse del Colegio Comunal Hostos. Deberán tomarlo después de haber completado 45 créditos y tienen la alternativa de hacerlo durante el semestre en que llegarían al crédito número 45. El CPE se da cuatro (4) veces al año, en enero, marzo, julio y octubre.
El examen CPE pone a prueba la habilidad de comprender y pensar críticamente acerca de las ideas y la información; y de escribir clara, lógica y correctamente al nivel en que se espera que manejen los cursos de los últimos dos años de estudios en un colegio universitario.

El CPE conlleva dos tareas: la lectura y escritura analíticas y el análisis y la integración de información tomada de gráficas y textos. Al inscribirse para tomar el CPE, a los estudiantes se les informa sobre el mismo. Este examen se podrá tomar tres veces, pero los que no se presenten a tomarlo cuando les corresponde, perderán la oportunidad de tomarlo.

Todo alumno que no lo pase o que no se presente a tomar el CPE en tres oportunidades no podrá inscribirse en el Colegio. Podrá hacer petición al Comité de Apelaciones del CPE para tomarlo por cuarta vez. Si se le concede el permiso, y no lo pasa, no podrá matricularse ni en el Colegio ni en ninguna otra institución del sistema universitario de CUNY. Estos estudiantes tendrán que esperar por lo menos un semestre para volver a solicitar ingreso y pedir al Comité que se les permita tomar el CPE pues el reingreso es posible solamente si se pasa el CPE.

Los estudiantes que ya poseen un bachillerato o título más avanzado de una institución acreditada no tienen que tomar el CPE para graduarse. La información completa acerca de los requisitos del CPE se obtiene en la Oficina de Evaluaciones.

Pruebas requeridas para el traslado a un colegio universitario de CUNY

Todo estudiante que piensa trasladarse a un colegio universitario de CUNY, inmediatamente después de la graduación de Hostos o un tiempo después, deberá pasar los tres exámenes que miden las destrezas básicas. Se les exhorta a que tomen y pasen los exámenes de escritura, lectura y matemáticas antes de solicitar el traslado.

Cualquier colegio universitario de CUNY podría admitir el ingreso provisional de egresados de los colegios comunales de su mismo sistema que hayan completado todos los requisitos para la graduación menos el haber pasado el CPE. Estos alumnos deberán tomar el examen durante el primer semestre en el colegio receptor. Se les exhorta a que consulten con los orientadores académicos acerca de los requisitos para la graduación y el traslado.

El laboratorio para exámenes computarizados

En la primavera de 2002, Hostos, como participante de un programa de todo el sistema, comenzó la práctica de dar con computadores el examen de lectura y una porción del de escritura. Las reacciones de la facultad y los estudiantes ha sido positiva. Al entrar al examen, los estudiantes reciben instrucciones para usar el laboratorio. Al presente, se está probando la administración con computador de la porción de matemáticas, con el propósito de instrumentarla en un futuro.

Si desea más información, comuníquese con la Oficina de Evaluaciones
Grand Concourse 500, salón B-207
(718) 319-7921

La acción afirmativa en CUNY

En el Colegio Hostos no se discrimina por motivo de edad, sexo, raza, color de la piel, creencias religiosas, origen nacional, impedimento físico o mental, preferencia sexual, estado civil, por condición de extranjero, de ciudadanía ni de veterano.

Notas: Recomendamos que solicite a la brevedad posible, pero a su planilla llena se le dará consideración cuando la entregue. Si solicita para ingresar por primera vez podrá pedir entrada a seis programas. Los que solicitan traslado desde otra institución podrán pedir admisión para cuatro. Si califica, se le admitirá solamente al recinto que escogió en primer lugar.
Cuotas de Matrícula

Residentes en el estado de Nueva York

Subgraduados, (incluye los matriculados antes del 1° de junio de 1992 o inscritos por primera vez y los trasladados de otras universidades que iniciaron estudios en semestres que comenzaron en o después de esa fecha)

Matriculado:
- Tiempo completo (por semestre) ............................................................ $1,400.00
- Tiempo parcial (por crédito equivalente facturable) ................................ $120.00

Los demás:
- Oyentes: (por crédito equivalente facturable) ......................................... $160.00
- Ancianos (por semestre o sesión) .......................................................... $ 65.00

Todos (incluyendo oyentes y jubilados):
- Cuota por servicios de matrícula: (por semestre o sesión) ...................... $5.00

Los Estudiantes Sin Domicilio en el Estado de Nueva York y Los Extranjeros incluyendo inscritos antes del 1° de junio de 1992; los inscritos por primera vez y los trasladados de otras universidades que iniciaron estudios en semestres que comenzaron en o después de esa fecha.

- Tiempo parcial: (por crédito equivalente facturable) .......................... $190.00

Los demás:
- Oyentes: (por crédito equivalente facturable) ......................................... $250.00

Todos (incluyendo oyentes y jubilados):
- Cuota por servicios de matrícula: (por semestre o sesión) ...................... $5.00

Verificación de Domicilio

A continuación se describen los requisitos y las pruebas que se necesitan para que a un estudiante se le considere residente estado de Nueva York.

Se puede calificar para la matrícula de residente si se cumple con lo siguiente:

a) Se ha mantenido domicilio principal en el Estado de Nueva York por doce (12) meses consecutivos inmediatamente antes del primer día de clases; o si se ha asistido a una escuela secundaria en la ciudad de Nueva York por dos (2) semestres inmediatamente antes del primer día de clases

b) Se ha mantenido domicilio principal en la ciudad de Nueva York por al menos seis (6) meses inmediatamente antes del primer día de clases; o si se ha asistido a una escuela secundaria en la ciudad de Nueva York por un (1) semestre inmediatamente antes del primer día de clases.
Cuotas y Asistencia Económica

Situaciones especiales

Compensación de los condados a los colegios comunales:

Como condición para la inscripción, los colegios comunales exigen que todo residente en el Estado de Nueva York, que además viva fuera de ciudad de Nueva York, obtenga un certificado, a esos efectos, del condado en el que mantiene su domicilio principal, con no más de dos meses previos a la fecha del primer día de clases. Dicho certificado estará vigente por un año. Si el condado donde se reclama mantener domicilio principal se niega a emitir tal certificado, el estudiante podrá apelar dicha decisión a la Secretaría del Estado de Nueva York.

La verificación de domicilio también requiere que se llene la planilla conocida como "City University Residency Form", que se encuentra en La Oficina de Admisiones y Reclutamiento, en el edificio Savoy, salón 210. No se aceptarán planillas después de finalizar el semestre para el cual se quiere verificar residencia.

Todo universitario que esté inscrito con 12 créditos, o su equivalente o más, se considera un estudiante a tiempo completo, y todo el que esté inscrito con menos de 12 créditos, o su equivalente, se considera un estudiante a tiempo parcial.

Se cobrará una cuota a los estudiantes con más de 18 créditos académicos de conformidad con lo siguiente:

**Cuotas por acelerar el tiempo de estudios**

<table>
<thead>
<tr>
<th>Más de 18 créditos académicos</th>
<th>Cuota</th>
</tr>
</thead>
<tbody>
<tr>
<td>Menos de o igual a 2</td>
<td>$100.00</td>
</tr>
<tr>
<td>Más de 2 pero menos de o igual a 4</td>
<td>$230.00</td>
</tr>
<tr>
<td>Más de 4 pero menos de o igual a 6</td>
<td>$460.00</td>
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<tr>
<td>Más de 6</td>
<td>$690.00</td>
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</table>

Todas estas cuotas aplican únicamente a semestres regulares. Los estudios cursados durante el período intermedio entre fines de diciembre y finales de enero, o los módulos impartidos fuera de los semestres regulares no cuentan para el cobro de las mismas.

Las mismas no aplican a los oyentes que pagan por crédito no obstante la cantidad de créditos que tomen. Las cuotas se aplicarán tanto a los que tienen domicilio en el estado de Nueva York como a los que no lo tienen.

La matrícula que se le cobre a un estudiante dependerá de si éste estudia a tiempo completo o parcial, si es o no residente en el estado y de cuánto le falta para obtener el título.

Las cuotas de matrícula aplican a todas la sesiones programadas no obstante su duración, y están sujetas a lo que establezca la Junta de Síndicos.

El hijo o hija de un integrante del personal permanente de la Junta, o de un empleado retirado o fallecido de la misma que haya prestado servicios por más de cinco (5) años, devengando un sueldo anual; o un hijo o hija de un empleado o empleada de la ciudad de Nueva York o de una agencia municipal que le exija mantener domicilio principal fuera de la ciudad de Nueva York para el desempeño de su trabajo, pagará matrícula de residente.

También se le aplicará matrícula de residente a todo estudiante de otro colegio o universidad que conceda tal reciprocidad a los estudiantes del sistema universitario de la ciudad de Nueva York. Debe presentarse, prueba de calificación académica satisfactoria, y se requiere el visto bueno del presidente del recinto de CUNY pertinente.
<table>
<thead>
<tr>
<th>Categoría</th>
<th>Otoño</th>
<th>Primavera</th>
<th>Verano</th>
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<tr>
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<tr>
<td>(Las que van a otros recintos de CUNY son gratis)</td>
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<td>Multa por no pagar</td>
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<td>Multa por devolución de cheque sin fondos</td>
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Devolución de matrícula

Toda devolución de los costos de matrícula que se encuentran en el catálogo del Colegio, así como lo pertinente a la inscripción -se pague con efectivo o giro postal- están sujetos a los derechos de devolución proporcional o "Refund Entitlement Schedules" establecidos por la Junta de Síndicos de la Universidad de la Ciudad de Nueva York, y todas las devoluciones que se deban también están sujetas a revisión de las cuentas de los estudiantes, por parte del Colegio. Las devoluciones que se autoricen se han de pagar con cheques cuando la mencionada revisión haya concluido.

Otras devoluciones:

- Darse de baja oficialmente (excepto clases de verano) antes del primer día de clases: 100%
- Darse de baja oficialmente durante la primer semana de comenzar las clases: 75%
- Darse de baja oficialmente durante la segunda semana de comenzar las clases: 50%
- Darse de baja oficialmente durante la tercera semana de comenzar las clases: 25%
- Darse de baja oficialmente despues de la tercera semana de comenzar las clases: Nada

Nota: Estas fechas solamente son aplicables durante los semestres del otoño y la primavera. Para información durante clases de verano, por favor consulte el calendario dentro del horario de clases, o consulte la página web.

Si me doy de baja de todas mis clases, ¿cómo afecta mi asistencia económica?

A la Ley de Educación Superior de 1965, según su enmienda en 1998, se le ha hecho una revisión de las reglas que rigen la devolución de fondos de Título IV -como los que se conceden mediante las becas Pell- de los becados que se dan de baja por un semestre. El reglamento nuevo -que entró en vigor en 2002- supone que los estudiantes becados se ganan la asistencia económica a base del tiempo que permanecen matriculados.

Esto es, que durante la primera porción de 60% del año se ganan fondos de Título IV proporcionales al tiempo que permanecen matriculados, con excepción de los que se dan de baja antes de la quinta semana a quienes se les requiere que prueben su asistencia a clases. Esto se hizo a base de la política de la Universidad de la Ciudad de Nueva York con respecto de la asistencia a clases de los estudiantes de colegios comunales. El (la) estudiante que recibe más ayuda de la que se ha ganado, la porción no ganada deberá devolverse al Departamento de Educación. El (la) que haya ganado más de lo recibido calificará para un desembolso tardío.

La porción devuelta se calcula a base de un porcentaje que se deriva al comparar la cantidad de días del semestre con la cantidad de días que el estudiante asistió a clases antes de darse de baja. Por ejemplo, el estudiante que completó 20% del semestre, se ha ganado 20% de la beca obtenida mediante Título IV.

Si recibió 100% de la beca tendrá que devolver la parte que no se ganó. Se considera que se ha ganado toda la beca si ha permanecido matriculado más del 60% del semestre y no tendrá que devolver cantidad alguna si se da de baja.

NOTA:

La Junta de Síndicos de la Universidad de la Ciudad de Nueva York (Board of Trustees of CUNY) reserva el derecho de hacer cambios de cualquier naturaleza, incluyendo las cuotas de matrícula y otros cargos. Puede obtener información sobre cambios de esa índole en la Registraduría, el Cajero, el Decano del Estudiantado, o la página web.
Asistencia Económica

Lo siguiente consta de información nueva o revisada respecto a la asistencia económica a disposición de los estudiantes del Colegio Comunal Hostos, y sustituye a la contenida en el catálogo anterior.

El Colegio Comunal Hostos es partícipe de los siguientes programas para la asistencia económica a estudiantes:

- Las becas federales Pell, FPG por sus siglas en inglés
- Las suplementarias federales, o "Federal Supplemental Educational Opportunity Grants", FSEOG por sus siglas en inglés
- Las subvenciones de trabajo y estudio "Federal Work Study", o FWS por sus siglas en inglés
- Los préstamos federales Perkins, o FPL por sus siglas en inglés
- El programa estatal que asiste con la matrícula, o TAP por sus siglas en inglés
- La ayuda para estudios a tiempo parcial, o APTS por sus siglas en inglés
- "College Discovery" o CD

Información General

La Oficina de Asistencia Económica provee una gran variedad de servicios, desde ayudar a los solicitantes a llenar planillas hasta hacer recomendaciones de empleo. Le presta servicios a un promedio anual de 4,500 estudiantes, y otorga más de $15,000,000 al año a los alumnos de Hostos. Allí también se ofrecen talleres de orientación durante todo el año académico, y consejería individual por cita previa. Además, tiene folletos que explican los pormenores de la ayuda económica que se puede obtener. Se invita a los estudiantes a que hagan uso de los servicios que se les ofrecen y a que llamen al (718) 518-6555 o visiten nuestro sitio en Internet, www.hostos.cuny.edu/ofa, para obtener más información al respecto.

Las becas son fondos que no hay que pagar. El Programa Trabajo-Estudio da empleo que ayuda con los pagos de los gastos de estudios. Hay la obligación de pagar los préstamos.

Criterios para calificar

El estudiante debe estar ya matriculado y demostrando progreso satisfactorio en el trabajo académico. No ha de tener deuda con una beca FPG ni FSEOG, ni morosidad por ningún préstamo estudiantil, ni por ninguna otra clase de préstamo.

Por lo general, la asistencia económica se otorga a los estudiantes que demuestren tener esa necesidad.

Ésta se define como la diferencia entre el costo calculado para los gastos de estudios, incluyendo peso no limitado, a la matrícula, cuotas, libros, transporte y vivienda, y la cantidad que el estudiante y su familia o ambos puedan aportar. Existe una fórmula, la "Contribución familiar esperada" o "Expected Family Contribution", EFC, por sus siglas en inglés, para obtener la cantidad que se debe contribuir hacia los gastos de estudios. Así, se garantiza la equidad al otorgar becas en el sistema universitario de CUNY.

Estudiantes con impedimentos

Desde el 1° de julio de 1998, los estudiantes impedidos tienen derecho a recibir las becas TAP a tiempo parcial. Los que necesiten subvenciones adicionales para los gastos de estudios deberán comunicarse con un consejero en la Oficina para Estudiantes Impedidos al (718) 517-4454 o en Asistencia Económica, (718) 518-6555.

Desglose General los Gastos Educativo

Desglose de los gastos aproximados de estudios para el año académico de 2004 a 2005, si el estudiante no vive con sus padres:

<table>
<thead>
<tr>
<th>Descripción</th>
<th>Monto</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matrícula</td>
<td>$2,800.00</td>
</tr>
<tr>
<td>Libros</td>
<td>798.00</td>
</tr>
<tr>
<td>Cuotas para Actividades Estudiantiles</td>
<td>125.20</td>
</tr>
<tr>
<td>Transporte</td>
<td>714.00</td>
</tr>
<tr>
<td>Gastos personales (incluye almuerzos)</td>
<td>5,838.00</td>
</tr>
<tr>
<td>Vivienda</td>
<td>4,555.00</td>
</tr>
<tr>
<td>Cuota consolidada</td>
<td>10.00</td>
</tr>
<tr>
<td>Cuota por la tecnología</td>
<td>150.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14,940.20</strong></td>
</tr>
</tbody>
</table>
Ciudadanía

Es necesario poseer la ciudadanía estadounidense, haberse naturalizado o poseer residencia permanente en el país con un certificado I-151 o I-551 o I-551C, para poder recibir asistencia económica estudiantil. Las personas que posean visas estudiantiles F1 o F2 o J1 o J2 no podrán recibirla. Para obtener más información, visite nuestra página web.

Traslados desde otras instituciones

La asistencia económica no se traslada con el estudiante cuando éste se va de una institución a otra. El proceso varía según la beca y el momento en que ocurra. En La Oficina de Asistencia Económica le podrán ofrecer más información.

Modo de Selección

Para tramitar solicitudes de asistencia económica existen dos tipos de planillas: la FAFSA para renovar la participación o "Renewal FAFSA" y la "Free Application for Federal Student Aid, FAFSA" para determinar la elegibilidad inicial para la asistencia económica que garantiza el Título IV, mediante las becas Pell, los SEOG federales y los préstamos federales Perkins. La solicitud de TAP, de APTS y la planilla de CUNY para pedir suplementos económicos se usan para distribuir fondos del estado y de la universidad, pero se puede solicitar también con la FAFSA que se encuentra en el sitio de Internet. El trámite toma por lo menos cuatro semanas. El solicitante es responsable de cerciorarse de que la información dada está completa y es exacta, antes de enviarla por correo o entregarla por vía de Internet. Las fechas límites y los trámites necesarios para solicitar se publican en Asistencia Económica y en el sitio en La Red. Esté pendiente de las mismas para enterarse de cambios en la legislación que las gobierna y de actualizaciones.

Los programas federales

Normas académicas: Se requiere que todo estudiante que reciba esta ayuda económica de procedencia federal progrese satisfactoriamente hacia la consecución de un título académico. Además, debe acumular el promedio necesario para el estado probatorio en su institución.

Todo estudiante que lleve dos años de matriculado en el Colegio, debe tener un promedio mínimo de "C", su equivalente o una situación académica que califique para la graduación. También debe acumular créditos para obtener un título al cumplir con los parámetros siguientes:

Cuantificación del progreso académico según Título IV: Se medirá el progreso académico al final de cada semestre según los parámetros del Título IV. El que tenga promedio más bajo de lo requerido para continuar recibiendo la ayuda podrá apelar para recobrar la elegibilidad utilizando el proceso de apelaciones de la institución.

A. Máxima de 150%: Se requiere que se completen los cursos en no más del 150% del tiempo que debe tomar un programa académico. Se utiliza una fórmula para hacer el cálculo. Véase el ejemplo a continuación de título de Asociado que consta de 64 créditos [(cantidad de créditos de un programa académico) x 1.5 = 96]

B. Parámetro regular: Cuando el estudiante ha intentado tomar menos del 150% de los créditos de su programa, la cantidad de los créditos acumulados deberá ser igual o mayor que dos terceras partes de los créditos intentados acumulados en su trayectoria colegial.

C. Parámetro condicional: Si no se cumple con el parámetro requerido en la sección anterior, se puede mantener la elegibilidad si se sigue lo siguiente. Los créditos acumulados para los programas conducentes a títulos de asociado, la cantidad de créditos acumulados deberá ser igual o mayor que 

Créditos intentados

Todo intento de obtener créditos aparecerá en el expediente estudiantil. Los créditos intentados son los que el estudiante ha obtenido, que le adelantaran hacia la finalización del programa conducente a título que ha escogido. Las "W", como WA, WF y WU), las "F", "R", "I", y "FIN" trasladadas y las clases repetidas que aparecen en el expediente cuentan como créditos intentados. A los que persiguen un segundo título se les contarán como créditos intentados acumulados y ganados-para los efectos de la ayuda federal estudiantil del Título IV- los créditos que se le acepten para obtener el segundo título.
Ayuda Federales para Estudiantes (Título IV)

Los programas federales de ayuda estudiantil regidos por el Título IV a los receptores de esta ayuda se les permite un máximo de treinta (30) créditos por concepto de clases de remedio. Las clases de ESL están exentas de este límite.

Título A. A. \([\text{programa de 64 créditos } \times (1.5)] = 96\]

<table>
<thead>
<tr>
<th>Acumulación de créditos</th>
<th>Créditos acumulados requeridos</th>
<th>Parámetro condicional</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>8</td>
<td>0.0</td>
</tr>
<tr>
<td>24</td>
<td>6</td>
<td>0.0</td>
</tr>
<tr>
<td>36</td>
<td>24</td>
<td>10.5</td>
</tr>
<tr>
<td>48</td>
<td>32</td>
<td>21.0</td>
</tr>
<tr>
<td>60</td>
<td>40</td>
<td>31.5</td>
</tr>
<tr>
<td>72</td>
<td>48</td>
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</tr>
<tr>
<td>84</td>
<td>55</td>
<td>52.5</td>
</tr>
<tr>
<td>96</td>
<td>64</td>
<td>64.0</td>
</tr>
</tbody>
</table>

Documentación requerida

Cuando se solicite la asistencia económica federal, se deben presentar documentos específicos. El más importante es la declaración de contribución sobre ingreso al gobierno de los Estados Unidos, pero también se incluyen el seguro social, los expedientes de asistencia pública, la tarjeta de extranjero y prueba de emancipación. La solicitud de asistencia económica le expone al sistema federal para revisiones, Federal Edit System, donde se seleccionan solicitudes para comprobar la exactitud de la información que contienen. En algunos casos, a los solicitantes se les pide que pasen por un proceso de verificación con el cual se deben documentar las partes más importantes de las planillas, para corroborar su exactitud y justicia. De no cumplir con ese pedido, el solicitante no recibirá asistencia económica federal que auspicia la ley del Título IV.

Programas Federales de Asistencia Económica

Las becas PELL. Son becas que concede el gobierno federal, y a los matriculados con un crédito o más se les considera para recibirlas. Se otorgan proporcionalmente dependiendo de si se estudia a tiempo completo o parcial, las asignaciones al presupuesto educativo del gobierno, los costos por asistir al Colegio y la contribución familiar esperada o EFC. Las cantidades que se conceden oscilan entre aproximadamente $400 a $4,050. Aplican todos los requisitos ya mencionados. Si desea más información, llame directamente a PELL al número 1-800-433-3243, o recurra a la página en Internet: www.FAFSA.ed.gov o llame a Asistencia Económica, 718-518-6555, o visitenos en La Red en: www.hostos.cuny.edu/ofa

Asistencia proveniente de la universidad

Los tres programas que se mencionan en esta sección se conocen como "Asistencia proveniente de la universidad", porque los administran directamente la Universidad de la Ciudad de Nueva York y Asistencia Económica en Hostos, pero se exige de sus solicitantes los mismos requisitos descritos anteriormente para otorgárselos. Aunque hay diferencias entre los programas, todos tienen las siguientes características en común:

- La cantidad recibida depende de la necesidad económica, la cantidad proveniente de otras fuentes de ayuda, y la disponibilidad de los fondos en el Colegio. Una vez los fondos de un programa se extingan, no se concederán más becas del mismo.
- Cada recinto fija las fechas límite para solicitar asistencia económica proveniente de la universidad.
- No se garantiza que todo solicitante recibirá dinero, aunque demuestre necesidad económica o haya recibido ayuda anteriormente.
- Todo peticionario deberá estar inscrito con seis créditos o más por semestre.

**Becas Federales para Oportunidades Educativas (FSEOG)** Esta ayuda suplementaria se les otorga a estudiantes con necesidades económicas extraordinarias. Se les da prioridad a estudiantes los cuales anticipan baja contribución familiar (Expected Family Contribution), y a quienes reciben la beca Pell. El FSEOG no es un préstamo y no require pago. La cantidad otorgada depende de los fondos disponibles, a base de fondos federales asignados, el costo al estudiante asistir, y el "EFC" del estudiante.
El programa federal de trabajo y estudios, FWS por sus siglas en inglés, proporciona oportunidades de empleo a los candidatos que califiquen. Estimula el servicio comunitario y provee dinero para ayudar a sufragar los gastos de estudios. Hay una gran variedad de empleos asequibles para los estudiantes que se interesen en trabajar fuera del recinto. Los trabajos en el campus están sujetos al pareo de fondos y se otorgan entre $800 y $4,000 dependiendo de las asignaciones al presupuesto educativo del gobierno, los costos por asistir al Colegio y la contribución familiar esperada o EFC.

Los préstamos federales Perkins son pagaderos con interés de 5%, y se les conceden a universitarios con necesidades económicas excepcionales.

Se obtienen mediante la Universidad de la Ciudad de Nueva York y Asistencia Económica en Hostos, dependiendo de las asignaciones al presupuesto educativo del gobierno, el costo por asistir a la universidad y la contribución familiar esperada, EFC; se presta entre $800 y $4,000.

La Universidad de la Ciudad de Nueva York presta el dinero obtenido de fondos gubernamentales. Si el prestatario llega a estar inscrito con menos de seis créditos en un semestre o se da de baja de los estudios, tendrá derecho a un periodo moratorio de seis meses para comenzar a pagar el préstamo, el cual podrá ir pagando en diez años. Si el prestatario lo solicita, podrá conseguir una extensión de diez años más. Dicha extensión aplica a préstamos concedidos después del 1º de octubre de 1980, según el reglamento del Departamento de Educación. El pago se podrá posponer por los primeros tres años después de abandonar los estudios si se ingresa en las fuerzas militares de los Estados Unidos o en los Cuerpos de Paz, Peace Corps, Vista u otro programa nacional similar. Esta extensión también aplica a prestatarios que tienen dependientes impedidos. Los que obtuvieron un primer préstamo después del 1º de julio de 1987 tienen nueve meses para comenzar a pagar. Los individuos que trabajan en servicios públicos específicos podrán aplazar el pago de sus préstamos. Para más detalles al respecto, llame a Asistencia Económica al número (718) 518-6555.

La devolución de fondos otorgados por auspicios del Título IV: Con las enmiendas a la educación superior de 1998, cambiaron muchos de los requisitos para la participación y la administración de los programas creados por la vigencia del Título IV.

Con las nuevas reglas se da por sentado que el alumno "se gana" la ayuda que recibe a base del período de inscripción. Durante el primer 60% del período "se gana" los fondos provenientes del Título IV en proporción directa al tiempo en que permanece inscrito. Todo estudiante que permanezca inscrito más allá del 60%, recibirá ayuda para todo el semestre.

Asistencia estudiantil proveniente del estado de Nueva York

Eligibilidad: Además de los requisitos de ciudadanía ya mencionados, todo solicitante debe residir en el estado doce (12) meses previos al año para el que se está solicitando la beca, haber declarado un ingreso específico y mantener un estándar académico satisfactorio.

Estándares académicos: Para recibir la ayuda económica del estado, todo el que la solicita debe cumplir con los ya mencionados parámetros académicos además de los impuestos por el estado. En un Colegio Comunal se permiten un máximo de seis pagos a tiempo completo -tres años- de TAP. Los participantes de "College Discovery" podrían recibir un semestre adicional de TAP. Para más información, comuníquese con el personal de las oficinas de "College Discovery."

Dedicación a los estudios: Se requiere que se completen un mínimo específico de créditos facturables equivalentes cada semestre:

<table>
<thead>
<tr>
<th>Para recibir la beca TAP</th>
<th>% de cursos completados</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>

City University of New York
Progreso académico satisfactorio: Se requiere que se acumulen la cantidad de créditos y el promedio acumulado específicos en el semestre anterior para recibir TAP.

Información actualizada acerca del progreso académico satisfactorio: Todo estudiante que reciba asistencia económica del estado de Nueva York debe tener un promedio mínimo de "C" o su equivalente, al concluir el segundo año académico de estudios. Para más información comuníquese con el personal de Asistencia Económica.

<table>
<thead>
<tr>
<th>Para recibir la beca TAP</th>
<th>Cantidad mínima de créditos hacia título</th>
<th>Promedio mínimo acumulativo</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>

Otros asuntos académico: Todo estudiante que se dé de baja total durante un semestre pierde la elegibilidad para recibir ayuda económica del estado el semestre siguiente. Los que no cumplan con los estándares antes mencionados, pero puedan demostrar que circunstancias más allá de su control tuvieron un efecto negativo sobre su rendimiento académico, podrían recibir una excepción. Se considerará una excepción si existe la probabilidad razonable de que el estudiante podrá recuperar su buen índice académico, habiendo documentado en pleno su apelación. Los que deseen solicitar la excepción para TAP -"TAP waiver"- deberán primero recibir orientación y buscar la ayuda en las oficinas de Asistencia Económica.

Créditos facturables equivalentes: Las clases para ponerse a la par con el trabajo académico universitario se cobran como créditos facturables equivalentes, a pesar de que la parte académica de las mismas -representadas por la porción que conlleva crédito- cuente para la consecución de un título y su pago salga de las becas de asistencia económica. No todos los créditos equivalentes facturables cuentan para obtener un título y ello puede afectar la recepción de asistencia económica.

Nota: Los que reciban una baja retroactiva tendrán que devolver dinero de las becas recibidas por el período de la baja.

Clases de programas

Tuition Assistance Program (TAP): El programa para ayuda con la matrícula o "Tuition Assistance Program", TAP por sus siglas en inglés, proporciona fondos para los inscritos a tiempo completo. Para participar, se debe llevar un programa de doce (12) créditos facturables equivalentes o más siendo seis (6) de ellos créditos académicos. La cantidad otorgada se basa en el ingreso familiar impositivo neto. La corporación del estado de Nueva York para prestar servicios a la educación -NYSHESC por sus siglas en inglés- notificará directamente al solicitante si se le concederá o no la beca TAP. Dependiendo de las asignaciones presupuestarias del estado, la cantidad otorgada a un individuo oscila entre $275 y $2,800 por año académico. Los que soliciten temprano y presenten la notificación de TAP antes de la fecha asignada para su matrícula recibirán crédito hacia el pago de matrícula. Si se recibe la notificación de TAP después de esa fecha, tendrán que pagar su matrícula al momento de inscribirse. El personal de las oficinas de Cuentas por Cobrar notificará por correo del reembolso proveniente de TAP. El teléfono de TAP es (518) 474-5642.

Programa de Asistencia Suplementaria, STAP por sus siglas en inglés, se creó para proporcionar ayuda adicional a los estudiantes que necesitan tomar clases de remedio. A partir del año académico de 1995-1996, STAP se ha puesto a la disposición de inscritos en programas de remedio acreditados que participan en el programa por primera vez los veranos.

Asistencia a los que estudian a tiempo parcial: La asistencia a los que estudian a tiempo parcial, APTS por sus siglas en inglés, se concede a los inscritos con 6 a 11.5 créditos facturables equivalentes que no han consumido los seis semestres de TAP que les corresponden. A diferencia de STAP y TAP, que se obtienen por derecho, APTS tiene fondos limitados y lo administra la Universidad de la Ciudad de Nueva York y el personal de Asistencia Económica de Hostos. Cuando éstos se acaben, no se pueden otorgar más de estas becas por lo que resta del año académico. Dependiendo de las asignaciones presupuestarias del estado, las becas concedidas a los que calificuen oscilarán entre $45.00 y $505.00 por semestre.
TAP para estudiantes a tiempo parcial. PTAP: El presupuesto del estado de Nueva York incluyó fondos para un programa a prueba -por tres años- en la Universidad de la Ciudad de Nueva York con el propósito de proveer fondos a estudiantes universitarios acogidos al programa TAP, a partir del otoño de 2000. Se le conoce como PTAP y permite que los inscritos con 6 a 11 créditos reciban becas TAP proporcionales a los créditos inscritos por un semestre dado.

Se califica para el programa de prueba si se cumplen los criterios siguientes:
- Haberse inscrito como estudiante de primer año en CUNY en el año académico de 1998-1999 o después;
- Haber acumulado un mínimo de veinticuatro (24) créditos en la Universidad de la Ciudad de Nueva York;
- Tener un promedio acumulativo mínimo de 2.00, y estar inscrito en al menos seis (6), pero menos de doce (12) horas semestrales o su equivalente en un programa universitario aprobado y conducente a un título académico;
- Que satisfaga todos los requisitos de TAP con la excepción de la inscripción a tiempo completo.

Otros programas del estado

Las becas Regents para hijos de veteranos y las becas para hijos de oficiales correccionales
Marque el (518) 473-7087.

Becas conmemorativas para hijos y cónyuges de policías y bomberos fallecidos
Marque el (518) 474-0537.

Asistencia del estado para los indígenas
Marque el (518) 474-0537.

Becas de matrícula para veteranos de Vietnam
Marque el (518) 473-7087.

Beca del cuerpo de servicios médicos del estado de Nueva York
Marque el (518) 473-7019.

Las becas de honor Robert C. Byrd, y las nacionales para estudios científicos, todas provenientes de fondos federales
Marque el (518) 473-5705.

Programas especiales

College Discovery (CD): College Discovery es un programa especial que da ayuda con orientación, tutores y asistencia económica a solicitantes por primera vez que califiquen. Está restringido a los que ingresan inicialmente como participantes del programa. Dependiendo de las asignaciones presupuestarias del estado, la cantidad otorgada a un individuo oscila entre $340 y $1,000. Para más información llame al (718) 518-4475.

Atención: Debido a los ataques terroristas del 11 de septiembre de 2001, se han establecido nuevos programas de ayuda. Para obtener una lista completa de los mismos, visite la página de Internet de Asistencia Económica: www.hostos.cuny.edu/ofa

Situación especial de estudiantes que sirven en las fuerzas armadas: Un estudiante que se ve obligado a interrumpir estudios por tener que servir con las fuerzas armadas y no ha podido asistir a clases el tiempo suficiente para recibir una nota tiene derecho a la devolución de toda la matrícula y las cuotas, pero no las cuotas de solicitud. El estudiante calificará para un reembolso tardío de su beca de Título IV. Si desea mas información marque el número 718-518-6555.
La Registraduría

La Registraduría es la oficina donde se archivan todos los expedientes académicos. Esta oficina es la encargada de administrar las matrículas y de certificar los candidatos a graduación.

A continuación hay una descripción detallada de los servicios que se proveen en Hostos Community College y el personal no docente del Colegio a los estudiantes.

Registraduría/Office of the Registrar
Ubicación: Edificio Savoy, salon 207
Teléfono: (718) 518-6771
www.hostos.cuny.edu

Documentos de los Estudiantes

La Registraduría es lugar oficial donde se archiva el historial académico de todos los estudiantes. El personal de la Registraduría provee a los estudiantes con información concerniente a sus records de estudios.

Todas las transcripciones oficiales de estudios cursado en otras instituciones, incluyendo escuelas superiores, presentados en el proceso de admisión o evaluación o por razón de traslado, se convierten en propiedad del Colegio y no se pueden copiar o emitir. Si necesita tal documento tiene que solicitarlo directamente a la institución que las otorgo.

Número de identificación personal o ("PIN") según sus siglas en inglés

Al solicitar admisión el estudiante provee su número de seguro social, el cual se protege confidencialmente. Este número se usa para evitar errores en archivar documentos y para facilitar el mantenimiento electrónico del historial académico. La entrada a éste archivo electrónico es por medio del número social del estudiante. Además, se le asigna al estudiante un número de identificación personal ("PIN"), a través del cual el estudiante tiene acceso a su propio historial académico por internet.

Clases de matrícula

Estudiante Matriculado ("Degree"): estudiante con "Degree"

Estudiantes admitidos en CUNY y en Hostos que están inscrito en cursos concerniente a un título o certificado estos son llamados estudiantes matriculados.

Estudiante No-matriculado/Oyentes ("Non-degree"): estudiantes sin Degree

Estudiantes que toman clases pero no tienen interés en recibir un título o certificado deben de llenar la planilla "Application for Non-degree Status". Inscripción en cursos de personas con estatus de estudiante no-matriculado dependerá del cupo en las clases.

Cambio de Clase de Matrícula

Estudiantes no-matriculados/oyentes que deseen hacer un cambio en su estatus de matrícula tienen que solicitar el cambio llenando una solicitud de admisión en la oficina de Admisión y Reclutamiento.
Readmisión con Estatus Matriculado

Todo estudiante que se haya tomado una licencia de sus estudios podrá reingresar después de una ausencia de un semestre o su equivalente en el calendario regular, si la licencia se ha tramitado por vía oficial. La solicitud deberá haberse radicado y validado con el pago de una cuota -que no es reembolsable- de $10.00 en Registraduría, un mes antes del primer día de clases.

Todo estudiante que haya estudiado en otra institución deberá presentar una transcripción oficial de los créditos adquiridos en esa institución. Si desea ser readmitido en Hostos con estatus avanzado ("Advanced Standing").

Readmisión con Estatus no-Matriculado/Oyente

Los estudiantes con matrícula de no-matriculado u oyentes que se hayan ausentado por un semestre o más, deben solicitar reingreso. Dichas solicitudes deberán haberse radicado y validado con el pago de una cuota de $10.00, un mes antes del primer día de clases.

Reingreso

Se requiere que todos los estudiantes que hayan estado en estado de probatoria o hayan sido suspendidos del colegio consulten con un consejero en la oficina de Consejería si desean solicitar su reingreso en el colegio.

Los estudiantes que han sido suspendidos y han cumplido las condiciones requeridas cuando fueron suspendidos. Pueden solicitar su solicitud de ingreso como estudiantes matriculados en la oficina de Registraduría, por lo menos, un mes antes del comienzo de clases.

Cambios de Información

Cambio de Nombre y/o Dirección

Todo cambio de nombre o dirección en el estudiante deberá ser reportado al Colegio inmediatamente. Este cambio podrá ser procesado después de llenar una planilla de cambios. Esta planilla la podrá conseguir en la Oficina de Registraduría o en la página Web del colegio. En caso de cambio de nombre debido a matrimonio o divorcio el estudiante deberá presentar los documentos necesarios (como seguro social con el nuevo nombre o pasaporte) que lo verifiquen. Si el cambio de nombre es por orden judicial, el estudiante tendrá que presentar dicha orden -la cual será devuelta- al solicitar el cambio.

Cambio de Programa de Estudios

Los estudiantes que desean cambiar de carrera o de metas educativas dentro del mismo Colegio. Deberán solicitar dicho cambio en la oficina de Registraduría llenando una planilla apropiada. Además, deberán consultar con el coordinador del programa al cual desean ingresar; para hacer dicho cambio.

Solicitud de Licencia ("Leave of Absence")

Todo estudiante que decida retirarse de Hostos y dejar de estudiar por un tiempo debe consultar con un consejero y tramitar la licencia de retiro de estudios del Colegio. El propósito dicha solicitud y consulta al consejero es para archivar el caso en su expediente personal. Y con ello facilitar las condiciones de reingreso en caso que decida regresar a nuestra institución. Las planillas de retiro de estudios las puede solicitar en la oficina de Registraduría.
Carga Máxima de Program

Ningún estudiante debe tener un programa con más de 18 créditos académicos o la combinación de 18 créditos académicos y equivalentes facturables. Los laboratorios de ciencias, las clínicas y Educación Física cuentan como créditos. Sin embargo, el estudiante debe pagar la matrícula.

Las excepciones a ese límite requieren el visto bueno del decano de Asuntos Académicos. Para solicitar esa excepción se debe presentar la transcripción de créditos más reciente. Hay dos razones para hacer la excepción:

1. El estudiante completó 18 créditos el semestre anterior;
2. Un estudiante que no está en probatoria necesita créditos adicionales para llenar los requisitos de graduación.

La inscripción con más de 18 créditos por semestre conlleva el pago de una cuota adicional.

Estudiantes Elegibles para Graduación

Los expedientes académicos se encuentran en Registraduría. El personal de esas oficinas proveerá a los estudiantes la información relacionada a sus expedientes colegiales y remitirán al que desee más información al funcionario colegial pertinente.

Toda transcripción oficial por concepto de créditos acumulados en otra institución -incluso de escuela secundaria- son propiedad del Colegio y no se pueden copiar ni expedir nuevamente. Si es necesario obtener una transcripción de la misma, se debe solicitar de la institución que la expidió originalmente.

Lo siguiente explica lo que contiene el expediente académico de un estudiante y describe los servicios a disposición de todos los alumnos, la facultad y el resto del personal del Colegio.

Solicitud de Graduación

Los estudiantes candidatos a graduarse deberán llenar una planilla titulada "Graduation Readiness Assessment" con la persona encargada de Orientación Académica. Esta planilla deberá ser solicitada por lo menos seis meses antes de la fecha de graduación.

Si el estudiante califica para la graduación deberá llenar una solicitud de graduación en la oficina de Registraduría. Las fechas para adquirir dichas solicitudes se publican todos los semestres en el las paredes del colegio. Estas mismas fechas también las podrá encontrar en el calendario académico de Hostos.

Se recomienda a todos los estudiantes que están o creen estar en su último semestre de estudios llenar la solicitud de graduación. Esta solicitud nos permitirá revisar su expediente académico con tiempo y saber si el estudiante necesita cumplir con algún requisito académico de su programa para poder graduarse.

Las Transcripciones y Las Declaraciones Certificadas

Para obtener una transcripción el estudiante debe llenar una solicitud de transcripción en Registraduría. Si el estudiante planea transladarse a otro colegio de la ciudad de New York (CUNY) la transcripción es gratuita. De lo contrario el estudiante deberá pagar $4.00 por cada transcripción solicitada.

El estudiante deberá saber que ninguna transcripción es enviada automáticamente sin haberse solicitado antes. Toda transcripción oficial deberá indicar claramente el lugar y nombre del destinatario. Estas llevan el sello del colegio, así como la firma del registrador. Y no es entregada a ningún estudiante ni a egresados del colegio; por ser transcripciones oficiales. Se le recomienda al estudiante solicitar una transcripción oficial dos semanas antes de la fecha requerida por la otra universidad.

Toda transcripción solicitada independientemente para lo que se necesite (empleo o universidad) deberá ser solicitada específicamente por el mismo estudiante. De esta forma, el colegio protege la privacidad del mismo de segunda o terceras personas sin autorización.

Para obtener cartas certificadas de comprobación de asistencia del estudiante; del pasado o del presente semestre. El estudiante deberá solicitar una de ellas en Registraduría sin costo alguno.

Nota: El colegio se reserva el derecho de no divulgar ninguna información del estudiante; archivada en su expediente como: pagos incumplidos u otras responsabilidades concernientes con la institución.
Traslado a Otro Colegio

Todo estudiante que haya decidido solicitar un traslado a otro colegio deberá contactarse con dicha institución y deberá llenar los requisitos que esa administración imponga. El estudiante deberá solicitar en Hostos una transcripción oficial; para ser remitida a la institución donde desea trasladarse como parte de su ingreso. Toda pregunta respecto a su traslado concerniente a la institución donde desea trasladarse deberá ser hecha en dicha institución. Se recomienda a todo estudiante consultar con su orientador en Hostos: para discutir la conveniencia de su traslado antes de tomar una decisión definitiva. El estudiante también podrá pedir a su orientador que lo ayude con el trámite de traslado y con la preparación necesaria para el proceso de transición. En necesario que todo estudiante que se transfiere, excepto de los que se transfieren después de graduarse de Hostos llenen la planilla llamada (“Leave of absence”) o de retiro de estudios.

NOTA: En 5 de Abril de 1976, la junta de Educación Superior aprobó la siguiente resolución: “SE RESOLVIO, que todo estudiante que se traslade a una institución de cuatro años, sean ellos de colegios de la comunidad como: Community College que estan dentro del sistema de Universidad o no. Tanto los estudiantes que vienen de afuera de sistema deberá presentar pruebas: (según el parámetro que determine el Rector) que demuestren haber logrado un nivel de proficiencia en las disciplinas básicas tales como: lectura, escritura, y matemáticas. Este nivel de proficiencia es necesario para avanzar con éxito en los estudios del bachillerato.

Permisos

Permisos de Matrícula para Estudiar en otra Institución de CUNY

Todo estudiante que desea tomar un curso en otra institución que no sea CUNY es responsable de conseguir un catálogo del colegio que desea asistir, y cumplir los requerimientos que este establezca para su asistencia. El estudiante que desee tomar un curso en una institución de CUNY a la vez que es estudiante de Hostos deberá seguir los pasos que a continuación se describe:

1. Tener un promedio de 2.0.
2. Obtener permiso de Registraduría de Hostos.
3. Llenar la solicitud de permiso.
4. Obtener firma del jefe de su departamento.
5. Inscribir su permiso en Registraduría.
6. Pagar matrícula y cuotas al Cajero, quién validará el permiso.
7. Llevar el permiso ya validado por el Cajero a Registraduría, donde se le firmará y se le acuñará.
8. Llevar el permiso de Hostos y los recibos de pago de matrícula obtenidos a Registraduría del colegio anfitrión.
9. Si el estudiante no pudo inscribirse en el colegio receptor, es responsable de informárselo –con carta del colegio anfitrión- al registrador de Hostos
10. Solicitar del colegio anfitrión el envío de la transcripción de créditos a Hostos.

Nota: Cada departamento tiene diferentes requisitos concerniente a créditos necesarios para obtener el permiso. Todo estudiante deberá consultar con su departamento antes de solicitar permiso para inscribirse en otro recinto de CUNY.

No se permite, bajo ninguna circunstancias, aceptar más de 30 créditos de estudios cursados en otra institución, como requisito para graduación de Hostos. Esto incluye créditos aceptados al trasladarse a Hostos.

Permiso para tomar cursos en Hostos: Para estudiantes provenientes de otros colegios de CUNY

Los alumnos de otros colegios de CUNY que deseen tomar clases en Hostos deben seguir los pasos siguientes:

- Seguir los pasos del 1 al 6 descritos anteriormente en su institución.
- Deben matricularse en Hostos el día indicado de matrícula con un permiso validado por Registraduría juntos con los recibos del cajero de su colegio: sin los cuales no podrá matricularse.
- El estudiante deberá tener en cuenta que su matrícula en Hostos dependerá del curso disponible en ese semestre.
- Todo estudiante deberá solicitar una transcripción de los créditos obtenidos en Hostos al final del semestre. Esto lo podrá adquirir en Registraduría.
Nota: Los estudiantes que reciben TAP deberán presentar una carta del colegio en donde están matriculados que indique el número exacto de créditos para los cuales están inscritos. La carta deberá ser entregada a Registraduría la quinta semana del semestre.

Permiso para estudiantes que desean tomar un curso en colegios fuera de CUNY

1. El estudiante tiene que obtener el permiso para estudiar fuera de CUNY en Registraduría.
2. El estudiante sólo podrá obtener el permiso si:
   a. El está matriculado y asiste a clases.
   b. Tiene un buen estado académico es decir, no puede estar suspendido.
   c. Ha cumplido con los requisitos de inmunización.
3. El alumno deberá llevar la planilla de permiso al director del departamento o facultad/coordinador para obtener la firma de aprobación ("Academic Approval").
   a. El estudiante debe de informar al departamento/coordinador sobre los cursos que desea tomar fuera del colegio.
   b. El director o coordinador determinará si el/los curso/s equivalen a cursos de su programa de Hostos (se recomienda traer el catálogo del otro colegio para facilitar el proceso).
   a. El estudiante deberá llevar la planilla a Registraduría después de haber conseguido la firma de aprobación del departamento.
   b. El registrador pone un sello o cuño oficial al permiso y el estudiante deberá presentar y entregar dicho permiso con firma y sello al colegio donde desea tomar el curso.
   c. Al terminar el curso, el estudiante es responsable de solicitar del registrador que las calificaciones/notas oficiales se transmitan a este colegio. Las notas o calificaciones adquiridas en el otro colegio no se pondrán en el record del estudiante ni afectarán su GPA hasta que se reciban dichas calificaciones de forma oficial en esta institución.
5. El estudiante deberá obtener la aprobación por la oficina de asistencia económica ("Financial Aid"). Esta le indica si los cursos que desea tomar son elegibles para la asistencia económica.
6. Si el alumno no tiene asistencia económica para los cursos que desea tomar en una institución que no pertenece a CUNY el estudiante es responsable de pagar la cuota de matrícula.
7. Puede haber límite al número de créditos permitidos. Por favor consulte el catálogo.
8. No se otorgarán permisos a los estudiantes que:
   a. Están en el estatus de No- Matriculado ("Non-degree students").
   b. estudiantes recien reingresados al colegio.

Retiro de Colegio por Razones Médicas Después de la Fecha Límite

Todo estudiante que desea retirarse del colegio después de la fecha límite deberá solicitar una licencia especial en consejería (salón D-102) del edificio Savoy. Toda solicitud por ausencia médica deberá ser revisada por un consejero y deberá ser aprobada por el director de ese departamento.

Retiro de Colegio por Servicio Militar

La Junta de Síndicos estipula que todo estudiante que deba ausentarse de CUNY para cumplir con el servicio militar debe:

I. Estudiantes que son llamados a servir el servicio militar sin haber finalizado el semestre en CUNY:
   a. Todo estudiante en servicio militar que desee tener notas o calificaciones por los cursos matriculados deberá asistir 13 semanas (5 semanas en verano) para obtener la calificación o notas en los cursos.
   b. Todo estudiante que haya sido llamado a integrarse en reserva u otra rama militar y no pueda asistir a clases el tiempo requerido, tiene derecho a recibir un reembolso del 100% del importe de matrícula de los cursos pagados. Con excepción de las cuotas pagadas por solicitudes hechas.

II. Estudiantes que se presentan voluntarios al servicio militar:
   a. Si desean obtener calificaciones deberán hacer lo mismo que los estudiantes que fueron llamados al servicio.
   b. La cantidad de reembolso dependerá de la fecha que se haya hecho el retiro de las clases por ejemplo:
      1. Si el estudiante se ha retirado antes de la 5ta semana de estudios (3ra semana en verano) tiene derecho a recibir el 100% de suma pagada por curso y otras cuotas excepto las cuotas pagadas por las solicitudes hechas.
      2. Si el estudiante se retira después de las fechas indicadas el reembolso es el 50% no las cuotas de solicitud.
III. If you need information about additional provisions related to military service, consult the link for veterans ("Veterans Liaison") that can be found in the Registraduria.

Federal Education Rights and Privacy Act of 1974

The Federal Education Rights and Privacy Act of 1974 and its regulations provide the student with the following rights:

1. To be informed of the classes of records that the school maintains and their contents.
2. To be informed of the names and positions of those responsible for each class of record, those who have access to the same, and for what purposes they have it.
3. To be told which are the policies of the school for reviewing and deleting information from the records.
4. To be told the procedure for accessing the records.
5. To be told the procedure that can be followed to challenge the contents of the records.
6. To be informed of the cost, if any, for copying documents contained in the records.
7. To be informed of all other rights and requirements that the Federal Education Rights and Privacy Act of 1974 and its regulations promulgate under the same.

The information mentioned above can be obtained at the Student Affairs Office, room C-330, Monday to Friday from 9:00 A.M. to 5:00 P.M., during classes. No information will be given regarding any student present or past, by telephone to any individual or organization. If an employer seeks such information in writing, the school will confirm if an individual received or not a degree. The school will not provide any other information about a student unless the student requests it in writing. Students present or past may request that certain or all information not be disclosed without their prior written consent. This can be canceled or modified by request to the Registrar's Office, during business hours.

Note: The above described is a summary of the student rights according to the Federal Education Rights and Privacy Act of 1974. The Board of Trustees of the City University of New York has published a more extensive policy statement about the access of students to their records. 

City University of New York
Programa de Honor

La lista de honor

La lista de honor de el decano reconoce a los alumnos que han demostrado aprovechamiento académico sobresaliente. Para ser considerado para la lista de honor de el decanato, hay que llenar varios criterios incluso los que se enumeran a continuación:

I. Llevar veinticuatro créditos o más durante cada año académico y haber completado un mínimo de 12 créditos en el Colegio Comunal Hostos, con un índice académico de 3.5 o más cada semestre.
II. No tener notas de "D", "F", "R", "WU", "WA", "INC" o "FIN" en el expediente durante un año académico.

Programa de Honor

Nuestro lema: la misión del Programa de Honor del Colegio Comunal Eugenio María de Hostos es proveer una experiencia enriquecedora a estudiantes y motivados de intelecto inquisitivo que cursan las Artes Liberales. Dicho programa provee un ambiente académico que fomenta la adquisición del conocimiento mediante el pensamiento crítico, la escritura de análisis, la investigación y la búsqueda de información con un currículo retador e innovador. Esto incluye la exposición a actividades culturales, conferencias, seminarios con otros estudiantes de honor y un Instituto de Honor, dentro de una comunidad intelectual que apoya las metas de cada participante.

El programa provee mayores oportunidades académicas a un grupo que nunca antes las había tenido. Este ha de preparar a los estudiantes con talento y ambición para los retos que la educación post-secundaria presenta y les dará el apoyo para que obtengan el éxito al transferirse a colegios universitarios y otras alternativas profesionales. Una de las metas fundamentales del programa es fomentar el amor propio y aumentarlo entre los estudiantes que necesitan el estímulo para sobresalir y el ánimo para continuar y lograr sus metas educativas y sus sueños.

Descripción del programa de honor: Se requerirá de los estudiantes que completen una opción del programa de honor, que consiste de cuatro clases -según el contrato de honor- una, tomada de los requisitos generales de educación, dos en el grupo correspondiente a su concentración y una de otra disciplina a escoger o un seminario interdisciplinario.

Los estudiantes admitidos al programa participarán de discusiones que estimularán su intelecto, dentro de los cursos de honor. Además ofrecerán quince (15) horas de servicios voluntarios, por semestre, en la comunidad para que aprendan la importancia de asumir responsabilidad ciudadana. Las actividades culturales, los seminarios y las conferencias estimulan del ambiente académico pluricultural la apreciación de la multitud de culturas que ellos representan y les dará la preparación necesaria para la participación plena en un ambiente global. Del estudiante de honor se espera y estimula a que participe en las actividades extracurriculares programadas que servirán para enriquecer el entendimiento de otras culturas y vincularse con los demás.

Los participantes del programa de honor recibirán los incentivos y privilegios del mismo. La cantidad de estudiantes que se admiten al Programa de Honor depende de los fondos asignados al mismo y se decide cada año.

Programa de honor de las Becas Serrano

El programa de honor de las Becas Serrano está dirigido a la preparación de estudiantes interesados en el bilingüismo y las carreras en relaciones internacionales y seguridad nacional. Los estudiantes sobresalientes, que se admiten a este programa hacen sus estudios en Artes Liberales y participan de actividades complementarias extracurriculares. Se les cubren los gastos de matrícula, se les da además un estipendio, orientación académica y acceso a los recursos del programa. Los egresados de Hostos que han recibido las becas Serrano e ingresan a Estudios Generales y a Asuntos Internacionales de la Universidad Columbia podrán continuar recibiendo en esa institución. Las Becas Serrano reciben sus fondos de los departamentos de Estado, de educación y de la defensa de los Estados Unidos en homenaje al congresista José Serrano.

Si desea más información acerca del programa de Becas Serrano, comuníquese con Soo Chon, Ayudante Ejecutiva del rector al marcar el número (718) 518-6611.
**Phi Theta Kappa**

Phi Theta Kappa se fundó en 1908 y es una asociación de honor nacional que acoge a los estudiantes de colegios comunales y preparatorios. La iniciación en esta organización constituye un reconocimiento del aprovechamiento académico sobresaliente e incluye a los alumnos con expedientes académicos de excelencia, según lo establecen la organización y el colegio.

El capítulo Alpha Kappa Tau del Colegio Comunal Hostos se fundó en 1985. Para calificar como miembro e ingresar se requiere lo siguiente:

1. Estar inscrito en el Colegio al momento de la iniciación;
2. Haber aprobado un mínimo de 12 créditos académicos el semestre previo a la iniciación;
3. Haber aprobado dos semestres con un promedio mínimo de 3.5;
4. Haber logrado excelencia académica y, a juicio de la facultad, poseer buena reputación. Para calificar se requieren el pago de una cuota única de iniciación y una carta de recomendación de un miembro de la facultad.

**Programas Especiales**

**Educación de adultos y continuada**

La Oficina Para la Educación de Adultos y Continuada del Colegio Comunal Hostos ofrece oportunidades para el desarrollo educativo, profesional y personal cuyos fines están dirigidos hacia las necesidades de comunidades en el Sur del Bronx, El Bronx en general y el Alto Manhattan. Algunas de las ofertas son gratuitas y la mayoría se obtienen a precios módicos. Invitamos a todos a que participen al igual que otros miles de personas que han disfrutado de la atmósfera cálida, familiar y de excelencia académica, que han hecho de Hostos un lugar sin par entre los colegios comunales.

Si desea más información comuníquese con:
Lorraine Altman, Directora
(718) 518-6656
E-mail: cedu@hostos.cuny.edu

**Programa de Educación Básica Para Adultos**, ABE por sus siglas en inglés

La participación en el Programa de Educación Básica Para Adultos es gratuita y está dirigida a personas que buscan mejorar en lectura, escritura y matemáticas o que desean prepararse para comenzar estudios postsecundarios.

Este programa ofrece clases de lectura en inglés, matemáticas, lectura en español e inglés como segundo idioma, ESL por sus siglas en inglés, preparatorias para el pre-GED y de GED. Las clases de pre-GED se enseñan a un nivel más bajo que las de GED. Todo el que participe podrá prepararse para el programa de GED.
Programas Especiales 2004 - 2005

COPE - College Opportunity to Prepare for Employment (Oportunidad Colegial Preparatoria Para el Trabajo)

COPE es la colaboración entre CUNY y la Administración de Recursos Humanos para ayudar a estudiantes matriculados en programas que conducen a títulos ocupacionales y calificados. El programa provee: apoyo amplio en lo académico; orientación individual y en grupo; metrocards; peticiones de vistas de reconsideración y ayuda al respecto; políticas y procedimientos de TRE; con la preparación de cartas escolares y llenado de planillas ACD 548; cartas de confirmación de asistencia a clases; control de la asistencia y que las estudiantes que participan cumplan con sus obligaciones de trabajo y estudio o pasantías.

La misión de COPE es facilitar la terminación del programa y proveer a nuestros estudiantes la oportunidad de obtener un trabajo retante que en turno fomente independencia económica, autosuficiencia, y desarrollo personal.

Para calificar, se debe estar inscrita en un programa conducente a un título ocupacional, ser madre y tener a sus hijos incluidos en su presupuesto de HRA, o sola que no recibe asistencia social y si tiene hijos deberá llenar los criterios de pobreza.

Si desea más información, llame a: María Cano, Directora, (718) 518-4362 o a Yolanda Soto, Asistente Administrativa (718) 518-4363

CLIP - CUNY Language Immersion Program

El Programa de CUNY de Inmersión en Idiomas, CLIP por sus siglas en inglés, ofrece estudios concentrados de inglés antes de la inscripción en la universidad. Incluye clases de ESL, aprendizaje con ayuda de computadores, tutorías, libros y otros materiales afines, paseos, orientación y consejería colegial. Debido a la intensidad de la clase -25 horas semanales- los participantes no toman otras clases mientras participan del programa.

Aspectos más significantes de CLIP:

- Se recomienda la inscripción en CLIP a los que ingresan por primera vez, que han sido admitidos a un colegio de CUNY y que necesitan mejorar el inglés antes de comenzar estudios universitarios. El programa es también recomendable para los que no han pasado un semestre de ESL en un colegio comunal o dos veces en un colegio universitario.
- Hay sesiones diurnas y nocturnas. Las clases se reúnen de lunes a viernes desde las 9:00 A. M. a 2:30 P. M. y en las tardes de 5:30 AM a 10:30 PM.
- Se permite la inscripción hasta por un año o por sólo un semestre. Consiste de tres ciclos: dos sesiones de quince (15) semanas cada una en otoño y primavera y seis (6) semanas en el verano. Los participantes toman los "Freshman Skills Assessments Tests" antes de salir de CLIP para que se ubiquen en donde les corresponde en sus respectivos colegios.
- CLIP no consume la asistencia económica del que participa en el programa. El precio de $150 incluye libros y otros materiales en otoño o primavera y cuesta $60 en el verano. Estudiantes que reciben asistencia social pagan $37.50 por otoño o primavera y $15 por el verano. Los alumnos de SEEK y College Discovery pagan las mismas tarifas que los que reciben asistencia social.

Contactos
Ubicación: salón C-553
Horarios: 8:00 AM a 8:00 PM diariamente
Teléfono: (718) 518-6645 o (718) 518-6657
Fax (718) 518-5745
Comuníquese con:
Fatiha Makioufi, Directora
Belkys Vetsch, Asistente Administrativa.

El bachillerato de CUNY

Fundado en 1971, el programa de bachillerato de CUNY, conocido como "CUNY BA/BS", es pequeño, incluye a todo el sistema universitario, es individualizado, se creó para el estudiante con buenas destrezas académicas, iniciativa propia, un plan de estudios y metas profesionales bien definidas. El admitido al programa se concentra en un área específica de conocimiento con un miembro de la facultad como guía, que le sirve de mentor. Además de su plan, completa el núcleo de Artes Liberales y otros requisitos para el título incorporándose estudios independientes y pasantías, y hasta puede obtener 15 créditos por aprendizaje ocurrido antes de comenzar el programa, si presenta la documentación necesaria. Aunque estos alumnos estén inscritos en un recinto en particular, se les permite tomar clases en cualquiera otro y, a veces, hasta en la Escuela Graduada de CUNY.

Para entrar es necesario tener una meta académica definida y haber aprobado un mínimo de 15 créditos con un promedio de 2.50 o más. Los títulos que se obtienen mediante éste currículo los otorga la Universidad de la Ciudad y no un recinto en particular. Se puede obtener más información de las oficinas del programa, CUNY Baccalaureate Program Office, 25 West 43rd Street, New York, New York 10036 o marque el teléfono (212) 642-2905.
El Instituto de Escritores Latinoamericanos

Fundado en 1987 por el Profesor Isaac Goldemberg, cuando aún era docente en City College, el Instituto de Escritores Latinoamericanos, LAWl por sus siglas en inglés, se ha convertido, en el transcurso de sus primeros 16 años, en un gran apoyo para los escritores latinos que laboran en español e inglés. En 1991 LAWl recibió el "Excellence in Arts Award" de parte del presidente de Manhattan. Mora en Hostos desde 1992.

El instituto es el centro de promoción y difusión de la obra de escritores latinos en los Estados Unidos. Le ofrece servicios relacionados con la profesión a los ya establecidos y a los nacientes. También fomenta al talento nuevo y el conocimiento e interés del público en esos escritores al servir de anfitrión y auspiciar talleres, lecturas y conferencias. LAWl también lleva a públicos diversos los trabajos de escritores latinoamericanos mediante su revista bilingüe Brújula/Compass. Cada tirada incluye poesía y ficción, entrevistas con escritores y artistas visuales latinos y crítica literaria. Su editorial, The Latino Press ha sacado libros a la luz pública. Su Hostos Review/Revista Hostosiana es interdisciplinaria.

A tenor con el objetivo de incrementar el entendimiento intercultural, sus actividades están hechas para un público etnicamente diverso. El instituto busca dar reconocimiento y estímulo a la diversidad cultural con sus miembros y todos sus programas.

Estudios en el extranjero

Los programas de estudios en el extranjero brindan oportunidades a estudiantes, facultad y otro personal de CUNY, para que conozcan y comprendan la historia, la cultura y el idioma de otras comunidades y países por todo el mundo. Contribuyen a crear un ambiente institucional que promueve el respeto por las diferencias culturales y lingüísticas. Más aún, cultivan destrezas que preparan a sus participantes para competir en la economía globalizada. Desde 1992, el Colegio Comunal Hostos ha colaborado en una serie de programas de intercambio académico en los que han participado facultad y estudiantes. En 1998, se dieron pasos gigantes para centrar y expandir las actividades internacionales de intercambio académico, encabezados por Ana I. García Reyes, Directora en Hostos de los Programas Internacionales y Relaciones con La Comunidad. Su meta es expandir las oportunidades de que estudiantes y educadores entiendan la historia, la cultura y el idioma de comunidades diferentes.

Las becas STOCS

En 1994, el New York Community Trust Dewitt Wallace/Youth Travel Enrichment Fund, inició el proyecto conocido como "Study/Travel Opportunities for CUNY Students", STOCS por sus siglas en inglés. Estas becas contribuyen a que estudiantes de CUNY puedan estudiar por poco tiempo en el extranjero, durante el verano y el receso de invierno. En años recientes, Hostos ha recibido estas becas a través de la Oficina de Asuntos Académicos de CUNY, que proveen apoyo económico a estudiantes que participan de los programas de estudios en el extranjero.

Curriculo de estudios en el extranjero

Los participantes se inscriben en clases con crédito y asisten en la institución anfitriona. Cursos típicos de un programa de estudios en el extranjero son los siguientes: Historia, Cultura y Arte en la República Dominicana; Literatura Española Contemporánea; Historia y Cultura en Puerto Rico; Español para Principiantes.

Un programa de estudios en el extranjero dura más de cuatro (4) semanas, de lunes a viernes, con cuatro horas de conferencias en las mañanas y actividades suplementarias en las tardes. Las clases destacan conferencias de eruditos distinguidos de la universidad anfitriona. Las actividades suplementarias incluyen visitas a estudios de artistas, museos, lugares históricos y otros. Los paseos exponen al estudiante visitante y le ayudan a adaptarse al idioma y la cultura del país visitado. Es improbable que una experiencia de este tipo se dé en un ambiente donde el único idioma sea el inglés. La calidad de las actividades culturales enriquecen la experiencia académica.

Hospedaje

Los participantes tienen de dónde escoger entre una variedad de viviendas y planes de alimentos. Las alternativas son a base de preferencia, costo y disponibilidad en la universidad anfitriona. Algunos estudiantes eligen hospedarse con amistades o parientes. Cualquiera sean sus preferencias al desayuno o la cena, se les exhorta a que almuerzen juntos en un restaurante.

Opciones de Estudios en El Extranjero para 2004-2005

Programas de estudios en el extranjero han sido establecidos o están en desarrollo con instituciones de educación post-secundaria en los siguientes países: Cuba, República Dominicana, Puerto Rico y México.

Habrá intercambios con las siguientes instituciones, entre otras Universidad de La Habana en Cuba, Universidad Autónoma de Santo Domingo en la República Dominicana, Universidad de San Germán en Puerto Rico, Universidad Complutense en España y México.
Si desea más información comuníquese con Ana I. García Reyes, Ayudante Especial de la Presidencia para Relaciones con la Comunidad y Directora de los Programas Internacionales. Salón A-314. Teléfono (718) 518-4313 o-4300. Fax (718) 518-4751. E-mail: agreyes@hostos.cuny.edu

Relaciones de Ex Alumnos

La oficina de relaciones de ex alumnos en el Colegio Comunal Hostos ofrece servicios variados diseñados especialmente para nuestros egresados y provee múltiples formas de mantener al ex alumno en contacto con su alma mater. Los objetivos principales son: promover el interés del ex alumno en el bienestar del Colegio; sus estudios, la facultad, y el personal no docente; mantener a ex alumnos al día se asuntos concurrentes al Colegio; y asistir a Colegio en sus esfuerzos de recaudar fondos de Fuentes públicas y privadas.

Para apoyar la misión de mantener una relación activa con los egresados, la Oficina de Ex Alumnos, en conjunto con el Departamento de Seguridad Pública, ofrece una tarjeta de identificación para los ex alumnos. La tarjeta sirve como pasaporte para beneficios después de graduarse y le permite al ex alumno acceso a ciertas áreas del colegio incluyendo:

**Servicios Bibliotecarios** - Uso de la biblioteca para asuntos personales o de negocio; ayuda con investigaciones, apoyo en el uso de imprimados o electrónico, y acceso a la colección electrónica.

**Servicios de Orientación Profesional** - Recursos para la búsqueda de empleo y el desarrollo de destrezas profesionales.

**Facilidades Atléticas y de Recreo** - Acceso al recién remodelado Centro de Bienestar Físico, la piscina, y entrada gratis a partidas de baloncesto, vóleibol, y soccer.

**Actividades Culturales** - Descuentos de 20% del costo de boleto de entrada a ciertas actividades culturales auspiciados por el Centro de Arte y Cultura del Colegio Comunal Hostos.

Visite la Oficina de Ex Alumnos, 475 Grand Concourse, salón A-337, teléfono (718) 518-4180

Programas para Alumnos de Escuela Secundaria

**Hostos-Lincoln Academy of Science**

La escuela Hostos-Lincoln Academy of Science está dentro del plantel del Colegio Comunal Hostos y es el resultado de la colaboración con la Junta de Educación de la Ciudad de Nueva York y la Universidad de la Ciudad de Nueva York. Esta escuela se conceptuó a base del modelo del colegio preuniversitario. Sus alumnos provienen de otras escuelas intermedias de El Bronx y el Alto Manhattan. Su programa académico es de cuatro años y la mayoría de sus grupos toman los "New York State Regents Examinations".

El Colegio Comunal Hostos provee salones de clase y sirve de modelo para los alumnos de la Hostos-Lincoln Academy. De modo que sus estudiantes reciban experiencias educativas muy ricas cuyo propósito es fomentar el éxito en la escuela secundaria, con la esperanza de que también triunfen en la universidad.

La condición para el ingreso a la Hostos-Lincoln Academy es que se haya completado la solicitud para ingreso en las escuelas secundarias de la ciudad de Nueva York además de una solicitud que se obtiene en la oficina del consejero de la academia, pero también se consigue al pedirla por teléfono al (718) 518-4333. Para calificar los solicitantes deberán tener puntuaciones en inglés y matemática correspondientes o cercanas al grado de que provienen.

Los alumnos de Hostos-Lincoln forman parte de la comunidad del colegio y tienen acceso a su planta física, incluso los laboratorios de idiomas, escritura y ciencias además de la biblioteca. También participan en los clubes, los deportes y actividades recreativas. Al cumplir con los requisitos de aprovechamiento a los estudiantes de la academia se les permite tomar clases gratuitamente en Hostos y pueden "almacenar" esos créditos para usarlos hacia un título asociado. A todos los egresados de la academia se les garantiza cupo en el Colegio Comunal Hostos.

**Características especiales**

En la academia Hostos-Lincoln se dedican a involucrar a los familiares y a la comunidad con la escuela. Por ello, ofrece un programa sabático para los padres de los alumnos con los cuales aprenden a utilizar computadores, ESL y tomar clases para obtener el GED, en español e inglés, además de talleres de vitrales. Se les provee cuído para los niños de cuatro años en adelante. Se acepta el trabajo voluntario de los padres para tutorías de matemáticas, español y otras materias o para que sirvan de mentores.
Para lograr el éxito con los cursos que exigen los Regents y además darles un lugar seguro, en la academia se extiende el día y se ofrece un programa de tutorías de materias académicas, que funciona todo el año de 3:00 a 5:00 P.M. También se provee tutorías para tomar el PSAT y el SAT los sábados de 10:00 AM a 2:30 PM durante la semana de los presidentes en el invierno y los recesos primaverales, los alumnos participan en una amplia gama de actividades extracurriculares que incluyen educación física, el arte del vitral, teatro, capacitación en el uso de computadores, ajedrez, CPR y debates. Las tutorías de temas académicos se ofrecen también durante los recesos.

Durante el verano se lleva a cabo un programa para los que entran al primer año, cuyo propósito es dar apoyo y responder a la ansiedad y el recelo de muchos alumnos que ingresan a la escuela secundaria. Los jóvenes aprenden a pensar críticamente, a analizar lo que lean y a resolver problemas. Se incluyen también matemáticas, inglés, computadores y resolución de conflictos.

Además de participar en un currículo que hace énfasis en las ciencias y las matemáticas, los estudiantes pueden elegir clases de escuela secundaria y de universidad en materias como las bellas artes y el arte dramático, computadores y comercio.

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

Este es un programa para estudiantes de escuela secundaria, que funciona desde 1999.

La filosofía del programa College Now de Hostos parte de la premisa de que los maestros de las escuelas públicas, la facultad universitaria, los padres y la comunidad deben juntar esfuerzos para mejorar la calidad de la educación presente y futura en las escuelas públicas.

El objetivo del programa es motivar y preparar a estudiantes de tercero y cuarto año del Sur de El Bronx para la educación post secundaria y la transición hacia la universidad. Se les ofrecen clases con créditos universitarios como: precálculo, escritura, introducción al comercio, introducción al sistema legal, psicología, sociología y muchos otros, para darles la preparación necesaria para el ingreso a la universidad. Además, del programa riguroso que se le ofrece a los alumnos de tercero y cuarto año, College Now tiene otro programa para los de primero y segundo。

"Raising the Roof" es un programa de talleres preparatorios de lectura y escritura que les permite a estudiantes de primero y segundo año tomar clases que les ayudarán a prepararse para lo académico universitario. Los talleres son de poesía, introducción al trabajo y matemáticas.


Si desea más información comuníquese con College Now (718) 518-6750

El Programa Liberty Partnership

Liberty Partnership provee actividades después del horario escolar para estudiantes de escuela secundaria. Sus objetivos son (1) ayudarlos a mejorar sus destrezas académicas y (2) exponerlos al ambiente universitario. También ofrece clases de enriquecimiento que despierte el interés en computadores, salud, matemáticas y ciencias además de los oficios como el arte del vitral, la fotografía y talleres profesionales. Todas conllevan crédito. A los alumnos se les anima para que se interesen en las artes mediante actividades participativas y paseos.

El programa Liberty surge de la asociación de organizaciones comunitarias, alumnos de escuelas secundarias, padres, facultad, negocios, el Departamento de Educación y varias instituciones de enseñanza superior. Estos socios son: 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, y Better Bronx for Youth (BBFY).

Si desea más información comuníquese con Liberty Partnership Program Joel Encarnacion, Director, Nancy Molina, Asistente Administrativa, o Barbara Colón, Mediadora Académica (718) 518-4188.
Programas Conducentes a Títulos

El Colegio Comunal Hostos ofrece programas conducentes a los títulos de Asociado en Artes, A. A., y de Asociado en Ciencias, A. S., que dan la preparación, a los egresados del colegio, para continuar estudios en otras universidades que confieren bachilleratos. También se confiere el Asociado en Ciencias Aplicadas, A. A. S., cuyos estudios son preparatorios para profesiones específicas así como los certificados de Oficinista y de Enfermera Práctica, LPN por sus siglas en inglés. En las ciencias afines a la medicina, los créditos necesarios para obtener el A. A. S. varían como sigue: Higiene Dental requiere 70 créditos; Tecnología de Laboratorio Médico, 60; Enfermería, 67; Radiología Tecnológica, 63.5. Además, los requisitos para la certificación y licencia en estos programas imponen restricciones en cuanto al límite de tiempo permitido para completarlos.


El programa de los que aspiran a obtener el A. S. Es muy parecido al A. A., pero tiene una mayor concentración en las matemáticas y las ciencias. Los que elijan el A. S. También podrán concentrarse en Administración Comercial y no tendrán que cumplir con requisito alguno de Lenguas Modernas.

Los candidatos al A. A. S. Siguen un currículo cuyo énfasis es la práctica. Los programas profesionales son: Contabilidad, Higiene Dental, Educación Preescolar, Gerontología, Tecnología de Laboratorio Médico, Computadores para el Comercio, Enfermería, Administración y Tecnología de Oficinas, Paralegal con 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 un mínimo de 32 créditos del total requerido para cualquier título en el Colegio Comunal Hostos.

Los estudiantes de primer año que son veteranos de las fuerzas armadas de los Estados Unidos deberán llenar el requisito de Educación Física de todos los programas que lo requieran.
Programas conducentes a Títulos

Programas registrados y aprobados por el Departamento de Educación del Estado de Nueva York
(La inscripción en programas que no estén registrados ni aprobados impedirá la consecución de becas específicas.)

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<th>Programa</th>
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*No se aceptan estudiantes nuevos a éste programa. Puede escoger Computadoras para los Negocios o Administración y Tecnología de Oficina.
Programas Conducentes a Títulos 2004 - 2005

Requisitos para obtener los títulos

Requisitos para obtener los títulos de Asociado en Artes, A.A., y Asociado en Ciencias, A.S

Se requiere un mínimo de 60 créditos para obtener los títulos de A.A. o de A.S., que deben incluir la cantidad especificada para cada concentración, según se indica más adelante.

Los estudiantes interesados en continuar estudios para la consecución del título de Bachiller en Artes, B.A. o el de Bachiller en Ciencias, B.S., deben comunicarse con el jefe del departamento o el coordinador del programa que le interese, para informarse acerca de las concentraciones y los procedimientos a seguir para solicitar a los colegios que ofrecen bachilleratos. Se les sugiere a los estudiantes que desean trasladarse a otras instituciones universitarias para obtener títulos en concentraciones académicas que no se ofrecen en Hostos, que elaboren programas de estudios en colaboración con un orientador de Desarrollo Estudiantil. Los requisitos son los siguientes:

Distribución de los créditos para el título de A.A.

- **Requisitos de Educación General**: 21.0-22.0 cr
- **Requisitos de Grupo**: 18.0 cr
  - Grupo I - Destrezas Comunicativas y Culturales
  - Grupo II - Artes y Humanidades
  - Grupo III - Los Procesos en las Ciencias del Comportamiento
  - Grupo IV - Los Procesos de las Ciencias Sociales
- **Electivas**: 20.0-21.0 cr
- **Totales Para El Título de A.A.**: 60.0 cr

Distribución de los créditos para el título de A.S.

- **Requisitos de Educación General**: 24.0 cr
- **Requisitos de Ciencias**: 24.0 cr
- **Electivos**: 12.0 cr
- **Totales Para El Título de A.S.**: 60.0 cr

Si desea saber cuáles son las clases requeridas específicas, véase el Núcleo del Currículo de Artes Liberales.

*Nota: Además de los requisitos mencionados y dependiendo de la preparación y la ubicación o como parte del modelo bilingüe de transición, se les puede exigir a los estudiantes que tomen clases adicionales, necesarias para que progresen en los programas conducentes a los títulos.

**A los estudiantes que cualifican para recibir asistencia económica estatal o federal se les debe notificar que la cantidad de semestres para recibir la tal ayuda es limitada.

Requisitos para la graduación.

1. **Promedio o GPA**: Un promedio o GPA mínimo de 2.0. Enfermería requiere GPA de 2.5.
2. **Iniciativa Preuniversitaria, CPI por sus siglas en inglés**: CUNY exige de los estudiantes que se gradúaron de escuela secundaria desde junio de 1993 en adelante u obtuvieron el GED desde septiembre de 1993 en adelante e ingresaron a CUNY desde septiembre de 2000 en adelante, 16 unidades "CPI" distribuidas en las seis áreas siguientes: Inglés, Matemáticas, Ciencias de Laboratorio, Ciencias Sociales, Bellas Artes e Idioma Extranjero. Véase la tabla de "CPI".
3. **EXÁMENES DE DESTREZAS**: A partir de mayo de 1997, CUNY requiere que todos los estudiantes pasen el examen básico de lectura y escritura para graduarse de cualquiera de sus colegios comunes. También, según el reglamento de 1985, los que deseen trasladarse a colegios universitarios deberán pasar el examen de matemáticas antes del traslado. Véase la sección de Evaluaciones.
4. **"CPE"**: A partir de otoño de 2003, CUNY exige de todo estudiante que pase el CUNY Proficiency Examination, CPE, después de haber acumulado 45 créditos, para graduarse. Véase la sección de Evaluaciones.
5. **SSD 1000**: A partir de otoño de 2003, todo estudiante de nuevo ingreso y que desee concentrarse en Artes Liberales debe tomar la clase SSD 1000, Orientación de Primer Año.
6. **Escritura Concentrada (Writing Intensive), WI**: A partir de otoño de 2003, todo estudiante de nuevo ingreso debe tomar dos (2) cursos de Escritura Concentrada antes de graduarse. Estas secciones especiales se hicieron para que los estudiantes mejoren su escritura y la comprensión de los materiales presentados en las clases. Mediante la asignación de tareas de escritura formal e informal mejorarán la escritura a la vez que conocen los estilos de disciplinas diferentes. Se espera que habiendo pasado por esta experiencia, el estudiante pueda comunicarse mejor con su escritura, destreza que le servirá bien para sus clases.
### Iniciativa Preuniversitaria (CPI)

La Iniciativa Preuniversitaria, CPI por sus siglas en inglés, es el resultado de la colaboración entre las Escuelas Públicas y la Universidad de la Ciudad de Nueva York, con el fin de mejorar la preparación académica de los alumnos de las escuelas secundarias. Los estudiantes con mejor preparación académica tienen más éxito en la universidad y el trabajo. A los que ingresan a CUNY se les exige el haber completado una cantidad específica de unidades "CPI" en seis áreas: inglés, matemáticas, ciencias de laboratorio, ciencias sociales, arte e idiomas extranjeros. La cantidad de unidades académicas correspondientes a "CPI" están sujetas al año de ingreso a CUNY. Todo el que se graduó de secundaria en o después de junio de 1993 o que recibió un certificado GED en o después de septiembre de 1993, debe llenar los requisitos de CPI. Los ingresados a Hostos y CUNY antes del otoño de 1993, no. **NOTA 1:** Una clase de un semestre en la universidad genera una (1) unidad "CPI".

<table>
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<tr>
<th>ÁREA o DEPARTAMENTO</th>
<th>UNIDADES &quot;CPI&quot; REQUERIDAS por año de ingreso a Hostos</th>
<th>CLASES &quot;CPI&quot; DE SECUNDARIA</th>
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<td>2 2 3 3 3</td>
<td>Secuencia de matemáticas I, II; álgebra elemental, geometría, electiva de matemáticas</td>
<td>MAT 1612, 1622, 1624, 1628, 1632 **Pasar el &quot;CUNY Mathematics Assessment Test&quot;.</td>
</tr>
<tr>
<td>Ciencias Naturales (laboratorio)</td>
<td>1 1 1 2 2</td>
<td>Introducción a las ciencias (solamente 1993-94); biología, química, física, ciencia de la Tierra, biología marina</td>
<td>BIO 3902, 3904, 3906, 3908 CHE 4002/4102; 4004/4104; 4012 ENV 4014, 4016; PHY 4302/4402, 4304/4404</td>
</tr>
<tr>
<td>Estudios Sociales ciencias sociales y de la conducta; estudios latinoamericanos y del Caribe, estudios africanos</td>
<td>0 0 2 2 4</td>
<td>Historia Mundial 1, 2, 3, 4; Historia de Estados Unidos 1, 2; electivas de nivel universitario</td>
<td>ANT 1110; PSY 1032; SOC 1232; SSC 4601; HIS 4660, 4661, 4663, 4665; CUP 3202, 3204, 3206, 3208, 3209, 3210; ECO 4643, 4645; POL 4781; ADM 2510, 2522</td>
</tr>
<tr>
<td>Bellas Artes (visuales y escénicas)</td>
<td>0 0 0 0 1</td>
<td>Todo arte y música académica. (no era requisito hasta el 2000)</td>
<td>VPA 3502, 3504, 3522, 3528, 3530, 3534, 3536, 3540, 3542, 3552, 3558, 3560, 3562, 3578, 3582, 3598; HUM 3001; CUP 3352, 3362</td>
</tr>
<tr>
<td>Idiomas Extranjeros (moderos)</td>
<td>0 0 0 0 2</td>
<td>Todo idioma académico. Ambas unidades deberán tomarse en un mismo idioma.</td>
<td>FRE 1901, 1902, 1903, 1904, ITA 2101, 2102 SPA 2201, 2202, 2203, 2204, 2221, 2222</td>
</tr>
<tr>
<td>Electivas</td>
<td>3 4 4 4 0</td>
<td>Cualquiera de las clases antes mencionadas que exceden la cantidad de requisitos &quot;CPI&quot;.</td>
<td>Cualquiera de las clases antes mencionadas que no se usen para llenar otros requisitos &quot;CPI&quot;.</td>
</tr>
</tbody>
</table>

**TOTAL de unidades "CPI" requeridas para el año de ingreso:** 9 11 13 15 16

* Si el estudiante ha acumulado menos de 2 unidades de inglés en secundaria, pasar cada uno de los exámenes "CUNY Writing & Reading" genera una unidad "CPI".

** Si el estudiante ingresa sin haber acumulado unidades "CPI" de matemáticas, pasar el "CUNY Mathematics Skills Assessment Test" genera una (1) unidad de matemáticas "CPI".

*** GED: Transcripciones de cualquier contacto con la escuela secundaria y puntuación por encima de umbrales específicos en el examen de GED se revisarán para evaluar si contienen unidades "CPI" de matemáticas e inglés. Se aconseja a los estudiantes de GED que sigan un programa de GED preuniversitario, siempre y cuando sea posible.

****Graduados antes de 1993 - de escuelas secundarias extranjeras están exentos. Si se demuestra dominio del idioma materno se le contará por dos (2) unidades de idioma extranjero.

7/10/2003
Honradez Académica

Introducción

En el Colegio Comunal Mostos se cree el desarrollo del estudiante como ser pensante es esencial para el proceso educativo. Porque un título obtenido en el Colegio significa que el egresado conoce la materia que ha estudiado y, que la falta de honradez académica lleva a notas que no reflejan cuánto y cuán bien se ha aprendido, comprendido o dominado una materia, el Colegio ha de investigar todo reclamo de falta de honradez académica. Si la acusación resulta ser veraz, se le impondrán medidas según los procedimientos que se explican en la Sección III. Las tres formas más comunes de falta de honradez académica son copiar, plagio y soborno.

Copiar

En el marco colegial, copiar se define como la representación falsa del trabajo de otro como propio. La facultad y los estudiantes tienen igual responsabilidad de mantener la integridad de la institución y de no participar ni directa ni indirectamente en actos que conlleven la copia; así como desalentar que otros lo hagan. Ejemplos de copiar incluyen sin límite lo siguiente:

1. Copiar un examen o asignación que se ha de presentar como producto del trabajo individual.
2. Obtener y distribuir las respuestas a exámenes antes de que estos se den.
3. Colaboración sin permiso con trabajo que se ha de presentar como solamente propio.
4. Utilizar sin permiso notas, libros u otros materiales durante un examen.
5. Que otra persona tome un examen o haga un trabajo escrito a nombre de otra.
6. Presentar trabajo que ya haya recibido crédito en otra clase sin el conocimiento ni el consentimiento previo del instructor.

Plagio

El plagio es una forma de copiar y ocurre cuando una persona -aunque no tenga la intención-presenta un trabajo sin darle el crédito debido a la fuente por las ideas, el estilo, los conceptos, los inventos y otros, a los que hace referencia. Así que, todo intento de reclamar como propio el trabajo intelectual o artístico de otra persona constituye plagio.

Ejemplos de plagio incluyen sin límite lo siguiente:

1. Citar o parafrasear trabajo de otros sin dar crédito al autor.
2. Tomar ideas de otros como propias sin reconocer ni documentar las fuentes.

Soborno

En el ambiente colegial constituye soborno la oferta, promesa o dádiva de objetos valiosos tales como dinero o regalos a una persona en posición de autoridad. Esa persona podría ser un profesor, administrador o personal no docente de modo que le influencie para que haga algo a favor del estudiante. La oferta de favores sexuales a cambio de buenas notas, puntuación en un examen o cualquier otro favor de naturaleza académica, se considera intento de soborno. Un asunto de favores sexuales a cambio de buenas notas, puntuación en un examen o cualquier otro favor de naturaleza académica, también se tratará acorde a los procedimientos para tratar el acoso sexual, según se explica en el Catálogo y en el Manual del estudiante.

En el contexto de la integridad académica, el soborno incluye sin límite lo siguiente:

1. Obtener y distribuir las respuestas a exámenes antes de que estos se den.
2. Ofrecer objetos de valor a cambio de un favor académico.
Normas y Procedimientos

Responsabilidades de La Facultad, Los Supervisores de Exámenes y El Estudiante

Para evitar que se ponga en duda el proceso educativo o la integridad de un título, se requiere de la facultad, los supervisores de exámenes y los estudiantes que mantengan, sostengan y hagan cumplir la política colegial de integridad académica.

Responsabilidades de La Facultad y de Los Supervisores de Exámenes:

1. Es responsabilidad de la facultad el informar a los estudiantes acerca de la política de integridad académica del Colegio Comunal Hostos al comenzar cada semestre.
2. La facultad y los supervisores de exámenes deberán velar, dentro de lo que les compete en cuanto a sus responsabilidades, por que se cumpla esta política.
3. Un miembro de la facultad a quién se le acuse de incumplir con esta política estará sujeto a procesos disciplinarios.

Responsabilidades de Los Estudiantes

1. Todo trabajo que un estudiante entregue deberá ser el producto del esfuerzo propio.
2. Se requiere de los estudiantes que identifiquen las fuentes de cada cita y cada opinión o idea en paráfrasis que se mencionen en trabajos escritos, exámenes, proyectos de la clase y otros.
3. Todo estudiante seguirá las instrucciones del instructor o supervisor de la clase en cuanto a los materiales permitidos en el salón donde se 41 2003-2004 Catálogo toma un examen.
4. Es responsabilidad del estudiante de consultar con el instructor o supervisor de un examen en cuanto al uso de software o calculadoras para la producción de trabajos escritos.
5. Está prohibido que ningún estudiante dé o reciba ayuda o se comunique, de modo alguno, con otro estudiante mientras se lleva a cabo un examen.
6. Está prohibido que ningún estudiante intente obtener o distribuya información acerca del contenido de un examen antes de que el supervisor lo reparta.
7. Excepto si lo indica el instructor, todo estudiante matriculado en cursos de laboratorio deberá completar toda observación, proyecto e informe exclusivamente a base de conducir un experimento, utilizar los materiales para el mismo o hacer una demostración.
8. Está prohibido que un estudiante entregue un mismo trabajo a más de un instructor sin el previo consentimiento del instructor

Procedimientos a Seguir Cuando Ocurren Infracciones a La Integridad Académica

Cuando un instructor sospecha que un estudiante ha infringido las normas de integridad académica el segundo recibirá notificación escrita de parte del primero exceptuando en las situaciones a continuación:

Si la infracción se notó luego de ocurrir el examen, durante la corrección del mismo o al compararlo con otro se remitirá el asunto al jefe del departamento pertinente o al jefe coordinador del proceso comparativo quien, a su vez, le informará al estudiante.

Si se trata de los “CUNY Skills Assessment Math and Reading Retests”, el instructor o supervisor del examen ha de remitir el asunto a un oficial de las oficinas de Evaluaciones, quien le informará al estudiante.

La carta proveniente del instructor, supervisor del examen, jefe del departamento pertinente, jefe coordinador del proceso u oficial de Evaluaciones debe nombrar la infracción cometida, incluir la descripción que respalde la acusación, el castigo recomendado y mención del procedimiento de apelación. Estará escrita en español y en inglés y se deberá enviar dentro de diez (10) días de clase a partir de la fecha en que se sospecha se cometió la infracción. Véase la definición de “días de clase” en III, F. Se enviará copia de la carta al jefe del departamento pertinente, al Vicepresidente para Asuntos de la Facultad y Académicos y al Vicepresidente para Desarrollo Estudiantil y Administración de Inscripciones.
Este último o su representante examinará el contenido de la carta con el estudiante. Si éste niega haber cometido la tal infracción, deberá apelar la acusación por escrito en un plazo de diez (10) días de clase en la que se pide un examen del asunto por parte del jefe del departamento pertinente. Luego de consultar con el vicepresidente para Asuntos de la Facultad y Académicos y el vicepresidente para el Desarrollo Estudiantil y Administración de Inscripciones o sus representantes y, si la prueba es convincente, llegar a una conclusión y especificar un castigo. Se le notificará al estudiante de lo ocurrido en un plazo de diez (10) días de clase y se les enviará copia de la misma al vicepresidente para Asuntos de la Facultad y Académicos, al vicepresidente para Desarrollo Estudiantil y Administración de Inscripciones, al instructor, al supervisor del examen, al jefe del departamento pertinente, al jefe coordinador del proceso y al oficial de Evaluaciones.

Si el estudiante queda insatisfecho con el hallazgo del jefe del departamento, podrá apelar el caso en un plazo de diez (10) días de clase al Comité del Senado Académico Supervisor de las Normas Académicas que, a su vez remitirá laapelación a su Subcomité de Ética Académica para que emita fallo.

Si el fallo es de que ha habido falta de honradez académica, el Subcomité fijará el castigo que podría ser o no ser el mismo que haya recomendado el instructor, supervisor del examen, jefe del departamento pertinente, jefe coordinador del proceso u oficial de Evaluaciones, vicepresidente para Desarrollo Estudiantil y Administración de Inscripciones o su representante, deberá informarle al estudiante del fallo emitido por el Subcomité, por carta registrada en un plazo de diez (10) días de clase. Se ha de colocar copia de ese aviso en el expediente del estudiante en Registraduría y allí ha de permanecer por dos semestres consecutivos o hasta que el alumno se gradúe o lo que ocurra primero; excepto cuando un estudiante está a punto de graduarse, en cuyo caso, no se le permitirá recibir el título hasta que se resuelva el asunto.

La frase “días escolares” según empleada en este texto indica todos los días -menos los domingos y otros días feriados- cuando la facultad está obligada por contrato a estar presente en el recito. Es el tiempo entre el 30 de agosto hasta e incluso el día de graduación. Así que, un caso puede continuar durante el receso de invierno, pero uno que no haya concluido para el día de graduación, reanudará el primer día del semestre otoñal.

Cuando a un estudiante se le halla infractor de la Política de Integridad Académica por segunda vez, estará sujeto a un proceso disciplinario según el Reglamento de la Junta de Síndicos de CUNY, Artículo XV, Sección 15.3 - 15.5. Tal proceso podría resultar en suspensión o despido.

**Normas y Procedimientos Académicos**

**Las notas y Los Parámetros Académicos**

El colegio Comunal Hostos adjudica notas con letras que indican el logro académico. El sistema es el siguiente:

<table>
<thead>
<tr>
<th>Nota</th>
<th>.90 - 100%</th>
<th>.80 - 89%</th>
<th>.70 - 79%</th>
<th>.60 - 69%</th>
<th>.below - 60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excelente</td>
<td>Bueno</td>
<td>Satisfactorio</td>
<td>Aprobado</td>
<td>Fracasado</td>
</tr>
</tbody>
</table>

**Otras Notas**

**La política con respecto a la clasificación AUD y oyente:**

Los estudiantes matriculados y los registrados como oyentes podrán asistir de oyentes a una clase según la disponibilidad de cupo. Se advierte a los estudiantes regulares sobre el efecto que pueda tener el asistir de oyente a una clase que es requisito de su concentración o que es un prerrequisito o correquisito para otra clase. Debe consultar a su orientador académico. La política entra en vigor en otoño de 2003.

Los oyentes de este tipo habrán de pagar el costo y las cuotas por la clase. La asistencia de oyente a una clase excluye que la misma se use como crédito para un programa completo o parcial, para recibir asistencia económica, beneficios de veterano o estado de estudiante extranjero. No se otorgará crédito por la clase y se anotará en el expediente la nota de AUD. Las notas de AUD no se pueden convalidar por ninguna otra.

El estudiante que desee ser oyente deberá:

- obtener el permiso del jefe del departamento o del coordinador de unidad a la que pertenece su programa.
- presentar a Registraduría un permiso escrito para asistir de oyente a más tardar en la fecha del último día permitido para agregar o darse de baja.
- el estado de oyente no se podrá cambiar a uno de crédito ni el de crédito se podrá cambiar a oyente después de la fecha límite para agregar o darse de baja de una clase.
INC - Incompleto

Indica que los objetivos de la clase no se han completado por razones de peso y que se puede esperar que el estudiante cumpla con éxito los requisitos de la misma.

W - Baja oficial

Indica que el estudiante ha tenido razones de peso para darse de baja y la está efectuando aún cuando su trabajo es satisfactorio y antes de la octava semana desde el comienzo de las clases.

WU - Baja extraoficial

Sustituye a la nota NC que se asignaba antes de 1980. Se incluye en el cómputo del promedio, y cuenta como una "F."

WA - Baja administrativa no punitiva

Se les asigna a todos los nacidos en o antes del 1º de enero de 1957, persigan o no un título, inscritos con seis créditos académicos o facturables equivalentes que no hayan presentado pruebas de vacunación contra el sarampión, las paperas y la rubéola. Esta categoría aplica a los estudiantes excluidos de clases por no cumplir con la Ley de Vacunación del Estado de Nueva York, PHL 2165.

R - Se asigna por tomar las clases para ponerse a la par con el trabajo académico universitario, como los cursos de remedio con crédito y horas adicionales y los de remedio sin crédito. Se adjudica cuando el estudiante no ha logrado el nivel mínimo de aprovechamiento en la clase, pero ha cumplido con todas las condiciones siguientes:

a. Su asistencia es satisfactoria;

b. Ha cumplido con las tareas asignadas en y fuera clase y;

c. Ha progresado satisfactoriamente hacia los objetivos de la clase.

La nota de "R" ni es punitiva ni se incluye en el cómputo para obtener el promedio, o GPA. Se otorga una sola vez por clase, excepto para ENG 1300, ENG 1301 que se pueden otorgar dos veces. La nota de "R" se otorgara para ENG 1306 hasta que el estudiante demuestre que lo domina. Los que tomaron ENG 1399 en la primavera de 2003 y de ahí en adelante, podrán recibir "R" dos veces.

P - Aprobado

Nota que se asigna a SSD 1000, Orientación, ENG 1306 - taller para ponerse a la par con el inglés de nivel universitario y los talleres para los que repiten clases de ESL- matemáticas y español, además de los talleres preparatorios de ESL, matemáticas y español para estudiantes de primer año.

Adjudicación de la nota "F"

"#F", "#AWU" y "#FIN" indican que son notas excluidas del cómputo para obtener el promedio. Las notas que no se incluyen en el promedio se basan en normas de CUNY, en efecto desde 10 de septiembre de 1990:

"Si un estudiante recibe una nota de "F", "FIN", "WU" o una nota administrativa de 'fracasado' en una clase, y éste la repite y recibe 'C' o más, la 'F' no se incluirá en el cálculo para obtener el promedio, aunque sí permanecerá en la transcripción. La cantidad de créditos con efes que se pueden borrar del promedio se limitan a 16 por el tiempo de inscripción en cualquiera de los recintos de la Universidad de la Ciudad de Nueva York".

- Si la clase para la cual se desea la sustitución de una "F" por una "C" o más se tomó antes del 10 de septiembre de 1984, se debe obtener el visto bueno del Comité Supervisor de la Calidad del Rendimiento Académico en el recinto.

- Para sustituir una "C" por una "F" al calcular el promedio, la "F" no podrá haber sido obtenida en otra institución.

- Una "F" no puede sustituirse parcialmente. Si ya se han sustituido 14 créditos de "Fs" y se recibe una "C" o más para una clase de tres créditos que tuvo "F" inicialmente, no se puede sustituir la "F" por la "C".

- Si se ha recibido más de una "F" para una misma clase y luego se obtiene "C" o más, la "F" se excluirá del cálculo para obtener el promedio, sujeto a la limitación de los 16 créditos.

- Si se saca "F" en una clase cuya calificación conlleva notas de "Aprobado" o "Fracasado" y subsiguientemente la toma nuevamente tiene que obtener "C" o más para que se le sustituya por la nota de "Fracasado".

- Si el número o el título de una clase se cambió entre el momento de recibir la nota de "F" y la repetición, pero el contenido de la misma no se ha cambiado, la "F" se sustituirá si la nota nueva es "C" o más después repetirse la clase.
• Si el contenido de una clase se cambió durante el tiempo transcurrido entre haber recibido la "F" y la repetición de la misma, o si al estudiante se le ha dado permiso para sustituir una clase por otra, la declaración de equivalencia entre las clases con el propósito de borrar la "F" del cómputo para obtener el promedio dependerá del visto bueno del correspondiente Comité Supervisor de la Calidad del Rendimiento Académico.

• El promedio acumulativo que se calcula a base de esta norma tiene como propósito la retención y la graduación del Colegio y el ingreso y la continuación de los estudios con una concentración o especialización. No se usa para calcular los honores al momento de la graduación, ni los de la lista del decanato ni los conferidos por cada departamento académico.

Todo estudiante que no desee que la nota obtenida para una clase repetida sustituya a una "F" deberá notificárselo al registrador, para que tal sustitución no se efectúe. La petición puede hacerse en cualquier momento después de la segunda inscripción, siempre y cuando esté todavía matriculado en el Colegio.

FIN - Fracaso debido a un "Incompleto"

Una nota de "Incompleto" se convierte en "F" si no se cumplen los requisitos de la clase por la cual se obtuvo el incompleto a más tardar al final del semestre siguiente al de la clase y, a partir de la primavera de 1998, resultará en una nota de "FIN."

Z - Grade: Nota no sometida por el Instructor

"Z" es una nota administrativa que ningún instructor puede asignar.

Repetición de notas

Repetición de notas cuando se saca "C" o más Una clase para la cual se obtuvo "C" o más no debe repetirse ni tampoco una que haya sido aceptada como crédito por una clase tomada en otra institución. Si se repite, no podrá recibirse crédito por ella y puede afectarse la asistencia económica que se recibe.

Atención: Algunos programas, como Ciencias de la Salud, están exentos de lo antes mencionado. Consulte al coordinador de su programa.

Attendance/Asistencia

Los estudiantes deben asistir a las clases en las cuales están inscritos. Las mismas comienzan a las horas indicadas en el programa oficial y, llegar a las mismas después de la hora señalada para el comienzo, constituye tardanza.

Se permite un máximo de 15% de ausencias de la cantidad de horas por semestre en que se reúne la clase y, se considera que ese porciento de ausencias es excesivo. La asistencia a clase se controla desde su comienzo oficial y, en caso de ausencias o tardanzas excesivas, el instructor tiene la potestad de bajar la nota, adjudicar una "F" o asignar trabajo escrito o lecturas adicionales.

Las ausencias debidas a inscripción tardía, cambio en programa o circunstancias atenuantes serán consideradas por el instructor individualmente.

Cada departamento o programa académico podrá especificar por escrito variantes en las normas que rigen la asistencia a clase.

Se exige de los instructores que lleven un récord de la asistencia a clase de cada estudiante y que le informe al grupo acerca de las normas que la rigen.

Nota:

• Todo trabajo asignado durante la ausencia de un estudiante es responsabilidad del mismo.
• Para llenar los requisitos que exige Asistencia Económica, todo el que la recibe debe hacer acto de presencia al menos una vez durante las primeras tres semanas del semestre y una vez durante la cuarta o quinta semana.

La Probatoria, El Despido y El Proceso de Apelaciones

Todo estudiante que no logre el nivel académico requerido pasará a un periodo de probatoria por un semestre y si no logra cumplir con los estándares -llegado el fin del semestre primaveral- será despedido de la Universidad.

Tal decisión se puede apelar al Comité Supervisor de la Calidad del Rendimiento Académico, que ha de darle consideración y decidirá si le dará su visto bueno o lo denegará.
Normas y Procedimientos

Normas Para La Retención de Estudiantes

El Comité Supervisor de la Calidad del Rendimiento Académico habrá de decidir la cantidad máxima de créditos que un estudiante apelante podrá tomar -si su apelación se aprueba- basándose en su expediente académico:

<table>
<thead>
<tr>
<th>Créditos intentados</th>
<th>Índice académico Mínimo Acumulativo</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 - 12.5</td>
<td>..............................................1.50</td>
</tr>
<tr>
<td>13 - 24.5</td>
<td>..............................................1.75</td>
</tr>
<tr>
<td>25- upward</td>
<td>..............................................2.00</td>
</tr>
</tbody>
</table>

Límites de La Probatoria

El Comité Supervisor de la Calidad del Rendimiento Académico habrá de decidir la cantidad máxima de créditos que un estudiante apelante podrá tomar -si su apelación se aprueba- basándose en su expediente académico.

Denegación Automática

Todo estudiante que decida recurrir a la apelación, pero por quien el Comité haya determinado que no tiene probabilidad de alcanzar el índice académico necesario para continuar estudios, verá denegada su petición de extensión de la probatoria.

Revisión Anual

Los expedientes de los estudiantes con estado probatorio se evaluarán al final del semestre primaveral, y los que no hayan logrado el índice académico exigido, serán despedidos.

El Reingreso

Todo alumno que haya sido despedido automáticamente y reingrese después de una ausencia mínima de un semestre, tendrá dos (2) semestres para obtener el índice académico necesario para continuar sus estudios.

Política de Acción Afirmativa

El Colegio Comunal Hostos de la Universidad de la Ciudad de Nueva York es una institución donde se observan las políticas de acción afirmativa. Por ello, el Colegio recluta, emplea, retiene y asciende a sus empleados por sus habilidades sin tomar en cuenta raza, color de piel, religión, orígenes nacionales, impedimentos, edad, sexo, preferencias sexuales, estado civil, o condición de minusvalía o de veterano de la Guerra de Vietnam.

La política de acción afirmativa del Colegio cumple con los requisitos del Mandato Ejecutivo Federal Núm.11246, según enmendado; la Ley de Paga Equitativa de 1963, los Títulos VI y VII de la Ley de Derechos Civiles de 1964, el Título IX de las enmiendas Educativas de 1972, la Ley Antidiscriminatoria por Edad de 1967, las Secciones 503 y 504 de la Ley de Rehabilitación de 1973, la Ley de Reajuste de la Ayuda a los Veteranos de la Era de Vietnam de 1972 y 1974, la Ley de Educación Vocacional, la Ley de ADA, por sus siglas en inglés, de 1990; y la designación de latinoamericanos como categoría amparada por la acción afirmativa. El Colegio ha recibido elogios, resultados de auditorías hechas por la Comisión pro Derechos Civiles del Estado de Nueva York, por la pluralidad representada en su facultad y personal no docente, y tiene un compromiso de cumplir con su obligación hacia los estudiantes, de proporcionar igualdad de acceso, educar y servir sin considerar raza, color de piel, religión, orígenes nacionales, impedimentos, edad, sexo, preferencias sexuales, estado civil o condición de veterano de la Guerra de Vietnam. Como patrono que ofrece oportunidades de empleo a todos por igual, de conformidad con legislación federal, y como institución educativa, respalda la política antidiscriminatoria y reconoce su responsabilidad de mantener en sus planteles un ambiente sin hostigamiento sexual para alumnos, facultad y personal no docente.

La profesora Linda Anderson es la oficial en el Colegio para la acción afirmativa y coordinadora del Título IX, del Acta de Discriminación por Edad, y 504/ADA. Ella es también responsable del control del programa. Su teléfono es el (718) 518-4284 y su dirección es Grand Concourse 475, Oficina A-318.

El profesor Michael Stimola es el Director de Servicios a Estudiantes con Impedimentos y se le ha encomendado que le dé continuidad a la coordinación de los esfuerzos para mantener el acceso y que no se discrimine en contra de los alumnos con impedimentos. Su oficina está en el edificio Savoy, salón D-101P y su número telefónico es (718) 518-4454.

Estas políticas gobiernan todo término y condición de empleo, ingreso de estudiantes al colegio, acceso a programas y a servicios y la administración de políticas educativas que aplican a solicitantes, empleados y todos los estudiantes.
Política Acerca del Síndrome de Inmunodeficiencia Adquirida, SIDA

The City University of New York, Board of Trustees

Junta de Síndicos de la Universidad de la Ciudad de Nueva York Acta de los procedimientos, 21 de marzo de 1988

Debido a que existe una epidemia de SIDA, la Universidad de la Ciudad de Nueva York fomentará la educación, la conciencia y la compasión, y dirigirá el empleo de sus recursos y sus esfuerzos para llevar a cabo tareas que incluyan lo siguiente:

- educar a la comunidad universitaria acerca del SIDA y los asuntos relacionados a la enfermedad;
- informar acerca del contagio y cómo reducir los riesgos de propagación;
- facilitar el acceso al tratamiento adecuado y a otras ayudas de orientación y de la administración;
- identificar situaciones educativas y laborales donde se deben tomar precauciones específicas;
- alentar la investigación del SIDA y los asuntos que se le relacionan;
- disminuir el temor y las reacciones sin razón vinculadas a la enfermedad, hacia personas que padecen el SIDA y hacia los que podrían estar en peligro de contraerla.

En la Universidad se piensa que como no existe aún cura para el SIDA, ni tratamiento que inhiba el virus que lo causa, la educación preventiva es de suma importancia, y que según aumenta el conocimiento de lo que es, los conceptos erróneos acerca de la enfermedad y de cómo ocurre el contagio, disminuirán las reacciones irracionales a la misma.

Declaración de principios

La política universitaria se basa en el consenso médico de que el SIDA no se contagia fácilmente. También se basa en el asesoramiento legal a los efectos que existen leyes federales y estatales contra el discrimen de las víctimas del SIDA y de personas que se perciban como portadoras. A tenor con estas premisas médicas y legales, la política de la Universidad dice que cada problema relacionado con el SIDA se debe tratar individualmente, concentrándose en los hechos médicos y teniendo en consideración la privacidad y la confidencialidad. Las respuestas de esta guía servirán de punto de partida para crear respuestas específicas a situaciones individuales.

Las directrices de la Universidad se basan también en recomendaciones hechas por el Servicio de Salud Pública de los Estados Unidos, los Centros para el Control de las Enfermedades, CDC por sus siglas en inglés, y los Departamentos de Salud del estado y la ciudad de Nueva York. Según las recomendaciones se vayan modificando o aumentando, la Universidad revisará las pautas.

Dentro de ese contexto, la Universidad ha formulado las siguientes preguntas y contestaciones en referencia a las esas normas.

Preocupaciones de los estudiantes

1. ¿Qué ha de hacer la Universidad si un estudiante ha contraído o se sospecha que tiene SIDA?
   Si el estudiante no está seguro de la condición de su salud y busca ayuda, se le ha de recomendar que se haga un examen médico que incluya orientación y seguimiento médico si es lo indicado, todo con la mayor confidencialidad.
   Si el médico concuerda, un estudiante que tenga SIDA podrá seguir asistiendo a clases en la Universidad.

2. ¿Cómo ha de responder la Universidad a las quejas por discrimen o por hostigamiento de estudiantes con SIDA, o de los que se sospechen que lo tienen?
   Primero, se responderá a cualquier conflicto o acto de hostigamiento informalmente, con orientación y educando a los individuos involucrados. No obstante, si persiste el hostigamiento, dicha conducta se tratará como asunto disciplinario guiado por los procedimientos ya establecidos para ese propósito con mucha atención a la privacidad.

3. ¿Cómo ha de responder la Universidad a los estudiantes que deseen cambiar de programa para no asistir al mismo salón de clases con un compañero que tiene SIDA?
   La prueba médica no respalda la noción de que el contagio ocurre fácilmente. La preocupación de que un profesor o condiscípulo tenga SIDA o se crea que la tiene no es razón legítima para que un estudiante se dé de baja de una clase, pida un cambio de sección, o haga otros cambios de programa.
   La respuesta de la Universidad será educar y orientar a los involucrados.

4. ¿Qué directrices se han de seguir respecto a los estudiantes que trabajen en hospitales y en clínicas de los recintos como parte de las afiliaciones universitarias?
   La Universidad y sus estudiantes obedecerán las políticas y los procedimientos establecidos en los hospitales para los empleados y el personal médico respecto al tratamiento de los pacientes y los empleados con SIDA. Las clínicas universitarias seguirán las pautas del CDC para el tratamiento del SIDA, y modificarán su tratamiento si se modifican las directrices del CDC.
5. ¿Son confidenciales los expedientes médicos de los estudiantes?
Los expedientes médicos son confidenciales y no se entregarán a nadie sin el consentimiento del estudiante, excepto en circunstancias cuando la ley lo requiere. A las personas que trabajan en oficinas donde se guarda esa información se les avisará de la política y de los castigos que se imponen por divulgar tal información confidencial.

6. ¿Se han de examinar rutinariamente a los estudiantes para detectar los anticuerpos del VIH?
No. Las pautas establecidas por el CDC no lo recomiendan.

Preocupaciones de los empleados

1. ¿Qué ha de hacer la Universidad si un profesor u otro empleado tiene o sospecha tener SIDA?
Si un profesor u otro empleado no está seguro de la condición de su salud y busca ayuda, se le ha de recomendar que se haga un examen médico que incluya orientación y seguimiento médico si es lo indicado, todo con la mayor confidencialidad. Si un profesor u otro empleado tiene SIDA, se le tratará según las pautas establecidas para el tratamiento de otras enfermedades. Por ejemplo, si un profesor no puede impartir una clase, se harán arreglos para que otros la impartan. Si un profesor está totalmente incapacitado para desempeñar sus responsabilidades, se le puede conceder una licencia temporal por enfermedad, y si califica por una enfermedad larga.

2. ¿Qué sucederá si un supervisor sabe o sospecha que un subalterno tiene SIDA y necesita atención médica y orientación?
Toda decisión se hará caso por caso, a base de los datos médicos y de otros hechos pertinentes a la situación individual, teniendo en cuenta la privacidad y la confidencialidad. En la medida que quepa, se le ofrecerá la recomendación para un examen médico o para orientación.

3. ¿Cómo ha de responder la Universidad a pedidos de traslado o cambios de lugar de trabajo a base de preocupaciones debidas al SIDA?
La prueba médica no respalda la noción de que el contagio ocurre fácilmente. La preocupación de que un colega o compañero de trabajo tenga SIDA o se crea que la tiene no es razón legítima para que den traslados o se hagan otros cambios a las condiciones de trabajo. La respuesta de la Universidad será educar y orientar a los involucrados.

4. ¿Qué sucederá si se sabe o se sospecha que un empleado o estudiante que trabaja manipulando alimentos tiene SIDA?
Según el CDC, no se ha encontrado que el SIDA se contague por tocar alimentos. A tenor con las pautas del CDC, a los empleados universitarios infectados con VIH no se les requerirá que no trabajen en sus puestos a menos que tengan otras infecciones o enfermedades que ameriten su separación de los alimentos. El CDC aconseja que todo trabajador que manipule alimentos siga las pautas recomendadas y las prácticas de higiene personal e higiene al manipularlos, y tener cuidado de no herirse las manos cuando están preparándolos.

5. ¿Qué sucederá respecto a las preocupaciones de los empleados que trabajan en la limpieza?
Los empleados que trabajan en áreas que les expone a los líquidos del cuerpo o derrames de sangre deberán seguir las directrices al respecto del CDC. El CDC recomienda que los individuos que limpien tales derrames usen guantes desechables, y que todo objeto o superficie expuestos a los líquidos corpóreos se limpien con detergente seguido de un desinfectante hospitalario aprobado por la Agencia Protectora del Medioambiente, EPA por sus siglas en inglés, o con una solución fresca hecha de un blanqueador de uso casero diluido 1:10 con agua.

6. ¿Qué sucederá respecto a los niños que asisten a los centros infantiles de la Universidad?
El CDC no ha recibido informes de casos de contagio en escuelas o centros de cuidado infantil. Las pautas del CDC, si reconocen un riesgo mínimo potencial de transmisión de la enfermedad por parte de niños preescolares que no han aprendido a controlar sus funciones excretorias. Debido al pequeño riesgo, la Universidad proporcionará capacitación para sus empleados de los centros infantiles para que entiendan lo que es el SIDA y garantizar que se tomen las precauciones necesarias. Si a un niño inscrito en un centro infantil universitario se le diagnostica con SIDA con VIH, la situación se manejará según las directrices del CDC y del Departamento de Salud del estado de Nueva York, a base de la condición de salud del niño.

7. ¿Son confidenciales los expedientes médicos de los empleados?
Los expedientes médicos son confidenciales y no se entregarán a nadie sin el consentimiento del empleado, salvo en circunstancias cuando la ley lo requiere. A las personas que trabajan en oficinas donde se guarda esa información se les avisará de la política y de los castigos que se imponen por divulgar información confidencial.

8. ¿Se han de examinar rutinariamente a los empleados para detectar los anticuerpos del VIH?
No. Las pautas establecidas por el CDC no lo recomiendan.
Normas y Procedimientos

Política Respecto Al Uso de Computadores y Correos Electrónicos

El Colegio Comunal Hostos alienta el uso de computadores, teléfonos, correo electrónico y la Internet a disposición en el recinto para facilitar el aprendizaje y la comunicación. Se recuerda a los estudiantes que esos sistemas son propiedad del Colegio y que se espera que los empleen responsablemente.

El acceso al correo electrónico es un privilegio y conlleva responsabilidades. Se espera, también, de los usuarios un comportamiento ético. El acceso al correo electrónico colegial obedece a dos principios: (1) adhesión a las políticas del uso propio de los recursos y la planta física del Colegio y (2) estar para servir exclusivamente a personas afiliadas al Colegio para evitar la competencia desleal contra proveedores comerciales de correo electrónico.

La correspondencia electrónica está sujeta a las mismas leyes, políticas y prácticas que aplican a otras formas de comunicación. El Colegio tiene el derecho a acceder y a divulgar el contenido de los mensajes de correo electrónico de un usuario según se requiere, con propósitos de operación legales y de auditoría, legítimos.

Estas normas se establecieron para: (1) asegurar que todos los estudiantes del Colegio Comunal Hostos entiendan su responsabilidad como usuarios autorizados de Internet y correo electrónico, (2) proteger las transmisiones de correo entre usuarios autorizados y (3) para que haya coherencia con políticas existentes que gobiernan otros modos de comunicación dentro del campus.

Todo alumno es responsable de usar su cuenta y de toda actividad relacionada con ella. Ello incluye la selección de contraseñas seguras, su protección y de que los archivos se protejan correctamente. Se advierte a los usuarios que los administradores del sistema universitario de Internet hacen revisiones periódicas por razones de seguridad.

*El texto completo las normas del Colegio Comunal Hostos para estudiantes que usan computadores y correo electrónico se obtienen en el decanato de estudiantes.

Normas generales

La etiqueta de La Red es un protocolo para la comunicación entre personas por una red de computadores. Al igual que con toda comunicación humana, los actos de un usuario pueden afectar a muchos otros. Los estudiantes deberán obedecer la etiqueta establecida que incluye sin límite:

- ser cortés y emplear lenguaje propio
- no divulgar la frase personal de entrada, "login", ni la de los demás
- mantener en secreto la contraseña y salir, "logoff", al terminar
- no utilizar La red de computadores para interrumpir su uso por parte de otras personas

Como usuario responsable del correo electrónico colegial lea y obedezca las normas a continuación.

A. Proteger la cuenta propia

1. Las cuentas no son transferibles. No está permitido usar la cuenta de otra persona.
2. Mantener privada la correspondencia. Nunca dar el nombre de usuario ni la contraseña a nadie.
3. Si la contraseña de un usuario es fácil de descifrar, se le pedirá que escoja una más segura durante su siguiente sesión a la Internet.
4. Abrir la cuenta de correo electrónico con frecuencia y borrar los mensajes viejos.
5. No enviar ni pasar mensajes con propósitos ilícitos.
6. No usar ni intentar usar identidad falsa.
7. Intentar leer los mensajes de otra persona es grave. El personal del Colegio y de las oficinas centrales que maneja la red de computadores no los lee a menos que sea necesario en el desempeño de sus deberes.
8. No se deberá emplear ni fomentar el uso de mensajes que incomoden a los demás o contengan cadenas, obscenidades, hostigamiento u otros textos indeseables.
9. Usar solamente los recursos electrónicos autorizados por el personal del Colegio y usarlos únicamente de manera consistente con lo autorizado.

B. La responsabilidad al usar los sistemas electrónicos de comunicación

1. No deberá usarse el correo electrónico para enviar documentos donde se infrinjan las leyes de derechos de autor.
2. Se prohíbe terminantemente utilizar los sistemas universitarios con fines comerciales a menos que se le haya autorizado para ello. Esa prohibición incluye sin límites el desarrollo de programas, procesamiento de datos o computaciones con fines comerciales, la preparación y presentación de materiales para campañas publicitarias.
3. Las redes de correo electrónico no deberán usarse para solicitar comercio, campañas de organizaciones, políticas o para causas religiosas.
4. Ni el computador ni el correo electrónico deberá usarse para abusar de estudiantes, facultad, personal no docente, el personal que maneja los computadores u otros.

5. El uso de lenguaje soez o lascivo no es aceptable en el Colegio.

6. Esta prohibido que estudiantes accedan, distribuyan o publiquen, por los sistemas colegiales secretos comerciales o información patentada del Colegio sin autorización.

7. Esta prohibido que estudiantes bajen o "download", para ver, transmitir o poseer materiales pornográficos, soeces, explicitamente sexuales u ofensivos por ser racistas, del equipo del Colegio o de sus sistemas.

8. Los sistemas de correo electrónico no deberán usarse para enviar cadenas, "spam", cartas "bombas" ni con propósitos que podrían, directa o indirectamente sobrecargar cualquiera de los sistema de computadores.

9. La red electrónica del Colegio no se usará para acceder a archivos confidenciales, ni se abusará de los privilegios del acceso.

10. Interrumpir el uso de otra persona o intentar acceder sin autorización a la red de los sistemas constituye una infracción de las leyes que aplican y está terminantemente prohibido.

C. El uso apropiado de la red de computadores del Colegio

1. Se requiere que se muestre identificación para entrar a los laboratorios de computadores.

2. A los visitantes les está prohibido utilizar los computadores del sistema.

3. No se permite la conducta frívola, nociva o desconsiderada en los laboratorios de computadores.

4. El equipo de los laboratorios de computadores no se debe manejar de forma descuidada ni abusiva.

5. El equipo de laboratorios de computadores no se puede sacar de su lugar, por ningún motivo.

6. Está prohibido destruir o dañar equipos, programas o datos.

D. Reglamentación del uso de cuentas de correo electrónico. Todo estudiante deberá obedecer las políticas y los procedimientos del Colegio Comunal Hostos respecto de el uso de uno y varios computadores. El Colegio se reserva el derecho de tomar las medidas siguientes para proteger los derechos de los miembros de la comunidad colegial y cuando un estudiante no se adhiere a las normas que se exponen en este documento.

1. Todo estudiante que infrinja las políticas respecto al uso de los sistemas de correo electrónico estará sujeto a medidas que podrían resultar en la pérdida de esos privilegios y en otras medidas disciplinarias. Las infracciones graves se remitirán directamente a las autoridades pertinentes.

2. Cuando haya infracciones menores accidentales, se podrían tratar en la unidad que administra la cuenta o la red, de modo informal.

3. La repetición de infracciones menores o mala conducta serie podría resultar en pérdida temporal de los privilegios de usar los computadores o la cuenta de correo electrónico. Los infractores se remitirán a la oficina pertinente del colegio.

4. Allos intentos de acceder o de leer archivos privados, confidenciales o protegidos se tratarán con severidad.

5. Todo acto que infrinja leyes locales o estatales podría resultar en la pérdida inmediata de todos los privilegios de computación y el infractor se remitirá a las autoridades pertinentes universitarias o que hagan cumplir la ley.

6. Todo acto criminal efectuado por vía de correo electrónico podría resultar en castigos más severos por parte de autoridades externas.

7. Se conmina a todo estudiante a que informe de infracciones o de sospechas de infracciones de estas políticas y normas al decanato de estudiantes.

8. El mal uso del equipo y de los sistemas de correo electrónico que no se puedan manejar al amparo de las políticas colegiales existentes y públicas se remitirá a la Oficina para el Desarrollo Estudiantil y Manejo de Inscripciones.

9. El Colegio se reserva el derecho de registro cualquier cuenta o cambiar su contraseña, si existen pruebas suficientes de que ésta no se está usando para los propósitos debidos. De ser pertinente, se remitirá el caso a las autoridades.
Declaración de las políticas acerca de las drogas, el tabaco y las bebidas alcohólicas

Política acerca de las bebidas alcohólicas

A nadie que aparente estar impedido se le ha de entregar o vender bebida alcohólica alguna una hora antes de la hora convenida para terminar una actividad dentro del recinto colegial. La planilla de la "Alcoholic Beverage Commission", o Comisión de Bebidas Alcohólicas, ABC por sus siglas en inglés, se obtiene en Actividades Estudiantiles.

Política con respecto a fumar

El 1 de enero de 1995, la Junta de Síndicos de la Universidad de la Ciudad de Nueva York prohibió el fumar dentro de los edificios propiedad, arrendados y operados por la universidad, y en el semestre otoñal de 1994, el Senado de Hostos emitió un voto rotundo en favor de la medida aprobada por la junta. La resolución de la junta lee: "Siendo la universidad en medio urbano más grande del país, y por su compromiso con la preservación de la salud y el bienestar de la facultad, los alumnos y el personal no docente, la Universidad de la Ciudad, porque conoce los peligros del uso del tabaco como directamente vinculado a la muerte de alrededor de 390,000 estadounidenses al año..." La explicación que acompaña la resolución dice que "el peligro para la salud vinculado con el humo que sale del tabaco para los fumadores y los que no fuman, es claro indicio de que existe la necesidad de crear un ambiente sin humo de tabaco en la universidad". El Colegio Comunal Hostos apoya la prohibición del fumar y la implementa con rigor.

Sanciones

La fabricación, la distribución, el despacho y el uso ilegal de drogas u otra sustancias controladas; y la ingestión sin permiso de bebidas alcohólicas por parte de alumnos o empleados o ambos en el recinto universitario está prohibido por el TÍTULO 21 del Código 801 de los EE. UU. ET. SEQ. y por la LEY 3306 DE SALUD PÚBLICA DEL ESTADO DE NUEVA YORK. La aparición en público de una persona intoxicada con narcóticos o droga que no sea el alcohol a tal grado que represente un peligro para sí mismo o para los demás, o que ponga en peligro alguna propiedad, o moleste a otros a su alrededor es una infracción a la Ley Penal 240.40 del estado de Nueva York. También viola la Ley Penal 260.20(d) (4) del estado de Nueva York una persona que entregue o venda bebidas alcohólicas a un menor de 21 años. Los estudiantes deberán obedecer los reglamentos federales y estatales así como también las reglas de conducta impresas en el Boletín de Hostos.

Todo estudiante o empleado que viole los reglamentos expuestos estará sujeto a medidas disciplinarias. Las sanciones podrían incluir la amonestación, la advertencia, la censura, probatoria disciplinaria, la restitución, la suspensión, la expulsión y la queja a las autoridades civiles. Todas estas medidas están claramente definidas en el Boletín.

Todo estudiante que tenga dificultades a causa del consumo de alcohol o debido a la dependencia de sustancias químicas se recomendará al decano auxiliar para Desarrollo Estudiantil y el Manejo de las Inscripciones o a Orientación por maestros o por sí mismo. El vicepresidente para Desarrollo Estudiantil y el Manejo de las Inscripciones podría tomar medidas disciplinarias o recomendar que éste se reúna con un orientador para que se haga la recomendación de ayuda a una entidad externa al colegio.
Normas y Procedimientos

Normas Sobre el Medio Ambiente, la Salud, y la Seguridad

Política general

En el Colegio Comunal Hostos de la Universidad de la Ciudad de Nueva York se tiene la norma de mantener un ambiente seguro sin riesgos evitables de sufrir lesiones o contraer enfermedades, para la facultad, el personal no docente, los alumnos y los visitantes. Además, se practica el respeto y la protección del medio ambiente.

Las pautas de sanidad ambiental y seguridad están contenidas en reglamentos promulgados por agencias federales, del estado y municipales, que deben seguirse al establecer normas de seguridad en los recintos. Para ello, se usan como guías los estándares publicados por organizaciones profesionales de control para las áreas que las normas gubernamentales no hayan tomado en cuenta.

Responsabilidades

1. Manejo - La presidenta del Colegio Comunal Hostos es responsable de que en el campus se preserven la salud y la seguridad, y debe cerciorarse de que se establezcan las normas adecuadas para proteger el ambiente colegial y evitar los peligros a la salud y la seguridad personal. Tal responsabilidad se delega a los supervisores de todo nivel para que se cumplan los objetivos de preservar estas condiciones.

2. Papel de los jefes y los directores de departamentos- El jefe de cada departamento o director de unidad es responsable de preservar la salud y la seguridad personal de estudiantes, facultad, personal no docente y visitantes en el área bajo su supervisión. Tienen la obligación y la autoridad para evitar o detener toda operación que consideren peligrosa. Se espera de ellos que busquen la asistencia necesaria de la Oficina para la Sanidad Ambiental y la Seguridad para crear e implementar un programa para su área.

3. Los supervisores- Todo supervisor debe tomar la iniciativa para mantener un lugar de trabajo seguro, y además capacita a empleados y estudiantes respecto a las buenas prácticas de seguridad. Tal capacitación debe incluir la enseñanza de lo siguiente:
   • Todos los peligros posibles que conlleva la operación del departamento y los métodos establecidos para combatirlos;
   • Todo reglamento de seguridad que aplica al área de operaciones;
   • Se espera de los supervisores que ayuden a las personas que desconocen el área a cumplir con los reglamentos que apliquen;
   • El objetivo es que los empleados y los estudiantes se percaten y asuman la responsabilidad de implementar la seguridad colegial, para que así actúen responsablemente en una situación que no caiga dentro de las reglas establecidas.

4. Los individuos- La Oficina para la Sanidad Ambiental y la Seguridad en Hostos proporciona guía y servicios a todo el personal del recinto para ayudar a cumplir con los objetivos de las normas de sanidad ambiental y de la seguridad. Ello requiere lo siguiente:
   • Que provea para la presidenta o su representante la información necesaria para establecer normas para la sanidad ambiental y la seguridad en el campus;
   • Que investigue e informe acerca de incidentes ocurridos que involucren al personal o a visitantes;
   • Que asista al personal en la creación, el establecimiento y el mantenimiento de un plan para prácticas de trabajo y ambiente seguros.

Contacto

Health and Safety Officer
471 Walton Avenue, Bronx, NY 10451
Teléfono: (718) 518-6746
Normas y Procedimientos

Normas con Respecto a Hostigamiento Sexual

Procedimiento de quejas para estudiantes con impedimentos físicos

El Título IX de las Enmiendas de 1972 a la Ley Educativa Federal estipula que: "A nadie...deberá excluirse de participar, de recibir beneficios o estar sujeto a discriminación en ningún programa o actividad educativa que reciba ayuda federal por razones de género..." Las estipulaciones de la ley aplican al ingreso, la vivienda, el uso de equipos, clases y otras actividades educativas, orientación, asistencia económica estudiantil, becas, beneficios médicos y de seguros, estado civil o de paternidad o maternidad.

La Sección 504 conocida como ADA de la Ley de Rehabilitación de 1973 prohíbe, específicamente, la discriminación contra personas con impedimentos. Para tratar las quejas relacionadas con el Título IX y la sección 504, el Colegio ha establecido lo siguiente:

Cualquier estudiante del Colegio que alegue trato discriminatorio debido a un impedimento o a su género, ambos prohibidos por la Sección 504, el Título IX o las normas que ponen en vigor cualquiera de las dos leyes, puede obtener copia de estos procedimientos. En este proceso no se ha de tratar ningún otro asunto.

1. Quejas informales
   a. Al estudiante se le alienta para que discuta una queja con el supervisor de la oficina donde alega se le trató con discrimen. Todo supervisor que reciba tal queja deberá, bajo esta sección de la ley, investigarla y dar respuesta, por escrito, a la persona que se quejó.
   b. Si un estudiante no quedó satisfecho con la decisión y el resultado, podrá querellarse de manera informal al decanato de Desarrollo Estudiantil y Manejo de Inscripciones o su representante intentará resolver el problema para la satisfacción del estudiante y el personal de la oficina de la cual el estudiante se quejó. Cuando la queja está en su etapa informal, todo acuerdo, retiro o disposición de la misma no constituye un precedente para decidir quejas similares.
   c. Los supervisores y el vicepresidente para Desarrollo Estudiantil y Manejo de Inscripciones, o su representante, conservarán archivos de cada queja informal, con el nombre del estudiante, la naturaleza de la misma la fecha y la resolución, si la hubo.

2. Quejas formales
   a. Toda queja formal deberá entregarse con un coordinador para la Sección 504 ADA, por escrito con una hoja que se obtiene en la oficina para Servicios Estudiantiles, personalmente o por correo registrado o certificado no más tarde de treinta (30) días de calendario después de lo ocurrido. El intento de manejar la queja informalmente no extiende el tiempo permitido para presentarla. Pero hacer la queja formal tampoco impide que se intente llegar a un acuerdo por vía informal. Si ésta se entrega personalmente, se expedirá un recibo por la queja, el cual constituirá prueba de radicación. Quien presente queja deberá especificar el remedio que solicita y los nombres de las personas involucradas. Deben dirigirse a:

   Section 504 ADA Coordinator
   Hostos Community College
   475 Grand Concourse
   Bronx, NY 10451

   b. El coordinador para la Sección 504 ADA ha de investigar la queja y emitir una decisión por escrito al quejoso (a) y el administrador de rango más alto del área donde surgió la queja en un plazo de catorce (14) días laborales. Si la queja surge de una de las dependencias de Desarrollo Estudiantil, la presidenta asignará a otra persona para que efectúe la investigación.
   c. El estudiante podrá presentar pruebas, incluso declaraciones de otras personas, que respalden el motivo de su queja, durante una entrevista con el coordinador para la Sección 504 ADA. El propósito de la entrevista es permitir que el estudiante demuestre que se infringió la Sección 504 o el Título IX.
Normas y Procedimientos

Normas para el uso del Combinado para el Atletismo y el Recreo de Hostos

El Combinado para el Atletismo y el Recreo de Hostos, orgullo de nuestra institución, ofrece numerosos programas recreativos y para el mantenimiento del buen estado físico para estudiantes, facultad y personal no docente. Los centros dentro del combinado ofrecen programas recreativos y para el buen estado físico con los que se aprenden las habilidades para realizar la apreciación por la buena salud y un estilo de vida sano.

Exhortamos a la comunidad colegial a que se sirvan de estos centros en busca del bienestar. Para asegurar la protección del público y el uso adecuado de los centros, sus usuarios deberán obedecer las normas y procedimientos a continuación. Estas normas son coherentes con las que se pautan en todo el país para mantener la calidad y la excelencia.

Quiénes pueden usar el combinado
- Pueden hacer uso del combinado los estudiantes inscritos que paguen la cuota para las actividades estudiantiles durante el periodo en que desean usarlo.
- La facultad y el personal no docente pueden usar los centros para el bienestar físico.
- Todo usuario tiene que hacerse un examen físico o llenar una hoja de exención.

Normas generales
1. Identidad - El Centro Hostos para el Bienestar Físico, HFC por sus siglas en inglés, se reserva el derecho de pedir a cada miembro que presente su tarjeta de identificación del Colegio.
   • Los usuarios deberán presentar una tarjeta de identidad válida, del Colegio, para entrar a los centros de recreo y bienestar físico.
   • Las personas en la recepción son el personal que recogen las tarjetas de identidad. Ellos pueden responder a preguntas generales.
   • Las tarjetas falsificadas se han de confiscar y se entregarán a Seguridad Pública.
   • En Vida Estudiantil o Atletismo podrían suspender al individuo que presente identificación falsa o la de otra persona.
2. Conducta
   • Se espera que todo usuario de los centros se comporten responsable y cortésmente y con conciencia de seguridad en todo momento.
   • No se han de tolerar ni la conducta desordenada, ni el abuso o uso indebido de la planta física o sus equipos ni el irrespeto de las normas.
   • Se expulsará a los infractores y podrían estar sujetos a medidas disciplinarias o a tener que pagar por los daños o a ambas cosas.
   • Además a los infractores podría suspenderseles los privilegios de usar los centros.
3. Fumar - Se prohíbe fumar en ninguna parte de las propiedades del Colegio Comunal Hostos.
4. Bebida y alimentos
   • Se prohíbe beber o comer fuera del salón de juegos.
   • Excepto cuando se usan botellas irrompibles de agua que puedan taparse herméticamente.
   • El masticar chicle está restringido en las áreas de actividades.
5. Vestimenta
   • Las zapatillas atléticas que se usen deberán no hacer marcas en los pisos de las áreas de actividades.
   • Se prohíbe el andar descalzo, excepto en el club para las artes marciales.
   • Se debe vestir camisa en todo momento.
6. Equipos
   • En la recepción se puede sacar equipos con tarjeta de identidad válida.
   • Los huéspedes no podrán sacar equipos.
   • El Colegio Hostos no asume responsabilidad por equipo personal dejado en los centros.
   • Se debe informar a la recepción toda preocupación acerca del mantenimiento y los equipos o la planta física.
7. Guardarropas
   • Los salones de los guardarropas están solamente para el uso diario.
   • Todo objeto dejado en los guardarropas se confiscará y sólo se guardará por una semana.
   • Al cabo de la semana, todo objeto confiscado se convertirá en propiedad del Colegio Comunal Hostos.
8. Juegos - Hay juegos de mesa que se pueden reservar gratuitamente a través de Actividades Estudiantiles.
9. Radios - No se permiten los radios en el centro de bienestar físico si no se usan con audífonos.
10. Horarios - El HFC estará cerrado durante todos los días feriados de CUNY. Las horas de apertura estarán reducidas durante los exámenes finales, entre semestres y durante el verano. Estas se publicarán en el edificio.
**Normas para el uso del gimnasio**

1. Se prohíbe que se cuelguen de los anillos o los canastos de baloncesto. Se prohíbe empujar a otros al agua. Los que no acaten esa norma serán expulsados.
2. Jugar o tirar canastos no está permitido cuando se ha preparado cualquier sección para voleibol o bádminton. En HFC se retirarán las metas de baloncesto cuando esos sistemas estén preparados.
3. Únicamente el personal asignado estará autorizado para poner y quitar la malla de voleibol.
4. Por ningún motivo se golpearán las colchonetas protectoras de las columnas y las paredes.

**Normas del Centro Para Capacitación Física y Ejercicios Aeróbicos**

1. Todos han de dejar sus tarjetas de identidad con la recepción.
2. Todo usuario deberá llevar una toalla limpia y limpiar las colchonetas después de usarlas. ¡EL QUE NO LLEVE TOALLA, NO HA DE ENTRAR!
3. Se recomienda llevar puestos zapatillas de gimnasio, trajes para el calentamiento, camisetas y pantalones cortos.
4. Camisetas y zapatillas: o HFC: Se debe vestir zapatillas y camisetas sin mangas ni cortadas. Estas deberán cubrir el torso completamente. No se permite el uso de sandalias, zapatos o chanclas.
5. Tampoco se permite que se lleven libros, mochilas u otros objetos al centro. A excepción de un cinturón con pesas, no se permite llevar al salón de pesas ningún otro equipo. Ni el Centro ni su personal asumen responsabilidad alguna por objetos perdidos o robados en el mismo. Se exhorta a los usuarios que usen los guardarropas del Centro.
6. Todo usuario deberá recibir instrucción del uso de cada máquina antes de usarla.
7. Todo usuario que tenga preguntas acerca de cómo usar algún equipo deberá consultar al supervisor de turno.
8. Todo usuario deberá comportarse debidamente.
9. Si alguien está de turno para usar el equipo cardiovascular su empleo estará limitado a 30 minutos por persona.
10. Se deberá usar cuellos protectores cuando se usen las pesas de barras con placas.

**El Centro Acuático**

El uso de la piscina es únicamente para los autorizados. Los administradores y salvavidas del Centro Acuático están capacitados para hacer CPR además de recibir extensa capacitación en el trabajo.

Los supervisores y salvavidas tienen la potestad y la responsabilidad de garantizar que la piscina sea segura y de hacer valer los reglamentos para su uso. Su autoridad se extiende a restringir la natación, las zambullidas o los privilegios de espectador de los socios que no respeten los reglamentos para el uso de la piscina. También podrían expulsar a clientes cuyo comportamiento, aunque no esté especificado por este documento, se considere peligroso o que impida el disfrute de los demás.

Para proteger a los usuarios y asegurar el uso adecuado de la piscina, además de las normas ya expuestas, se han de seguir los parámetros siguientes:

1. No se permite nadar si no hay un salvavidas presente.
2. Se usarán trajes de baño en todo momento. La vestimenta deberá estar limpia y sin cortes.
3. Se recomienda el uso de gorras de baño y se podrían exigir en el futuro.
4. No se permite correr alrededor de la piscina.
5. Si se recuesta del la pared, dejar espacio para que otros nadadores puedan virar.
6. Las zambullidas se permiten sólo en la parte más profunda de la piscina.
7. No se permiten los saltos con volteretas ni de espalda desde el borde de la piscina.
8. Está prohibido escupir o contaminar el agua de la piscina o de sus dependencias.
9. Se prohíbe el uso de lenguaje soez, los juegos brutos, los empujones o las payasadas.
10. Las personas que tengan enfermedades contagiosas o infecciosas como catarros, heridas sin cicatrizar o infecciones en los ojos no se les permitirá la entrada dentro de la piscina.
11. Solamente los salvavidas podrán ocupar las butacas de salvavidas.

**Normas que rigen al público espectador**

1. Se permite la presencia de espectadores solamente durante actividades competitivas de natación o de atletismo.
2. Todo espectador deberá registrarse a la entrada y entrar en compañía de un estudiante del Colegio Comunal Hostos o de una persona autorizada para usar los equipos del Centro.
3. No se permite la entrada de espectadores a las áreas de actividades ni a los guardarropas.
4. Cuando se trate de una competencia, todo espectador deberá salir del edificio inmediatamente después que esta termine.
El Pluralismo en Hostos

El Colegio Comunal Hostos se dedica al pluralismo. Ello significa que defiende los derechos de la facultad, de los estudiantes y del personal no docente de todas las razas, religiones, nacionalidades, género, preferencias sexuales y con diferentes capacidades físicas, a un trato digno y respetuoso. Esta actitud en el colegio tiene su raíz en la afirmación de humanidad común. Por lo tanto, la comunidad colegial aborrece todo acto o palabra que censure o ameace a sus integrantes debido a su raza, religión, origen nacional, género, preferencia sexual o capacidad física.

Departamento de Seguridad Pública

Declaración de propósitos

Con el fin de cumplir con el Capítulo 191 de las leyes aprobadas en 1969, la Junta de Síndicos adoptó el reglamento a continuación para mantener el orden público en los recintos colegiales y otras propiedades donde se imparte la educación.

Servicio, Integridad y Orgullo

La seguridad y el bienestar de los estudiantes, la facultad y el personal no docente son siempre nuestra prioridad, pero un recinto verdaderamente seguro sólo se puede lograr con la colaboración de todos. La información que ofrecemos a continuación es parte del esfuerzo para que dicha colaboración sea efectiva. Esperamos que la lea con detenimiento y que la utilice para fortalecer ese ambiente, para todos dentro del campus.

Políticas respecto a los procedimientos a seguir cuando se informan actos criminales y surgen otras emergencias en el recinto colegial.

El Departamento de Seguridad Pública exhorta a que se informe toda actividad delictiva y emergencia médica que sucedan en el campus. Ello se puede hacer en persona o por teléfono al marcar el (718) 518-6888 o el 6911 desde cualquier teléfono dentro del recinto, aunque es preferible que se le informe primero al Departamento de Seguridad Pública, también se puede llamar directamente a la Policía de Nueva York. Desde un teléfono colegial es preciso marcar el 9 antes del 911. Todo acto que no sea delito, como el fumar o negarse a presentar tarjeta de identidad cuando lo pida un oficial colegial, se manejará administrativamente: se escribirá un informe que será enviado al vicepresidente correspondiente.

El Departamento para la Seguridad Pública se encuentra en Grand Concourse 450 en lo que también se conoce como el Combinado Académico Este, salón C030, en el nivel llamado "Anthony Griffith". Éste tiene la responsabilidad de proteger a las personas y a la propiedad que comprende los predios del Colegio, y cuenta con un director, un teniente que es ayudante del director, cinco (5) sargentos, cinco (5) cabos, 16 oficiales de patrulla, 16 ayudantes de seguridad, dos (2) cerrajeros y una secretaria.

Todo oficial de seguridad del campus es un profesional capacitado para lidiar con la seguridad de la planta física y de las personas en el recinto. Algunos de ellos han recibido adiestramiento para efectuar resuscitación cardiopulmonar, CPR por sus siglas en inglés, y todos llevan consigo radios de dos vías y linternas, además de los uniformes que les distinguen.

Los oficiales de la paz están juramentados y tienen la potestad -dada por el comisionado de la Policía de la Ciudad de Nueva York- para efectuar arrestos. A los que se encuentran en funciones en el recinto se les ha sido nombrado "patrulleros y oficiales especiales de la paz" según la Sección 2.10, Inciso 27 de la Ley de Procedimientos Penales del Estado de Nueva York.

Los ayudantes de la seguridad son guardias de seguridad, según lo definido por el Artículo 7A de la Ley Central Empresarial. Éstos no tienen una mayor potestad para efectuar arrestos de la que tiene un civil cualquiera.

Armas

No se permite que nadie, excepto los oficiales de la paz de conformidad con la autorización de los presidentes universitarios, tengan en su poder rifles, escopetas u otras armas de fuego, ni ningún instrumento o material peligroso que podría causar daño físico a individuos o a edificios o a los predios del campus.

Protección al Público- Escoltas

El personal del Departamento de Seguridad Pública proporciona escoltas a las paradas del tren subterráneo y de los autobuses, a los automóviles estacionados en los alrededores del recinto colegial para todo el que se esté marchando, y en particular tarde en la noche y al caer la oscuridad.
El Registro de una Orden de Protección

El Departamento de Seguridad Pública acepta y archiva toda orden de protección que cualquier miembro de la comunidad colegial le entregue. La información contenida en éstas, junto a cualquier otra se entregará al personal de seguridad con el fin de evitar su infracción. Se ha de arrestar a cualquiera, dentro del recinto, que no cumpla con una orden de protección.

Artículos Perdidos

El Departamento de Seguridad Pública se ocupa de guardar artículos encontrados, por un semestre. Cualquiera que haya extraviado algún objeto dentro del campus debe pasar por la oficina C030 y procurarlo, con la debida identificación personal. Se notificará a la policía de Nueva York de la presencia de toda arma o contrabando ilícito.

Tarjetas de Identidad Perdidas

Todo estudiante que pierda o extravíe su tarjeta de identidad de Hostos debe pagar $5.00 al cajero y presentar el recibo al personal del Departamento de Seguridad Pública para obtener una nueva. La facultad y el personal no docente deben recurrir además al Departamento de Personal para obtener verificación de empleo, antes de proseguir al Departamento de Seguridad Pública.

Avisos a La Comunidad Colegilal

Si fuere necesario notificar al estudiantado y al personal colegial de una situación urgente o de que ha ocurrido un crimen en el recinto, según la Ley Cleary, el director del Departamento de Seguridad Pública distribuirá avisos por todo el colegio en un plazo de 24 a 48 horas. Se le informará a la comunidad colegial acerca de la tal situación y el director estará en disposición de responder a preguntas al respecto por parte de facultad, personal no docente y estudiantes. Se informará específicamente de lo ocurrido, mediante hojas sueltas, llamadas telefónicas, afiches, correo electrónico y otros medios. Se mantendrá confidencial la identidad de las víctimas según lo permitan la ley y la investigación.

Consejo

En el Departamento de Seguridad Pública se mantiene un diario que se conoce como "Public Safety Incident Log Book". Hay riesgos en todas las comunidades y el crimen puede ocurrir en la sociedad y ello incluye al recinto universitario. Se recomienda el alerta continuo a lo que le rodea, y que sea consciente de la seguridad. Si viera o escuchara algo sospechoso, infórmelo inmediatamente. El robo y otros delitos ocurren, pero los riesgos se pueden reducir de manera individual si cada quien toma precauciones.

“Derecho a Saber La Verdad”

Se exhorta a los estudiantes a que obtengan copia del Jeanne Cleary Disclosure of Campus Security Policy and Campus Security Act de las oficinas del Departamento de Seguridad Pública, en la oficina C030.

Sito en La Red del Departamento de Seguridad Pública

Si desea más información acerca del Departamento de Seguridad Pública de Hostos visite: http://www.hostos.cuny.edu/publicsafety.

Declaración de Propósitos

Con el fin de cumplir con el Capítulo 191 de las leyes aprobadas en 1969, la Junta de Síndicos adoptó el reglamento a continuación para mantener el orden público en los recintos colegiales y otras propiedades donde se imparte la educación.

Reglamento Para Mantener El Orden Público De Conformidad Con El Artículo 129A De La Ley Educativa

La tradición universitaria de ser santuario para la libertad de cátedra y centro de discusión fundamentada debe protegerse. Su significado fundamental yace en la defensa de la libertad intelectual que consiste del derecho de los docentes a enseñar, de los eruditos a avanzar el conocimiento y de los estudiantes a aprender y a expresar puntos de vista sin presiones ni estorbos. Esta libertad sólo puede prosperar en una atmósfera académica de respeto mutuo, de cortesía y de confianza entre profesores y alumnos y, solamente cuando los que integran la comunidad colegial estén en disposición del dominio propio y la reciprocidad como condiciones para compartir la autonomía intelectual.
La libertad de cátedra y el santuario del recinto universitario se extienden a todos cuantos concuerden con estos objetivos y responsabilidades. No podrán ser invocados por aquellos que hubieran de subordinar la libertad intelectual a fines políticos, o violen las normas de conducta establecidas con el fin de proteger dicha libertad. La comunidad universitaria tiene el derecho y la obligación de defenderse contra sus infractores. En consecuencia, declaramos que el reglamento enunciado a continuación está vigente en todos y cada uno de los recintos colegiales y que se administrarán a tenor con los requisitos del debido procedimiento según lo exigen las Normas Administrativas de la Universidad de la Ciudad de Nueva York.

Con respecto al cumplimiento de este reglamento se hace notar que Normas Administrativas de la Universidad de la Ciudad de Nueva York disponen que:

I. Reglamento

1. Ningún miembro de la comunidad académica ha de obstruir intencionalmente o por la fuerza, ni ha de evitar el ejercicio de los derechos de los demás; ni ha de impedir el proceso educativo ni obstaculizar el plantel, ni los derechos de aquellos que deseen obtener los servicios instructivos, personales, administrativos, recreativos y de la comunidad que presta la institución.

2. Los individuos estarán sujetos a riesgo de responsabilidad por el incumplimiento de las instrucciones legítimas dadas por representantes de la Universidad o el colegio que actúen en función oficial. Se requiere que los miembros de la comunidad académica muestren tarjetas de identidad si un oficial del colegio lo pidiése.

3. Están prohibidos la ocupación de los edificios de la Universidad o el colegio, o la obstrucción del acceso de entrada y salida de los mismos sin autorización para ello. Para sacar, reubicar y usar equipo u otros materiales pertenecientes a la Universidad o el colegio se debe obtener permiso previo de las autoridades pertinentes.

4. Se prohíbe el robo o el daño a la propiedad o planta física de la Universidad o el colegio; o el robo o el daño a la propiedad personal dentro de la Universidad o el colegio.

5. Todo miembro de la comunidad académica o invitado tiene el derecho a expresar y a defender su punto de vista sin temor a la agresión física, de palabra, o de modo alguno, de parte de otros que sostengan puntos de vista opuestos. Ni los miembros de la comunidad académica ni persona alguna presentes en los predios del colegio deberán emplear lenguaje ni actuar de modo alguno que provoquen o fomenten la violencia de parte de manifestantes, de personas siendo objetos de manifestación, ni de los espectadores.

6. Se tomarán medidas contra aquellos que no tengan un motivo legítimo para estar en los predios de la Universidad o el colegio o que con cuya presencia en los mismos obstuynan y por la fuerza impidan que otros ejerzan sus derechos, u obstuynan y por la fuerza interfieran con el proceso educativo institucional o con sus plantas físicas, o interfieran con los derechos de aquellos que deseen obtener los servicios instructivos, personales, administrativos, recreativos y de la comunidad que presta la institución.

7. Se prohíbe la conducta desordenada o indecente en propiedad de la Universidad o el colegio o en propiedad bajo el control de los mismos.

8. Se prohíbe la posesión de rifle, escopeta o de ningún arma de fuego, o la posesión a sabiendas de cualquier instrumento o material peligroso que se podría utilizar para causar daño a personas, a edificios o a los predios de la Universidad o el colegio, sin el permiso escrito de las personas autorizadas para concederlo en esa institución. Se prohíbe la posesión de cualquier otro instrumento o material peligroso que se podría utilizar o se intente usar para causar daño personal o a edificios o a los predios de la Universidad o el colegio.

9. Se prohíbe todo acto o situación creado, que por temeridad o intencionalmente ponga en peligro la integridad física o mental u obligue al consumo de bebidas alcohólicas o drogas con fines de iniciación o ingreso en una organización.

10. Se prohíbe la fabricación ilícita, la distribución, la posesión o el uso de drogas ilegales o otras sustancias controladas de parte de los empleados de la Universidad en los puestos de trabajo, y el desempeño del trabajo estando bajo la influencia de una sustancia controlada obtenida ilegamente. Todo empleado debe notificar al Director de Personal de la Universidad de cualquier condena por infracción de los estatutos que haya ocurrido en el trabajo a más tardar cinco (5) días después del dictamen de la sentencia.

II. Sanciones

1. Todo estudiante que de modo alguno se ocupe en conducta prohibida por lo sustantivo de las Reglas 1-9 estará sujeto a las siguientes sanciones según se definen en aquí en adelante en el Apéndice adjunto: amonestación, advertencia, censura, probatoria disciplinaria, restitución, suspensión, expulsión, desalojo y el arresto por parte de las autoridades civiles.
2. Toda facultad, personal administrativo o custodio, con o sin permanencia, que de modo alguno se ocupe en conducta prohibida por lo sustantivo de las Reglas 1-9 estará sujeto a las siguientes sanciones: advertencia, censura, restitución, multa -que no ha de exceder lo permitido por la ley o por la Universidad-, o suspensión con o sin sueldo pendiente de audiencia ante la autoridad colegial pertinente, despido luego de la audiencia, desalojo y el arresto por parte de las autoridades civiles; y por ocuparse de cualquier modo en conducta prohibida por lo sustantivo de la regla 10 podría, alternativamente, verse obligado a participar -con resultados satisfactorios- en un programa acreditado para la rehabilitación o el tratamiento por uso de drogas. Además, dado el caso de que el individuo tenga permanencia sea de la facultad o del personal administrativo o custodio y se ocupe en conducta prohibida por lo sustantivo de las Reglas 1-9, tendrá el derecho a recibir tratamiento según lo especifican las leyes educativa y la de administración pública.

3. Todo visitante, concesionario o invitado, que de modo alguno se ocupe en conducta prohibida por lo sustantivo de las Reglas 1-9 estará sujeto a desalojo o arresto de parte de las autoridades civiles, o ambas cosas.

4. Toda organización que autorice la conducta prohibida por lo sustantivo de las Reglas 1-9 verá cancelado su permiso para funcionar dentro del campus, y se le aplicarán las Sanciones 1-4 además de cualquier otra que la ley o los síndicos de la universidad dispongan.

III. Apéndice: Definición de Las Sanciones

A. Amonestación- Consiste de una declaración oral al trasgresor a los efectos de que ha infringido el reglamento universitario.

B. Advertencia- Es una notificación escrita u oral al trasgresor a los efectos de que de continuar o repetir la conducta indebida, en un plazo prescrito en la advertencia le acarreará más actos disciplinarios.

C. Censura- Es una reprensión escrita por violar una regla específica e incluye la posibilidad de sanciones disciplinarias más severas en caso de que ocurra una condena por violar cualquiera de las reglas universitarias dentro de un plazo especificado en la carta de reprensión.

D. Probatoria Disciplinaria- Consiste en la remoción de privilegios o exclusión de la participación en actividades extracurriculares de la universidad por un período de tiempo específico, según lo descrito en la notificación de probatoria disciplinaria.

E. Restitución- Reembolso por daños o apropiación indebida de propiedad. Éste puede constituir reparación por los daños o compensación monetaria.

F. Suspensión- Es la exclusión de asistir a clases y de participar de otros privilegios o actividades por un período de tiempo específico, según lo prescrito en la notificación de suspensión.

G. Expulsión- Conlleva la terminación de la condición de estudiante por tiempo indefinido. Las condiciones para el reingreso, si es que se permiten, se impondrán con la orden de expulsión.

H. Denuncia Ante Las Autoridades Civiles.

I. Desalojo.

Por Tanto. Copias del reglamento se ha de radicar con los regentes del estado de Nueva York y con la Comisión de Educación.

Por Tanto. El reglamento se ha de incluir en los boletines de cada colegio.

Sección 15.3. Procedimientos Disciplinarios Contra Un Estudiante

Procedimientos para radicar quejas:

A. Todo cargo, acusación o alegato que se haya de presentar contra un estudiante el cual si se ha de probar le sometería a una acción disciplinaria, debe ser entregado por escrito y en detalle con prontitud a la oficina del decano de estudiantes por el individuo, organización o departamento que hace la acusación.

Según estas normas administrativas, un recinto donde el título de "decano de estudiantes" no exista, tal denominación equivaldrá al oficial cuyas funciones serían equivalentes al desempeño de un decano de estudiantes.

B. El oficial jefe de asuntos estudiantiles del colegio o su representante ha de conducir una investigación preliminar para determinar si se han de dar preferencia a la acusación. Este oficial o su representante informará al estudiante de qué se le acusa, consultará con otras partes en el caso o que posean información acerca del incidente y repasará toda prueba pertinente. Acto seguido a la investigación preliminar -que ha de concluir en un plazo de treinta (30) días naturales a partir de la radicación de la queja- el oficial jefe de asuntos estudiantiles o su representante deberá hacer uno de los siguientes:

1. Desestimar el asunto si no hay fundamento para la alegación o si esta no merece una acto disciplinario. Se le notificará al individuo o individuos involucrados de la desestimación de la queja.

2. Recomendar el asunto a conciliación. Si un asunto se recomienda a conciliación, el estudiante acusado recibirá copia de la notificación requerida de conformidad con la sección 15.3.e. De la norma administrativa.

3. Decidirse por formular los cargos disciplinarios.
Normas y Procedimientos

Conferencia de Conciliación:

C. La conferencia de conciliación deberá llevarse a cabo bajo la dirección del orientador de la oficina del decano de estudiantes o de personal calificado o de un miembro de la facultad asignado por el oficial jefe de asuntos estudiantiles. Lo siguiente se efectuará durante la misma:

1. Se hará todo lo posible para hallar una solución por mutuo acuerdo.
2. De llegarse a un acuerdo, el orientador le dará sus recomendaciones al oficial jefe de asuntos estudiantiles para obtener su visto bueno, y si este lo concede, el querellante será notificado de ello.
3. Si no se llega a un acuerdo o si el estudiante no se presenta, el orientador le informará al oficial jefe de asuntos estudiantiles quien decidirá los cargos disciplinarios.
4. El orientador estará impedido de testificar en una vista acerca de la información recibida durante una conferencia conciliatoria.

Notificación de vista y de cargos:

D. El oficial jefe de asuntos estudiantiles le entregará en persona o le enviará al estudiante por correo certificado y regular la notificación de los cargos y de la hora y el lugar de la vista. La vista se fijará dentro de un plazo razonable luego de la radicación de los cargos o de la conferencia conciliatoria. Se dará un plazo mínimo de cinco (5) días hábiles en la notificación a menos que el estudiante consienta a un plazo menor.

E. La notificación ha de contener lo siguiente:

1. Descripción completa y detallada de los cargos contra el estudiante, incluso la regla o la norma administrativa que se le acusa de violar y las sanciones que se aplican por tal infracción.
2. Declaración de los derechos siguientes:
   1. a presentar su versión de los hechos;
   2. a presentar testigos y pruebas en su favor;
   3. a contrainterrogar a los testigos en su contra;
   4. a no hablar sin que por ello se le juzgue culpable; y
   5. a recibir representación legal o de un asesor por cuenta propia.
3. La advertencia de que lo que diga podría usarse en su contra en una vista fuera del colegio.

Procedimientos disciplinarios del Comité Disciplinarios de Facultad y Estudiantes:

F. Lo siguiente se aplicará durante la vista que se ha de efectuar ante el Comité Disciplinarios de Facultad y Estudiantes:

1. El presidente del comité conducirá la vista y estará encargado de informarle al estudiante de los cargos, de los procedimientos a seguir y de sus derechos.
2. Luego de informarle al estudiante de los cargos, de los procedimientos a seguir y de sus derechos, el presidente deberá pedirle al acusado si se declara culpable o inocente. Si este se declara culpable, se le deberá dar la oportunidad de explicar ante el comité sus actos. Si se declara inocente, el colegio procederá a presentar su caso. Una vez concluida la presentación del colegio, el estudiante podría presentar moción para que se desestimen la acusación. Si se denegara la moción del estudiante, este tendrá la oportunidad de presentar su defensa.
3. Antes de aceptar testimonios en la vista, el presidente del comité deberá fallar respecto a toda moción que ponga en entredicho la imparcialidad de cualquier integrante del comité o la propiedad de la notificación de los cargos. Subsiguientemente, sólo podrá fallar respecto a la suficiencia de la prueba y podrá excluir evidencia irrelevante, innecesaria o injustificadamente repetitiva. No obstante, si cualquiera de las partes desea poner en duda la imparcialidad de cualquier miembro del comité basándose en pruebas que no se conocían antes de fijarse la vista, el presidente puede fallar respecto a tal moción, y debe excluir a todos los testigos, pero no al acusado.
4. El colegio hará un expediente de toda vista para determinar los hechos de una acusación ya sea con una transcripción estenográfica, una cinta grabada o su equivalente. El estudiante acusado tiene derecho -si así lo pide- a una copia de la transcripción, la cinta grabada o su equivalente, gratuitamente.
5. El estudiante tiene derecho a una vista a puertas cerradas, pero también a pedir que la audiencia sea pública. Sin embargo, el presidente tiene el derecho a llevar a cabo una vista a puertas cerradas si la pública afectaría de forma adversa u obstaculizaría la labor del comité.
6. La tarea de probar las acusaciones con evidencia preponderante recae sobre el colegio.
7. La función del Comité Disciplinario de Facultad y Estudiantes es escuchar los testimonios, hacerles preguntas a los testigos, revisar los testimonios, las pruebas presentadas ante el comité y los documentos presentados por las partes involucradas, y hacer una determinación de culpabilidad o inocencia. Si al estudiante se le hallara culpable, el comité decidirá el castigo que ha de imponérselle.
8. Al concluir la fase de la vista para determinar los hechos, el estudiante podrá presentar récords adicionales tales como testimonios de su calidad moral. El colegio podrá presentar copia de un expediente disciplinario anterior, si fuere pertinente, si el mismo se le hubiese mostrado al estudiante antes de comenzar la vista. El expediente disciplinario se le deberá entregar al comité en sobre cerrado y no se deberá abrir hasta tanto el comité no haya determinado los hechos. Si al estudiante se le hallara culpable de lo que se le acusa, los récords y otros documentos presentados por el estudiante y el colegio deberán abrirse para que el comité los tome en cuenta en sus disposiciones acerca del castigo si se sostienen las acusaciones.

9. Las deliberaciones del comité se harán a puertas cerradas, y su decisión se basará solamente en el testimonio y la prueba presentados y los documentos radicados por las partes.

10. Al estudiante se le enviará copia de la decisión del Comité Disciplinario de Facultad y Estudiantes en el plazo de cinco (5) días a partir de la conclusión de la audiencia. Tal decisión será final y sujeta al derecho de apelación del alumno.

11. Si el estudiante acusado recurre a la representación legal, el presidente del colegio podría pedir que un abogado de las oficinas del Asesor Legal de la Universidad asista a la vista para presentar el caso del colegio.


La decisión del Comité Disciplinario de Facultad y Estudiantes puede apelarse ante su presidente, quien podrá confirmar o disminuir el castigo, pero no aumentarlo. Su decisión es final excepto en casos de despido o suspensiones por más de un semestre. La apelación por una decisión de despido o suspensión por más de un semestre se podrá presentar ante el comité pertinente de la junta. Toda apelación por una decisión amparada por esta sección debe hacerse por escrito en un plazo de quince (15) días a partir de la entrega de la decisión apelada. Este requisito podría abdicarse por parte del presidente o de los comités de la junta, para un caso en particular y por una causa justificada, según el caso. Si el presidente es parte en la disputa, sus funciones respecto de la apelación deberán ser desempeñadas por un oficial de la universidad, nombrado por el rector.

Sección 15.5. Composición Del Comité.

a. Cada comité disciplinario de facultad y estudiantes consistirá de dos miembros de la facultad, dos estudiantes y un presidente. El presidente y cualesquiera dos miembros constituyen quorum. Las vistas se fijarán para una hora conveniente para todos y se hará todo lo posible para que haya plena representación de facultad y estudiantes.

b. El presidente, previa consulta con el gobierno colegial o si el presidente dirige ese cuerpo, su comité ejecutivo, habrá de seleccionar a tres (3) docentes para capacitárlos con el fin de que sirvan en rotación como presidentes del comité disciplinario. Si ninguno de los presidentes del recinto colegial puede asumir esa función, el presidente, a discreción, podrá solicitar que se escoja un presidente al azar de entre el grupo entero de presidentes escogidos por otros recintos. El presidente del comité dirigirá todas las reuniones del Comité Disciplinario de Facultad y Estudiantes y tomará decisiones y hará fallos a nombre del mismo. No emitirá voto a menos que haya un empate.

c. Los miembros de la facultad se seleccionarán mediante lotería de un grupo de seis electos anualmente por el cuerpo pertinente entre la docencia que tienen rango o estado de facultad. Los estudiantes miembros del comité se seleccionarán, también por lotería, de un grupo de seis electos anualmente por todos los estudiantes inscritos elegibles para votar en el colegio. En caso de que el panel compuesto por facultad o el compuesto por estudiantes o ambos no se llegaran a elegir, o se necesitaran más integrantes para el panel, el presidente deberá seleccionar o los paneles que no han sido electos. Nadie puede servir en el panel por más de dos años consecutivos.

d. Si el presidente del comité no puede continuar sus servicios, el presidente del colegio deberá nombrar a otro. Si se vaciara una posición docente o estudiantil y fuera necesario llenarla para continuar una audiencia, ésta se llenará mediante lotería de entre el panel de facultad o el de estudiantes.

e. Individuos que han de participar en una apelación como testigos, o hayan tenido que ver con la acusación, o que pudieran participar de una apelación, o cualesquiera personas que tengan un interés directo en el resultado de la misma quedarán descalificados para servir en el comité.

Sección 15.6 Suspensión O Despido.

La junta se reserva los poderes de despedir o suspender a un estudiante, o de suspender a una organización por conducta que impida, obstaculice o interfiera con la administración y la operación ordenada y continua de cualquier recinto colegial, escuela o unidad universitaria en el uso de sus edificios, o para el logro de sus propósitos de institución educativa.
El rector o su representante, un presidente o cualquier decano podrían, en caso de emergencia o circunstancia extraordinaria, suspender temporalmente a un estudiante o los privilegios de una organización o a un grupo estudiantil con justificación, pendiente de una vista inmediata según lo indicado en la sección 15.3 de las normas administrativas, que se ha de llevar a cabo en un plazo no mayor de siete (7) días escolares. Antes de comenzar dicha suspensión, el colegio deberá de informárselo al estudiante verbalmente y explicarle las pruebas que respaldan la acusación. Éste a su vez podrá presentar, también verbalmente, su explicación o teoría al respecto. Cuando la presencia de un estudiante en el recinto colegial representa peligro continuo a personas o a la propiedad, o amenaza con interrumpir el proceso académico, una notificación y la oportunidad de negar las acusaciones y explicar su posición, podrían ocurrir después de la suspensión, pero será dada lo antes posible.

**Los Derechos Religiosos**

**Sección 224-A de la Ley Educativa del estado de Nueva York**

Las reglas respecto a las creencias religiosas que afectan a los estudiantes son las siguientes:

1. Nadie será expulsado de una institución para la educación postsecundaria, ni rechazado su ingreso como estudiante, ni impedido de asistir a clases, ni de tomar exámenes, ni de estudiar porque sus creencias religiosas no le permitan cumplir con lo ya expuesto en un día o días en particular.

2. Todo estudiante en una institución postsecundaria que no pueda, por razones religiosas, asistir a clases en un día o días particulares deberá, a causa de esas ausencias, excusarse de tomar exámenes, o estudiar o entregar trabajos requeridos en ese o esos días en particular.

3. La facultad y los oficiales administradores de cada institución postsecundaria serán responsables de darle a cada estudiante la oportunidad de una fecha alterna para reponer exámenes, estudiar y entregar trabajos requeridos a todo estudiante que se ausente de clases debido a sus creencias religiosas un día o días en particular. Al alumno no se le cobrará cuota alguna por la misma.

4. Si hay clases que se reúnen, exámenes, estudios o requisitos que cumplir los viernes después de la 4:00 p.m. o los sábados, fechas alternativas de clases, exámenes, estudios o requisitos que cumplir se pondrán a disposición para posibilitar su cumplimiento. Al alumno no se le cobrará cuota alguna por permitirsele tomar las clases, los exámenes, los estudios o hacer trabajos en fechas alternas.

5. Al efectuar lo que esta sección prescribe, la facultad y los oficiales administradores de cada institución para la educación postsecundaria habrán de ejercer la medida más completa de buena fe. No se deberá afectar adversamente ni perjudicar a ningún alumno por solicitar el amparo de lo aquí prescrito.

6. Todo estudiante que sea agravado debido al alegado fallo de cualquier miembro de la facultad en cumplir de buena fe con lo prescrito por esta sección, tendrá el derecho a iniciar un proceso en el tribunal supremo del condado donde se asienta la institución para la educación postsecundaria para que se cumpla con su derecho, según lo prescribe esta sección.

7. Cada institución para la educación postsecundaria deberá publicar copia en el mismo catálogo donde se publican las clases y sus días y horarios.

8. La frase "institución para la educación postsecundaria", según se usa en esta sección, se refiere a planteles bajo la jurisdicción de las juntas de síndicos de las universidades del estado y de la ciudad de Nueva York o de cualquier colegio comunal.
Política de la Universidad de la Ciudad de Nueva York respecto al hostigamiento o coso sexual

El Colegio Comunal Hostos ha adoptado la política respecto al acoso sexual que la Junta de Síndicos de CUNY aprobó el 26 de junio de 1995, sustituyendo así la antes vigente.

La Universidad de la Ciudad de Nueva York promulga un ambiente de colaboración y de respeto mutuo en el desempeño de labores y en lo académico, para los estudiantes, la facultad y el personal no docente. El hostigamiento sexual de empleados o de estudiantes no es cónsontante con este objetivo y contrario a la política de igualdad de oportunidad para el empleo y académica sin tomar en cuenta edad, el sexo, preferencia sexual, condición de extranjero o de ciudadanía, religión, raza, color de la piel, origen nacional o étnico, impedimento físico, condición de veterano o estado civil. El acoso sexual es ilegal según las leyes federales, estatales y municipales, y no ha de tolerarse en la universidad.

Todo los recintos de la Universidad habrán de publicar esta política y tomar medidas para educar a la comunidad colegial acerca del acoso sexual. Se establecerán procedimientos para garantizar que las pesquisas de alegaciones de hostigamiento sexual se lleven a cabo prontamente, con imparcialidad, total y con la mayor confidencialidad posible, dadas las circunstancias, ara que se tomen las medidas de corrección y de disciplina según lo amerite la situación, una vez se determine que el acoso sexual ha ocurrido. Se exhorta a todo integrante de la comunidad colegial que se sienta agraviado con hechos tales, a que informe sus alegatos tan pronto sea posible, pues el retraso en presentar una queja de esta índole, dificultará la investigación por parte del colegio.

a. Conducta prohibida- Todo integrante de la comunidad universitaria que practique el hostigamiento sexual en represalia contra otro por alegar hostigamiento sexual, por haber radicado queja de acoso sexual, o por participar en un proceso donde se investiga si éste ha ocurrido está violando la política universitaria.

b. Definición de Acoso Sexual- El acoso sexual se define como acercamientos de naturaleza sexual no deseados, peticiones de favores sexuales y expresiones orales o escritas o demostraciones físicas de naturaleza sexual si:

1. el sometimiento a dicha conducta, implícita o explícitamente, es condición para conservar el empleo mantener el nivel académico;
2. el sometimiento o el rechazo de dicha conducta por parte de un individuo se use para decidir su empleo o para hacer decisiones que afecten su nivel académico; o
3. dicha conducta tiene el propósito o efecto de interferir de modo irrazonable con el desempeño del trabajo o el académico o crea un ambiente de trabajo o académico de intimidación, hostil o abusivo para un individuo.

El hostigamiento sexual puede ocurrir entre individuos de sexos diferentes y del mismo sexo. A pesar de que el acoso sexual a menudo explota las relaciones entre personas con poderes desiguales -por ejemplo, facultad y personal no docente, personal no docente y alumno, supervisor y supervisado, facultad con permanencia y facultad sin permanencia- también puede ocurrir entre personas con iguales poderes, como entre estudiantes y entre colegas. En algunos casos puede hasta ocurrir de parte de una persona con menos poder que la hostigada-cuando un estudiante acosa a una profesora- La falta de intención de acoso podría tener relevancia pero no será determinante de si ha ocurrido o no hostigamiento sexual.

c. Ejemplos de hostigamiento sexual- El hostigamiento sexual toma varias formas. El usar la respuesta de una persona a una petición de naturaleza sexual para decidir si se le mantiene en el empleo o si se le da una nota, es una forma de acoso sexual. Ello se conoce como hostigamiento o acoso de quid pro quo y puede ser, pero no se limita a lo siguiente: pedir o exigir favores sexuales a cambio de oportunidades laborales o académicas, como contratos de trabajo, ascensos, notas o recomendaciones; hacer evaluaciones injustas o inexactas del trabajo o del desempeño académico, o negar capacitación, ascensos o acceso a oportunidades de trabajo o académicas porque se hayan rechazado los acercamientos de índole sexual.
Otras clases de conducta sexual indeseada podrían constituir acoso si son tan graves o extensas que el objeto de la misma considera, y cualquiera otra persona razonable consideraría, que se ha creado un ambiente de intimidación, hostil o abusivo. Ejemplos de esto que se conoce como hostigamiento o acoso por ambiente hostil, incluyen sin límite lo siguiente:

• comentarios, bromas o chistes sexuales;
• comentarios contra la reputación y peyorativos, epítetos denigrantes, abuso verbal;
• comentarios gráficos o sugestivos acerca del vestir o del cuerpo;
• preguntas o conversaciones acerca de actos sexuales;
• presión para que se acepten invitaciones sociales, encuentros privados, salidas, o para sostener relaciones sexuales;
• cartas u otros escritos sugestivos;
• tocar, o rozar sexualmente a otros, gestos sugestivos o gráficos, acorralamiento, pellizcar,アジrar, besar o acariciar;
• obligar a las relaciones sexuales o violación.

d. Relaciones consensuales- Salidas amorosas o relaciones que conlleven lo sexual -que en otras circunstancias serían propias- tienen peligros intrínsecos cuando ocurren entre un integrante de la facultad, un supervisor u otro miembro de la comunidad universitaria y cualquier persona con la cual tiene responsabilidad profesional. Tales peligros podrían hacer que el alumno o empleado se sienta coaccionado a entrar en una relación no deseada, por temor a que el rechazo sea adverso a su educación o empleo; pueden surgir conflictos de intereses cuando un miembro de la facultad, un supervisor u otro integrante de la comunidad colegial ha de evaluar el trabajo o tomar decisiones acerca del personal o de la situación académica respecto a un individuo con quien mantiene una relación sentimental; otros compañeros de estudios o de trabajo podrían pensar que ese individuo involucrado en una relación sentimental tendrá ventajas injustificadas; y si las relaciones terminan de manera no amigable, que ambas partes o una de ellas tome represalias contra la otra.

La facultad, los supervisores y otros miembros de la comunidad universitaria que tienen responsabilidades profesionales con otros individuos, deben obrar según y conforme y tener en mente que cualquier relación de naturaleza sentimental y sexual con un alumno o subalterno con quien tienen tal responsabilidad podría poner en entredicho la mutualidad de la relación y conducir a una acusación de hostigamiento o acoso sexual. Por las razones antes expuestas, tales relaciones se desalientan.

Para los propósitos de esta sección, en la Universidad, un individuo tiene responsabilidad profesional con otro si el primero ejerce funciones que incluyen sin límite la enseñanza, la orientación, da notas, aconseja, evalúa, contrata, supervisa, hace decisiones o recomendaciones que confieren beneficios tales como ascensos, otorga becas u otras formas de remuneración que afecten otras oportunidades de trabajo o académicas para el segundo

e. Libertad de cátedra- Esta política no debe interpretarse como interferencia con la libertad de cátedra.

t. Acusaciones falsas y maliciosas- Todo integrante de la comunidad colegial que acuse falsa y maliciosamente por hostigamiento o acoso sexual, contrario a quejas que se hagan de buena fe aunque equivocadas, estarán sujetos a medidas disciplinarias.

G. Procedimientos- La Universidad ha de crear procedimientos para implementar esta política. El presidente de cada colegio, el rector suplente en las oficinas centrales y el decano de la escuela de derecho tendrán la responsabilidad de supervisar el cumplimiento con esta política desde sus respectivas unidades dentro de la Universidad. Además, cada decano, director, jefe de departamento, ejecutivo, administrador o persona con responsabilidad supervisoria deberá informar toda queja de hostigamiento sexual a un individuo o grupo de individuos que se asignarán al crear los procedimientos. Se requiere de todos en la Universidad que colaboren con toda investigación por queja de acoso sexual

h. Cumplimiento- Existen medidas correccionales y castigos por violar la política contra el hostigamiento o acoso sexual. Los alumnos, la facultad o el personal no docente que, en la aplicación de procesos disciplinarios, se encuentre que hayan violado la política estarán sujetos a varios castigos, incluso la terminación de su empleo y el despido permanente

En efecto a partir del 1o de octubre de 1995

Universidad de la Ciudad de Nueva York
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