### Allied Health Sciences
- Dental Hygiene
- Nursing
- LPN Certificate Program
- Radiologic Technology

### Behavioral and Social Sciences
- Psychology
- Social Work
- Sociology
- Anthropology
- Interdisciplinary Social Sciences
- Political Economy
- Economics
- History
- Political Science
- Public Administration
- Criminal Justice
- Public Interest Paralegal Program

### Business
- Accounting
- Business Administration
- Microcomputers for Business
- Office Administration and Technology

### English
- Libra Program
- Academic Learning Center
- Women's Studies
- Sigma Kappa Delta

### Health & Human Services
- Early Childhood Education
- Physical Education/Athletics
- Urban Health Studies
- Gerontology

### Humanities
- Humanities
- Africana Studies
- Latin American and Caribbean Studies
- Modern Languages
- Philosophy
- Visual and Performing Arts

### Language and Cognition
- English as a Second Language

### Mathematics
- Electrical Engineering

### Natural Sciences
- Biology
- Physical Sciences
- Chemistry
- Physics
- Environmental Science

### Hostos and CUNY Policies
- Affirmative Action Policy
- Hostos Commitment to Pluralism
- Computer and E-Mail Use Policy
- Environmental Health and Safety Policy
- Grievance Procedures for Students with Disabilities
- Policy on Use of Athletic and Recreation Complex
- Policy Statement Concerning AIDS
- Policy on Sexual Harassment
- Statement of Policies on Drugs, Tobacco & Alcohol
- Statement of Religious Rights

### Hostos Community College
- Administration
- Faculty and Staff

### The City University of New York
- The Board of Trustees
- Officers of CUNY
- Presidents of the Colleges of CUNY

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**Important Notice:**
The Board of Trustees of The City University of New York reserves the right to make changes of any nature in the academic programs and requirements of The City University of New York and its constituent colleges. All programs, requirements, and courses are subject to termination or change without advance 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.
Academic Calendar

**Fall 2003**

**August 2003**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-28</td>
<td>M</td>
<td>Registration 10 a.m.-5:30 p.m.</td>
</tr>
<tr>
<td>29</td>
<td>F</td>
<td>Last day to DROP a course with 100% tuition refund and Change of Program, 10 a.m.- 4 p.m.</td>
</tr>
<tr>
<td>30</td>
<td>Sa</td>
<td>First Day of Classes</td>
</tr>
</tbody>
</table>

**September 2003**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M</td>
<td>College Closed, Labor Day</td>
</tr>
<tr>
<td>2</td>
<td>T</td>
<td>Late Registration ($15 fee) 10 a.m.- 5:30 p.m.</td>
</tr>
<tr>
<td>2-4</td>
<td>W</td>
<td>Change of Program ($10 fee) 10 a.m.- 5:30 p.m.</td>
</tr>
<tr>
<td>5</td>
<td>Th</td>
<td>Last day to drop a course with 75% tuition refund 10 a.m.- 5:30 p.m. at the Registrar’s Office.</td>
</tr>
<tr>
<td>12</td>
<td>F</td>
<td>Last day to drop a course with 50% tuition refund 10 a.m.- 5:30 p.m. at the Registrar’s Office.</td>
</tr>
<tr>
<td>19</td>
<td>Th</td>
<td>Last day to drop a course with 25% tuition refund 10 a.m.- 5:30 p.m. at the Registrar’s Office.</td>
</tr>
<tr>
<td>22-23</td>
<td>M-F</td>
<td>Official Withdrawal Period</td>
</tr>
<tr>
<td>Oct. 17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26-28</td>
<td>F-Su</td>
<td>No Classes or Related Events Scheduled</td>
</tr>
</tbody>
</table>

**October 2003**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>M</td>
<td>No Classes or Related Events</td>
</tr>
<tr>
<td>7</td>
<td>T</td>
<td>Conversion Day, No Tuesday Classes; Follow a Monday Schedule</td>
</tr>
<tr>
<td>10</td>
<td>F</td>
<td>Last to File of February 2004 Graduation Pick up forms at the Registrar’s Office</td>
</tr>
<tr>
<td>13</td>
<td>M</td>
<td>College is Closed, Columbus Day</td>
</tr>
<tr>
<td>17</td>
<td>F</td>
<td>Last day to Withdraw from Classes with a grade of “W” from 10 a.m.- 5 p.m. at the Registrar’s Office</td>
</tr>
</tbody>
</table>

**November 2003**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>W</td>
<td>Conversion Day, No Wednesday Classes; Follow a Friday Schedule</td>
</tr>
<tr>
<td>27-29</td>
<td>Th-Sa</td>
<td>College is Closed, Thanksgiving Recess</td>
</tr>
</tbody>
</table>

**December 2003**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>M</td>
<td>Last Day for Removal of Incomplete “INC” grades for Spring 2003 and Summer Session 2003</td>
</tr>
<tr>
<td>15-16</td>
<td>M</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>17-23</td>
<td>T</td>
<td>Final Examinations- ESL</td>
</tr>
<tr>
<td>24-25</td>
<td>W</td>
<td>College is Closed, Holiday</td>
</tr>
<tr>
<td>29</td>
<td>M</td>
<td>All Grades Due by 12 Noon</td>
</tr>
<tr>
<td>31</td>
<td>W-Th</td>
<td>College is Closed, Holiday</td>
</tr>
<tr>
<td>Jan. 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Spring 2004

#### January 2004

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>M</td>
<td>College is Closed, Martin Luther King Jr. Day</td>
</tr>
<tr>
<td>20-27</td>
<td>T-T</td>
<td>Registration, 10 a.m.- 5:30 p.m.</td>
</tr>
<tr>
<td>28</td>
<td>W</td>
<td>Last day to DROP a course with 100% tuition refund and change of Program, 10 a.m.- 6:45 p.m.</td>
</tr>
<tr>
<td>29</td>
<td>Th</td>
<td>First Day of Classes</td>
</tr>
<tr>
<td>30</td>
<td>F</td>
<td>Late Registration ($15 fee) 10 a.m.- 5:30 p.m.</td>
</tr>
</tbody>
</table>

#### February 2004

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3</td>
<td>M-T</td>
<td>Change of Program ($10 fee), 10 a.m.-6:45 p.m.</td>
</tr>
<tr>
<td>4</td>
<td>W</td>
<td>Last day to drop a course with 75% tuition refund 10 a.m.- 6:45 p.m. at the Registrar’s Office.</td>
</tr>
<tr>
<td>11</td>
<td>W</td>
<td>Last day to drop a course with 50% tuition refund 10 a.m.- 6:45 p.m. at the Registrar’s Office.</td>
</tr>
<tr>
<td>12</td>
<td>Th</td>
<td>College is Closed, Lincoln’s Birthday</td>
</tr>
<tr>
<td>16</td>
<td>M</td>
<td>College is Closed, President’s Day</td>
</tr>
<tr>
<td>18</td>
<td>W</td>
<td>Conversion Day, No Wednesday Classes, Follow a Monday Schedule</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day to drop a course with 25% tuition refund 10 a.m.- 6:45 p.m. at the Registrar’s Office.</td>
</tr>
<tr>
<td>19-</td>
<td>T-TH</td>
<td>Start of Official Withdrawal Period</td>
</tr>
<tr>
<td>Mar. 18</td>
<td></td>
<td>Last day to file for June 2004 Graduation, forms available at the Registrar’s Office</td>
</tr>
<tr>
<td>19</td>
<td>T</td>
<td>February 2004 Commencement</td>
</tr>
</tbody>
</table>

#### March 2004

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Th</td>
<td>Last day to Withdraw from Classes with a grade of “W” from 10 a.m.- 6:45 p.m. at the Registrar’s Office</td>
</tr>
</tbody>
</table>

#### April 2004

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-13</td>
<td>F-T</td>
<td>No Classes Scheduled, Spring Recess; Administrative Offices are Open, Call for Office Hours</td>
</tr>
</tbody>
</table>

#### May 2004

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>W</td>
<td>Last Day for Removal of Incomplete “INC” Grades for the Fall 2003 Semester</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>20</td>
<td>Th</td>
<td>Final Examinations- ESL</td>
</tr>
<tr>
<td>21-28</td>
<td>F-F</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>31</td>
<td>M</td>
<td>College is Closed, Memorial Day</td>
</tr>
</tbody>
</table>

#### June 2004

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T</td>
<td>All Grades are Due</td>
</tr>
<tr>
<td>7</td>
<td>M</td>
<td>June 2004 Commencement</td>
</tr>
<tr>
<td>12</td>
<td>Th</td>
<td>Last day to apply for a degree to be awarded September 2004</td>
</tr>
</tbody>
</table>

*The latest Academic Calendar with information on filing dates and deadlines is available in the Registrar’s Office, Savoy Room 207.*
The Hostos Age of Discovery (2001-2005)

My vision, which is "to make Eugenio Maria de Hostos Community College a college of excellence for students seeking a liberal arts or career education in a multilingual, multicultural learning environment," is rapidly becoming a reality. We seek to realize this vision by the following means:

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

I am proud to have been President of Eugenio Maria de Hostos Community College for the past five years. As member of the Hostos family, it has been my privilege to work with faculty and staff members whose exceptional expertise is equaled by their extraordinary dedication to our students. Hostos personnel exhibit the same high level of commitment to the college that it receives from the community we serve.

Hostos is a comprehensive institution of higher education with a mission and purpose that have remained the same over the years. However, the ways in which we accomplish our mission and serve our purposes have changed with the times. As the college has evolved, our faculty and staff have been instrumental in maintaining the momentum that is essential for progress.

Collectively as well as individually, the Hostos faculty are a source of knowledge and inspiration for our students. Holding degrees from prestigious colleges and universities throughout the world—Harvard, Princeton, and Yale, to name a few—they have the credentials to teach at any institution of their choice. The fact that they choose to teach at Hostos says a great deal for our school.

The distinctive character of Hostos lies in its student population. In the past, our students tended to be older than their peers at other two-year institutions. However, recent enrollment trends indicate that this is changing. As a result, we have redesigned our services and activities to meet the needs of all our students. For example, an athletic program was implemented during the 2002-2003 academic year, and opportunities for both men and women to participate in team sports will increase in 2003-2004. These teams are raising school spirit to a new level. There is excitement in the air, and everyone is feeling it.

In the past five years, we've accomplished many of the goals that were established during the period of institutional renewal called the Hostos Renaissance. The college now has a core curriculum, increased academic offerings, and new honors programs. 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. We have also established a collaborative program in the field of engineering with the City College of New York. In addition, articulation agreements are being developed with Education and Business programs at four-year CUNY colleges.

I consider it of the utmost importance for Hostos to be a college that produces well-rounded human beings. For this to occur, all of our students need to experience the beauty and richness of the arts. If a student graduates from one of our Allied Health Sciences or Business programs without an appreciation for art and culture, then we have failed them.

As I continue to work with our faculty and staff to achieve my vision for this institution, the Hostos family constantly amazes me. Together, we have accomplished much; together, we can and will accomplished even more.
Eugenio María de Hostos

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 Públlic, 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 the same year, the State Legislature acted to ease an increasing space shortage by passing a special bill to acquire the “500 Building” across the Grand Concourse from the original site. In the same year, Hostos was granted full and unconditional accreditation following a highly favorable evaluation by the Middle States Association.

The fiscal crisis of the mid-1970’s resulted in an effort to merge Hostos with another institution as a cost-saving measure. This effort was rebuffed by strong college and community opposition which led the State Legislature to include a guarantee of Hostos’ existence in the Landes Higher Education Act, passed on June 9, 1976. To meet growing interest in the college, the campus now has six buildings, three of which have been specially designed to meet the institution’s need. Hostos takes pride in its well-equipped science, math, writing, and computer labs; its excellent physical education facilities; and its state-of-the-art theatres.

Faculty and Students

Of the fall 2002 full time faculty, 50.3 percent 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.

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 Maria 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 Maria 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 need for life-long 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 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.
The Campus at Hostos

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 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 more than five major 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 being prepared for a modified renovation, which began in the summer 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 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, 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. Information line: (718) 518-4224.

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:

Mon-Thurs 9:00 a.m. - 9:00 p.m.
Friday 9:00 a.m. - 5:00 p.m.
Saturday 10:00 a.m - 5:00 p.m.
Sunday Announced each semester

The library offers extended hours during final examination periods.

Other 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.

- **Resource Center for Students with Disabilities:**

  The Resource Center for Students with Disabilities, located in Room A-208C, is used for tutoring, testing, and training on assistive technology. The room houses various specialized pieces of equipment, such as a Xerox Reading Edge Reading Machine for blind students, closed circuit televisions that produce large print, and personal computers with large print and speech capabilities. Students interested in these services should contact the Office of Services for Students with Disabilities, Savoy, Rooms D-101J and D-101K, by calling (718) 518-4454 or -4459.
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 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 Administration and 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.

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>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>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>Public Administration</td>
<td>A.A.S.</td>
<td>5508</td>
</tr>
<tr>
<td>Public Interest Paralegal Studies</td>
<td>A.A.S.</td>
<td>5099</td>
</tr>
<tr>
<td>Radiologic Technology</td>
<td>A.A.S.</td>
<td>5207</td>
</tr>
<tr>
<td>Office Administration and Technology (Administrative Assistant)</td>
<td>A.A.S.</td>
<td>5005</td>
</tr>
<tr>
<td>Office Administration and Technology (Medical Office Manager)</td>
<td>A.A.S.</td>
<td>5214</td>
</tr>
<tr>
<td>Undergraduate Nursing</td>
<td>A.A.S.</td>
<td>5208.10</td>
</tr>
<tr>
<td>Office Assistant (certificate)</td>
<td></td>
<td>5005</td>
</tr>
<tr>
<td>Practical Nursing LPN (certificate)</td>
<td></td>
<td>5209.20</td>
</tr>
<tr>
<td>*Data Processing</td>
<td>A.A.S.</td>
<td>5101</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 Administration and Technology.

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 Student Development Office. Students will follow these requirements:

**Distribution of Credits for A.A. Degree**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-22 cr</td>
<td>General Education Requirements*</td>
</tr>
<tr>
<td>18 cr</td>
<td>Cluster Requirements</td>
</tr>
<tr>
<td></td>
<td>Cluster I Communication &amp; Cultural Skills</td>
</tr>
<tr>
<td></td>
<td>Cluster II Arts and Humanities</td>
</tr>
<tr>
<td></td>
<td>Cluster III Processes in Behavioral Sciences</td>
</tr>
<tr>
<td></td>
<td>Cluster IV Processes in Social Sciences</td>
</tr>
<tr>
<td>20-21 cr</td>
<td>Electives and Options</td>
</tr>
<tr>
<td>60 cr</td>
<td>Total for A.A. Degree**</td>
</tr>
</tbody>
</table>

**Distribution of Credits for A.S. Degree**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>23 cr</td>
<td>General Education Requirements*</td>
</tr>
<tr>
<td>24 cr</td>
<td>Science Requirements</td>
</tr>
<tr>
<td>13 cr</td>
<td>Electives</td>
</tr>
<tr>
<td>60 cr</td>
<td>Total for A.S. Degree**</td>
</tr>
</tbody>
</table>

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**

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 for details).

3. **SKILLS TESTS:** Effective May 1997, CUNY requires that all students pass the writing and reading basic skills test 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:** Beginning in 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><strong>English</strong></td>
<td>1993: 3 1995: 4 1997: 4 1999: 4 2000: 4</td>
<td>Not specified. Number of units only from: English I, II, III, IV, Speech; Electives with University level equivalents.</td>
<td>ENG 1300, 1301, 1302, 1303, English Electives; * Pass CUNY Writing Skills Test (ACT or CWAT) * Pass CUNY Reading Skills Test (ACT or DTLS) VPA 3612</td>
</tr>
<tr>
<td><strong>Natural Sciences</strong> (Laboratory)</td>
<td>1993: 1 1995: 1 1997: 1 1999: 2 2000: 2</td>
<td>Introduction to Science (1993-94 only); Biology, Chemistry, Physics, Earth Science, Marine Biology</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><strong>Social Studies</strong> (Social &amp; Behavioral Science; Latin American &amp; Caribbean Studies, African Studies)</td>
<td>1993: 0 1995: 0 1997: 2 1999: 2 2000: 4</td>
<td>Global History 1, 2, 3, 4; American History I, 2; Electives with University level equivalents.</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 4701; ADM 2510, 2522</td>
</tr>
<tr>
<td><strong>Fine Arts</strong> (Visual &amp; Performing Arts)</td>
<td>1993: 0 1995: 0 1997: 0 1999: 0 2000: 1</td>
<td>All academic Art and Music. (Not required until 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><strong>Foreign (Modern) Languages</strong></td>
<td>1993: 0 1995: 0 1997: 0 1999: 0 2000: 2</td>
<td>All academic languages (The 2 units must be from the same language)</td>
<td>FRE 1901, 1902, 1903, 1904, ITA 2101, 2102 SPA 2201, 2202, 2203, 2204, 2221, 2222</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>1993: 3 1995: 4 1997: 4 1999: 4 2000: 0</td>
<td>Any of the above courses that exceed the number of CPI requirements.</td>
<td>Any of the above courses that are not used to meet other CPI requirements.</td>
</tr>
</tbody>
</table>

**Total CPI Units required**


* 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.

10/16/2003
Degree Programs

Core Curriculum for the Associate in Arts (A.A.) Liberal Arts & Science

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 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).

A. 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. Foundation Requirements (21-22 cr)

<table>
<thead>
<tr>
<th>English</th>
<th>6 cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1302, Expository Writing</td>
<td>3 cr</td>
</tr>
<tr>
<td>ENG 1303, Literature and Composition</td>
<td>3 cr</td>
</tr>
<tr>
<td>Science</td>
<td>8 cr</td>
</tr>
<tr>
<td>One sequence from the following:</td>
<td></td>
</tr>
<tr>
<td>I.</td>
<td></td>
</tr>
<tr>
<td>BIO 3902, General Biology I</td>
<td></td>
</tr>
<tr>
<td>BIO 3904, General Biology II</td>
<td>Or</td>
</tr>
<tr>
<td>II.</td>
<td></td>
</tr>
<tr>
<td>BIO 3906, Anatomy and Physiology I</td>
<td></td>
</tr>
<tr>
<td>BIO 3908, Anatomy and Physiology II</td>
<td>Or</td>
</tr>
<tr>
<td>III.</td>
<td></td>
</tr>
<tr>
<td>CHE 4002, General Chemistry I</td>
<td></td>
</tr>
<tr>
<td>CHE 4102, General Chemistry Laboratory I</td>
<td></td>
</tr>
<tr>
<td>CHE 4004, General Chemistry II</td>
<td></td>
</tr>
<tr>
<td>CHE 4104, General Chemistry Laboratory II</td>
<td>Or</td>
</tr>
<tr>
<td>IV.</td>
<td></td>
</tr>
<tr>
<td>ENV 4014, Environmental Science I</td>
<td></td>
</tr>
<tr>
<td>ENV 4016, Environmental Science II</td>
<td></td>
</tr>
</tbody>
</table>

History 3 cr
One (1) course from the following:
- HIS 4663, United States History: Through The Civil War
- HIS 4665, United States History: Reconstruction To The Present
- HIS 4660, World History to 1500
- HIS 4661, Modern World History

Mathematics 3-4 cr
One (1) course from the following:
- MAT 1628, Pre Calculus
- MAT 1632, Introduction College Mathematics
- MAT 1642, Calculus I
- MAT 1682, Introduction To Probability & Statistics

Physical Education 1 cr

Total GER 21-22 cr

B. Clusters: 18 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 cr
- MAT 1690, Computer Literacy

Health and Human Services 3 cr
- HLT 6503, HLT 6507, HLT 6509, or ECE 6821.

Humanities 6 cr
- HUM 3001, HUM 3021, PHI 3400 CUB 3130, CUP 3344, VPA 3552, VPA 3560, VPA 3598, VPA 3612, SPA 2222/2230; SPA 2201/02; SPA 2217/18; FRE 1901/02; ITA 2101/02*

Behavioral and Social Sciences 3 cr

English 3 cr

Total for Cluster I 18 cr

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 cr
- SPA 2222/2230; SPA 2201/02; SPA 2217/18; FRE 1901/02; ITA 2101/02, Or other literature courses in LACS & 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 cr
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 cr
HUM 3403, HUM 3001; VPA 3502/04, VPA 3552, VPA 3582, CUB 3103/04; CUB 3172, CUP 3344, CUP 3219/10

Behavioral and Social Sciences 3 cr

Total for Cluster II 18 cr

Cluster III - Processes in the Behavioral Sciences

This cluster is recommended for students interested in psychology, sociology, anthropology and social work.

Behavioral Sciences 9 cr
Health and Human Services 3 cr
HLT 6503, HLT 6507, HLT 6509, HLT 6511, HLT 6518, HLT 6530, HLT 6533, ECE 6802, ECE 6821

Humanities 6 cr
CUB 3130, CUB 3124, CUP 3218, PHI 3400, SPA 2222/2230; SPA 2201/02; SPA 2217/18; FRE 1901/02; ITA 2101/0, VPA 3502/04; VPA 3612

Total for Cluster III 18 cr

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 cr

Health and Human Services 3 cr
HLT 6503, HLT 6507, HLT 6509, HLT 6511, HLT 6518, HLT 6530, HLT 6533, ECE 6802, ECE 6821

Humanities 6 cr
CUB 3116, CUB 3124, CUP 3218, PHI 3400, SPA 2222/2230; SPA 2201/02; SPA 2217/18; FRE 1901/02; ITA 2101/0, VPA 3502/04, VPA 3612

Total for Cluster IV 18 cr

Electives & Options 20-21 cr

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

Electives/Options 20-21 cr

Total Credits for A.A. 60 cr

*Official Articulation Agreement with Medgar Evers College.
**Official Articulation Agreement with Hunter and Lehman Colleges.
***Official Articulation Agreement with Lehman College.

Requirements for the Associate in Science (A.S.) Liberal Arts 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.

General Requirements

English
• ENG 1302, Expository Writing 3
• ENG 1303, Literature and Composition 3

Mathematics
• MAT 1628, Pre-Calculus 3
• MAT 1642, Calculus 4

History
• HIS 4660, 4661, 4663, 4665, 4668 or 4670

Physical Education

Behavioral and Social Sciences

One course from the following disciplines: PSY, SOC, ANT, SSC, ECO or POL

Humanities

One (1) course from the following disciplines:
CUB, CUP, HUM or VPA

Total General Requirements 23 cr

Science/ Mathematics Requirements

(Select three (3) course sequences from the following):
• Biology 3902 and 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 cr

Free Electives 13 cr

Total Credits for A.S. 60 cr

Note: SSD 1000: Effective fall 2003, all first-time freshmen Liberal Arts majors must take SSD 1000, Freshmen Orientation course. For other graduation requirements, please see "Degree Programs".
Honors Programs

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:

a. 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.

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

Honors Program

Mission Statement: The Hostos Community College Honors Program provides 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, and research and information competency skills through an innovative and challenging curriculum. Attendance at cultural events, conferences, honors seminars, and an Honors Institute provide an intellectual community that encourages and supports students in pursuing their goals.

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

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

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

Attendance at all cultural events, academic seminars, and conferences will foster a multicultural academic environment in which all 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 extra-curricular 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.
The Office of Admissions and Recruitment 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, evaluate career program requirements and discuss career opportunities.

**How to Apply**

All applicants, including those 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

**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. You will be admitted to one college ONLY, the first choice for which you are eligible.

**Applications:**

**Freshman**

Students who have never attended a college, university, or post-secondary institution since graduating from high school or receiving an equivalent (a GED) 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) 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 HS diploma.

2. An original high school diploma;

3. A $50 money order application fee payable to the University Application Processing Center (UAPC).

**College Preparatory Curriculum**

The City University of New York and the New York City Board of Education encourage all high school students to take specific courses—a college preparatory curriculum—that will prepare them for success in the workforce. 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 Students**

Students who have attended a college, university, or other post-secondary institution in the U.S. or abroad since graduating from high 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) 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 the accredited colleges or universities attended since high school;

3. A $50 money order application fee payable to the University Application Processing Center. (Those currently attending another CUNY institution do not have to pay the $50 fee.)
Admission Information

Students Educated Abroad

A student educated abroad must submit official transcripts from a secondary school and, when appropriate, from any post-secondary school attended since graduation from high school. All transcripts must be accompanied by an official English translation.

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. 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 department. Students seeking entry into the Nursing programs must adhere to departmental criteria.

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.

International Students Admission Process

International students should review the checklist below to ensure that all of the necessary forms and paperwork are submitted to the College prior to Hostos Community College issuing an I-20 for acceptance. Once all the required documents have been received, the I-20 will be completed. The following documents are necessary to complete the application process:

1. Application for Admission To Hostos:
   - This form must be completed in pen (blue or black ink).
   - A $50.00 one-time non-refundable application service fee must be submitted with your first application for admission. (Check or money order - No cash)
   - Be sure to indicate the program of study you wish to pursue at Hostos.
   - Incomplete applications and/or missing required documents will delay the admissions process.

2. Proof of Financial Support:
   - Please provide us with an official bank letter indicating that you have or your sponsor has an account of at least $13,000 (equivalent in American dollars) and that this money is to be used to sup-

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. 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.
port you while you study at Hostos. The International Student Advisor provides sample letters.

3. Official Diplomas, Certificates and Transcripts:
- For high school graduates only, please submit your original high school transcripts (record of your classes and all grades) for your last four years of high school and your diploma/graduation document. For example, GCE/CXC, Bachiller or Baccalaureate.
- For university students who have not graduated from the university, high school documents may be required. For graduates from a university, complete original transcripts must be submitted. Acceptance of transfer courses is subject to approval by the college.
- All original documents must be official and so designated with appropriate seals and signatures. An official English translation is required for each document.

4. Passport, I-94 and I-20:
If applying for admission within the United States, you must show proof of a valid visa, passport and I-94.

International Transfer Students

Transferring students must submit copies of all previous I-20 certificate(s) from all institution(s) attended and a valid transfer from the previous institution.

SEVIS
The Bureau of Citizenship and Immigration Services or BCIS (formerly INS) requires colleges to report enrollment of international students through the Student and Exchange Visitor Information Service (SEVIS). Students are strongly advised to consult with the International Student Advisor for more detailed information:

International Student Advisor
Admissions Office, Room D210
Savoy Manor
(718) 518-4406

CUNY Skills Assessment Test
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 learning skills. 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
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 dispursed 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.

For further information, please see the section on Financial Aid in this catalog.

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. If students satisfy the immunization requirement during the following semester, "WA" grades will remain on their transcripts as permanent grades.

Residency

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 (an 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. Student who have immigrant or non-immigrant status (F-1 status, pending refugee, paroled pending, working visa, etc.).
6. Students who are undocumented.

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 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 semester 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 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 chargebacks at Community Colleges:

Community colleges require as a condition for registration that every New York state resident who resides outside of New York City present a certificate of residence issued no earlier than two months prior to the first day of classes. The certificate is valid for a period of one year. In the event the county of residence declines to issue the certificate on the basis that the student is not a county resident, the student may appeal to the New York Secretary of State.
Students verifying residency must complete the City University Residency Form. The form is distributed at the Admissions and Recruitment Office, Savoy 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 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.

Orientation

Freshman orientation is designed to provide new students with information on how Hostos Community College operates and how freshman 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; and how to use the library.

Retention/Support Services

The college offers support services to help students progress toward their career options. Depending upon previous academic preparation and academic progress, some students may need to take advantage of available tutorial and advisement services to help them remain in school.
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: $5.00 (per semester or session)

Non-state Residents and Foreign Students

Undergraduate 1 (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 $5.00 (per semester or session)

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

Qualifying for the Community College Resident Tuition Rate
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 chargebacks at community colleges:

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

Students verifying residency must complete the City University Residency Form. The form is distributed at the Admissions & Recruitment Office, Savoy 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 equivalent, or more.

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

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 preregistration. Information on any such changes can be obtained in the Office of the Registrar, the Bursar, the Dean of Students, and Hostos web site.
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 inter-session, 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 per-credit basis 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 & Fees

Special Fees for All Students, Matriculated and Non-matriculated

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

Student Activities Fee
- Fall Semester:
  - Full-time: $37.00
  - Part-time: $19.50
- Spring Semester:
  - Full-time: $37.00
  - Part-time: $19.50
- Summer Session:
  - Each Session: $19.50

Technology Fee
- Full-time: $75.00
- Part-time: $37.50
- Summer Session:
  - Each Session: $37.50

University Student Senate Fee: $0.85
Consolidated Service Fee: $5.00
Transcripts (no charge for transcripts sent to a CUNY college): $4.00
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/bulletin, 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.

Total Withdrawals and Return of Title IV Funds

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.
The following represents newly acquired information and/or revised information regarding available financial aid programs for Hostos Community College students. It replaces all information contained in the current Hostos College Catalog.

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 website: 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 which must be repaid.

**Eligibility Criteria**

In general, the student must be currently enrolled, 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/her 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 for Academic Year 2003-2004 for a student living away from their parents:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition*</td>
<td>$2,800.00</td>
</tr>
<tr>
<td>Books</td>
<td>$759.00</td>
</tr>
<tr>
<td>Student Activities Fees</td>
<td>$75.70</td>
</tr>
<tr>
<td>Transportation/4</td>
<td>$714.00</td>
</tr>
<tr>
<td>Personal Expenses (including lunch)</td>
<td>$5,724.00</td>
</tr>
<tr>
<td>Housing</td>
<td>$4,448.00</td>
</tr>
<tr>
<td>Consolidated Fee</td>
<td>$10.00</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$150.00</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 on line 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 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 coursework 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. \[\text{Cumulative Credits} = \frac{(\text{Academic Program's published length in credits}) \times 1.5}{\text{Actual Credits}}\]

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 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 \[([.875 \times \text{credits attempted}) - 21]\]

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 toward the second degree as cumulative attempted credits and cumulative earned credits.

Federal Student Aid (Title IV)

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

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 $4050. All previously mentioned requirements apply. For further information, call PELL directly at 1-800-433-3243, or visit their website:

http://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 or more 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, cost of attendance and the applicant’s EFC, awards for eligible applicant’s 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. Based on 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 who work in certain public service employment. For further details, please contact the Financial Aid Office at (718) 518-6555.

Return of Title IV Funds

The Higher Education Amendments of 1998 changed many requirements for participating in and administering the Title IV programs. These new rules apply to students to whom aid is disbursed and then withdraws from a term, payment period, or period of enrollment.

The new 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% of the term 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 maintain satisfactory academic standards.

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. Effective for the current academic year, students will be permitted a maximum number of six full time semesters (three years) of TAP. Students enrolled in the College Discovery Program may be eligible for an additional semester of TAP eligibility (please contact the College Discovery Office).

Pursuit of Program

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

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:

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.

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 standards 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 do 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 withdrew.

Types of Programs

Tuition Assistance Program (TAP) provides tuition assistance to full-time matriculated students. Students must be registered for twelve (12) billable equivalent credits or more with six (6) academic 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. Contact TAP at (518) 474-5642.

To be eligible for a TAP Award

<table>
<thead>
<tr>
<th>Number of Semesters</th>
<th>% of Course Work Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>50%</td>
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<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>

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
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.

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

**Other State Aid Programs**

**Regents Award for Child of a Veteran (CV) and the Child of a Correction Officer Award**

Contact the NYSHEC at (518) 473-7087 for information and/or an application.

**Memorial Scholarships for Children and Spouses of Deceased Police Officers and Firefighters**

Contact the NYSHEC at (518) 473-7087 for information and/or an application.

**State Aid to Native Americans**

Contact the NYSHEC at (518) 474-0537 for information and/or an application.

**Vietnam Veterans Tuition Award Program**

Contact NYSHEC at (518) 473-7087 for information and/or an application.

**New York State Health Service Corps Scholarship**

Contact NYSHEC 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 page: www.hostos.cuny.edu

**Special Provisions for Students in the Military**

A student called up for Military Service who does not attend for a sufficient time to qualify for a grade is entitled to 100% refund of tuition and all other fees, except application fees. 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.
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% Excellent</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89% Good</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79% Satisfactory</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69% Passing</td>
</tr>
<tr>
<td>F</td>
<td>below- 60% Failing</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/co-requisite of another course. Consult with your Academic Advisor. This policy goes into effect Fall 2003.

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.

I - 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 eighth 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; and

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 1990:

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

- If a course for which a student wants the failing grade to be replaced by a grade of C or better was taken prior to September 1, 1984, the student must receive the approval of the appropriate Committee on Academic Standing;

- For a grade of C or better to replace a grade of F in the calculation of the cumulative GPA, the failing grade cannot have been received at another institution;

- A failing grade may not be partially replaced. If a student has replaced 14 credits of failing grades and subsequently receives a grade of C or better in another 3-credit course that was previously failed, the failing grade cannot be replaced;

- If a student has received more than one failing grade for the same course and subsequently earns a grade of C or better in the course, the failing grades will be deleted from the calculation of the cumulative GPA, subject to the 16-credit limit;

- If a student fails a course that was taken on a pass/fail basis and subsequently retakes the course, a grade of C or better must be earned in order for the failing grade to be replaced;

- If the course number or title of a course was changed in the period between the receipt of the failing grade and the repetition of the course but the content remained the same, the failing grade will be replaced if a grade of C or better was received in the repeated course;

- If the content of the course was changed in the period between the receipt of the failing grade and the repetition of the course, or when a student has been allowed to substitute one course for another, the declaration of course equivalency for the purpose of deleting the failing grade from the calculation of the cumulative GPA will be at the discretion of the appropriate Committee on Academic Standing:

- The cumulative GPA calculated on the basis of this policy is to be used for purposes of retention and graduation from the college and the admission to and continuance in a major or specialization. It will not be used to calculate graduation honors, the Dean's List, or departmental honors at graduation.

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 a "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 Grades

Repeating of C or Better Courses

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 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 appeal to the Committee on Academic Standards and Awards, which will consider each case individually and approve or deny the appeal.

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.

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

Readmission Standard

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

Student Retention Standards

The following table indicates the minimum cumulative index 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>
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).

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 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. (For a definition of “school days,” see III, F.) 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.

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.
General Information

Since Hostos is part of The City University of New York (CUNY), the college requires that students take the CUNY basic skills tests in reading and writing, and the CUNY Mathematics Skills Test. 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 another college may need to take some or all of the placement tests.

Students transferring from another CUNY college must have their placement test results transmitted to the Office of Student Assessment through UAPC. They may not retake those tests not passed.

Students transferring from colleges outside CUNY must take the reading, writing, and mathematics skills assessment tests.

All transfer students with a first language other than English must take the Hostos ESL placement test.

Exemption 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 arithmetic and elementary algebra parts of the mathematics 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. However, Hostos reserves the right to test entering students with the complete CUNY Mathematics Skills Test for placement into appropriate levels of mathematics-related courses.

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.

As progress in certain career programs is measured by scores on the skills assessment tests, it may be advisable for students who are exempt from testing to take the tests to determine the appropriate course sequences for them.

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 CUNY Mathematics Skills 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 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 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 per-
mission 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. These students may re-apply to the College after a period of at least one semester for re-instatement. These students must petition the CPE Appeals Committee to take the CPE, since re-instatement will only be permitted when the student has passed the CPE.

Students with a bachelor's degree or higher from an accredited college are exempted from the CPE requirement for graduation.

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 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. Currently, the administration of the mathematics skills test by computer is being piloted for possible implementation in the future.

For more information contact:
Office of Student Assessment
500 Grand Concourse
Room B-207
(718) 319-7921
The Office of The Registrar is the repository of all official student academic records. The Registrar also manages registration and certifies degree candidates.

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

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.

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

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.

Non-degree Readmission

Nondegree 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.

Requests for Permits to Attend Another 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 permit from Registrar’s Office at Hostos.
3. Complete 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 permit.
7. Take validated permit to the Registrar. The Registrar signs and places college seal on permit.
8. Take Hostos permit and other Bursar’s receipts to Registration at 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 other CUNY unit to forward transcript to Hostos 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.

At least 32-39 credits of the total number of credits required for graduation must be earned at Hostos. Under no circumstances shall more than 30 earned credits granted from another institution be applied toward graduation from Hostos; this includes advanced standing credits.

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 validated permit and Bursar’s receipt and follow regular registration procedure.
Students may register for courses on a space available basis.

File transcript request at Hostos Registrar's Office at the end of the semester.

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.

Other Permit Students

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

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 establish 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 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

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.

Exceptions to this 18 credit maximum policy must be approved by the Dean of Academic Affairs. 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; or
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.

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.

The following are explanations of the various items pertaining to a student's college records and descriptions of services that are available to all students, faculty, and staff of the college.
Student 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.

Transcripts and 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/registrar. 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.

Changes of Name and/or Address

Any change of address or name must be reported to the college on a form available on line 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.

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 thereunder.

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 validate whether or not an individual was granted a degree by the college. The college will not provide any other information concerning a student's status unless the student so requests it 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.

NOTE: The above is only a summary of student rights under the Federal Education Rights and Privacy Act of 1974. The Board of Trustees of The City University has issued a more comprehensive policy statement on student access to records.
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 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.”

Application for 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.

Reinstatement

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.

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 wish to transfer.

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 Advisement Officer. 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 as 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.

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 February, 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.
**Academic Achievement Office**

The Academic Achievement Office assists new students to identify and progress toward their educational and career goals during their first semester. Course selection, and proper sequence facilitates progression towards graduation.

New students are assisted by Peer Advisors in planning their course selection based on placement test results, and preparation of class schedules. Peer Advisors train new students on using the WEB to facilitate future registrations.

Transfer orientations are provided for new transfer students. Topics include: CUNY placement tests; credit evaluation; academic program requirements and CPI (College Preparatory Initiative) requirements.

The Office also offers Academic Workshops for new students. Workshop topics include: study skills, time management, academic program requirements, and WEB registration.

**Peer Advisors**

The Peer Advisors who staff the Office of Academic Achievement are carefully selected students who are trained and supervised by the Assistant Director of Academic Achievement. The Peers are available to students on a drop-in basis, and are able to answer questions and provide information regarding college policies, procedures and program requirements.

Peer Advisors provide unofficial graduation assessments to prospective Liberal Arts graduates. Students who plan to transfer are provided with information on the college of their choice and are also given assistance in applying to senior colleges.

**Transfer Advisement**

Students who plan to transfer to a four-year college should consult with the counselors and peer advisors for assistance in selecting a college and a program or major, 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) 518-4487

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**Office of Career Services**

The Career Services staff is dedicated to preparing students for employment and placing them in jobs leading to a successful career path. The office also assists students to obtain part-time and holiday employment that meets their needs for a flexible work schedule.

The staff offers students one-on-one intensive assistance with interviewing skills, resume and cover letter preparation, on-line job search, and referrals to part-time and full-time employment. Students are guided through the Career Services Resource Lab, where they have access to on-line job banks, a fax machine, phones for job networking, display racks with local job listings categorized by career fields, and several local journals with current job postings. Staff members coordinate on-campus recruitment and an annual job fair to provide students with the opportunity to interview with private businesses and government agencies here at the college.

**Job Placement**

Graduates of occupational programs have been placed in positions directly related to their field of study:

- **Accounting**: tax preparation specialist, junior accountant, assistant accountant, insurance representative
- **Retail**: manager, personnel assistant
- **Criminal Justice**: paralegal, data collector, information specialist
- **Computer**: computer support, junior analyst programmer, computer operator, programmer, help-desk, computer technician
- **Dental Hygiene**: dental hygienist
- **Early Childhood Education**: assistant teacher, child care assistant, bilingual assistant teacher, recreational aid
- **Nursing**: registered nurse, licensed practical nurse
- **Public Administration**: various positions within the city, state, and federal governments, and in not-for-profit agencies
- **Radiologic Technology**: radiologic technologist
- **Office Technology**: executive secretary, medical secretary, administrative assistant, office manager, word processor, stenographer
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.
www.hostos.cuny.cso

College Discovery

The College Discovery Program is funded by the City University of New York to provide support services to eligible students. Students apply through the admissions process. Acceptance is based on financial need, high school average and completion of the Hostos CFP summer immersion skills program. 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
Room 101, Savoy Building
Telephone (718) 518-4486

Health Services

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 our students and employees is a major focus of our Office. The following services are available to students:

- First aid emergency treatment
- Counseling on general health matters
- Workshops on important health topics when staff is available.

Referrals are made to health care agencies of the City of New York, which provide services such as chest X-rays, immunizations, prenatal care, and blood tests. The Health Services Office also provides free screening for diabetes mellitus, hypertension, and pregnancy.

An electrocardiogram machine is also available, as are referrals for confidential AIDS counseling and testing for anyone requesting this service. The Health Services Office has a large selection of pamphlets and booklets on a wide variety of health issues available to all Hostos students.

Health Services is staffed by a college nurse. The nurse's office hours are from 8:30 a.m. to 4:30 p.m. Over-the-counter medication is provided to students free of charge.

Immunization: Since August 1, 1990, Public Health Law 2165 has required that all college students who were born on or after January 1, 1957, must be immunized to be able to attend classes. Applicants for entry into Hostos Community College and students who are already matriculated must provide a vaccination certificate indicating that they have been immunized against measles, mumps, and rubella. The vaccination certificate must be signed by a physician or other health care provider, and must have the following information:

- 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).

Please note that measles, mumps, and rubella vaccinations may be given singly or in combined form.

For more information on Health Services contact:

Health Services Office
Room C-392
Telephone (718) 518-6541
Hostos Children's Center

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

The Children's Center is a nonprofit organization that is separately incorporated and evaluated by the New York Department of Health. It serves the children of matriculated Hostos students. Presently it serves children from 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 flex schedule or a drop-off service. Drop-in services are available only during the college's registration period. Although the services are not provided free of charge, childcare tuition fees are subsidized for all students.

The waiting period is presently one to two semesters. 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 shorter waiting period.

Children's Center
Room A-109
Telephone (718) 518-4175
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 gleaned from 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 provide quality facilities, 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, appreciate the value and benefits of teamwork, how to be motivational leadership. Our College believes that these lessons instill and strengthen those qualities that add to success in our students' personal development as well as 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
rholford@hostos.cuny.edu

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.
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 below) where students are informed about essential college policy and procedures, and learn college and personal success skills. Through this course students develop a relationship with a counselor. Freshmen 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 to schedule them.

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 process 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.

Issues students typically want to address with a counselor:

- Academic and social pressures of college
- Personal trauma, loss or unresolved personal problem
- Academic difficulties
- Domestic violence
- Feelings of anxiety or depression
- Improving self-confidence
- Managing stress
- Problems in relationships
- Problems with substance abuse
- Thoughts about suicide.

Referrals

Counselors may refer students to any one of the many external resources for services not available at the college.

How to contact the Center

The phone number for the Intake Desk is (718) 518-4319. You may direct inquiries to the Center staff person or leave a voicemail and a staff member will return your call.

Emergencies

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

SSD 1000 Freshmen Orientation, 0 credits, 1.5 hours

Effective Fall 2003, this course is required for all new freshmen Liberal Arts (A.A. & A.S.) majors.

This course is strongly recommended for all freshmen and, in practice, is generally a part of blocked courses for freshmen that are placed in ENG1301-English Basic Skills or in Basic ESL courses. Students enrolled in Allied Health programs are also 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 Registration Schedule for details.
Services for Students with Disabilities

The Role of the Office

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 will sometimes self-identify during registration or at anytime after they enroll. 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 needed 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 and coordination with non-college disability-related services is 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.

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 Advisement 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 office's Technology Resource Center for Students with Disabilities. Please visit it's web page for additional information.
Office Location

Counseling Center, Savoy Building, Room D101P. Both the building and the service and accommodation areas are wheelchair accessible.

Office Hours

Mon. - Fri., 9:00 a.m. to 5:00 p.m. Evening appointments and accommodations can be arranged.

How to Contact the Office

Staff may be reached by calling 718.518.4454 or by e-mail at the following addresses:

PROF. MICHAEL R. STIMOLA
Coordinator; 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

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 section on “Hostos and CUNY Policies”

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 special talents, socialize, serve others, or pursue particular interests. The Office of Student Activities assists students, clubs, and organizations on campus coordinate intellectual, cultural, social, and recreational programs in order to expand the everyday classroom activities. There are clubs and organizations on campus that sponsor academic, ethnic and athletic activities. Their programs include guest speakers, panel discussions, workshops, concerts and cultural events. These programs reflect the students’ ethnic backgrounds and their diverse interest.

Students have the opportunity to improve their leadership skills by participating in Student Government or via involvement in extra-curricular activities. These activities increase group interaction and develop the framework within 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 advisor to clubs and organization.

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

Veterans Affair

Veterans and dependents of veterans are entitled to a variety of benefits. All students who plan to receive educational benefits under the provisions of the G.I. Bill or Certificate of Eligibility for Vietnam, Persian Gulf, Malaysia, and National Guard Veterans must report to:

Veterans Administration (V. A.)
245 West Houston Street
New York, New York 10014

prior to registering to secure a “certificate of eligibility.” 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 the

Veterans Liaison
Office of the Registrar
Savoy, Room D-207
(718) 518-6771
The Office of Adult and Continuing Education 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 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
E-mail: 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

MISSION OF COPE: 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.

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; metro-cards; 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.

To qualify, students must be enrolled in occupational degree programs who are mothers with children in their HRA budget, or individuals with non-public assistance (with children must meet poverty criteria).

For more information, call:

Maria Cano, Director, at (718) 518-4362
Yolanda Soto, Adm. Asst. at (718) 518-4363

CLIP- CUNY Language Immersion Program

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

CLIP Highlights:

- The Hostos CLIP program is recommended for entering freshmen who have already been admitted to a CUNY college and who need additional English as a Second Language classes prior to entering college. CLIP is also for students who have not been successful in their college ESL courses (did not pass one semester of ESL at the community college level or failed the same ESL course two times at a senior college).

- Students may choose a day or evening schedule. Classes meet Monday through Friday. Day classes meet from 9:00 a.m. to 2:30 p.m. Evening classes meet from 5:30 p.m. to 10:30 p.m.

- Students can enroll in the program for up to one year or for one semester only. There are three cycles of classes: two sessions of 15 weeks in Fall and Spring, and a six-week cycle in the Summer. Students are given the Freshman Skills Assessments Tests before leaving CLIP so that they can be placed in the appropriate classes when they return to their college.

- Students do not use their financial aid in CLIP. The cost of the program including books and materials is $150 in Fall or Spring, and $60 in the Summer. Students on public assistance pay $37.50 for Fall or Spring, and $15 for the Summer. SEEK and College Discovery students, and those on public assistance pay $37.50 for fall or spring semester and $15 for summer.
Office and Contacts:
Location: Room C-553
Hours: 8:00 a.m. to 8:00 p.m daily
Telephone: (718) 518-6645 or -6657
Fax (718) 518-5745
Contact:
Fatiha Makloufi, Director
Belkys Vetsch, Adm. Asst.

CUNY Baccalaureate Program

Established in 1971, the CUNY Baccalaureate Program (CUNY BA/BS) is a small University-wide individualized degree program intended to 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 school.

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 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.

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, and its new gallery education program will introduce the world of the visual arts to thousands more. Lastly, one of the center’s signature components, the award-winning Hostos Repertory Company, presents two to three fully staged productions each season.

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

LAWI - Latin American Writers Institute

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 also presents the work of Latino writers to different audiences by publishing Brújula/Compass, a bilingual literary magazine. Each issue includes poetry and fiction, interviews with Latino writers and visual artists, and criticism of significant books. LAWI also publishes books under its imprint, The Latino Press. LAWI also publishes Hostos Review/Revista Hostosiana, an interdisciplinary journal.

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 has collaborated in a series of very successful academic exchange programs involving both faculty and students. In 1998, major steps were taken to central-
ize and expand our international academic exchange activities under the leadership of Ana I. Garcia Reyes, Director of International Programs and Community Relations at Hostos. Her vision is to expand opportunities for students and educators to understand the history, culture and language of culturally and linguistically diverse communities.

**STOCS Grants**

With the assistance of a grant from the New York Community Trust DeWitt Wallace/Youth Travel Enrichment Fund in 1994, CUNY established the Study/Travel Opportunities for CUNY Students (STOCS) project. STOCS grants help CUNY students participate in eligible short-term study abroad programs that take place during the summer or the winter recess. In recent years, Hostos has received STOCS grants from the Office of International Programs in CUNY’S Office of Academic Affairs. These grants provide financial support through scholarships for students participating in the study abroad programs.

**Financial Support**

The Dominican Republic Teacher Training/Study Abroad Program has been possible thanks to the financial support of the New York State Department of Education, American Airlines, and New York State Assemblyman Adriano Espalliat.

**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 programs: 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. The quality of the cultural enrichment activities further enhances the academic experience.

**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 2003-2004**

Study abroad programs have been established or are being developed with institutions of higher education in the following countries:

- Universidad de La Havana in Cuba
- Universidad Autónoma de Santo Domingo in the Dominican Republic
- San German University in Puerto Rico
- Universidad Complutens in Spain & Mexico

For a complete listing see the International Programs Director.

For further information, please call:

Ana I. Garcia Reyes, Special Assistant to the President for Community Relations, and Director of International Programs
Room A-314
Tel (718) 518-4313 or -4300
Fax (718) 518-4751
e-mail: agreyes@hostos.cuny.edu
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. Child care 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 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 assuage 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.

Hostos-Lincoln Academy Faculty and Staff

Michele Cataldi, Principal
Miriam Uzzan, Assistant Principal, Administration
Vincent Marano, Assistant Principal, Supervision
Susan Levi-Palmiotto, Guidance Counselor
Vicky Sanacore, Chairperson, Humanities Dept.
Vidal Pabon, Counselor

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 2002-2003 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 freshmen and sophomores.

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

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 600-800 students in an academic year.

For more information, contact:
College Now
(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
(718) 518-4188.
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 C030, on the Anthony Griffith 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, a Lieutenant / Assistant Director, 5 Sergeants, 3 Corporals, 16 Peace Officers, 16 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 C030 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 I. D.'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 e-mail, etc. The identity of all victims will be kept confidential within the scope of the law/or investigation.

A Word to the Wise

The Department of Public Safety maintains a "Public Safety Incident Log Book." No community can be totally risk free. Crime takes place in our society and does not abate when one enters the confines of a college. The Department of Public Safety strongly recommends that you stay alert and aware of what is going on around you, and remain security conscious and involved. If you see or hear something suspicious, please report the situation immediately. Thefts and other violations do occur at times. However, all of us can reduce the risks by thinking about our personal safety and taking practical precautions.

"Student Right to Know"

Students are urged to obtain a copy of the Jeanne Cleary Disclosure of Campus Security Policy and Campus Security Act from the Department of Public Safety, Room C030.

Public Safety Web Site

For more information on the Public Safety Department at Hostos, please visit http://www/hostos.cuny.edu/public safety.
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:

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 Bylaws of the City University provide that:

THE PRESIDENT. The President, with respect to his/her educational unit, shall:

a. Have the affirmative responsibility of conserving and enhancing the educational and general academic excellence of the college under his/her jurisdiction.

b. Be the advisor and executive agent of the board and have the immediate supervision with full discretionary power in carrying into effect the Bylaws, resolutions and policies of the Board, the lawful resolutions of any of its committees and the policies, programs and lawful resolutions of the several facilities and students where appropriate.

c. Exercise general superintendence over the concerns, officers, employees, and students of his/her college.

1. 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 of 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 employees in the workplace, or the performance by University employees in the workplace, of any work while under the influence of an unlawfully obtained controlled substance, is prohibited. Employees of the University 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 or 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 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 bylaws 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 preferred. 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:

(i) 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;

(ii) 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 bylaw; or

(iii) Prefer 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 prefer 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 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, bylaw 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:

   (i) to present his/her side of the story;

   (ii) to present witnesses and evidence on his/her behalf;

   (iii) to cross-examine witnesses presenting evidence against the student;

   (iv) to remain silent without assumption of guilt; and
(v) 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 days of the conclusion of the hearing. The decision shall be final subject to the students 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 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 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 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 or have been involved in preferring the charges or who may participate in the appeals procedures or any other person having a direct interest in the outcome of the hearing shall be disqualified from serving on the committee.

Section 15.6 Suspenion 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 bylaw 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.
149 St-Grand Concourse Station
The Allied Health Sciences Department offers three career programs: Dental Hygiene, Nursing, and Radiologic Technology. A reading 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 hygienist 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 be graduated, 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 hygienist 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 hygienist 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**

The program endeavors to prepare students to successfully demonstrate:

- Ethics, values, skills, and knowledge integral to all aspects of the profession;
- General knowledge of wellness, health determinants, and characteristics of various patient/client communities and to emphasize both prevention of disease and effective health-care delivery to diverse populations in a variety of settings;
- Skills to assess, diagnose, plan, implement and evaluate treatment to diverse populations;
- Awareness of behavior that promotes professional growth and development.

**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.
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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>B</td>
<td>83-92</td>
</tr>
<tr>
<td>C</td>
<td>75-82</td>
</tr>
<tr>
<td>D</td>
<td>70-74</td>
</tr>
<tr>
<td>F</td>
<td>Grades-below 70</td>
</tr>
</tbody>
</table>

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.

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

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

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
</tr>
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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>
</tr>
<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>
<td><strong>16.5</strong></td>
</tr>
</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 3910</td>
<td>Anatomy &amp; Physiology II (Lecture and Laboratory)</td>
</tr>
<tr>
<td>CHE 4018</td>
<td>Organic Chemistry</td>
</tr>
<tr>
<td>DEN 5308</td>
<td>Clinical Dental Hygiene Practice II</td>
</tr>
<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>DEN 5318</td>
<td>Oral Microbiology (Lecture and Laboratory)</td>
</tr>
<tr>
<td>DEN 5334</td>
<td>Oral Embryology &amp; Histology</td>
</tr>
<tr>
<td>ENG 1303</td>
<td>Literature &amp; Composition</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>17.5</strong></td>
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</tbody>
</table>
### Summer

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>DEN 5315</td>
<td>Nutrition</td>
<td>2.0</td>
</tr>
<tr>
<td>DEN 5317</td>
<td>Dental Radiology II: Technique &amp; Interpretation</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>(Lecture and Lab)</td>
<td></td>
</tr>
<tr>
<td>DEN 5332</td>
<td>Dental Materials</td>
<td>2.0</td>
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<tr>
<td>CPR**</td>
<td>Cardiopulmonary Resuscitation</td>
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</table>

**Subtotal** 6.0

### Second Year

#### Third Semester

<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>DEN 5312</td>
<td>Clinic II</td>
<td>4.0</td>
</tr>
<tr>
<td>DEN 5320</td>
<td>General &amp; Oral Pathology</td>
<td>1.5</td>
</tr>
<tr>
<td>DEN 5324</td>
<td>Periodontology</td>
<td>1.5</td>
</tr>
<tr>
<td>DEN 5327</td>
<td>Dental Health Education</td>
<td>1.5</td>
</tr>
<tr>
<td>DEN 5329</td>
<td>Advanced Clinical Dental Hygiene Practice</td>
<td>1.5</td>
</tr>
<tr>
<td>PSY 1032</td>
<td>Intro to Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>VPA 3612</td>
<td>Fundamentals of Public Speaking</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Subtotal** 16.0

#### Fourth Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEN 5314</td>
<td>Clinic III</td>
<td>4.0</td>
</tr>
<tr>
<td>DEN 5322</td>
<td>Community Dental Health</td>
<td>1.5</td>
</tr>
<tr>
<td>DEN 5325</td>
<td>Pharmacology</td>
<td>1.5</td>
</tr>
<tr>
<td>DEN 5330</td>
<td>Dental Specialties</td>
<td>1.0</td>
</tr>
<tr>
<td>DEN 5331</td>
<td>Ethics, Jurisprudence &amp; Practice Management</td>
<td>1.5</td>
</tr>
<tr>
<td>DEN 5333</td>
<td>Senior Seminar</td>
<td>1.5</td>
</tr>
<tr>
<td>SOC 1232</td>
<td>Intro to Sociology</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Subtotal** 14.0

**Total Credits** 70.0

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**CPR - Cardiopulmonary Resuscitation**

**No credit:** Student will be awarded a Certificate by the American Red Cross - to be taken independently.

The student will demonstrate knowledge and techniques relevant to basic life support (CPR) procedures according to the standards of the American Heart Association and the American Red Cross. Signs and symptoms of airway obstruction and heart attacks will be emphasized. Successful achievement and demonstration of skills will lead to the issuance of a certification card.

**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, 6.5 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 which
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 second and summer semester courses
Corequisites: All third 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 hours of laboratory exercises for each of the six 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.

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

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

*All Dental Hygiene Faculty are Advisory Committee members.

Estimate of Expenses for Prospective Dental Hygiene Students
Enrollment in the Dental Hygiene Program requires a substantial financial investment for a greater return upon completion of the program. For training, students are required to purchase instruments, supplies, lab coats, uniforms, white shoes, books, and liability insurance. Estimates of required expenditures are as follows:
First Semester: All students starting the Dental Hygiene curriculum will need the money to buy all first semester books, equipment, and material by the second week of classes. Therefore, students beginning the program must prepare in advance to pay for these expenses:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>$500.00</td>
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<td>Instruments</td>
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<td>Supplies</td>
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<td>Lab Coat</td>
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NOTE: Students applying for financial aid should include these expenses. The grand total of $4,045 can make a significant financial impact.

Second Semester:

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Third Semester

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Fourth Semester

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Grand Total $4,045.00

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

Dental Hygiene Faculty & Staff

Mary L. Errico, Associate Professor and Coordinator, A.A.S., B.A., R.D.H., D.D.S
Ailda Pastoriza-Maldonado, Professor, A.A.S., B.S., M.S., M.ED., ED.D., R.D.H.
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.
Mariana 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.
Samar 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.

Nursing

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 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, students 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. Math score of 32 or better, with minimum score of 14 in Part 1 of the CUNY Math test;
   c. Student 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 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.

Prerequisites 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 on the following page 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 Mathematics, Reading and Writing CUNY Skills Tests, Math score of 32 or better with a minimum score of 14 in Part 1.
76 Allied Health Sciences

c. 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.

d. 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.

e. 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.

f. 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 student has 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. Science courses more than three (3) years old are not transferable to the RN program.

f. ESL courses are not transferable.

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;

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 NLN-RN (National League of Nursing) examination.

   a. Students completing CHE 4018 will request a review of their academic records to be eligible to take the Pre-Nursing NLN exam;

   b. Students who achieve a 50th percentile or better on the NLN 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 scheduling.

5. Students who successfully complete the above requirements will be permitted to register for the final 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; and

2. Highest scores on NLN, ATI, 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. Absence is 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.
4. Completion of Basic Cardiac life support course given by the American Heart Association.

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 must be 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.
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 the College catalog and the RN Student Handbook. These are current prices, and as such they are subject to change.

Completion, Graduation, Licensing
1. Have 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, students must 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.

Prerequisites
To be eligible for entry into the Nursing program, the student must:

- Pass the ACT reading, writing and C-MAT exams.
- Be placed in ENG 1302, Expository Writing. A minimum grade of B is required.
- Pass CHE 4012 and CHE 4018.
- Pass PSY 1032.
- Have a minimum score of 50 on the NLN Pre-Nursing RN 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. program.
Allied Health Sciences

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

Pre-Clinical Sequence Credits

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<tr>
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<tr>
<td>BIO 3906</td>
<td>Anatomy &amp; Physiology I</td>
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<tr>
<td>PSY 1037</td>
<td>Lifespan Development of Behavior</td>
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<tr>
<td>NUR 7000</td>
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Subtotal 12.0

First Year

First Semester Credits

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<tr>
<td>BIO 3908</td>
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Subtotal 13.0

Second Year

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<td>CUB 3124</td>
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Subtotal 13.0

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Subtotal 13.0

Total Credits for Degree 67.0

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

NUR 7000 Intro to Nursing Concepts & Principles

2 credits, 2 hours lecture
Prerequisites: Completion of all pre-transitional semester criteria ENG 1302
Corequisites: 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 biopsychosocial assessment of basic human needs. Wellness promotion emphasis. 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. Appropriate New York State Certificate required.

NUR 7002 Nursing Pharmacology I

2 credits, 2 hours
Prerequisites: NUR 7000; ENG 1302; BIO 3906
Corequisites: ENG 1303, BIO 3908; NUR 7001
The student will be able to compare brand name and generic drugs; describe the method of drug classification; explain the drug interactions with
body tissue, identify how drugs work; explore the use of the nursing process in drug therapy; and successfully demonstrate accurate drug calculations for children and adults by achieving 80% correct response on tests.

NUR 7003 The Scientific Basis of Nursing Practice II
7 credits, 4 hours lecture, 12 hours lab
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 the 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. Appropriate New York State Certificate required.

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 1037
Corequisites: CUB 3130 or 3124
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.

Ancillary Expenses for Nursing Students*
National League for Nursing Pre-Nursing Examinations $40.00
Nursing Program
NLN End of Course Exams 80.00
for all students
Uniforms 80.00
Shoes 45.00
White Hose 10.00
Class Pin 70.00
Instruments and Carry 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
NCLEX-RN Review (2 Semesters) 150.00
Malpractice Insurance 50.00
Health Clearance 150.00
Total $1,205.00
* These are current prices and subject to change without notice.
Certificate Program in Practical Nursing

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 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 human needs of culturally diverse patients across the life span who are experiencing health problems.

2. Use components of the nursing process to deliver care to patients across the life span using therapeutic communication and a caring attitude.

3. Use components of the nursing process to deliver care to patients across the life span to:
   a. assess the patient and identify biopsychological needs
   b. assist the patient in developing mutually realistic outcomes based on needs, health concerns, and level of understanding.
   c. discuss with the registered nurse priorities in planning nursing interventions based on scientific principles, which are incorporated into individualized plans of care.

   d. perform nursing interventions based on priorities that meet the health care needs of individual patients.
   e. collaborate with the registered nurse in evaluating the patient’s response to the prescribed therapeutic regimen and the nursing plan of care.

4. Function as a member of the interdisciplinary health care team.

5. Appropriately manage one’s own nursing care and monitor the care provided by unlicensed caregivers.

6. 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 advice 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;
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. Math score of 32 or better, with minimum score of 14 in Part 1 of the CUNY Math test;

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 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.

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, may be repeated after one year has elapsed. A score of 50 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 course once. Only one clinical and one non-clinical Nursing course may be repeated. Only one required non-Nursing course may be repeated.

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. One non-clinical Nursing course may be repeated only once.

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.

Ancillary expenses can be found in the college catalog and the LPN Student Handbook.

Attendance Policy

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

Program of Study Leading to a Certificate in Licensed Practical Nursing

<table>
<thead>
<tr>
<th>Semester I, Spring Term</th>
<th>Credits</th>
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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>
<tr>
<td>NUR 8000 LPN Clinical Nursing I</td>
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</tr>
<tr>
<td>NUR 8001 Pharmacology I</td>
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<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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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>BIO 3912 Microbiology</td>
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<tr>
<td>CUB 3130 Ethnicity, Health&amp; Illness</td>
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<tr>
<td>NUR 8003 LPN Clinical Nursing III</td>
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<tr>
<td>PSY 1037 Lifespan Development Behavior</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.
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.
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. Must 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 1.

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>
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<tbody>
<tr>
<td>NUR 7000 Intro to Concepts &amp; Principles of Nursing</td>
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<tr>
<td>ENG 1303 Introduction to Composition II</td>
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<table>
<thead>
<tr>
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<td>NUR 7003 Scientific Basis of Nursing Practice II</td>
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<tr>
<td>NUR 7102 Pharmacology II</td>
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<table>
<thead>
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<th>Semester III</th>
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<tr>
<td>NUR 7005 Scientific Basis of Nursing Practice III</td>
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<tr>
<td>HLT 6515 Nutrition</td>
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<table>
<thead>
<tr>
<th>Semester IV</th>
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</thead>
<tbody>
<tr>
<td>NUR 7005 Scientific Basis of Nursing Practice IV</td>
<td>7.0</td>
</tr>
<tr>
<td>NUR 7006 Issues &amp; Trends in Nursing Practice</td>
<td>3.0</td>
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<tr>
<td>MAT 1690 Computer Literacy</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
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</table>

| Total Credits for LPN Transfer | 37.0 |

**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
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 1624
Corequisites: NUR 8000; BIO 3906; 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
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.
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; Basic Life Support Certification
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 med-
Allied Health Sciences

Ancillary Expenses for Practical Nursing Students*

<table>
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<tr>
<th>Description</th>
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<tr>
<td>National League for Nursing</td>
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<tr>
<td>Pre-Nursing Examinations</td>
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<tr>
<td>ATI Examination</td>
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<tr>
<td>Nursing Program</td>
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<td>Professional Basic Life Support Certification</td>
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<tr>
<td>Uniforms</td>
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<td>Shoes</td>
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<td>White Hose, one pair</td>
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<td>Class Pin</td>
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<td>Instruments and Carry Case</td>
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<tr>
<td>NCLEX-PN Licensure Exam</td>
<td>$1,000.00</td>
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* These are current prices and are 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 using visual aids, anatomical simulators, and other faculty/staff directed activities.

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

Advisory Consultants for the Nursing Program
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 Tredler, Associate Vice President Nursing Services, Morningside House

Nursing Program Faculty & Staff
Elizabeth L. Errico, Chairperson, Allied Health Sciences, Professor and Coordinator, Nursing Programs, R.N., B.S.N., M.A., Ph.D.
Nieves Aguilera, Associate Professor, R.N., B.S.N., M.A.
Margaret Brady, Associate Professor, R.N., B.S.N., M.S., FNP.C.
Cherril Colson, Assistant Professor, R.N., B.S.N., M.A., Ed.D., C.S.
Kathleen Donohue, Assistant Professor, R.N., B.S., M.A.
Riesa Toote, Assistant Professor, R.N., B.S.N., M.S.
Irma N. Colón, College Laboratory Technician, R.N., L.N.C., A.A.S.

Hostos Students, Faculty, and Administration Mourn the passing on an outstanding nurse, educator, and friend, Dolores P. Hinds, Assistant Professor and Coordinator, L.P.N. Program, R.N., M.A., M.Ed.

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 for students 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 believes 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.

Readmission Policy

Readmission, as a result of a leave of absence, will be based on space availability and will not be considered after one year. All students are required to have a physical examination and immunization prior to their first hospital rotation.
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.

Program of Study Leading to the A.A.S. Degree in Radiologic Technology

| Liberal Arts | 22.0 |
| Radiologic Technology | 41.5 |
| Total Credits for Degree | 63.5 |

Pre-Clinical Sequence

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<tr>
<th>Course</th>
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<tr>
<td>MAT 1622 Elementary Algebra</td>
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First Year

Fall Trimester

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<tr>
<th>Course</th>
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<tr>
<td>XRA 5111 Radiologic Science I &amp; Lab</td>
<td>2.5</td>
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<tr>
<td>XRA 5113 Radiography I &amp; Lab</td>
<td>2.5</td>
</tr>
<tr>
<td>XRA 5115 Topographic Anatomy I</td>
<td>2.0</td>
</tr>
<tr>
<td>XRA 5217 Radiologic Physics</td>
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<td>XRA 5112 Professional Practice Issues</td>
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Spring Trimester

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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 5120 Topographic Anatomy II</td>
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<td>XRA 5121 Radiation Protection</td>
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<tr>
<td>XRA 5122 Clinical Radiography I</td>
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<td>XRA 5213 Contrast Media</td>
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<td>ENG 1302 Expository Writing</td>
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Summer Trimester

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Second Year

Fall Trimester

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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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<tr>
<td>XRA 5215 Advanced Procedures I</td>
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<td>BIO 3906 Anatomy &amp; Physiology I</td>
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<td>ENG 1303 Literature &amp; Composition</td>
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Spring Trimester

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<tr>
<td>XRA 5212 Pathology</td>
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<td>XRA 5218 Advanced Procedures II</td>
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<tr>
<td>XRA 5219 Clinical Radiography IV</td>
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Summer Trimester

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<tr>
<td>XRA 5216 Seminar</td>
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<td>XRA 5220 Clinical Radiography V</td>
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Total Credits for Degree 63.5

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 medial/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.

XRA 5111 Radiographic Science I
2.5 credits, 3 hours lecture, 1.5 hours lab
Prerequisites: ENG 1302 and MAT 1622
Co-requisites: XRA 5217
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
Prerequisite: ENG 1302
Co-requisites: XRA 5113
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
Prerequisite: ENG 1302
Co-requisites: XRA 5115
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 Radiographic 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 technologists.

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 technologists.

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 5111; 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, 3 hours lecture  
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.

Ancillary Expenses for Radiologic Technology  
Student Textbooks approx $750.00  
Uniforms approx 200.00  
Name Tag approx 15.00  
Total approx $965.00

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., Weller 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, Lecturer, 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.

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 credits in these disciplines as part of the requirements of the A.A. degree. Three 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.

**Psychology**

Students wishing to take advanced psychology courses must first take PSY 1032, General Psychology.

**PSY 1032 General Psychology**
3 credits, 3 hours
The student will demonstrate familiarity with the areas of psychology, including methods, learning and memory, sensation, perception, physiological processes, emotions, drives, personality, abnormal behavior, psychotherapy, individual differences, social behavior, and growth and development. Offered in English and Spanish.

**PSY 1036 Developmental Psychology I (Childhood)**
3 credits, 3 hours
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
3 credits, 3 hours
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 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 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.

**Anthropology**

**ANT 1110 Introduction to Anthropology**
3 credits, 3 hours
The student will demonstrate an understanding of the basic topics of cultural anthropology, including the concept of culture, cultural development, sex and marriage patterns, family and kinship patterns, social control, religion-magic-arts, and physical anthropology including human evolution and race.

**BSC 1110 People & Society**
3 credits, 3 hours
The student will learn the research methods and scope of the "behavioral sciences" disciplines. The student will also learn the discipline's points of view on various issues (ethnicity, poverty, welfare, etc.); leading 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.

**Interdisciplinary Social Sciences**

**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.

**Economics**

**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 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.

History

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.

Political Science

POL 4701 American Government
3 credits, 3 hours
This course identifies the major institutions of local, state, and national government, their powers, and 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.

**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>Liberal Arts &amp; Sciences</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>English</td>
<td>6.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3.0</td>
</tr>
<tr>
<td>Behavioral &amp; Social Sciences</td>
<td>9.0</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>4.0</td>
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<tr>
<td>Humanities</td>
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<tr>
<td><strong>Subtotal</strong></td>
<td><strong>25.0</strong></td>
</tr>
</tbody>
</table>

The A.A.S. in Public Administration requires a minimum of 27 credits from any of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADM 2502</td>
<td>Fundamentals of Public Administration (required)</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM 2504</td>
<td>Supervision</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM 2507</td>
<td>Bureaucracy</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM 2508</td>
<td>Field Practicum</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM 2510</td>
<td>State and Local Administration</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM 2511</td>
<td>Federal Administration</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM 2512</td>
<td>Women in Management</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM 2514</td>
<td>Unions</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM 2519</td>
<td>Introduction to Criminal Justice</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM 2520</td>
<td>Penal Law</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM 2521</td>
<td>Role of the Police in the Community</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM 2522</td>
<td>Law and Social Change</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM 2525</td>
<td>Immigration Law</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM 2526</td>
<td>Family Law</td>
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<tr>
<td>ADM 2527</td>
<td>Public Employee Benefit Law</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM 253.00</td>
<td>Critical Issues in Law Enforcement Policy</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM 2531</td>
<td>Criminal Justice Workshop</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM 2532</td>
<td>Social Services Administration</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM 2533</td>
<td>Health &amp; Hospital Administration</td>
<td>3.0</td>
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</table>

<table>
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<tr>
<th><strong>Subtotal</strong></th>
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<tbody>
<tr>
<td>Electives</td>
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</table>

Electives may be chosen from the above Public Administration and Criminal Justice courses in order to meet the total credits required for the A.A.S. degree.
It is strongly urged that elective credits be taken from the Public Administration and Criminal Justice selection of courses. For students transferring to a senior college, three credits in modern languages are recommended.

Total Credits for Degree  60.0

Suggested Program of Study
A.A.S. Degree - Public Administration

First Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1302 Expository Writing</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM 2502 Fundamentals of Public Administration</td>
<td>3.0</td>
</tr>
<tr>
<td>Elective ADM</td>
<td>3.0</td>
</tr>
<tr>
<td>Elective ADM</td>
<td>3.0</td>
</tr>
<tr>
<td>Elective Humanities</td>
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Second Semester

<table>
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<tr>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 1303 Literature &amp; Composition</td>
</tr>
<tr>
<td>MAT 1632 or 1634 or 1690</td>
</tr>
<tr>
<td>ADM 2504 Supervision</td>
</tr>
<tr>
<td>Elective ADM</td>
</tr>
<tr>
<td>Elective Behavioral &amp; Social Sciences</td>
</tr>
<tr>
<td>Subtotal</td>
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Second Year

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required BIO 3902 or ENV 4014</td>
</tr>
<tr>
<td>Elective ADM</td>
</tr>
<tr>
<td>Elective ADM</td>
</tr>
<tr>
<td>Elective Behavioral &amp; Social Sciences</td>
</tr>
<tr>
<td>Elective ADM 2519 is recommended for students pursuing the Criminal Justice concentration</td>
</tr>
<tr>
<td>Subtotal</td>
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</table>

Fourth Semester

<table>
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<th>Credits</th>
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<tbody>
<tr>
<td>Elective ADM 2508, recommended</td>
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<tr>
<td>Elective ADM</td>
</tr>
<tr>
<td>Elective Behavioral &amp; Social Sciences</td>
</tr>
<tr>
<td>Elective ADM recommended</td>
</tr>
<tr>
<td>Elective ADM recommended</td>
</tr>
<tr>
<td>Subtotal</td>
</tr>
</tbody>
</table>

Total Credits for Degree  60.0

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, 1 hour
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

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 which enforce and administer the law. The student will review the laws of marriage, divorce and annulment, child custody and guardianship, paternity and child support, and adoption. The student will study the role of the civil and criminal courts in assisting the victims of domestic violence.

ADM 2527 Public & Employee Benefit Law
3 credits, 3 hours
The student will study the fundamentals of income maintenance and employee benefit law. The student will become acquainted with New York State and Federal eligibility requirements and procedures for public benefits, unemployment insurance, workers' compensation, and social security insurance.

ADM 2530 Issues in Law Enforcements
3 credits, 3 hours
Students will examine major issues confronting modern American law enforcement agencies. Emphasis will be placed on recurring problems in today's society and their relevance to law enforcement.

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

Public Interest Paralegal Program

The Public Interest Paralegal Program offers an A.A.S. degree in paralegal studies with an emphasis on training students for public service legal work. Students will be trained in the skills necessary to provide paralegal services in legal service and legal aid offices, community and religious organizations, social services agencies, the courts, unions, and other public service institutions.

The curriculum provides specialty training in the areas of Family Law, Employee and Public Benefit Law, and Immigration Law integrated with a general program of paralegal studies including legal writing and research as well as Hearing and Trial Advocacy.

To insure access to the program for Spanish-dominant students, introductory law courses from the Public Administration Program that are required as part of the Paralegal Program are offered in Spanish as well as English.

Students in the program will concentrate their studies in one of the three specialty areas: Immigration Law, Family Law, and Public and 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 which offers services in the student's legal concentration are also required. Thus, upon graduation, the student will have completed twelve credit hours of study in the area of legal concentration.
The following represents the requirements for the A.A.S. degree in Paralegal Studies:

### Liberal Arts & Sciences

<table>
<thead>
<tr>
<th>Credits</th>
<th>English</th>
<th>Mathematics</th>
<th>Behavioral &amp; Social Sciences</th>
<th>Natural Sciences</th>
<th>Humanities</th>
<th>Computer Application</th>
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### Paralegal Studies

<table>
<thead>
<tr>
<th>Credits</th>
<th>ENG 1302 Expository Writing</th>
<th>MAT 1632 Introductory College Mathematics I</th>
<th>LEG 8500 Introduction to the Legal System</th>
<th>ADM 2522 Law &amp; Social Change</th>
<th>ADM 2525 Immigration Law</th>
<th>ADM 2526 Family Law</th>
<th>ADM 2527 Public &amp; Employee Benefit Law</th>
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**Subtotal**: 15.0

### Total Credits for Degree

60.0

### Suggested Program of Study

#### A.A.S. Degree - Paralegal Studies

#### First Year

**First Semester**

<table>
<thead>
<tr>
<th>Credits</th>
<th>ENG 1302 Expository Writing</th>
<th>MAT 1632 Introductory College Mathematics I</th>
<th>LEG 8500 Introduction to the Legal System</th>
<th>ADM 2522 Law &amp; Social Change</th>
<th>ADM 2525 Immigration Law</th>
<th>ADM 2526 Family Law</th>
<th>ADM 2527 Public &amp; Employee Benefit Law</th>
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**Subtotal**: 15.0

#### Second Semester

<table>
<thead>
<tr>
<th>ENG 1303 Literature &amp; Composition</th>
<th>LEG 8510 Law Office Systems</th>
<th>Elective Behavioral &amp; Social Sciences</th>
<th>MSS 5602 Computer Applications</th>
<th>Advanced Legal Specialty</th>
<th>LEG 8525 Advanced Immigration Law OR</th>
<th>LEG 8526 Advanced Family Law OR</th>
<th>LEG 8527 Advanced Public &amp; Employee Benefit Law</th>
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<tbody>
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**Subtotal**: 15.0

### Second Year

<table>
<thead>
<tr>
<th>Credits</th>
<th>LEG 8540 Practicum I</th>
<th>LEG 8530 Legal Research &amp; Writing I</th>
<th>Elective Humanities</th>
<th>Elective Behavioral &amp; Social Sciences</th>
<th>Elective Natural Science</th>
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**Subtotal**: 16.0

#### Fourth Semester

<table>
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<tr>
<th>LEG 8550 Hearing &amp; Trial Advocacy</th>
<th>LEG 8543 Legal Practicum II</th>
<th>LEG 8532 Legal Research &amp; Writing II</th>
<th>Elective Behavioral &amp; Social Sciences</th>
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**Subtotal**: 14.0

### Total Credits for Degree

60.0
LEG 8500 Introduction to the Legal System
3 credits, 3 hours
Corequisite: ENG 1301 or 1302
The student will study the legal system including:
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 inadmissible 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
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 8540 Legal Practicum I
3 credits, 3 hours
Prerequisites: LEG 8500; ADM 2522, ADM 2525, or
ADM 2526, or 2527
The student will be exposed to the practice of
Immigration, Family and/or Public Benefit Law in a
legal service, community based organization, or
governmental setting. The student will work under
the supervision of an attorney or otherwise licensed
legal practitioner. The student will perform basic
paralegal tasks at various levels of complexity
based on his/her interest and ability. The student
will spend seven and one half hours per week on­site
to be arranged between the student and on­site supervisor. The student will interview clients
and prepare legal documents including forms, affi­davits, letters of transmittal to governmental agen­cies, and memoranda of law. The students will
meet as a group with an instructor one and one-half hours every third week. In Legal Practicum I,
the students will discuss problems with cases they
are working on and participate in interviewing and
fact gathering exercises. The student's grade will
be based on performance on the institution's place­ment evaluation, and on participation and attend­ance at the group meetings.

LEG 8543 Legal Practicum II
3 credits, 3 hours
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.

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, Associate Professor, Coordinator, Social Sciences, B.A., M.A., Ph.D.  
Linda Anderson, Assistant Professor, Behavioral Sciences, B.A., M.S., M.Phil., 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, Associate Professor, Public Administration, B.A., J.D.  
Elzeva Stewart, CUNY Office Assistant  
Nanette Díaz, CUNY Office Assistant
The Business Department offers programs of study in Accounting, Business Administration, Microcomputers for Business, and Office Administration and 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 an Office Assistant Certificate Program.

### 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, and
- 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>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>ENG*</td>
<td>English (*ENG 1302 &amp; 1303)</td>
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<tr>
<td>MAT 1628</td>
<td>Mathematics</td>
</tr>
<tr>
<td>ECO*</td>
<td>Social Science (ECO 4643 or 4645)</td>
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<tr>
<td>VPA 3612</td>
<td>Humanities</td>
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<td>Natural Sciences</td>
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<td>Physical Education</td>
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### Business & Accounting Credits

<table>
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<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>ACC 1841</td>
<td>College Accounting IA</td>
</tr>
<tr>
<td>ACC 1842</td>
<td>College Accounting IB</td>
</tr>
<tr>
<td>ACC 1843</td>
<td>College Accounting II</td>
</tr>
<tr>
<td>ACC 1844</td>
<td>Intermediate Accounting</td>
</tr>
<tr>
<td>ACC 1845</td>
<td>Federal Personal Income Tax</td>
</tr>
<tr>
<td>ACC 1848</td>
<td>Tax Assistance Program</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 1802</td>
<td>Introduction to Business</td>
</tr>
<tr>
<td>BUS 1805</td>
<td>Personal Financial Planning</td>
</tr>
<tr>
<td>BUS 1809</td>
<td>Business Law I</td>
</tr>
</tbody>
</table>

### Total Credits for Degree

61.0

### 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 2221 (Basic Spanish Composition I) AND must be able to register in or have completed ESL 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).
### 2003-2004 Catalog

**BUS 1812 Principles of Finance** 3.0

**CIP 2308 Intro to Information Systems and Technology** 4.0

**MSS 5670 Computer Software for Document Processing** 3.0

**Subtotal** 37

Choose one course from the following:

**ACC 1846 Federal Business Income** 3.0

**ACC 1847 NYC & State Business** 3.0

**BUS 1811 Business Law II** 3.0

**BUS 1813 Principles of Management** 3.0

**BUS 1815 Principles of Marketing** 3.0

**BUS 1820 E Commerce** 3.0

**Subtotal** 3.0

### Total Credits for Degree 61

#### A.A.S. in Accounting Recommended Sequence

**First Year**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
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<tr>
<td>ENG 1302</td>
<td>Expository Writing</td>
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<tr>
<td>BUS 1802</td>
<td>Introduction to Business</td>
</tr>
<tr>
<td>MAT 1628</td>
<td>Pre-Calculus</td>
</tr>
<tr>
<td>MSS 5670</td>
<td>Computer Software for Document Processing</td>
</tr>
<tr>
<td>ECO 4643</td>
<td>Economics</td>
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<td>ACC 1841</td>
<td>College Accounting IA</td>
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**Subtotal** 6

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<th>Second Semester</th>
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<tr>
<td>ENG 1303</td>
<td>Literature &amp; Composition</td>
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<td>ACC 1841</td>
<td>College Accounting IA</td>
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</table>

**CIP 2308 Intro to Information Systems and Technology** 4.0

**Elective Natural Science** 4.0

**PED 0100 Physical Fitness** 1.0

**Subtotal** 14.0

**Second Year**

**Third Semester**

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<th>Credits</th>
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<td>ACC 1845</td>
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<tr>
<td>BUS 1805</td>
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<td>BUS 1809</td>
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**Subtotal** 15.0

**Fourth Semester**

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<tr>
<td>ACC 1850</td>
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<tr>
<td>BUS 1812</td>
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<td>Elective</td>
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</table>

**Subtotal** 16.0

**Total Credits for Degree 61.0**

**ACC 1841 College Accounting IA (formerly ACC 1871)**

2 credits; 4.5 hours

Prerequisite: BUS 1802

Co-requisites: MAT 1622 and Sections in English: ENG 1300/1301 or above; Sections in Spanish: ESL 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.

**ACC 1842 College Accounting IB (formerly ACC 1872)**

3.0 credits; 4.5 hours  
Prerequisite: 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.

**ACC 1843 College Accounting II (formerly ACC 1855)**

3 credits; 4.5 hours  
Prerequisite: 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.

**ACC 1844 Intermediate Accounting (formerly ACC 1856)**

3 credits; 4.5 hours  
Prerequisite: 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.

**ACC 1845 Federal Personal Income Taxes (formerly ACC 1866)**

3 credits; 3 hours  
Prerequisite: 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.

**ACC 1846 Federal Business Income Taxes (formerly ACC 1868)**

3 credits; 3 hours  
Prerequisite: ACC 1845 (or 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.

**ACC 1847 New York City & State Business Taxes (formerly ACC 1869)**

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.

**ACC 1848 Tax Assistance Program (formerly ACC 1867)**

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.
ACC 1849 Accounting Internship Seminar (formerly ACC 1814)
1 credit; 6 hours
Prerequisite: Completion of 14 credits in accounting, and permission of the Coordinator; ENG 1302 or above.
Students will apply classroom theory and techniques to assigned work situations through department-selected part-time experience in the accounting field. Employers or the college will provide work sites. Evaluation of the experiential learning will be based on student reports and weekly conferences between the work supervisor and the faculty coordinator. The work assignment will be equivalent to six hours per week for a semester. The presentation of a final written report on the internship experience is required.

ACC 1850 Accounting Applications for the Microcomputer
3 credits, 4.5 hours
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.

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

<table>
<thead>
<tr>
<th>Liberal Arts and Sciences</th>
<th>Credits</th>
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<tr>
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<tr>
<td>MAT 1628 &amp; 1682</td>
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<tr>
<td>Natural Science</td>
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<td>Humanities</td>
<td>3.0</td>
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<tr>
<td>Physical Education</td>
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</tr>
<tr>
<td>Liberal Arts Elective</td>
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</tr>
<tr>
<td>Behavioral Science</td>
<td>3.0</td>
</tr>
<tr>
<td>Social Science (ECO 4643 or 4645)</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Subtotal | 31

Criteria for Progression into the Business Administration 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: Student must be exempt from or have completed SPA 2221 (Basic Spanish Composition I) AND must be able to register in or have completed ESL 1325 (Intensive ESL Reading and Conversation I) AND must be able to register in or have completed MAT 1622 (Elementary Algebra).

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

<table>
<thead>
<tr>
<th>Liberal Arts &amp; Sciences</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG</td>
<td>English (ENG 1302 &amp; 1303)</td>
</tr>
<tr>
<td>MAT</td>
<td>Mathematics (MAT 1628 &amp; 1682)</td>
</tr>
<tr>
<td>VPA 3612</td>
<td>Humanities</td>
</tr>
<tr>
<td>ECO</td>
<td>Social Science (ECO 4643 or 4645)</td>
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Subtotal | 31
### Business & Accounting

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>ACC 1841</td>
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</tr>
<tr>
<td>ACC 1842</td>
<td>College Accounting IB</td>
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</tr>
<tr>
<td>ACC 1843</td>
<td>College Accounting II</td>
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</tr>
<tr>
<td>BUS 1802</td>
<td>Introduction to Business</td>
<td>3.0</td>
</tr>
<tr>
<td>BUS 1805</td>
<td>Personal Financial Planning</td>
<td>3.0</td>
</tr>
<tr>
<td>BUS 1809</td>
<td>Business Law I</td>
<td>3.0</td>
</tr>
<tr>
<td>CIP 2308</td>
<td>Intro to Information Systems &amp; Technology</td>
<td>4.0</td>
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Electives: Business & Accounting (BUS 1811, BUS 1812, BUS 1813, BUS 1815, BUS 1820, ACC 1845, ACC 185) 6.0

### Subtotal

**30.0**

### A.S. in Business Administration (Recommended Course Section)

#### First Year

**First Semester**

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<thead>
<tr>
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<tbody>
<tr>
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<tr>
<td>MAT 1628</td>
<td>Pre-Calculus</td>
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<tr>
<td>BUS 1802</td>
<td>Intro to Business</td>
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<tr>
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<td>MSS 5670</td>
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**Subtotal** 17.0

#### Second Semester

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<tr>
<td>ENG 1303</td>
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<td>MAT 1682</td>
<td>Intro to Probability &amp; Statistics</td>
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<td>ACC 1841</td>
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<td>BUS 1809</td>
<td>Business Law I</td>
<td>3.0</td>
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**Subtotal** 14

#### Second Year

**Third Semester**

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<tr>
<td>BUS 1805</td>
<td>Personal Financial Planning</td>
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<tr>
<td>ACC 1842</td>
<td>College Accounting IB</td>
<td>3.0</td>
</tr>
<tr>
<td>VPA 3612</td>
<td>Fundamentals of Public Speaking</td>
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<td>PED 0100</td>
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**Subtotal** 16

#### Fourth Semester

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<tr>
<td>ACC 1843</td>
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<td>Elective</td>
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<td>Elective</td>
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<tr>
<td>Elective</td>
<td>Business &amp; Accounting</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Subtotal** 14

**Total Credits for Degree** 61
BUS 1802 Introduction to Business
3 credits, 4.5 hours
Prerequisite: MAT 1604 or higher.
Co-requisites: For sections in Spanish: Exempt from or passed SPA 2221. For sections in English: ENG 1300 or above. For sections in Spanish, 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.

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 1809 Business Law I
3 credits, 3 hours
Prerequisite: 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.

BUS 1811 Business Law II
3 credits, 3 hours
Prerequisite: 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.

BUS 1812 Principles of Finance
3 credits, 3 hours
Prerequisite: 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 1813 Principles of Management
3 credits, 3 hours
Prerequisite: 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.

BUS 1815 Principles of Marketing
3 credits, 3 hours
Prerequisites: BUS 1802; MAT 1604 or above.
The student will undertake a basic survey of marketing focusing on the methods, policies, and institutions involved in the flow of goods and services from the conception of the product to the adoption of the product by the consumer. The social and legal environment in which marketing operates will be analyzed. Other topics include consumer behavior, marketing organization, product planning, pricing, promotion, and channels of distribution.

BUS 1820 E-Commerce
3 credits, 4.5 hours
Prerequisites: ACC 1841(or former ACC 1852), BUS 1809, CIP 2308 and ESL 1330/35, 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.

BUS 1822 Entrepreneurship
3 credits, 3 hours
Pre-requisites: ACC 1842; 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.
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 principles; and
- To provide students with adequate verbal and written communication skills.

Students in the 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 Option

Liberal Arts & Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG</td>
<td>6.0</td>
</tr>
<tr>
<td>MAT 1628</td>
<td>4.0</td>
</tr>
<tr>
<td>Behavioral &amp; Social Sciences (ECO 4543 recommended)</td>
<td>3.0</td>
</tr>
<tr>
<td>VPA 3612</td>
<td>3.0</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1.0</td>
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<tr>
<td>Behavioral &amp; Social Sciences, Humanities (except VPA)</td>
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<tr>
<td>Natural Sciences, or Math</td>
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Subtotal 20.0 (21.0)

Business and Office Administration and Technology

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>BUS 1802</td>
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</tr>
<tr>
<td>MSS 5664 or MSS 5669</td>
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<tr>
<td>MSS 5601</td>
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Subtotal 7.0

Computer Information Systems and Technology

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<td>CIP 2310</td>
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<td>CIP 2314</td>
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<td>CIP 2318</td>
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<td>CIP 2350</td>
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Subtotal 28.0

Any five (5) credits may be taken from a combination of the following courses not already taken:

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<tr>
<td>CIP 2336, CIP 2338</td>
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Subtotal 33.0

Total Credits for Degree 60.0 (61.0)

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

Computer Information Option/Recommended Course Sequence

First Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 1302</td>
<td>3.0</td>
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<tr>
<td>MAT 1628</td>
<td>4.0</td>
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<tr>
<td>CIP 2308</td>
<td>4.0</td>
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<tr>
<td>BUS 1802</td>
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Subtotal 14.0

Second Semester | Credits |
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<tbody>
<tr>
<td>ENG 1303</td>
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<tr>
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<td>3.0</td>
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<tr>
<td>CIP 2318</td>
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<td>VPA 3612</td>
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<td>MSS 5601</td>
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Subtotal 13.0
## Second Year

### Third Semester

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<tbody>
<tr>
<td>CIP 2340</td>
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<td>CIP 2333</td>
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<td>ECO 4645</td>
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### Fourth Semester

<table>
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### Fifth Semester

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### Total Credits for Degree

**60**

## Degree Requirements

### Network Technology Option

<table>
<thead>
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<tbody>
<tr>
<td>ENG</td>
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<tr>
<td>MAT 1628</td>
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<tr>
<td>Elective</td>
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<td>VPA 3612</td>
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<td>VPA (s) Behavioral &amp; Social Sciences</td>
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### Business and Office Administration and Technology

<table>
<thead>
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<tbody>
<tr>
<td>BUS 1802</td>
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## Computer Information Systems and Technology

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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

### Total Credits for Degree

**60.0 (61.0)**

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

### Network Technology Option Recommended Course Sequence

#### First Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ENG 1302</td>
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<tr>
<td>MAT 1628</td>
<td>4.0</td>
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<tr>
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<td>BUS 1802</td>
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#### Second Semester

<table>
<thead>
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<td>ENG 1303</td>
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#### Third Year

<table>
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<tbody>
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<td>CIP 2319</td>
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Fourth Semester

<table>
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<tbody>
<tr>
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<tr>
<td>CIP 2331</td>
<td>Network Operating Systems</td>
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<td>CIP 2325</td>
<td>Help Desk</td>
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<td>PED 010</td>
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Fifth Semester

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</tbody>
</table>

Total Credits for Degree 60

The Microcomputers for Business Program

Course Description

CIP 2308 Introduction to Computer Systems & Technology
4 credits, 3 hours lecture, 3 hours laboratory
Prerequisites: MAT 1604 or higher; ESL 1330/35 or ENG 1300 or higher.
The student will describe the basic elements of an information processing cycle in terms of input/output methods, devices processing, and storage components. The student will learn basic networking, internet terminology and concepts. The student will also have a fundamental knowledge of computer hardware, software, data communications, and the role of information systems in the business environment. Students will learn to apply various software applications to typical business problems. The course is offered in English and Spanish.

CIP 2310 Programming Logic & Design
3 credits, 3 hours lecture
Prerequisites: CIP 2308, MAT 1622 or higher; ESL 1330/35 or ENG 1300 or higher
This course will teach students to develop structured logical solutions for the purpose of creating effective programming design and style. The student will apply the skills learned in this course to any programming language.

CIP 2312 Microcomputer Applications I
4 credits, 3 hours lecture, 3 hours lab
Prerequisites: CIP 2308; ESL 1330/35 or ENG 1300 or higher; MAT 1624 or higher
Students will gain an understanding of microcomputer operating system commands. Students will survey various word processing software and discuss the advanced capabilities of these software. Students will study advanced concepts of spreadsheets and will practice the use of these concepts by solving business problems actually encountered in the field. Students will learn to write, use, and apply macros. They will also be required to consult software and system manuals on various projects in order to enhance problem-solving skills. Students will be required to complete team projects that will require conferences with the instructor to assess their progress. Students are expected to make use of the laboratory facilities a minimum of ten hours per week in addition to class instruction.

CIP 2314 Database Management System
4 credits, 3 hours lecture, 3 hours lab
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 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 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 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 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 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 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 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; ESL 1330/35 or ENG 1300 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 1330/35 or ENG 1300 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 departmentally-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.

Office Administration & Technology

The Office Administration and Technology Program offers an Administrative Assistant and a Medical Office Manager option leading to an Associate in Applied Science (A.A.S.) degree. An Office Assistant Certificate program is also offered. Upon completion of either option or the certificate program, students are prepared for employment in the business world and the allied health field. The required internship program provides students with workplace-related experiences.

Course content incorporates the latest technology and software programs. Students acquire office and computer skills as they become familiar with business procedures. Students acquire keyboarding and document formatting skills and are introduced to a variety of software programs while developing English, reading, and critical thinking. Students enhance their communications skills and become aware of the work attitudes essential for successful employment.

Students may take Office Administration and Technology Program courses as soon as course prerequisites have been met. The length of time necessary to complete the Program will depend on the initial English placement of the student at the College.

Courses in keyboarding, office technology, and computer software are sequential in nature and must be taken in order. Students must meet course prerequisites for all courses before registering for them. Students must have successfully completed ESL 1320 Basic English as a Second Language II or be registered in ESL 1381 Intensive ESL Writing and Language Workshop in order to register for MSS 5602 Basic Computer Applications for Document Processing.

Students are expected to attend all classes. Credits in each course are earned by successfully completing the stated success criteria of the course. Credit for previous keyboarding experience is given in some courses on the basis of performance on proficiency examinations.

Upon completion of either the Administrative Assistant or Medical Office Manager option, students will receive an A.A.S degree from the Office Administration and Technology Program and will be prepared for employment in office support services. Students are encouraged to further their education at a four-year college. Upon completion of the Office Assistant Certificate Program, students will be prepared for entry-level employment in the business or allied health field.
All students are invited to participate in the Office Technology Club and/or join Collegiate Secretaries International. Awards are given at the honors convocation ceremony at the end of each semester to outstanding Office Administration and Technology students.

The goals and objectives of the Office Administration and Technology Program are:

1. To enable students to acquire computer skills, to learn document formatting and production skills, and to become familiar with various word processing, spreadsheet, desktop publishing, presentation, and database software.

2. To develop critical thinking, teamwork, and written and oral communication skills essential for both initial employment and promotional opportunities in either the allied health field or business world.

3. To enable students enrolled in the English as Second Language Program, the Libra program, liberal arts, and other career programs to take computer courses offered by the Office Administration and Technology Program.

4. To provide students with previous work experience the opportunity to take proficiency examinations in designated courses for college credit if the success criteria of the proficiency examinations are met.

5. To develop the whole individual and help students achieve their full potential.

**Program of Study Leading to the A.A.S. Degree in Office Administration and Technology**

<table>
<thead>
<tr>
<th>Liberal Arts &amp; Sciences</th>
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<tr>
<td>ENG 1302 &amp; 1303)</td>
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<tr>
<td>MAT 1682</td>
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<tr>
<td>Behavioral &amp; Social Sciences (ADM 2512 recommended)</td>
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<tr>
<td>Humanities (VPA 3612 recommended)</td>
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<td>Natural Science (BIO 3902 recommended)</td>
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<td>Health &amp; Human Services (PED recommended)</td>
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<thead>
<tr>
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<tr>
<td>BUS 1802</td>
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<tr>
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<td>MSS 5602</td>
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<tr>
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<td>MSS 5670</td>
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<tr>
<td>MSS 5606 Processing Documents for Business</td>
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<tr>
<td>MSS 5632 Office Skills for Business</td>
<td>3.0</td>
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<tr>
<td>MSS 5634 Office Administration &amp; Technology Internship</td>
<td>2.0</td>
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<tr>
<td>MSS 5671 Database &amp; Presentation Software for Business</td>
<td>3.0</td>
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<tr>
<td>Medical Office Manager Option</td>
<td>11.0 credits</td>
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<td>-------------------------------</td>
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<tr>
<td>MSS 5650 Medical Office</td>
<td>3.0</td>
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<tr>
<td>Management</td>
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<tr>
<td>MSS 5651 Medical Billing</td>
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<tr>
<td>&amp; Insurance</td>
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<td>MSS 5634 Office Administration</td>
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<td>&amp; Technology Internship</td>
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<td>MSS 5658 Processing Medical</td>
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<td>Documents</td>
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**Total Credits for Degree**: 60.0

### Office Assistant for Certificate Program
*(recommended sequence)*

#### First Year

**First Semester**

| Credits | ENG 1302 Expository Writing | 3.0 |
|         | MSS 5604 Document Formatting & Production | 3.0 |
|         | MSS 5656 Communications & Procedures for the Electronic Office | 3.0 |
|         | MSS 5670 Computer Software for Document Processing | 3.0 |
| Subtotal| 12.0 |

**Second Semester**

| ENG 1303 Literature & Composition | 3.0 |
| MAT 1682 Probability & Statistics | 3.0 |
| MSS 5656 Communications & Procedures for the Electronic Office | 3.0 |
| MSS 5604 Document Formatting & Production | 3.0 |
| MSS 5670 Computer Software for Document Processing | 3.0 |
| Subtotal | 15 |

**Total Credits for Certificate**: 27.0

#### Second Year

**Third Semester**

| ACC 1841 College Accounting I | 2.0 |
| CIP 2308 Introduction to Computer Systems and Technology | 4.0 |
| MSS 5664 Computerized Office Communications | 3.0 |
| MSS 5606 Processing Documents for Business | 3.0 |
| MSS 5632 Office Skills for Business | 3.0 |
| Subtotal | 15 |

**Fourth Semester**

| Elective | Business (MSS, BUS, ACC, CIP) | 2.0 |
| MSS 5634 Office Administration & Technology Internship | 2.0 |
| MSS 5671 Database & Presentation Software for Business | 3.0 |
| MSS 5669 Business English | 3.0 |
| Elective | Natural Science (BIO 3902 recommended) | 4.0 |
| Subtotal | 14.0 |

**Total Credits for Degree**: 60.0
### Medical Office Manager Option (recommended sequence)

#### First Year

<table>
<thead>
<tr>
<th>First Semester</th>
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<tr>
<td>ENG 1302 Expository Writing</td>
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<td>BUS 1802 Introduction to Business</td>
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<tr>
<td>MSS 5602 Basic Computer Applications for Document Processing</td>
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<tr>
<td>Elective Behavioral &amp; Social Sciences (ADM 2512 recommended)</td>
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<td>Elective Humanities (VPA 3612 recommended)</td>
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Subtotal: 15.0

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<tr>
<td>ENG 1303 Literature &amp; Composition</td>
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<tr>
<td>MAT 1682 Probability and Statistics</td>
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<tr>
<td>CIP 2308 Introduction to Computer Systems and Technology</td>
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<td>MSS 5604 Document Formatting &amp; Production</td>
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Subtotal: 16

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<td>ACC 1841 College Accounting IA</td>
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<td>Elective Natural Science (BIO 3902 recommended)</td>
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Subtotal: 14.0

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<tr>
<td>MSS 5634 Office Administration &amp; Technology Internship</td>
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<td>MSS 5658 Processing Medical Documents</td>
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<td>MSS 5650 Medical Office Management</td>
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<td>MSS 5651 Medical Billing &amp; Insurance</td>
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<tr>
<td>Elective Physical Education</td>
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Subtotal: 15.0

Total Credits for Degree: 60

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**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 5602 Basic Computer Applications for Document Processing (formerly Elementary Keyboarding I)**
3 credit, 4 hours
Prerequisite: ESL 1320 or registered in ESL 1381

The student will acquire basic computer skills requisite for success in an office environment. The student will learn computer terminology, format, and process documents using word processing software, compose at the computer, and develop English skills. The student will be required to key a minimum of 25 wpm for three minutes.

**MSS 5604 Document Formatting & Production (formerly Intermediate Keyboarding II)**
3 credits, 4 hours
Prerequisite: MSS 5602 or equivalent skill as demonstrated on a proficiency examination

The student will demonstrate the ability to format unarranged documents, such as manuscripts, outlines, tables, two-page letters, and other documents using word processing and other software. The student will compose documents at the computer and will work in teams on projects. The student will be required to key a minimum of 35 wpm for five minutes.

**MSS 5606 Processing Documents for Business (formerly Advanced Keyboarding III)**
3 credits, 4 hours
Prerequisite: MSS 5604 or equivalent skill as demonstrated on a proficiency examination

The student will demonstrate the ability to format business documents, such as, accounting projects, legal papers, medical and technical materials using word processing and other software. Students will work in teams to complete projects and will expand composing skills at the computer. The student will key a minimum of 45 wpm for five minutes.

**MSS 5632 Office Skills for Business (formerly Office Simulation)**
3 credits, 3 hours
Prerequisite: MSS 5656

The student will demonstrate decision-making and follow-through skills by handling tasks, planning for meetings, and making travel arrangements. The student will develop machine transcription skills and
géneros literarios

poesía

novela

cuento

ensayo

drama / teatro
will create business documents at the computer. The student will become familiar with time management techniques and procedures related to information storage and retrieval. The student will become cognizant of the need for human relations skills and will participate in a simulated job interview.

MSS 5634 Office Administration and Technology Internship
2 credits, 6 hours
Prerequisite: MSS 5632
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.

MSS 5650 Medical Office Management
3 credits, 3 hours
Prerequisite: MSS 5656
Co-requisites: MSS 5658; MSS 5651
The student will learn to work effectively in a medical office environment by becoming familiar with computer applications, the importance of patient relation techniques, health insurance, and billing and collection procedures. The student will learn to schedule appointments and manage medical records. The student will be introduced to medical machine transcription and will participate in the job application process. Students will work in teams to complete projects.

MSS 5651 Medical Billing & Insurance
3 credits, 4 hours
Prerequisite: MSS 5656
Co-requisites: MSS 5658; MSS 5650
The student will become familiar with medical billing software and will apply software to the development of solutions to financial operations. The student will use the computer for patient scheduling, patient billing, managing data with a computerized system, entering and using patient information, producing reports, printing statements and insurance forms, and processing data at the end of the month. The student will become familiar with various types of health coverage and insurance programs.

MSS 5656 Communications & Procedures for the Electronic Office (formerly World of Work)
3 credits, 3 hours
Prerequisite: ESL 1325; MSS 5602
The student will be introduced to office concepts, technology, and procedures. The student will develop written and verbal communication skills while mastering telephone techniques and equipment, managing traditional and electronic office mail, and acquiring electronic management skills. The student will participate in a simulated job search project.

MSS 5658 Processing Medical Documents (formerly Medical Keyboarding IV)
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.

MSS 5664 Computerized Office Communications (formerly Business Communications)
3 credits, 3 hours
Prerequisite: MSS 5602 or CIP 2308 or permission from program coordinator.
The student will compose and format a variety of business communications at the computer by applying positive qualities of effective written and oral communication. These include cover letters and memos, employment letters, letters of inquiry, responses to requests, thank you notes, and other routine business correspondence.

MSS 5669 BUSINESS ENGLISH
3 credits, 3 hours
Prerequisite: ESL 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 5670 Computer Software for Document Processing
3 credits, 4 hours
Prerequisite: MSS 5601 or MSS 5602 or program coordinator permission required
The student will have hands-on experience on computers and become familiar with the use of business applications using word processing and spreadsheets. The student will become familiar with the background of the evolving field of information systems, its basic concepts, and its role in the office environment. Students will learn to use and evaluate word processing and spreadsheet software. Students will demonstrate mastery of a variety of skills needed to take the MOUS (Microsoft Office User Specialist) Certification exams in Word.
and Excel.

**MSS 5671 Database & Presentation Software for Business (formerly Desktop Publishing and Spreadsheets)**

3 credits, 4 hours  
**Prerequisite:** MSS 5670 or program coordinator approval required.  
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.

**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, Coordinator Office Administration and 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.

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

Patricia Parzych, Professor, Office Administration and 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 Administration and Technology, B.A, M.S.

María 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.
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 an 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 Elective English courses, at least two of which must be genre-based; those choosing Option B need a minimum of three Electives of which at least one 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 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 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 first semester of 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 an academic tutor.

**Academic Learning Center**

Trained tutors offer English students at all levels of the English sequence the opportunity to develop their fluency, clarity, and grammar by focusing on essays written in standard English. Emphasis is placed on writing, and the student is helped to grow at his or her own pace. ESL and other English students may be referred to the Center upon the recommendation of their instructor, or, recognizing their own need, may request to be enrolled. Students may also drop into the Center for assistance, subject to tutor availability. The Center reports to the English instructors on each student’s attendance and progress. In this way, the Center supplements classroom instruction.

**ENG 1396 Foundations of Critical Reading**

1 credit (3 equated/billable), 3 hours
Prerequisite: ESL 1330 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.

**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.

**ENG 1300 Basic Composition**

3 credits (6 equated/billable), 6 hours
Prerequisites: Passing ESL 1330, 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)

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.

**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 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.
Writing and Literature Courses

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.

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.

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 writing-intensive 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 writing-intensive course, students will further develop skills in the interpretation and written analysis of full-length works by major modern writers such as Dostoyevsky, Ellison, Morrison, Kafka, Woolf, Garcia Marquez, 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 writing-intensive 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 Intro to Children's Literature
3 credits, 3 hours
Prerequisite: ENG 1303 or Department permission
This writing-intensive course will introduce students to the culturally diverse body of children's literature as a field of literary study. After a brief historical introduction in which the development of writing for children is presented within a socio-cultural context, students will read and respond, orally and in writing, to outstanding selections reflecting the multicultural heritage of this literature. Through lectures, class discussion, and supplemental textbook and journal article readings, students will be exposed to folklore, fairy tales, fantasy, poetry, and realistic fiction. As a final project, students will conduct an in-depth genre, author, or cultural study by using print and on-line resources. Upon completion of the course, students will be able to analyze, synthesize, and evaluate literature written for readers from pre-school through young adult.

ENG 1350 Latin American Literature in Translation
3 credits, 3 hours
Prerequisite: ENG 1303 or Department permission
This writing-intensive course will introduce students to Latin American literature in translation, covering fiction, poetry, and the novel from the perspective of multiculturalism and pluralism. Using literary and cultural analysis, students will examine texts for social, racial, and gender issues and explore problems in translation through discussion and papers. Students will also complete one research project using print and on-line resources. Upon completion of this course, students will not only have sharpened their textual analysis skills, but will also have gained a better understanding of Latin American literature and culture, and the problems of translation.

ENG 1351 Literature & Psychology
3 credits, 3 hours
Prerequisite: ENG 1303, PSY 1032 or Department permission
In this writing-intensive 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 writing-intensive 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 writing-intensive 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. This is a writing-intensive course. By the end of the semester, students will have broadened their perspective of American literature and culture as seen through the works studied.

ENG 1356 Women in Literature
3 credits, 3 hours
Prerequisite: ENG 1303 or Department permission
In this writing-intensive 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 1358 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 writing-intensive 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 online 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 the Science Fiction
3 credits, 3 hours
Prerequisite: ENG 1303 or Department permission
This writing-intensive 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 online 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 writing-intensive 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 online 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 writing-intensive 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 online 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 dis-ease 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 interrelatedness 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 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.

**Clubs and Organizations- Sigma Kappa Delta.**

Sigma Kappa Delta, The English Honor Society for Two-year Colleges, is for students who are in good academic standing, have received grades of B or better in English 1302 or higher, and are dedicated to the study of English language and literature. Members participate in the Initiation and Installation Ceremony in the fall, view and discuss films, and undertake poetry readings, theatre trips, and other cultural, social, and intellectual activities.

The New York Chapter of the English-speaking Union sponsors an essay contest and Award Winners Tea every spring. Prizes are awarded to students who have excelled in English in four categories: Those who entered Hostos at the lower levels of ESL, those who entered Hostos in the Libra Program, those who entered Hostos in English 1302, and those who won the Essay Contest.

The English Department Literature in Performance Series (LIPS) presents cultural activities for student audiences, including performances of plays and faculty poetry readings.

The English Club, a student club open to all interested students, presents social and cultural activities and sponsors the annual Student Dramatic Reading Contest.
Health and Human Services

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

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

Education Unit

The Education Program consists of two 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 cr
B. Cluster III requirement 18 cr
C. Options / Electives 20-21 cr

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.

B. Program in Early Childhood Education

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>HLT 6509</td>
<td>3 cr</td>
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<tr>
<td>EDU 6802</td>
<td>3 cr</td>
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<td>ECE 6804</td>
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<tr>
<td>ECE 6805</td>
<td>3 cr</td>
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<tr>
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<td>3 cr</td>
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<tr>
<td>ECE 6813 or 6815</td>
<td>3 cr</td>
</tr>
<tr>
<td>Choose two of the following courses: ECE 6816, 6820, 6821 or 6822</td>
<td>6 cr</td>
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<td>Subtotal</td>
<td>27 cr</td>
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C. Program in Early Childhood Education (Bilingual Option)

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<tr>
<th>Course</th>
<th>Credits</th>
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<td>3 cr</td>
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<tr>
<td>EDU 6802</td>
<td>3 cr</td>
</tr>
<tr>
<td>ECE 6807 or 6809</td>
<td>3 cr</td>
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<tr>
<td>ECE 6811</td>
<td>3 cr</td>
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<tr>
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<td>3 cr</td>
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<td>ECE 6819</td>
<td>3 cr</td>
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<td>Choose two of the following courses: ECE 6816, 6820, 6821 or 6822</td>
<td>6 cr</td>
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<tr>
<td>Subtotal</td>
<td>27 cr</td>
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EDU 6802 Foundation of Education
(Former ECE 6802: Introduction to Early Childhood Education)

3 credits, 3 hours
Pre-requisites: For Spanish dominant students: SPA 2221 or higher
Corequisites: For Spanish dominant students: SPA 2222, ESL 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 educa-
tional urban settings and formal written observations of their experiences.

**ECE 6804 Language Arts for young Children**
3 credits, 3 hours  
Prerequisite: ECE 6802  
Corequisites: ESL 1300/35 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: ECE 6802  
Corequisites: ENG 1300/101 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: ECE 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 & Rythmic Activities for Young Children**
3 credits, 3 hours  
Prerequisite: ECE 6802  
Corequisites: ENG 1300 or 1301 or higher  
The student will plan and organize creative music and rhythmic activities for young children. The students will demonstrate an understanding of terms related to the fundamentals of music theory and the techniques needed in introducing singing, playing, moving, and listening activities in early childhood programs. Special learning methods include workshop experience.

**ECE 6811 Science & Mathematics for Young Children**
3 credits, 3 hours  
Prerequisites: ECE 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: ECE 6802 and minimum of three additional credits in Early Childhood Education  
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: ECE 6802 and minimum of 3 additional credits in Early Childhood Education  
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: ECE 6802  
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: ECE 6802  
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 Education Program**
3 credits, 1.5-hr. lecture/5-hr. fieldwork per week  
Prerequisites: ECE 6802 and ECE 6817  
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 materi-
Health & Human Services

als 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: ECE 6802 and ECE 6817
Corequisites: ENG 1300 or 1301 or higher and SPAN 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: ECE 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 1330/35 and SPAN 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: ECE 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.

**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 in a full season of 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. Journal of pre and post season conditioning exercises.

**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 car-
diovascular 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 life-saving techniques as required by the American Red Cross Senior Life Saving. This course will meet for two hours per week for one semester.

**PED 0130 Bowling**  
1 credit, 2 hours  
The student will state 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 double 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 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.

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.
Recommended Program of Study

A.A.S. Degree - Gerontology

First Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HLT 6530 Intro to Gerontology</td>
<td>3.0</td>
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<tr>
<td>HLT 6531 Health Perspectives for the Aging</td>
<td>3.0</td>
</tr>
<tr>
<td>ENG 1302 Expository Writing</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY 1032 General Psychology</td>
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<td>PED 0100 Physical Fitness</td>
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Second Semester

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<tbody>
<tr>
<td>HLT 6503 Interpersonal Relations and Teamwork</td>
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<tr>
<td>HLT 6515 Nutrition</td>
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<tr>
<td>ENG 1303 Literature &amp; Composition</td>
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<tr>
<td>SOC 1232 Intro to Sociology</td>
</tr>
<tr>
<td>MAT 1622 Elementary Algebra</td>
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Second Year

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<tr>
<td>BIO 3902 General Biology I</td>
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<tr>
<td>PED 0180 Physical Education &amp; Recreation for the Aging</td>
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<tr>
<td>PSY 1080 Psychology of Aging</td>
<td>3.0</td>
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<tr>
<td>Elective English</td>
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<tr>
<td>Elective Physical Education</td>
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Fourth Semester

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<tr>
<td>BIO 3904 General Biology II</td>
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<tr>
<td>SOC 1200 Intro to Social Work</td>
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<tr>
<td>OR</td>
<td></td>
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<tr>
<td>ADM 2532 Social Service Administration</td>
<td>3.0</td>
</tr>
<tr>
<td>CUB 3130 Ethnicity and Health</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Total Credits for Degree | 60.0 |

**HLT 6501 Health & Human Values**
3 credits, 3 hours
Pre/Prerequisite: ESL 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 2221 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 2221 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. S/he 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 2221 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 2221 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 2221 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 a 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
Prerequisite: 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
Prerequisite: 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
Prerequisites: 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  
**Prerequisite:** ENG 1396 or exemption  
**Corequisite:** ENG 1300 or 1301 when offered in English; SPA 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 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.  
Minerva Rosario, Associate Professor and Coordinator, Early Childhood Education, B.A., M.S.  
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.  
Juan Morales Flores, Assistant Professor, Early Childhood Education, B.A., M.A., Ph.D.  
Ikoli Ilongo, Assistant Professor, Urban Health Studies, B.A., M.P.H., E.D.D.  
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.  
Beverly R. Jones, CUNY Office Assistant, A.A.  
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 which 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.

Humanities

**HUM 3001 Intro to the Humanities**
3 credits, 3 hours  
Co-requisite: SPA 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  
Co-requisite: SPA 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.

**Africana Studies**

The Africana Studies curriculum offers courses which trace the history and culture of African peoples 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.

**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**  
(formerly History of African People in the Americas I)  
3 credits, 3 hours  
This course 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.
*CUB 3108 The African-American Experience II (formerly History of African People in the Americas 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.

*CUB 3114 Growth & Development of the Minority Child (formerly Psychosocial Development of the African-American 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.

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 which 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 sociocultural 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.
This 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 and Caribbean Studies**

Latin American and Caribbean Studies offers 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.

**CUP 3202 History of Puerto Rico I**
3 credits, 3 hours
Pre/Co-requisite: SPA 2221,2222,2230 OR ESL 1330/35 OR ENG 1300, 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 Borinquen; the later transformation of the island from an unprofitable mine to a military garrison by the end of the 16th century; the factors leading to the economic, military, and population deterioration of the island during the 17th century. The student will discuss and analyze the turn of events that improved conditions on the island during the 18th century, especially the reforms promoted by Marshall O'Reilly.

**CUP 3204 History of Puerto Rico II**
3 credits, 3 hours
Pre/Co-requisite: SPA 2221,2222,2230 OR ESL 1330/35 OR ENG 1300, 1301,1302
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/Co-requisite: SPA 2221,2222,2230 OR ESL 1330/35 OR ENG 1300, 1301,1302
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 2221,2222,2230 OR ESL 1330/35 OR ENG 1300, 1301,1302
The student will discuss the concept of history and its application to the historical and geographical reality of the Caribbean. The varied colonial developments of the area and their effects upon the development of a modern Caribbean community will be analyzed. The student will compare the historical and geographical differences of the area in order to develop personal interpretations of the Caribbean reality based upon careful analysis. The student will also compile facts, categorize, explain, analyze, and summarize historical events in the different written assignments that will be given.
CUP 3209 History of Latin America I
3 credits, 3 hours
Pre/Co-requisite: SPA 2221,2222,2230 OR ESL 1330/35 OR ENG 1300, 1301,1302
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/Co-requisite: SPA 2221,2222,2230 OR ESL 1330/35 OR ENG 1300, 1301,1302
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/Co-requisite: SPA 2221,2222,2230 OR ESL 1330/35 OR ENG 1300, 1301,1302
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 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/Co-requisite: SPA 2221,2222,2230 OR ESL 1330/35 OR ENG 1300, 1301,1302
The student will trace the history of the African from the arrival in Puerto Rico to the present. S/he 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 Caribbena Society & Culture**

Pre/Co-requisite: SPA 2221, 2222, 2230 OR ESL 1330/35 OR ENG 1300, 1301, 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 complete facts, categorize, explain, analyze, and summarize them in a written term paper.

**CUP 3232 The Puerto Rican Migration**

3 credits, 3 hours

Pre/Co-requisite: SPA 2221, 2222, 2230 OR ESL 1330/35 OR ENG 1300, 1301, 1302

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/Co-requisite: SPA 2221, 2222, 2230 OR ESL 1330/35 OR ENG 1300, 1301, 1302

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 2221 or SPA 2222 and permission of Unit Coordinator/Dept., Chair OR ENG 1300, 1301 or 1302 or permission of Unit Coordinator/Dept., Chair, depending on language of section.

Co-requisite: 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 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 2221

Co-requisite: SPA 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/he 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 2221

Co-requisite: SPA 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 liter-
ary 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 2221  
**Co-requisite:** SPA 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-Benítez, Marin, and El Carib; 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 2221  
**Co-requisite:** SPA 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 Marquez, Diaz 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 2221  
**Co-requisite:** SPA 2222 or above  
The student will analyze and discuss the subcultural 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 2221  
**Co-requisite:** SPA 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, Marquez, Bonilla, Mari-Bras, and others.

**CUP 3332 Survey of Puerto Rican Drama I**  
*3 credits, 3 hours*  
**Prerequisite:** SPA 2221  
**Co-requisite:** SPA 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 2221  
**Co-requisite:** SPA 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, Arri, Belaval, and others. The student will discuss, analyze, and criticize dramatic works by authors such as Mendez-Ballester, Marques, Marín, and Sánchez; 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 2221  
**Co-requisite:** SPA 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 differ-
entiate 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 Guillen, Hemingway, Lindsay, and Baldwin on Puerto Rican authors. The works of Gonzalez, Figueroa, Díaz Valcarcel, Sánchez, and others will be studied.

**CUP 3344 Women in Puerto Rican Literature**
3 credits, 3 hours  
Prerequisite: SPA 2221  
Co-requisite: SPA 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 María B. Benítez 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 Colón, Pietri, Luciano, Quero-Chiesa, Hernández, Thomas, and others.

**CUP 3350 Hostos & Martí: Trailblazers for Freedom & Progress in the Americas (SPA 2250)**
3 credits, 3 hours  
Prerequisite: SPA 2230 or permission of the unit coordinator.  
This course follows the lives of Eugenio María de Hostos and José Martí through their literature, their endeavors, achievements and contributions to the struggles for freedom, education and progress in the Americas. Students will read, analyze, discuss and gain an understanding of these authors’ major works in a historical, political, and literary context. Students will study Hostos and Martí’s historical presence in New York City in the later part of the 19th century, and their activism for the self-determination and social development of their peoples. Students will also gain an appreciation for similarities and differences between these two important writers, and will explore their legacies to Latin American and Latino intellectual and political pursuits.

**CUP 3352 History of the Puerto Rican Visual Arts**
3 credits, 3 hours  
Pre/Co-requisite: SPA 2221 or above OR ESL 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/Co-requisite: SPA 2221 or above, OR ESL 1330/35 OR ENG 1300, 1301, 1302  
The student will identify main themes present in the various manifestations of written and oral folklore 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 Hernández, Rexach, Flores, Venegas, and Estrada.

**CUP 3360 The Life of Eugenio Maria de Hostos**
3 credits, 3 hours  
Pre-requisite: SPA 2230  
The course is devoted to the study of the life, works and contributions of Eugenio María de Hostos to the political, social and cultural development of Latin America and the Caribbean. Students will read, discuss and analyze Hostos’ most significant works, including his literary writings, gain an understanding of this writer’s work and significance in a historical context, and appreciate through exchanges with special guests and visiting scholars the relevance of Hostos’ thinking to present-day Latin American and Latino issues.

**CUP 3362 History of Puerto Rican Music**
3 credits, 3 hours  
Pre/Co-requisite: SPA 2221 or above, OR ESL 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.

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 remediation and development, i.e., the Spanish composition. A student placed in SPA 2221 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 credits in one and the same language.

The Modern Languages Writing Lab is available to all students registered in Modern Languages courses. A tutor in the lab works with the student to address his/her writing problems.

Students interested in continuing study in 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 at least nine credits in language study.

FRE 1901 Elementary French I
3 credits, 3 hours
The beginning student will demonstrate basic skills in speaking, reading, and writing through the use of simple French prose, poetry, and cultural texts. Classroom recitation will be reinforced by drill in the language laboratory.

FRE 1902 Elementary French II
3 credits, 3 hours
Prerequisite: FRE 1901 or the equivalent
The student will demonstrate development and comprehension of the skills acquired in French 1901. Recitations and the study of graded texts in the classroom will also be practiced in the language laboratory.

*FRE 1903 Intermediate French I
3 credits, 3 hours
Prerequisite: FRE 1902 or the equivalent
The student will demonstrate self-expression in French through a systematic review of grammar and the reading and discussion of selected prose and poetry in class. The student will use the language laboratory for supplementary oral drill.

*FRE 1904 Intermediate French II
3 credits, 3 hours
Prerequisite: FRE 1903 or the equivalent
The student will demonstrate self-expression in French through continued systematic review of grammar, the reading and discussion of the works of selected contemporary writers, and the presentation of written and oral reports based on current periodicals, happenings, subjects or personal interest. The student will use the language laboratory for supplementary oral drill.

FRE 1921 French Culture & Science
3 credits, 3 hours
Prerequisite: FRE 1904 or the equivalent
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...
FRE 1924 African Literature in French
3 credits, 3 hours
Prerequisite: FRE 1904 or the equivalent
The student will read, discuss, and prepare written or oral reports on the imaginative didactic works of such contemporary African writers as Oyono, Diop, Senghor, Camara Laye, and Franz Fanon and Aime Cesaire of the Caribbean. Philosophies such as "La Negritude" will be analyzed as well as political, economic, aesthetic, and linguistic trends in the African nations represented by these men of letters. Offered in French.

*FRE 1970 Extensive Readings in French
3 credits, 3 hours
Prerequisite: FRE 1904 or the equivalent
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.

ITA 2101 Elementary Italian I
3 credits, 3 hours
The beginning student will demonstrate skills in speaking, reading, and writing Italian through the use of simple Italian prose, poetry, and cultural texts. Classroom recitation will be reinforced by drill in the language laboratory.

ITA 2102 Elementary Italian II
3 credits, 3 hours
Prerequisite: ITA 2101 or the equivalent
The student will demonstrate development and comprehension of the skills acquired in ITA 2101. Recitations and the study of graded texts in the classroom will also be practiced in the language laboratory.

Special Workshops for Summer & Intersession Programs

SPA 2211 Spanish Writing Workshop for Repeaters
0 credit (1 equated), 48 hours
This workshop will assist those students who have obtained an "R" in SPA 2221 to fulfill all requirements for passing the course.

SPA 2219 Preparatory Spanish Composition Workshop
0 credit (1 equated), 45 hours
This workshop will target those students who have been identified through the Spanish Placement Test as in need of remediation in order to perform successfully in the college level composition course. It is designed to assist students attain proficiency in basic writing skills. Workshops will be offered during intersession and/or summer with tutorial support, in an intensive instructional mode.

SPA 2201 Elementary Spanish I
3 credits, 3 hours
The beginning student will demonstrate basic skills in speaking, reading, and writing through the use of simple Spanish prose, poetry and cultural texts. Classroom recitation will be reinforced by drill in the language laboratory.

SPA 2202 Elementary Spanish II
3 credits, 3 hours
Prerequisite: SPA 2201 or the equivalent
The student will demonstrate development and comprehension of the skills acquired in SPA 2201. Recitations and the study of graded texts in the classroom will also be practiced in the language laboratory.

SPA 2203 Intermediate Spanish I
3 credits, 3 hours
Prerequisite: SPA 2202 or the equivalent
The student will demonstrate self-expression in Spanish through a systematic review of grammar and the reading and discussion of selected prose and poetry in class. The student will use the language laboratory for supplementary oral drill.

SPA 2204 Intermediate Spanish II
3 credits, 3 hours
Prerequisite: SPA 2203 or the equivalent
The student will demonstrate self-expression in Spanish through continued systematic review of grammar, the reading and discussion of the works of selected contemporary writers, and the presentation of written and oral reports based on current periodicals, happenings, subjects, or personal interest. The student will use the language laboratory for supplementary oral drill.

SPA 2217 Spanish for U.S. Hispanics I
3 credits, 3 hours
Prerequisite: placement test
The course is designed for students of Hispanic background born and/or educated in the United States, who wish to develop skills in speaking, reading, and writing. This is achieved through a review of Spanish grammar and illustrative readings.

SPA 2218 Spanish for U.S. Hispanics II
3 credits, 3 hours
Prerequisite: SPA 2217
Continuation of SPA 2217, but with special emphasis on reading and composition skills, spelling, and paragraph organization.

SPA 2221 Basic Spanish Composition I
2 credits, 4 equated credits, 6 hours
Prerequisite: placement test
The student will demonstrate skills in elementary writing by an analysis of sentence structure and...
usage, paragraph formations, and the application of the latter in reading comprehension. Use of library reference materials and note-taking will also be included in the course.

**SPA 2222 Basic Spanish Composition II**  
3 credits, 3 hours  
Prerequisite: placement test or SPA 2221  
The student will learn to develop techniques of exposition, comparison and contrast, analogy, definition, and persuasion to create coherent compositions and elements of term paper writing. The importance of syntax, orthography, and punctuation will be stressed. Reading comprehension will serve as an important component of this course.

**SPA 2223 Advanced Spanish Composition**  
3 credits, 3 hours  
Prerequisite: SPA 2222  
The student will demonstrate the ability to present ideas effectively in written Spanish through expository, descriptive, narrative, and persuasive compositions.

**SPA 2230 Introduction to Literature**  
3 credits, 3 hours  
Prerequisite: SPA 2222 or the equivalent  
The student will analyze and discuss, orally and in writing, readings in the literary genres selected from representative authors from Spanish, Latin American, and world literature.

**SPA 2233 Spanish American Literature I**  
3 credits, 3 hours  
Prerequisite: SPA 2230  
The student will read representative short works by writers from the colonial period through those of the 19th century Spanish American countries, with emphasis on the latter century; participate in literary discussions based on readings and lectures presented by the instructor; and prepare oral and written reports.

**SPA 2234 Spanish American Literature II**  
3 credits, 3 hours  
Prerequisite: SPA 2230  
A continuation of SPA 2233. The student will read representative works of contemporary writers, participate in literary discussions based on readings and lectures presented by the instructor, and prepare oral and written reports.

**SPA 2236 Caribbean Literature**  
3 credits, 3 hours  
Prerequisite: SPA 2230  
The student will read, analyze, and discuss selections from the contemporary literature of Cuba, the Dominican Republic, and Puerto Rico, paying special attention to the political, social, and cultural aspects of each work. Written and oral reports are required.

**SPA 2238 The Spanish American Short Story**  
3 credits, 3 hours  
Prerequisite: SPA 2230  
The student will read representative short stories by Spanish American writers; participate in literary discussion based on the readings; and prepare both oral and written reports.

**SPA 2240 The Contemporary Spanish American Novel**  
3 credits, 3 hours  
Prerequisite: SPA 2230  
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. Such novelists as Asturias, Carpentier, and Garcia Marquez will be analyzed.

**SPA 2242 Spanish American Essay**  
3 credits, 3 hours  
Prerequisite: SPA 2230  
The student will read, analyze, and discuss essays of modern Spanish American writers such as Alfonso, Reyes, Ezequiel Martinez Estrada, Pedro Henriquez Urena, and Antonio S. Pedreira. Written and oral reports are required.

**SPA 2244 Contemporary Spanish American Theater**  
3 credits, 3 hours  
Prerequisite: SPA 2230  
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.

**SPA 2250 Hostos & Marti: Trailblazers for Freedom & Progress in the Americas (CUP 3350)**  
3 credits, 3 hours  
Co-requisite: SPA 2230 or permission of the unit coordinator.  
This course follows the lives of Eugenio Maria de Hostos and José Martí through their literature, their endeavors, achievements and contributions to the struggles for freedom, education and progress in the Americas. Students will read, analyze, discuss and gain an understanding of these authors’ major works in a historical, political, and literary context. Students will study Hostos and Martí’s historical presence in New York City in the later part of the 19th century, and their activism for the self-determination and social development of their peoples. Students will also gain an appreciation for similarities and differences between these two important writers, and will explore their legacies to Latin American and Latino intellectual and political pursuits.
**Humanities**

*SPA 2254* The Goiden Age  
3 credits, 3 hours  
*Prerequisite: SPA 2230*  
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.

*SPA 2258* Modern Spanish Literature  
3 credits, 3 hours  
*Prerequisite: SPA 2230*  
The student will read representative works by Spanish authors from the Generation of 1898 to the present; participate in literary discussions based on readings and lectures presented by the instructor; and prepare both oral and written reports.

*SPA 2260* The Life of Eugenio Maria de Hostos (CUP 3360)  
3 credits, 3 hours  
*Co-requisite: SPA 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.

*SPA 2270* Extensive Readings in Spanish  
3 credits, 3 hours  
*Prerequisite: SPA 2230*  
The student will read five to seven works from a list recommended by the instructor or suggested by the student and approved by the instructor. The student will submit a written report on each of the readings and meet with the instructor to discuss the reports.

**Philosophy**

PHI 3400 Thinking & Reasoning  
3 credits, 3 hours  
*Co-requisite: SPA 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.

**Visual and 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.

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 pre-historic 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 which 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
Humanities Department

Faculty & Staff

Magda Vasillov, Professor, Visual and Performing Arts Unit, and Departmental Chairperson, B.A., M.A.

Michael C. Mbabuike, Professor and Coordinator, Africana Studies Unit, B.A., M.A., D.Lit.

Walter Rada, Instructor and Coordinator, Modern Languages Unit, B.A., M.A., M.Phil.

Alberto A. Bird, Professor and Coordinator, Visual and Performing Arts Unit, B.M., M.M., M.A.

Isaac Goldemberg, Associate Professor, Modern Languages Unit, B.A., M.A.

Orlando J. Hernández, Associate Professor, Modern Languages Unit, B.A., M.A., Ph.D.

Sol Miranda, Assistant Professor, Visual and Performing Arts Unit, B.A., M.F.A.

Patricia Iñiguez-Pérez, Lecturer, Modern Languages Unit, B.H., B.A., M.A., M.Phil.

Isabel Li, Lecturer, Modern Languages Unit, B.A., M.A., M.Phil.

Rosa Velázquez, Lecturer, Modern Languages Unit, B.A., M.A., M.A.Phil.

Carmen Clemente, Senior College Laboratory Technician, Modern Languages Unit. A.A.S., B.S.W., M.S.W.

Marino A. Corniel, College Laboratory Technician, Photography and Digital Imaging, Visual and Performing Arts Unit, A.A.S.

Emmanuel Diaz, College Laboratory Technician, Music/Piano Laboratory, Visual and Performing Arts Unit.

Wendy Pimentel, CUNY Office Assistant, A.A.

Irma Silva, CUNY Office Assistant, A.A.
The Department of Language and Cognition

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;
- 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.

New Content-Based Program of ESL Instruction

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

For Fall 2003, the following will be offered:

- ESL 1315 Basic English as a Second Language I;
- ESL 1320 Basic English as a Second Language II;
- ESL 1325 Intermediate English as a Second Language;
- ESL 1335 ESL in the Content Areas III
- and Co-requisite: ESL 1336 or ESL 1337

The courses will be phased in as follows:

Fall 2004:
- ESL 1325 ESL in the Content Areas II
- and Co-requisite: ESL 1326 or ESL 1327

Fall 2005:
- ESL 1315 ESL in the Content Areas I
- and co-requisite: ESL 1316 or ESL 1317

After completing the ESL sequence, students may take the CUNY reading and writing skills test 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

a) Students in the lower two levels (ESL 1315 and ESL 1320) must take ONE content course in English.

b) Students at the intermediate level (ESL 1325) must take TWO content courses in English.

c) Students at level III (ESL 1335) must take ALL* their content courses in English.

d) 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.

ESL Intensive Program

The ESL Intensive Program is a one-year accelerated ESL program divided into two levels. This program provides context-based instruction in all language skills and is designed to bring a selected group of students through three semesters of ESL in two semesters. Students are selected after their first or second semester at Hostos through teacher
recommendation and individual testing. Each level of the program involves 15 hours of ESL classwork per week. This includes writing and reading components, as well as a language workshop. Additionally, students are blocked into two 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 1320, ESL 1325, and ESL 1330.

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

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.

**ESL Program Courses**

**ESL 1315 Basic English as a Second Language I**
2.5 credits (9 equated/billable), 9 hours
Prerequisite: Placement through the ACT Writing Skills Assessment Test
ESL 1315 consists of nine hours of holistically integrated instruction designed to develop and reinforce students' reading, writing, oral, and aural abilities. By developing, reinforcing, and expanding students' basic literacy, literary, and language skills, Basic ESL I will lay the sociolinguistic foundations needed for functional and communicative competence and the taking of content courses in English.

**ESL 1320 Basic English as a Second Language II**
2.5 credits (9 equated/billable), 9 hours
Prerequisite: ESL 1315 OR placement through the ACT Writing Skills Assessment Test
ESL 1320 consists of nine hours of holistically integrated instruction designed to build upon, extend and reinforce the reading, writing, oral, and aural abilities developed in Basic ESL I. By integrating reading, writing, oral, and aural activities, students will develop their composition skills, their meaning-making, interpretive, and critical thinking skills, and will improve their speaking and listening skills.

**ESL 1325 Intermediate English as a Second Language**
2.5 credits (9 equated/billable), 9 hours
Prerequisite: ESL 1320 OR placement through the ACT Writing Skills Assessment Test
In ESL 1325, students will further develop their composing, critical thinking, speaking and listening skills. In context, they will review previously studied grammatical items and study the present perfect tenses, modals, and comparison adjectives. They will develop control over adverb clauses to show relationships between ideas. Students will read, write about, and discuss texts selected for their interest, relevance, multicultural content, and literary value. Video and computer technology will be integrated into the course. Field trips to specially selected sites may be undertaken or assigned to

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

- Department of Language and Cognition
- Basic Skills Support Services
- Academic Support Center
enhance students’ exposure to, contact with, and acquisition of the English language.

**ESL 1335 ESL in Content Areas III**
(Replacing ESL 1330 Advanced ESL)
2 credits, (6 equated/billable), 6 hours
Prerequisite: ESL 1325 or placement into ESL 1330/35
Co-Requisites: ESL 1336 or ESL 1337
This advanced three-hour 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 per­
spectives necessary to construct meaning from
these texts. Students will deepen their understand­
ing of literary elements such as point of view, char­
acter, plot, setting, irony and figurative language
and employ them in their analysis. Assessment of
student performance will be based on in-class dis­
cussion, 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 1316 Basic ESL Workshop**
0 credits (1 equated/billable), 48 hours
Organized as an intensive workshop comprised of
students who did not pass ESL 1315 but were close
to the passing standard, ESL 1316 is designed to
help that group of repeater students meet the exit
criteria of ESL 1315.

**ESL 1321 Basic ESL II Workshop**
0 credits (1 equated/billable), 48 hours
Organized as an intensive workshop comprised of
students who did not pass ESL 1320 but were close
to the passing standard, ESL 1321 is designed to
help that group of repeater students meet the exit
criteria of ESL 1320.

**ESL 1326 Intermediate ESL Workshop**
0 credits (1 equated/billable), 48 hours
Organized as an intensive workshop comprised of
students who did not pass ESL 1325 but were close
to the passing standard, ESL 1326 is designed to
help that group of repeater students meet the exit
criteria of ESL 1325.

**ESL 1331 Advanced ESL Workshop**
0 credits (1 equated/billable), 48 hours
Organized as an intensive workshop comprised of
students who did not pass ESL 1330 but were close
to the passing standard, ESL 1331 is designed to
help that group of repeater students meet the exit
criteria of ESL 1330.

**ESL Intensive Courses**

**ESL 1381 Intensive ESL Writing & Language Workshop**
3 credits (9 equated/billable), 9 hours
Prerequisites: ESL 1315 or placement into ESL 1320. 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 1320 or ESL 1381 and ESL 1383 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 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**
2 credits (6 equated/billable), 6 hours
Prerequisites: ESL 1315 or placement into ESL 1320. 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 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 1320 or ESL 1381 and 1383 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 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 1325 or placement into ESL 1330. 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.

**ESL 1388 Intensive ESL Reading & Conversation II**
2 credits (6 equated/billable), 6 hours
Prerequisites: ESL 1325 or placement into ESL 1330. Students must also be recommended by their ESL instructor and must pass a written exam and oral interview.
Corequisite: ESL 1386
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 be able to use reading as a way to increase their knowledge of self and the world.
ENG 1300 Basic Composition*  
3 credits (6 equated/billable), 6 hours  
Prerequisite: 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 1330 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.

Department of Language & Cognition

Faculty & Staff

Linda Watkins-Goffman, Associate Professor and Chair, B.A., M.A., Ph.D.

Rosemary Benedetto, Associate Professor, B.A., M.A., Ph.D.

Lewis Levine, Assistant Professor, Intensive ESL Program Coordinator, B.A., M.A. Ph.D.

Norma Peña de Llorenz, Lecturer and Deputy Chair, ESL Program Coordinator, B.A., M.A.

Alexander Astor, Assistant Professor, B.A., M.A., Ph.D.

Gail August, Assistant Professor, B.A., M.A., Ph.D.

Robert Cohen, Assistant Professor, B.A., M.A., Ph.D.

Socorro De Jesús, Assistant Professor, B.A., M.A., Ph.D.

Ghanzi Di, Assistant Professor, B.A., M.Ed., Ed.D., Ed.D.

Audre García 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.
The main goals of the Mathematics Department are as follows:

1. 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 Administration and Technology.

2. 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.

The Mathematics Department provides students with tutorial support in the Mathematics Laboratory for all courses offered. This facility is staffed mostly by bilingual tutors supervised by the Director of the Laboratory.

**MAT 1604 Basic Mathematics Skills for the Science Students**

1 credit (equated), 4 hours
Prerequisite: ESL 1320, for English sections only.
Corequisite: ESL 1325, 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.

**MAT 1612 Elementary Algebra for Non-Science Students**

2 credits (equated/billable), 4 hours
Prerequisites: ESL 1320, for English sections only.
MAT 1604 or equivalent course, OR placement through the CUNY Mathematics Skills Assessment Test.
Corequisite: ESL 1325, 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.

**MAT 1622 Elementary Algebra**

2 credits (equated/billable), 4 hours
Prerequisites: ESL 1320, for English sections only.
MAT 1604 or equivalent course, OR placement through the CUNY Mathematics Skills Assessment Test.
Corequisite: ESL 1325 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.

**MAT 1624 Intermediate Algebra**

2 credits (equated/billable), 4 hours
Prerequisites: ESL 1320, for English sections only.
MAT 1622 or equivalent course, OR placement through the CUNY Mathematics Skills Assessment Test.
Corequisite: ESL 1325 for English sections only.
This course provides basic skills in intermediate algebra. Topics: system of linear equations in two or more variables, radicals, the system of complex numbers, graphs of conic sections, trigonometry of the right triangle, and graphs of trigonometric functions.

**MAT 1628 Precalculus ** *(formerly College Algebra)*

4 credits, 4.5 hours / .5 hr lab
Prerequisite: ESL 1325, for English sections only.
MAT 1624 or equivalent course, OR placement through the CUNY Mathematics Skills Assessment Test.
Corequisite: ESL 1330/35, for English sections only.
This course provides essential concepts for the study of calculus. Topics: concepts in analytic geometry; algebraic functions; transcendental functions, such as exponential, logarithmic, and trigonometric functions; graph analysis; and applications.

**MAT 1632 Introduction to College Mathematics I**

3 credits, 3 hours
Prerequisites: ESL 1325 for English sections only.
MAT 1612 or MAT 1622, or equivalent course, OR
placement through the CUNY Mathematics Skills Assessment Test.
Corequisite: ESL 1330/35
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 1325; MAT 1612 or MAT 1622, or equivalent course, OR placement through the CUNY Mathematics Skills Assessment Test.
Corequisite: ESL 1330/35
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 / 0.5 hr lab
Prerequisites: ESL 1325; MAT 1628 or equivalent course, OR placement through the CUNY Mathematics Skills Assessment Test.
Corequisite: ESL 1330/35
This course provides skills in calculus in one real variable.
Topics: limits, continuity, differentiation, applications to motion problems, maximum-minimum problems, curve sketching, and antiderivatives.

**MAT 1644 Calculus II**
4 credits, 4.5 hours / 0.5 hr lab
Prerequisites: ESL 1325; MAT 1642 or equivalent course, OR passing a Comprehensive Exam on Calculus I.
Corequisite: ESL 1330/35
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 / 0.5 hr lab
Prerequisites: ESL 1325; MAT 1644 or equivalent course, OR passing a Comprehensive Exam on Calculus II.
Corequisite: ESL 1330/35
This course provides skills in infinite series, geometry in the plane and space, and integral calculus in several variables.
Topics: infinite series, solid analytical geometry, partial derivatives, and multiple integral with applications.

**MAT 1682 Introduction to Probability & Statistics**
3 credits, 4.5 hours
Prerequisites: ESL 1325; MAT 1612 or MAT 1622, or equivalent course, OR placement through the CUNY Mathematics Skills Assessment Test.
Corequisite: ESL 1330/35
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 1330; MAT 1612 or MAT 1622, or equivalent course, OR placement through the CUNY Mathematics Skills Assessment Test.
Corequisite: ESL 1330/35
This course provides a historical development of computers. Students will have hands-on experience with microcomputers. They will enter and run prepared programs.

**MAT 1692 Introduction to Computer Science**
3 credits, 4.5 hours
Prerequisite: ESL 1325; MAT 1622 or equivalent course.
Corequisite: ENG 1300 or 1301
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 1325; MAT 1624 or equivalent course.
Corequisite: ESL 1330/35
This course provides an introduction to problem solving methods and algorithm development through the study of the program, control structures, and data structures of the C++ programming language.

**MAT 1722 Linear Algebra with Vector Analysis**
3 credits, 3 hours
Prerequisites: ESL 1325; MAT 1642 or equivalent course.
Corequisite: ESL 1330/35
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 1325; MAT 1634 or passing a qualifying exam.
Corequisite: ENG 1300/35
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 1325; MAT 1644 or passing a comprehensive Calculus II Test.
Corequisite: ESL 1330/35
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, offers students who have been placed at the lowest level of mathematics, the opportunity for advanced placement. 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.

**Joint Program in Electrical Engineering**

Hostos Community College (HCC) and the City College of New York propose to offer an Associate in Science (AS) degree in Electrical Engineering Science as a jointly registered, dual admission program with the existing Bachelor of Engineering in Electrical Engineering (B.E./EE) at the City College of New York (CCNY). 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 be enroll in the existing science and mathematics courses at Hostos and will enroll in the two engineering courses at CCNY.

**Hostos- Associate in Science Degree in Electrical Engineering Science (AS):**

**First Year**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 1642</td>
<td>Calculus I</td>
</tr>
<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>
</tr>
<tr>
<td>PSY 1032</td>
<td>General Psychology</td>
</tr>
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</table>

Subtotal 14
<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 1644 Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>ENG 1303</td>
<td>3</td>
</tr>
<tr>
<td>SOC 1232 Intro to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>MAT 1698 Modern Programming</td>
<td>3</td>
</tr>
<tr>
<td>ENGR 101 Engineering Design I Waived</td>
<td>1</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>14</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Hostos-Second Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Semester</strong></td>
<td>Credits</td>
</tr>
<tr>
<td>MAT 1646 Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>PHY 4502 Physics I</td>
<td>4</td>
</tr>
<tr>
<td>***ENGR 103 Tool/Engineers</td>
<td>2</td>
</tr>
<tr>
<td>ENG 1340 Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>VPA 3612 Fund public Speaking††</td>
<td>3</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>16</td>
</tr>
</tbody>
</table>

| **Second Semester**             | Credits |
| MAT 1742 Differential           | 3       |
| ***ENGR 204 Electric Circuits   | 3       |
| MAT 1722 Linear Algebra with Vector Analysis | 3 |
| PHY 4505 Physics II             | 6       |
| Liberal Arts Elective†          | 3       |
| **Subtotal**                    | 16      |

**Total for A.S. Degree** 60

†Students who continue for a bachelor's degree at CCNY must complete 3 credits of history from the list below.

Liberal Art Elective to be taken from: HIS 4668 Ancient, Medieval, and Early Modern European History, HIS 4670 Modern European History, HIS 4660 World History to 1500, HIS4661 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.

---

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

**Third Year**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EE 2100 Switching Systems</td>
<td>3</td>
</tr>
<tr>
<td>EE 20500 Linear Systems I</td>
<td>3</td>
</tr>
<tr>
<td>EE 22100 EE Lab I</td>
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</tr>
<tr>
<td>EE 24100 Electronics</td>
<td>3</td>
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<tr>
<td>EE 25900 Programming for EE</td>
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<td><strong>Subtotal</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE 30600 Linear Systems II</td>
<td>3</td>
</tr>
<tr>
<td>EE 31100 Probability &amp; Random Processing</td>
<td>3</td>
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<tr>
<td>EE 32200 EE Lab II</td>
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</tr>
<tr>
<td>EE 33000 Electromagnetics</td>
<td>3</td>
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<tr>
<td>EE 34200 Electronics II</td>
<td>3</td>
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<tr>
<td>Lecture Elective</td>
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</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Year</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EE 31200 Communication Theory</td>
<td>3</td>
</tr>
<tr>
<td>EE 32300 EE Lab III</td>
<td>1</td>
</tr>
<tr>
<td>EE 33300 Antennas, Microwaves &amp; Fiber</td>
<td>3</td>
</tr>
<tr>
<td>EE 33900 Semiconductor Materials &amp; Devices</td>
<td>3</td>
</tr>
<tr>
<td>EE 37100 Linear Feedback System</td>
<td>3</td>
</tr>
<tr>
<td>Lecture Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE 44100 Electrical Development &amp; Semiconductor Mat'ls</td>
<td>3</td>
</tr>
<tr>
<td>EE 44400 Digital Computer Systems</td>
<td>3</td>
</tr>
<tr>
<td>ENGR 23000 Thermodynamics</td>
<td>3</td>
</tr>
<tr>
<td>Lecture Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>15</td>
</tr>
</tbody>
</table>
Fifth Year
First Semester Credits
EE 42400 EE Lab IV 1
Lecture Electives 6
Design Elective 3
Lab Elective 1
Practical Issues 3
Subtotal 14
Total CCNY Credits 75
Total Degree Credits 135

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

Students needing remedial or compensatory courses will require additional credits for graduation.

New course

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: “Critical Skills for the 21st Century.”

The College requires successful completion of the CUNY tests in reading, writing, and mathematics; the college Proficiency Examination (CPE) and 16 CPI units as required (see College Catalog).

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.

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, difference equations with application to image processing, and an introduction to systems analysis.

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 Martínez, CLT, A.A.S., B.S., M.A.

Fidelia Okolo, CUNY Office Assistant, N.C.E

Maritza Polanco, College Assistant, A.A., B.A.

*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.
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 3902 and 3904); 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). The General 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.

| Credits |
| General Requirements | 23.0 |
| Science/Math Requirements | 24.0 |
| Free Electives | 13.0 |
| **Total Credits for A.A. degree** | **60.0** |

### Biology

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

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

**Courses offered primarily for Allied Health Programs**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 3906 Anatomy &amp; Physiology I</td>
</tr>
<tr>
<td>BIO 3908 Anatomy &amp; Physiology II</td>
</tr>
<tr>
<td>BIO 3909 Anatomy &amp; Physiology I for Dental Hygiene Students</td>
</tr>
<tr>
<td>BIO 3910 Anatomy &amp; Physiology II for Dental Hygiene Students</td>
</tr>
<tr>
<td>BIO 3912 Microbiology</td>
</tr>
</tbody>
</table>

**BIO 3902 General Biology I**
4 credits, 3-hr. lecture/3 hr. lab
Prerequisites: SPA 2221 or ENG 1300/01 or ESL 1330/35; MAT 1604
The student will demonstrate knowledge of basic chemistry; the concepts of diffusion and osmosis; the structure and function of the cell; the types of plant and animal tissues; and the structure and function of the circulatory, digestive, reproductive, and respiratory systems. Offered in English and Spanish.

**BIO 3904 General Biology II**
4 credits, 3-hr. lecture/3 hr. lab
Prerequisite: BIO 3902
The student will study the structure and function of the endocrine and nervous systems; various animal and plant phyla; and solve problems involving monohybrid and dihybrid crosses by applying Mendel's laws of inheritance. The student will describe and recognize terms related to functions of DNA and RNA in heredity; the basic concepts and theories of evolution; and the function of an ecosystem. Offered in English and Spanish.

**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.

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.

Chemistry

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 4102 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- 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 4104 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 (3 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 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 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 4302 Physics I
3 credits, 3-hr. lecture/1-hr. recitation
*PHY 4402 Physics I - Lab
1 credit, 3 hours
Prerequisite: MAT 1622
Corequisite: MAT 1624
The student will apply the laws of motion to the solution of problems in mechanics. The student will recognize or state the definition of force, momentum, work and energy, and the corresponding concepts of the kinetic theory of matter, and solve simple and practical problems related to heat. Offered in English only.

*PHY 4304 Physics II
3 credits, 3-hr. lecture/1-hr. recitation
*PHY 4404 Physics II - Lab
1 credit, 3 hours
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 electromagnetic 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 1642
Corequisite: MAT 1644
Vectors, Newton's Laws and their application to one-and two-dimensional motion, work and energy, momentum, collisions, torque, angular momentum, periodic motion, fluids, heat and thermodynamic processes will be studied. Offered for transfer students in the physical sciences and engineering. Offered in English only.

*PHY 4504 General Physics II
4 credits, 3-hr. lecture/2-hr. lab
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 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.

Footnotes

1 Required courses depend upon the student's placement in English and Mathematics.

2 Only three credits are allowed in Public Administration.

3 The fourth eight-credit course sequence may be taken as a program elective.

4 CHE 4000 Fundamentals of Chemistry, or permis-
Affirmative Action Policy

It is the policy of 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 condition), 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.

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 on-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.

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.

Computer & E-mail Use Policy*

Overview

Hostos Community College encourages students to use computers, telephones, E-mail 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, e-mail and the Internet in a responsible manner.

Access to e-mail is a privilege and certain responsibilities accompany that privilege. Users of e-mail are expected to be ethical and responsible in their use. Access to College e-mail 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 e-mail 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 e-mail 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 e-mail users, (2) to safeguard electronic mail transmissions among authorized e-mail 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 & E-mail Use can be obtained at the Office of the Dean of Students.

Guidelines for General Use

Network etiquette (or 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 e-mail, please review and follow the guidelines below.

A. Protecting your e-mail 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. E-mail accounts should be checked regularly and old messages deleted.

5. No e-mail 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 e-mail systems will not read mail unless necessary in the course of their duties.)

8. You must not use nor encourage bothersome e-mail 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 e-mail 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. E-mail networks shall not be used to solicit outside business ventures, organizational campaigns, political, or religious causes.

4. The computer and e-mail 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 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 e-mail 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 E-mail accounts. All students must comply with the Hostos Community College policies and procedures regarding use of computer and 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 e-mail 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 local 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.

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 Officer
471 Walton Avenue, Bronx, NY 10451
Telephone: (718) 518-6746
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 the following procedures.

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 Student Development and Enrollment Management 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 Student Services, 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 Office 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 the 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 of use 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.
   - 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 centers' 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 stocking 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 concern about the facility to the Desk Attendant.
7. Lockers
   - The lockers 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.

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: 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 buildings.

6. Users should be trained on each machine before they 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 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 cold, open sores, or eye infections shall not be permitted in the pool.
11. Only lifeguards are permitted on the life-guard charir(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 contest.

Policy Statement Concerning Acquired Immune Deficiency Syndrome (AIDS)

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.

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 food-borne 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.

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 Sexual Harassment

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; or

(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 coworkers), 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, supervi-
sor, 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

Statement of Policies On Drugs, Tobacco, and 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 may endanger himself or other persons or property, or annoy persons in his 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 the Hostos bulletin.

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 the Hostos bulletin.

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.

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.
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