Eugenio María de Hostos Community College
of The City University of New York

2002-2003

500 Grand Concourse, Bronx, New York 10451
Telephone: 718-518-4444
www.hostos.cuny.edu
The programs and requirements set forth in this bulletin are necessarily subject to change without notice at any time at the discretion of the administration. 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 Assistant Dean of Student Development and Enrollment Management. In addition, not all courses listed in this catalog are necessarily offered each semester.

Accreditations and Affiliations

Hostos Community College is accredited by the Middle States Association of Colleges and Schools. 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. In addition, Hostos Community College is a member of the American Association of Community and Junior Colleges, the American Association of Higher Education, 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.

La Universidad de La Ciudad de Nueva York se reserva el derecho, debido a cambios que puedan presentarse, de hacer modificaciones de cualquier índole, y sin previo aviso, en los programas académicos y los requisitos de la Universidad y los colegios que la constituyen. De igual manera, los pagos por concepto de matrícula y cuotas que figuran en este catálogo están sujetos a cambio, si así lo decidiera la Junta de Síndicos de la Universidad de la Ciudad de Nueva York. La universidad se excusa por cualquier inconveniente que este pueda causar.

Accreditaciones y Afiliaciones

El Colegio Comunal Hostos está acreditado por la Asociación de Colegios Universitarios y Escuelas de la Región Medioeste. El Colegio ofrece programas de preparación profesional acreditados por tales organizaciones como la Asociación Médica Americana, Joint Review Committee on Education in Radiologic Technology, y la Asociación Dental Americana. Además, el Colegio Comunal Hostos es miembro de la Asociación Americana de Colegios Comunales y Otros Colegios de Dos Años, la Asociación Americana de la Educación Universitaria, el Consejo Americano de la Educación, la Asociación Hispana de Colegios y Universidades, la Asociación Americana de la Investigación Educativa y de otras organizaciones profesionales y académicas dedicadas al progreso de la educación.
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### Academic Calendar

**FALL 2002**

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The latest Academic Calendar with information on filing dates and deadlines is available in the Registrar's Office, Savoy Room 207.
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.

Hostos 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 Allied Health programs are accredited by the appropriate agencies, including the American Dental Association and the New York Department of Health. Of the faculty, 50.6 percent hold doctorates and 46.1 percent have master’s degrees. The student population is diverse with nearly all cultures represented, the majority identifying themselves as being of Puerto Rican, Dominican, or Central or South American descent. Financial assistance is provided to all eligible students, and nearly 99 percent receive some form of Federal or State aid.

Mission Statement

The mission of Hostos Community College is to provide educational opportunities leading to socioeconomic mobility for first and second generation Hispanics, blacks, and other residents of New York City who have encountered significant barriers to higher education. In order to provide its students with new academic and career opportunities, the college specifically addresses itself to their need for improving English language and computational skills. An integral goal of the college, therefore, is to provide transitional bilingual education opportunities for its Spanish dominant students, and to foster a multicultural academic environment in which all students will learn to appreciate the many cultures which they represent. The college does not seek to replace the languages and cultural values of its students, but rather to enable them to function comfortably and easily in a variety of sociolinguistic settings.
Puerto Rican educator, writer and patriot, Eugenio María de Hostos was born on January 11th, 1839, in the island village of Río Cañas in Mayaguez. He attended elementary school in San Juan, and studied education and law in Spain at the Institute of Higher Education in Bilbao and the University of Madrid. He joined fellow students in efforts to liberalize Spain’s colonial rule of Cuba and Puerto Rico and to abolish African slavery. In 1869, he left Madrid for New York City, where he joined other exiles in the Cuban Revolutionary Junta, working for the liberation of Cuba and Puerto Rico. Three years later, Hostos traveled to Latin America to recruit support for the liberation movement. In Peru, he protested the exploitation of Chinese immigrants. In Chile, he championed the opening of educational opportunities for women, particularly in law and medicine. In Argentina, he campaigned widely for the construction of the first trans-Andean railroad. The government of Chile established a school for Hostos to implement his advanced concepts of education. Under his leadership, Liceo Miguel Luis Amunátegui became one of the foremost educational centers in Latin America. During eight years in Chile, he wrote award-winning curricula in Spanish and history and published literary, artistic, and philosophical works. After Spanish rule ended in Puerto Rico, Hostos returned to work once again for the island’s independence. In 1898, he left for the Dominican Republic, where he was appointed Director of the Central College and Inspector General of Public Education. He died there in August of 1903.

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

His life’s work and ideals are a legacy and an inspiration for all students at Hostos Community College.
Between 1998 and 2000, Eugenio María de Hostos Community College was involved in a two-year initiative called the Hostos Renaissance. This time frame was established for the college to work toward institutional regeneration. Our vision was to make Hostos a "school of excellence" for students seeking a liberal arts or career education in a dual-language, multicultural learning environment. During these years, we sought to realize our 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.

The Hostos Renaissance was driven by a renewed commitment to rigorous career and liberal arts programs that lead to meaningful employment or successful pursuit of higher-level studies. As a result of the growth and expansion of the academic programs central to the mission of this institution, our students are profiting from new and innovative approaches to teaching and learning.

A cornerstone of the Hostos mission is to offer dual language educational opportunities in a multicultural environment that fosters understanding, appreciation, and respect for cultural diversity, second language acquisition, and intellectual growth. English language proficiency remains a primary goal for all students.

During our Renaissance, we refined a comprehensive language-across-the-curriculum model to meet the needs of English language learners as well as English-dominant students who wish to achieve proficiency in Spanish. This model incorporates elements of accelerated learning that will enable our students to pass basic skills tests earlier in their college careers. Students who need to improve their language skills in order to perform advanced-level college work receive the necessary support.

At Hostos, students take language-enhanced content courses in various disciplines that promote second language learning and the development of writing skills. This approach is based on research indicating that second language learning is best achieved in meaningful contexts. Linguistic skills applied in more cognitively demanding, content-based settings are more likely to become a natural part of an adult's second language repertoire.

Language-enhanced courses are taught in English, and students who need help are provided with tutorial assistance. Our faculty systematically incorporate diverse linguistic tasks in their teaching, such as structured reading, oral assignments, writing-based assignments, library assignments, and resource guides, as well as dual language glossaries.

Mastery of two languages adds value to the career and liberal arts training provided to Hostos students. It prepares them for success in the 21st century's linguistically and culturally diverse world of work.
Historically, the Renaissance ushered in the Age of Discovery, which is also called the Age of Exploration. Now we have embarked on our own Age of Discovery, in which we are seeking new ways to make Hostos the pride of the CUNY system. This will be a time in which we explore every possibility for institutional improvement. In the course of five years (2001-2005), Eugenio María de Hostos Community College will set and surpass new standards with its dual language academic and career education programs. Through our ongoing efforts, Hostos will attain and retain a unique place among outstanding two-year colleges throughout the nation.
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 is tentatively scheduled to begin in the Spring 2002.

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.
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 Medical Laboratory Technology, 60 credits; in Nursing, 67 credits; in Radiologic Technology, 62.5 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, Medical Laboratory Technology, 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>Data Processing</td>
<td>A.A.S.</td>
<td>5101</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>A.A.S.</td>
<td>5203</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>A.A.S.</td>
<td>5503</td>
</tr>
<tr>
<td>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>(certificate)</td>
<td>5005</td>
</tr>
<tr>
<td>Practical Nursing LPN</td>
<td>(certificate)</td>
<td>5209:20</td>
</tr>
</tbody>
</table>
**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 indicated below. Students planning to continue studies leading to a B.A. or B.S. degree should contact either the counseling center or 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 by Degree**

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>A.A.</th>
<th>A.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>12 credits</td>
<td>6 credits</td>
</tr>
<tr>
<td>Behavioral and Social Sciences*</td>
<td>12 credits</td>
<td>6 credits</td>
</tr>
<tr>
<td>Modern Languages</td>
<td>6 credits**</td>
<td>**</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6 credits</td>
<td>7 credits</td>
</tr>
<tr>
<td>Philosophy, Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual and Performing Arts, Africana Studies, OR Latin American/ Caribbean Studies</td>
<td>6 credits</td>
<td>3 credits</td>
</tr>
<tr>
<td>Physical Education/Athletics</td>
<td>2 credits</td>
<td>2 credits</td>
</tr>
<tr>
<td>Natural and Physical Sciences</td>
<td>8 credits</td>
<td>24 credits***</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>AS REQUIRED</td>
</tr>
<tr>
<td><strong>TOTAL</strong> (required for degree)</td>
<td>60 credits</td>
<td>60 credits</td>
</tr>
</tbody>
</table>

Effective May 1997, the Board of Trustees of the City University of New York adopted the CUNY Writing Assessment Test as a graduation requirement for all community college students. In addition, students who wish to transfer to senior colleges must also pass the Freshmen Skills Assessment Tests prior to transferring (1985 policy).

In addition to the stated degree requirements and as part of the transitional bilingual model, a student may be required to take ESL, math, and Spanish remedial/developmental courses to fulfill language, math, and/or college preparatory initiative (CPI) requirements. These may include courses in English, math, natural sciences, behavioral and social sciences, fine arts, and/or modern languages, depending on the student's level of preparation, and in congruence with the College's bilingual mission. Depending on the preparation and placement of the student, these additional courses 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.

**NOTE:** Three-quarters of the work for the Associate in Arts (A.A.) degree must be in the liberal arts and sciences; one-half of the work for the Associate in Science (A.S.) degree must be in the liberal arts and sciences. The number of credits required for the A.S. degree is dependent upon the student’s level of mathematics preparation.

*Students are allowed three of these credits in Public Administration.

**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.

***Twelve to sixteen credits in one science: biology, chemistry, or physics, plus eight credits in a different science.

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**IMPORTANT NOTICE OF POSSIBLE CHANGES**

“The City University of New York reserves the right, because of changing conditions, to make modifications of any nature in the academic programs and requirements of the University and its constituent colleges 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.”
Eugenio Maria de Hostos Community College
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. Note: A one-semester college course generates one CPI unit.

<table>
<thead>
<tr>
<th>AREA/DEPARTMENT</th>
<th>CPI UNITS REQUIRED BY YEAR OF ENTRY</th>
<th>HIGH SCHOOL CPI COURSES</th>
<th>HOSTOS CPI SUBSTITUTE COURSES (EQUIVALENCIES)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1993</td>
<td>1995</td>
<td>1997</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural (Laboratory) Sciences</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>(Behavioral/Social Sciences; Latin American &amp; Caribbean Studies; Africana Studies)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine Arts (Visual/Performing Arts)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Foreign (Modern) Languages ****</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL CPI Units Required by Year of Entry</td>
<td>9</td>
<td>11</td>
<td>13</td>
</tr>
</tbody>
</table>

* Passing CUNY Writing & Reading Assessment Tests may generate one CPI English unit each, if student has fewer than 2 high school units of English.
** Passing CUNY Math Assessment Test may generate one CPI Math Unit, if student enters with no high school Math units.
*** GED: Transcripts of any HS experience and a score above a certain threshold on the GED exam will be established in order to receive Math & English units. GED students are advised to follow a college preparatory GED program, whenever possible.
**** Foreign HS graduates prior to 1993 will be exempt.
HOSTOS CPI SUBSTITUTE COURSES

ENG 1300 Basic Composition
ENG 1301 Core English
ENG 1302 Expository Writing
ENG 1303 Literature and Composition
MAT 1612 Elementary Algebra for Non-Science Students
MAT 1622 Elementary Algebra
MAT 1624 Intermediate Algebra
MAT 1628 Pre-Calculus
MAT 1632 Introductory College Mathematics I
BIO 3902, 3904 General Biology I and/or II
BIO 3906, 3908 Anatomy and Physiology I and/or II
CHE 4002/4102 General Chemistry I (Lecture and Laboratory)
CHE 4004/4104 General Chemistry II (Lecture and Laboratory)
CHE 4012 Introduction to Chemistry
ENV 4014, 4016 Environmental Science I and/or II
PHY 4302/4402 Physic I (Lecture and Laboratory)
PHY 4304/4404 Physics II (Lecture and Laboratory)

CUNY Baccalaureate Program

Established in 1971, the CUNY baccalaureate Program (CUNY BA/BS) is a small University-wide individualized degree program intended for self-directed, academically strong students who have well-formulated academic and career goals. Students who are admitted to the program work out an individualized area of specialization with guidance from a CUNY faculty member who agrees to serve as a mentor. Students also complete the Program's liberal arts core distribution and other degree requirements. They are also able to incorporate independent studies and internships into their degrees, and may be able to earn up to 15 credits for documenting learning experiences that occurred prior to entering college. Although students in the Program are matriculated at one CUNY College, they are free to pursue their studies and take courses at any other CUNY college including, in some cases, the CUNY Graduate 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 2.50 or higher. The CUNY BA and BS degrees are fully accredited and are awarded by The City University rather than by a University Center. Further information may be obtained from the CUNY Baccalaureate Program Office at 25 West 43rd Street, New York, New York 10036 (212) 642-2905.

Mr. Gerald D. Cohen, Assistant Dean of Academic Affairs, is the Coordinator of the CUNY BA/BS Program at Hostos Community College. His office is Room B447; telephone (718) 518-6664.
Contact Person: Nydia R. Edgecombe
Director of Admissions and Recruitment Office
Telephone: (718) 518-4406

The Admissions and Recruitment Office of 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 the requirements of the programs offered at Hostos, 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 Admissions and Recruitment Services
120 East 149th Street
Bronx, New York 10451
Room D210
(718) 518-4405

or

CUNY Office of Admissions Services
1114 Avenue of the Americas (15th floor)
New York, NY 10036
(212) 997-2869

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

I. Freshman

Students who have never attended a college, university, or post-secondary institution since graduating from high school or receiving its equivalent (a GED) should file a CUNY Freshman Application indicating Hostos as First Choice.

The application requires:

1. An official high school transcript or the general equivalency diploma (GED) with a minimum score of 225 (neither a high school certificate nor an IEP diploma is acceptable);

2. An original high school diploma;

3. A $40 money order application fee payable to the University Application Processing Center (UAPC).

Note: IEP diplomas and high school certificates are not acceptable for admission. In addition, General Equivalency Diplomas (GEDs) from Puerto Rico with a score lower than 225 (after deleting ESL score) are not accepted by CUNY. Prospective applicants with IEP diplomas, high school certificates, and GEDs from Puerto Rico with a score lower than 225 are encouraged to attend the Hostos GED program. (Please see the Continuing Education Department, p. 53).
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 years of English
- three years of academic math
- four years of social studies
- two years of a foreign language
- two years of laboratory science
- one year of visual or performing arts

II. Transfer

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.

The application requires the following:

1. An official high school transcript or the general equivalency diploma (GED) with a minimum score of 225 (neither a high school certificate nor an IEP diploma is acceptable);
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.)

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 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.

III. Second Degree

Students may apply to Hostos Community College for a second undergraduate degree, providing 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 attention of "Second Degree Status," Admissions and Recruitment Office.

IV. 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 must submit the following:

1. High School transcript and diploma or GED with a minimum score of 225 (neither a high school certificate or IEP diploma is acceptable);
2. Transcript of all prior college course work;
3. A $40 money order application fee payable to Hostos Community College.

Non-degree students are not entitled to financial aid.

Failure to file the correct application will result in a delay in processing for admission and may possibly incur additional fees. Be sure to read the instructions carefully and submit all necessary documentation. Students educated outside the U.S.
should refer to CUNY's "Information for International Undergraduate Applicants" for further application instructions.

Please visit the Admissions Satellite located in the 500 Grand Concourse lobby if you need help in completing your application.

**Senior Citizens**

Bona fide residents of New York City who are 60 years of age or older may be admitted by following the regular admissions procedures. 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.

**Student Visa**

The Admissions and Recruitment Office coordinates all administrative and counseling for international students requesting a Student Visa. To obtain an I-20 certificate and in order to be eligible for a Student Visa, a student must be in a position to meet the cost of his or her education and living expenses. The cost of a year's education is approximately $9,000. The I-20 form is issued to students who are accepted as full-time matriculants.

**Overseas Applicants**

The overseas applicant must submit the following documents to the nearest U.S. consulate in his or her country:

- I-20 Certificate
- Proof of financial support
- A valid passport
- An acceptance letter from Hostos Community College

**Restriction on Changing Visas**

*Prospective students in the U.S. with business or tourist visas (B-1 or B-2) are no longer eligible to change to student status F-1.*

**Transferring to Hostos with an F-1 Visa**

Students with an F-1 visa from another college in the U.S. must follow these procedures:

- Contact the Foreign Student Advisor at the college previously attended;
- Submit the I-20 certificate from the previous college to the Foreign Student Advisor at Hostos.
- Submit a new notarized financial statement to the Foreign Student Advisor at Hostos.
An international student with an F-1 visa must consult the International Student Advisor before:

1. Accepting employment; or
2. Leaving the United States on vacation; or
3. Permanently transferring to another institution; or
4. Withdrawing from the college before the end of the semester.

For more information on student visas, please call or make an appointment to see the Foreign Student Advisor:

Mrs. Nydia R. Edgecombe
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 (p. 24).

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 dispersed 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. For further information, please see the section on Financial Aid in this catalog (p. 33).

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 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)

The residency process qualifies students for the low 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.

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 Visa, 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 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 semester immediately prior to the first day of classes satisfies this condition.)
b) Continuously maintained his or 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.
General Information

As 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 U.A.C.P. They may retake those tests not passed.

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

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

Exemption from Testing

Entering students are exempt from the reading and writing test 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 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, writing, and mathematics skills test. Students should seek detailed information from their academic advisors about other graduation requirements for their major.

Students who enrolled in CUNY as first-time freshmen in fall 1999 or later, or as transfer students in fall 2000 or later, are required to take the CUNY Proficiency Examination (CPE) for the first time between the 45th and 60th credit. Beginning in fall 2003, all students, regardless of when they first entered CUNY, will be required to take the CPE for graduation from Hostos Community College. To receive an associate’s degree, community college students must pass the CPE.
Students with a bachelor's degree or higher from an accredited college are exempted from the CPE requirement.

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.

Testing Requirements for Transfer to a CUNY Senior College

Students wishing to transfer to a CUNY senior college must pass all three basic skills tests. Students are counseled to take and pass the writing, reading, and mathematics 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, the Office of Student Assessment, and/or the Graduation Officer.

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.
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 Candidates

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 availability 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. Applications are available at the Admissions 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. However, 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 availability basis.
2002-2003

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

Note: Those students receiving TAP or STAP 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 should be brought 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.

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 form 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.

Maximum Student Course Load

The maximum course load for a student is not to exceed 18 academic credits or a combination of 18 equated 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 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 equated 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.

Records

The Office of the Registrar is the repository of the students' college records. 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 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, transcript request forms are available in the Office of the Registrar. A $4.00 fee is charged for transcripts; however, the fee is waived for transcripts sent to units of The City University of New York.

Transcripts are never sent automatically, whether for transfer, employment, or any other reason. 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.

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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 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 require 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 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 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 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.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Students Entering in Fall 1990</th>
<th>Students Entering in Fall 1996</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Associate Degree, Hostos</td>
<td>42</td>
<td>4.9</td>
</tr>
<tr>
<td>Associate Degree, Other CUNY</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Transferred to Associate or</td>
<td>22*</td>
<td>2.6</td>
</tr>
<tr>
<td>Bachelor's Program</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TUITION AND FEES

New York State Residents

Undergraduate (includes students enrolled prior to 6/1/92, or enrolled as first time freshmen, or non-CUNY transfer students from semesters or sessions beginning on or after 6/1/92)
Full-time Matriculated: $1,250.00 per semester
Part-time Matriculated: $105.00 per billable equivalent credit

Undergraduate (all others)
Non-degree: $120.00 per billable equivalent credit
Senior citizen fee: $65.00 per semester or session

All Students (including non-degree and senior citizens)
Consolidated Services Fee: $5.00 per semester or session

Non-state Residents and Foreign Students

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)
Full-time Matriculated: $1,538.00 per semester
Part-time Matriculated: $130.00 per billable equivalent credit

Undergraduate (all others)
Non-degree: $175.00 per billable equivalent credit

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.

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</td>
</tr>
<tr>
<td>greater than 2 but less than or equal to 4</td>
<td>$230</td>
</tr>
<tr>
<td>greater than 4 but less than or equal to 6</td>
<td>$460</td>
</tr>
<tr>
<td>greater than 6</td>
<td>$690</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.

**Special Fees for All Students, Matriculated and Non-matriculated**

**Application for Admission**

- Freshman (not refundable): $40.00
- Transfer (not refundable): $50.00

**Student Activities Fee**

- Full-time: $37.00
- Part-time: $19.50

**University Student Senate Fee**

- $0.85

**Consolidated Service Fee**

- $5.00

**Transcripts**

- $4.00 (no charge for transcripts sent to college of CUNY)

**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**

- $15.00

**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.

Refunds other than Summer Session

Official withdrawal from other than summer session courses before the scheduled opening date of the session
100% 100%

Official withdrawal from courses in order to register at another unit of The City University during that semester
100% 100%

Official withdrawal within one week after scheduled opening date of the session
75% 50%

Official withdrawal during second week after scheduled opening date of the session
50% 25%

Official withdrawal during third week after scheduled opening date of the session
25% None

Official withdrawal after completion of third week after scheduled opening date of the session
None None

Pro-rata Refunds for Title IV Recipients

Federal pro-rata applies to those students who receive Title IV financial aid (Pell, FSEOG, Federal Work Study, Stafford and/or Perkins Loans) and who withdraw totally from school within a specified period of time. For continuing students, the withdrawal period is the first half of the semester; for first-time Hostos students, the withdrawal period is the first three-fifths of the semester.

The federal refund policies are based upon charging tuition to a student for the period of enrollment during which he or she was in attendance. If a student’s attendance cannot be documented, the full amount of the financial aid disbursed must be returned to the federal government, as no college tuition liability can be established.

The federal pro-rata refund provides for tuition adjustment based upon when the student withdraws. The liability incurred by a continuing student is calculated by multiplying the original tuition times the corresponding percentage below:

- Weeks 1 & 2: 10%
- Weeks 3 & 4: 50%
- Weeks 5 - 8: 75%

The liability incurred by a first-time Hostos student is calculated by dividing the number of the student’s last week of attendance by 15 (each semester lasts 15 weeks); this percent, multiplied by the original tuition amount, is the new tuition liability.

If the student has paid more than the amount due to the college, either by cash or through Title IV financial aid, a refund to the applicable programs must be returned.

NOTE: The number of refunds that an individual student is allowed will be limited under conditions imposed by the college. All tuition and fee schedules are subject to change without prior notice, at any time, upon action of the Board of Trustees of The City University of New York. Should fees or tuition be increased, payments previously made to the college will be counted as partial payments. Notification of additional amounts due, dates due, and methods of payment, will be sent to the individuals involved.
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 previous Hostos Community 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), and College Discovery (CD).

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

Loans are borrowed money that must be repaid.

**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 available by appointment. Literature on student aid is also 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) for additional information.

**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.

**Need**
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, and housing—and the amount the student and/or his or 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 contact 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 2001-2002**
For a student living away from parents:

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$2,500.00</td>
</tr>
<tr>
<td>Books</td>
<td>670.00</td>
</tr>
<tr>
<td>Fees</td>
<td>75.70</td>
</tr>
<tr>
<td>Transportation</td>
<td>578.00</td>
</tr>
<tr>
<td>Personal Expenses</td>
<td>5,562.00</td>
</tr>
<tr>
<td>(including lunch)</td>
<td></td>
</tr>
<tr>
<td>Housing</td>
<td>4,177.00</td>
</tr>
<tr>
<td>Consolidated Fee</td>
<td>10.00</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 an 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 or Free Application for Federal Student Aid (FAFSA) is used to determine an applicant's eligibility for Title IV Aid (Federal Pell Grant, Federal SEOG, and Federal Perkins). The TAP/APTS Application and CUNY Supplement form are 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 six 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 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:

1. attempted credits cannot exceed 150% of the credits normally required for completion of the degree, and
2. accumulated credits are equal to or greater than two-thirds of the cumulative credits attempted, or
3. accumulated credits are equal to or greater than .875 multiplied by the credits attempted minus 21 credits.

Students will be measured against the above-mentioned standards at the end of each term. Those who fall below the standards may appeal through the normal institutional academic appeal process to regain eligibility.

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," 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 Audit 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
This is a federal grant. Students registered for one or more credits will be considered for an award. Awards are prorated according to the following: a student's enrollment status, based on federal appropriations, the college's cost of attendance, and the applicant's EFC. Awards for eligible applicants range from approximately $400 to $3,750. All previously mentioned requirements apply. For further information, call PELL directly at 1 (800) 433-3243, contact the Financial Aid Office at (718)
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 he or she 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, costs of attendance and the applicant's EFC, awards for eligible applicants range from approximately $100 to $4,000.

Federal Work Study
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 experiences are available for students who are interested in working off campus. Jobs on campus are limited and subject to federal matching funds requirements. Based on federal allocations, costs of attendance, and the applicant's EFC, awards for eligible applicants range from approximately $800 to $4,000.

Federal Perkins Loan
A Federal Perkins Loan is a low interest (5%) loan for undergraduate students with exceptional financial need. Federal Perkins Loans are made through The City University of New York and the Hostos Financial Aid Office. Based on federal allocations, cost of attendance, and the applicant's EFC, awards for eligible applicants range from approximately $800 to $4,000.

The City University is the lender, and the loan is made with government funds. If the student borrower drops to fewer than six credits in a semester or leaves school, he or she 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 call 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 Title IV programs. In October 2000, new rules replaced the previous rules that governed refunds. These new rules affect students who receive aid and then withdraw 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% point earns all aid for the period.
NEW YORK STATE STUDENT AID

Eligibility Criteria
In addition to the previously mentioned citizenship requirements, student aid applicants must be New York State residents for twelve months preceding the award year, have taxable incomes below a certain specified amount, and 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.

To be eligible for a TAP Award

<table>
<thead>
<tr>
<th>No. of Semester</th>
<th>% of course work completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.00%</td>
</tr>
<tr>
<td>2</td>
<td>50%</td>
</tr>
<tr>
<td>3</td>
<td>50%</td>
</tr>
<tr>
<td>4</td>
<td>75%</td>
</tr>
<tr>
<td>5</td>
<td>75%</td>
</tr>
<tr>
<td>6</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>To be Eligible for Award</th>
<th>Minimum Number of Degree Credits Accrued</th>
<th>Minimum Cumulative GPA Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>2</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>3</td>
<td>6.00</td>
<td>1.00</td>
</tr>
<tr>
<td>4</td>
<td>18.00</td>
<td>1.20</td>
</tr>
<tr>
<td>5</td>
<td>31.00</td>
<td>2.00</td>
</tr>
<tr>
<td>6</td>
<td>45.00</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Satisfactory Academic Progress Update
Effective in the current academic year, New York State student aid recipients must have achieved at least a C average 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 had a negative impact on their academic achievement may be eligible for a one-time waiver. A waiver will be considered if there is a reasonable probability that the student will regain good academic standing and the student is able to present full documentation to substantiate an appeal. Students who wish to apply for a TAP Waiver must first receive counseling and obtain assistance from the Financial Aid Office.

All developmental courses are charged as billable equivalent credits, although the academic portion of the course represented by the credit-bearing portion counts toward the degree, and may be paid for with financial aid funds. Please note that not all billable equivalent credits count toward a degree, and this might have an impact on your financial aid.

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

Note:
TYPES OF PROGRAMS

Tuition Assistance Program (TAP)
The Tuition Assistance Program 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 family's net taxable income. The New York State Higher Education Services Corporation (NYSHESC) directly notifies the applicant of his or 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 toward 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 his or her TAP reimbursement. Call TAP at (518) 474-5642.

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

Aid for Part-Time Study Program (APTS)
Students who intend to register for 3 to 11.5 billable equivalent credits and have not utilized their six semesters of TAP are eligible to apply for an APTS award. Unlike the STAP and TAP programs, which are entitlements, the APTS Program has limited funds and is directly administered by The City University of New York and the Hostos Financial Aid Office. When these funds are exhausted, additional awards cannot be made for the academic year. Based on state allocations, awards for eligible applicants may range from $45.00 to $505.00 per semester.

Part Time TAP (PTAP)
The New York State budget included a provision for a three-year pilot program at The City University of New York to fund part-time undergraduate students with TAP awards beginning in Fall 2000. This Part-time TAP (PTAP) program allows 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 or she meets the following criteria:

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

OTHER STATE AID PROGRAMS

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

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

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

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

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

Robert C. Byrd Honors Scholarship Program, Paul Douglas Teachers Scholarship Program, and the National Science Scholars Program (Federally funded)
Call 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, call 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/ofa

Public Assistance Program
Begun in Fall 1997, the College Opportunity to Prepare for Employment Program (COPE) serves all public assistance students at Hostos except those in the REACH program.* For information about COPE services, call the COPE Office at (718) 518-4363, Room A-017. Students are advised to remain alert to COPE bulletins regarding changes in work and childcare grant requirements that may occur during the school year. Information will be posted as it is received. Students should take advantage of WEP and TRE advisement sessions, which are held prior to each term's registration. At these sessions, students can ask questions and obtain the most up-to-date information.

Work Program
New and continuing HRA students may attend college, but since Fall 1997, students have had to fulfill a 20 hours per week work assignment under the Work Experience Program (WEP) for AFDC students: those who can definitely graduate within the next 12 months; those who have 20 hours per week of work-study; and those who have 20 hours per week of an internship or clinical work. (Students who are close to 20 hours of work-study or internship should see the COPE staff.) For details and information about additional exemptions, including any for HR's, contact the COPE office.

Training Related Expenses (TRE's)
HRA provides supplementary childcare and carfare grants (TRE's) to students on public assistance who meet credit accumulation standards. These standards and the length of time a student can get TRE’s are under review. At this time, however, they remain the same as published for 1996-97 with one exception: Students who are doing WEP or a WEP substitute together with school will be responsible for completing only a minimum of half the number of credits a full-time student would need to continue receiving TRE’s. (Of course, students may take as many credits as they wish.) Furthermore, students eligible for TRE's will usually get them for both college and WEP.

*The REACH program, which helps a small group of Health and Human Services HRA students, is located in Room A-307, extension 4107.
Policy on Grades and Academic Standards

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

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

Other Grades

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 nonpunitive 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 nonpunitive 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, ENG 1301, or ENG 1306.

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

F Grade Policy

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

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

- If a course for which a student wants the failing grade to be replaced by a grade of C or better was taken prior to September 1, 1984, the student must receive the approval of the appropriate Committee on Academic Standing;
- For a grade of C or better to replace a grade of F in the calculation of the cumulative GPA, the failing grade cannot have been received at another institution;
- A failing grade may not be partially replaced. If a student has replaced 14 credits of failing grades and subsequently receives a grade of C or better in another 3-credit course that was previously failed, the failing grade cannot be replaced;
- If a student has received more than one failing grade for the same course and subsequently earns a grade of C or better in...
the course, the failing grades will be deleted from the calculation of the cumulative GPA, subject to the 16-credit limit;

- If a student fails a course that was taken on a pass/fail basis and subsequently retakes the course, a grade of C or better must be earned in order for the failing grade to be replaced;
- If the course number or title of a course was changed in the period between the receipt of the failing grade and the repetition of the course but the content remained the same, the failing grade will be replaced if a grade of C or better was received in the repeated course;
- If the content of the course was changed in the period between the receipt of the failing grade and the repetition of the course, or when a student has been allowed to substitute one course for another, the declaration of course equivalency for the purpose of deleting the failing grade from the calculation of the cumulative GPA will be at the discretion of the appropriate Committee on Academic Standing:
  - The cumulative GPA calculated on the basis of this policy is to be used for purposes of retention and graduation from the college and the admission to and continuance in a major or specialization. It will not be used to calculate graduation honors, the Dean's List, or departmental honors at graduation.

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

FIN - Failure due to Incomplete. A grade given when the 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.

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.

Dean's List

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

a. twenty-four or more credits of work at Hostos Community College during a given academic year; and
b. a scholastic index of 3.0 or better with no grades of “D,” “F,” “R,” “WU,” or “INC” within that academic year.
Serrano Scholars Program

The academically challenging Serrano Scholars Program links Hostos Community College to Columbia University. It is named for Congressman José E. Serrano, who was instrumental in obtaining federal funding for its creation. Outstanding Hostos students who are accepted for this program may be eligible to transfer to Columbia to prepare for careers in diplomacy or international affairs. However, they must meet Columbia’s entrance requirements in order to enroll in the baccalaureate program at Columbia’s School of General Studies. If they succeed, they may continue in the master's degree program at Columbia’s School of International and Public Affairs. Full tuition is paid for Serrano Scholars, and they are also given stipends while at both institutions. When the time comes to file the application for Columbia, Hostos personnel will help graduates of our program with the process.

For further information about this program, call Mr. Juan Lacay at (718) 518-4448.

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:

a. Enrollment at Hostos Community College at the time of induction;
b. Completion of a minimum of 15 academic credits by the end of the semester prior to induction;
c. Completion of two full semesters at Hostos Community College and a cumulative grade point average of at least 3.5;
d. Completion of at least two semesters of English or English-as-a-Second-Language courses, or attainment of the ENG 1302 level, if initially placed upon admission to the college in an English course below 1302;
e. Successful completion of any “I” grades and successful repetition and passing grade (or passed CUNY exam) in cases where a grade of “R” was previously earned;
f. Attainment of academic excellence and good moral character, as judged by the faculty.

Students are required to pay a one-time initiation fee of $35 to the national honor society and to submit a letter of recommendation from a faculty member.

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 Standards

Students dismissed under automatic denial, who have been readmitted after a minimum of one semester of non-attendance, will be allowed only 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</td>
<td>1.50</td>
</tr>
<tr>
<td>13 - 24</td>
<td>1.75</td>
</tr>
<tr>
<td>25 - upward</td>
<td>2.00</td>
</tr>
</tbody>
</table>
Eugenio María de Hostos Community College

ACADEMIC INTEGRITY

Introduction

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

Cheating

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

Examples of cheating include, but are not limited to, the following:

1. Copying an examination or assignment that will be submitted as an individual’s own work.
2. Procuring and distributing answers to examinations in advance.
3. Unauthorized collaboration on work submitted as one’s own.
4. Using unauthorized notes, books, or other materials during an examination.
5. Having another person take an examination or write a paper that will be submitted as one’s own.
6. Submitting work for which credit has previously been received in another course without the knowledge or consent of the instructor.

Plagiarism

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

Instances of plagiarism include, but are not limited to, the following:

1. Quoting and/or paraphrasing the work(s) of others without giving credit to the original author(s).
2. Incorporating the ideas of another into one’s work without acknowledging and/or documenting the source(s).

Bribery

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

In the context of academic integrity, bribery includes, but is not limited to, the following:

1. Procuring and distributing answers to examinations in advance in exchange for a favor.
2. Offering items of value in exchange for an academic favor.

Faculty, Proctor, and Student Responsibility

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

Faculty and Proctor Responsibility

1. Faculty are responsible for informing students of the Academic Integrity Policy of Hostos Community College at the beginning of each semester.
2. At all times, faculty (or proctors) must protect
2002 - 2003

this policy within the scope of their responsibility.

3. Faculty accused of violating this policy may be subject to the provision of Article 7 (Academic Due Process) of the CUNY By-laws.

4. All other proctors accused of violating this policy may be subject to disciplinary procedures.

Student Responsibility

1. All students' work shall be the result of their own efforts.

2. Students are required to appropriately identify direct quotations and paraphrased opinions and ideas when they are incorporated into the writing of papers, examinations, class projects, etc.

3. Students shall follow the directions of the course instructor or course proctor regarding permissible materials in the classroom at the time of examinations.

4. Students are responsible for checking with the course instructor or test proctor regarding the use of computer software materials or a calculator in the production of written work.

5. No student shall give or receive any assistance or communicate in any way with another student while an examination is in progress.

6. No student shall attempt to obtain or disseminate the content of any examination prior to its distribution by the proctor.

7. Except as directed by the instructor, students enrolled in laboratory courses shall complete all observations, projects, and reports solely on their processing of the experiment, materials, or demonstration.

8. No student shall submit the same work to more than one instructor without the prior approval of the course instructor.

Procedure for Addressing Violations of Academic Integrity

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

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

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

The letter from the instructor, chairperson, chief coordinator, or Assessment Officer must include the specific infraction, clear information to support the claim, the recommended sanction, and a statement of the appeals procedure. The letter, which will be written in both Spanish and English, must be sent within ten school days of the suspected infraction. (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 his or her designee will review the contents of the letter with the student.

If the student denies or rejects the charge and/or sanction, he or she 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 Avenue (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, he or she 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 his or her 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 his or her degree until the matter has been resolved.

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

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

The Academic Advisement Office assists students to identify and progress toward their educational and career goals. The office assigns every freshman and advanced standing transfer applicant (ASTA) to a faculty advisor during his or her first semester at Hostos. Students are matched with advisors according to their program of study, as indicated on the placement roster received from the Office of Information Technology. Letters are then sent from the Academic Advisement Office to first-semester freshmen and ASTAs, informing them of their assigned advisor and additional advisement information, including the deadline for advisement. They are also told to make an appointment with their advisor as soon as they receive their letters.

Returning students are sent letters every semester, informing them of the advisement dates and reminding them of the procedures for advisement. They are instructed to return to the advisor to whom they were assigned in their first semester.

Both advisors and students review the student’s academic progress and then prepare a program of courses to be taken during the following semester. Once they have obtained advisement, students come to the Advisement Office to sign the Advisement Signature Roster, which indicates that they have been advised.

Peer Advisors

The peer advisors who staff the Academic Advisement Office, Room 101C of the Savoy Building, are carefully selected students who are trained and supervised by the Director of Academic Advisement. They are able to provide extensive academic advisement and orientation to students throughout the academic year. Students are seen on a drop-in basis, and peer advisors are able to answer questions and supply information regarding college policies and procedures. The peer advisors are curricular “experts” and are able to guide students through their degree programs.

Peer advisors also provide students with unofficial information on a variety of scholarships. They identify students who meet the criteria and assist them with their applications. Additionally, peer advisors provide unofficial
graduation assessments to prospective graduates. They analyze the student's transcript, check degree requirements for the curriculum, and help the student file for graduation. They also provide transfer information and assist students in applying to senior colleges.

Peer advisors assist students during registration periods. They work day and night to check students' programs for accuracy and completeness. They assist students in selecting classes that meet their degree requirements and input these classes into the computer.

The peer advisor program operates on a semester schedule, and students are seen on a drop-in basis. Office hours are 10:00 a.m. to 5:00 p.m. on Mondays and Tuesdays; 10:00 a.m. to 7:00 p.m. on Wednesdays and Thursdays. The office is closed on Fridays.

Transfer

Students who plan to transfer to a four-year college should consult 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 Advisement Office.

The Career Services Office

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
MEDICAL LABORATORY TECHNOLOGY: medical technologist, medical laboratory technician
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 ADMINISTRATION AND 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 regarding the services offered, please call (718) 518-4249. We are located in the Savoy Building, Room 102. The office hours are Monday through Friday, 9:00 a.m. to 5:00 p.m. Special arrangements may be made for evening students.
Business Internship Program

Students from Accounting, Business Administration, Microcomputers for Business and Office Administration and Technology must participate in a business internship during their last semester in order to graduate. They are placed in over 40 participating companies. Students work 10 to 25 hours per week during a semester and, in many cases, full time in the summer. An internship enables students to develop marketable skills and exposes them to the realities of specific occupations.

College Discovery

The College Discovery Program is a special funded support services program of The City University of New York. Students apply when filing their CUNY admissions applications. Acceptance is based on financial need, academic index, and completion of the pre-freshman summer immersion skills program. Students must be first-time freshmen. Documentation of at least one year of New York City residency is required, and the student must be a permanent resident or a US citizen.

College Discovery students receive a variety of academic and support services that include financial assistance to cover costs of fees, books, and other educational expenses.

The program offers a Supplemental Instruction Resource Center that provides tutoring in subjects such as ESL, English, math, Spanish, biology, and chemistry. In addition, the Resource Center is equipped with computers to give students access to the Internet and software for ESL learners. Counseling services assist students with personal and academic matters and other issues that have an impact on academic performance. Academic workshops are offered on an ongoing basis.

College Discovery Program Office
Room 101, Savoy Building
Telephone (718) 518-4486

Health Services
Room B-115
Telephone (718) 518-6541

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 forms. For information call (718) 518-6633.
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 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 limited to 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.

Hours:
Monday through Thursday, 7:45 a.m. to 8:30 p.m.;
Fridays, 7:45 a.m. to 2:00 p.m.

Personal and Academic Counseling

The Counseling Center provides ongoing personal and academic counseling for students on an individual and group basis. The process begins when the student is admitted to the college and enrolls in the College Orientation course, where students are informed about essential college policy and procedures and learn college success skills. Through this course, students develop a relationship with a counselor.

Students may also see a counselor on an individual basis by appointment or at most times by “dropping in” at the center. They may be referred by college faculty or staff or may seek counseling on their own. Counseling is provided in a private and supportive environment in which students may focus on academic and career issues, family problems, personal development concerns, and other matters of importance to them. Most counselors on the staff are bilingual (English/Spanish). There is a staff member who works with students regarding domestic violence and immigration rights issues and concerns. All information discussed with the professional staff is kept in strict confidence, and referral to external resources can be arranged for services not available at the college.

The Counseling Center also maintains a close and supportive relationship with instructional faculty, who are a source of many student referrals. Counselors are available to collaborate with faculty on issues affecting student academic performance and retention.

This course is recommended for all freshmen:

SSD 1000 COLLEGE ORIENTATION AND ACADEMIC PLANNING
0 credits, 1.5 hours
Students in the course will be informed about college policies and procedures that every student must know in order to effectively progress through their studies. Students will also learn effective study, note-taking, test-taking and problem-solving skills, and how to manage their time as well as the everyday stresses in their lives. Other topics covered in the course include Academic Program Planning, Career Exploration, Financial Aid, and Library and Internet Resources. The motivation underlying student effort and progress is a theme running through the entire course.
Services for Students with Disabilities

To help insure that the letter and spirit of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 are fulfilled, the college provides an Office of Services for Students with Disabilities. Located in the new Student Development Center in Savoy Building Rooms D-101J and D-101K, it is the source of information, counseling, accommodations, referrals, and other specialized services for these students.

Office hours vary each semester. Call (718) 518-4454 or (718) 518-4459 for the current schedule, or contact the office by email:

mstimola@hostos.cuny.edu
or
agonzalez@hostos.cuny.edu.

Eligible students may receive a variety of services including pre-admission counseling and advisement, special placement testing and registration, ongoing personal, educational, and career counseling, and assistance in arranging for readers/note-takers, recorded textbooks and alternate classroom instruction, and modified testing. A close relationship with faculty assists in implementing effective accommodations.

Liaison is maintained with Vocational and Educational Services for Individuals with Disabilities and the Commission for the Blind and Visually Handicapped to help students determine their eligibility for New York State vocational rehabilitation services and to ensure that sponsored students receive support as they progress toward their educational and career objectives. Similar relationships are maintained with community agencies that provide supportive services, rehabilitation services, disability rights and advocacy training. A close working relationship with the Bronx Independent Living Services and other centers for independence for people with disabilities is also maintained. They are primary partners in assisting students with a wide array of disability-related concerns. They frequently conduct on-campus activities. For low vision and blind students, as well as students with learning disabilities, hearing impairments, and hand function impairments, a variety of special equipment and assistive technology are available. (See the Library section of this catalog for a description of the Resource Center for Students with Disabilities.)

College Health Services ensures that students with medical problems can receive necessary emergency services. The college has an emergency evacuation plan to assist mobility and other impaired students evacuate college buildings in the event of an emergency.

See elsewhere in this catalog for the college’s Policy on Nondiscrimination and for information about Grievance Procedures for Students with Disabilities.

Student Activities

Extracurricular activities are an integral part of life at Hostos. The Office of Student Activities assists students, clubs, and organizations on campus coordinate intellectual, cultural, social, and recreational programs in order to expand everyday classroom experiences and contribute to personal development. 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 interests. The Director of Student Activities works closely with the Student Government Organization in developing student activities. These activities increase group interaction and develop a framework within which student leadership may develop. Faculty and staff members function as advisors to clubs and organizations. The Office of Student Activities is located in Room C-373, (718) 518-6561.

Veterans Affairs

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 GI 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 dependent's enrollment status to the V.A. Veterans and dependents of a veteran are required to obtain the signatures of their instructors on a class attendance form on a monthly basis. Personal and academic counseling are available for veterans and dependents of veterans in the Office of Counseling Services. There is a Veterans Club on campus. For further information, contact the Office of Student Activities.

To obtain information regarding the certification process, you may contact the Office of the Registrar.
LIBRARY DEPARTMENT

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 form more in-depth information on library resources:

http://www.hostos.cuny.edu/library/index.htm

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
Monday – Thursday 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.
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, call (718) 518-6656.

Director: Lorraine Altman
For information, call (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.
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. The program is FREE for those in the College Discovery or SEEK programs.

Office and Contacts

Office: Room C-553, open from 8:00 a.m. to 8:00 p.m. daily. Telephone: (718) 518-6645 or -6657.

Contacts
Fatiha Makloufi, Director
Belkys Vetsch, Assistant
Dominican Republic Study Abroad Program
STUDY ABROAD PROGRAMS

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

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

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.

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.

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 2002-2003

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

- Cuba
- The Dominican Republic
- Nigeria
- Puerto Rico
- Spain

For further information, please call:
Ana I. García 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 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
Elsie Acevedo, Assistant Principal
Susan Levi-Palmipitto, Guidance Counselor
Daisy Molina, Guidance Counselor
Vicky Sanacore, Chairperson-Humanities Department
Vidal Pabon, College Advisor
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 Ringold, Celia Cruz, Marc Anthony, the Barrio Boyzz, and Lucecita Benítez.
Eugenio María de Hostos Community College

**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 thirteen 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.

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.
AFFIRMATIVE ACTION POLICY

It is the policy of Hostos Community College of The City University of New York to recruit, employ, retain, and promote employees on the basis of ability and without regard to race, color, religion, national origin, disability, age, sex, sexual preference, marital status, or status as a disabled or Vietnam era veteran.

The college's affirmative action program is in compliance with the requirements of Federal Executive Order 11246 as amended, the Equal Pay Act of 1963, Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1967, Section 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans Readjustment Assistance Act of 1972 and 1974, the Vocational Education Act, the ADA Act of 1990, and the designation of Italian Americans as an affirmative action category. 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.

The college is committed to meeting its obligation to the students to provide equality of access, to educate, and to provide services without regard to race, color, religion, national origin, disability, age, sex, sexual preference, marital status, or status as a Vietnam era veteran. 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.

Professor Linda Anderson serves as the college's Affirmative Action Officer, coordinator for Title IX, coordinator for the Age Discrimination Act, and 504/ADA coordinator. She is responsible for the implementation and monitoring of the college's affirmative action program. Professor Anderson can be reached at (718) 518-4284 or at 475 Grand Concourse, Room A-318.

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.

STATEMENT OF POLICY ON NONDISCRIMINATION

Eugenio María de Hostos Community College is an equal opportunity and affirmative action institution. The college does not discriminate on the basis of race, color, national or ethnic origin, religion, age, sex, sexual orientation, transgender, disability, genetic predisposition or carrier status, alienage or citizenship, veteran or marital status in its students admissions, employment, access to programs, and administration of educational policies.
ENVIRONMENTAL HEALTH AND 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.

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
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...

**I. RULES**

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

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

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

4. Theft from or damage to University/college premises or property, or theft 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/without pay pending a hearing before an appropriate college authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities, and for engaging in any matter in conduct prohibited under substantive rule 10, may, in the alternative, be required to participate satisfactorily in an appropriately licensed drug treatment or rehabilitation program. In addition, in the case of a tenured faculty member, or tenured member of the administrative or custodial staff engaging in any manner in conduct prohibited under substantive Rules 1-9 shall be entitled to be treated in accordance with the applicable provisions of the Education Law or Civil Service Law.

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

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

III. APPENDIX: SANCTIONS DEFINED

A. ADMONITION. An oral statement to the offender that he has violated university rules.

B. WARNING. Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of time stated in the warning, may be cause for more disciplinary action.

C. CENSURE. Written reprimand for violation of specified regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any university regulation within a period stated in the letter of reprimand.

D. DISCIPLINARY PROBATION. Exclusion from participation in privileges or extracurricular university activities as set forth in the notice of disciplinary
probation for a specified period of time.

E. RESTITUTION. Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.

F. SUSPENSION. Exclusion from classes and other privileges or activities as set forth in the notice of suspension for a definite period of time.

G. EXPULSION. Termination of student status for an indefinite period. The conditions of readmission, if any is permitted, shall be stated in the order of expulsion.

H. COMPLAINT TO CIVIL AUTHORITIES.

I. EJECTION.

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

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

Section 15.3. STUDENT DISCIPLINARY PROCEDURES.

Complaint Procedures:

A. Any charge, accusation, or allegation which is to be presented against a student and which, if proved, may subject a student to disciplinary action, must be submitted in writing in complete detail to the office of the dean of students promptly by the individual, organization or department making the charge.

("Throughout these 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.

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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 SUSPENSION OR DISMISSAL.

The board reserves full power to dismiss or suspend a student, or suspend a student organization for conduct which impedes, obstructs, or interferes with the orderly and continuous administration and operation of any college, school, or unit of the university in the use of its facilities or in the achievement of its purposes as an educational institution.

The chancellor or chancellor’s designee, a president or any dean may in emergency or extraordinary circumstances, temporarily suspend a student, or temporarily suspend the privileges of a student organization or group for cause, pending an early hearing as provided in 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.
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

The Department of Public Safety 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, 5 Corporals, 18 Patrol Officers, 17 College Security Assistants, two locksmiths, and a full-time secretary.

All campus public safety officers are service-oriented law enforcement professionals trained to handle security and safety matters on campus. Several members of the public safety department are trained in cardiopulmonary resuscitation (CPR). 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 Clery 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 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.
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 co-workers), or in some circumstances even where it appears that the harasser has less power than the individual harassed (for example, a student sexually harassing a faculty member). A lack of intent to harass may be relevant to, but will not be determinative of, whether sexual harassment has occurred.

c. Examples of Sexual Harassment

Sexual harassment may take different forms. Using a person’s response to a request for sexual favors as a basis for an academic or employment decision is one form of sexual harassment. Examples of this
type of sexual harassment (known as quid pro quo harassment) include, but are not limited to, the following: requesting or demanding sexual favors in exchange for employment or academic opportunities (such as hiring, promotions, grades, or recommendations); submitting unfair or inaccurate job or academic evaluations or grades, or denying training, promotion, or access to any other employment or academic opportunity, because sexual advances have been rejected.

Other types of unwelcome conduct of a sexual nature can also constitute sexual harassment, if sufficiently severe or pervasive that the target does find, and a reasonable person would find, that an intimidating, hostile or abusive work or academic environment has been created. Examples of this kind of sexual harassment (known as hostile environment harassment) include, but are not limited to, the following:

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

d. Consensual Relationships

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

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

e. Academic Freedom

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

f. False and Malicious Accusations

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.
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 STATEMENT AND QUESTION-AND-ANSWER GUIDE CONCERNING ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS)³

The City University of New York
Board of Trustees
MINUTES OF PROCEEDINGS,
March 21, 1988

POLICY STATEMENT AND QUESTION-AND-ANSWER GUIDE CONCERNING ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS)³

The City University of New York

In response to the AIDS⁴ epidemic, The City University will foster education, awareness, and compassion. The University will address its resources and its efforts to tasks that include:

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

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

Statement of Principles

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

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

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

Student Concerns

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

   If a student is uncertain of his or her medical

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³ In developing these guidelines, the University reviewed various AIDS guidelines of other colleges and universities. The format and content of this Question- and-Answer Guide are patterned after one prepared by the Ohio State University, with modifications suggested by members of the chancellor's Advisory Committee on AIDS.

⁴ Throughout these guidelines, the term AIDS, where appropriate, include ARC (AIDS - related Complex), and other conditions due to infection by HIV (Human Immunodeficiency Virus).
condition and seeks help, the University will offer to refer the student for a medical evaluation, including counseling and further medical follow-up if appropriate. This referral will be made on a confidential basis.

With the concurrence of his or her physician, a student with AIDS will be permitted to continue regular classroom attendance at the University.

2. How will the University respond to complaints of discrimination or harassment against students with AIDS, or students who simply are perceived to be in high-risk groups?

The University will respond to any conflict or harassment first by informal means, counseling and educating the individuals involved. However, if harassment continues, such conduct may be dealt with as a disciplinary matter under established University procedures, with due regard to privacy concerns.

3. How will the University respond to students who wish to change class schedules because a person in their class has AIDS?

Concern about casual transmission of AIDS is not supported by medical evidence. A concern that a professor or classmate has, or is believed to have, AIDS will not be considered a legitimate reason for a student’s dropping a course, requesting a section reassignment, or making other program changes. The University’s response to concerns of this nature will be to provide AIDS education and appropriate counseling to those involved.

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

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

5. Are student medical records confidential?

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

6. Will students be routinely tested for HIV antibodies?

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

Personnel Concerns

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

DENTAL HYGIENE

The Dental Hygiene Program leads to an Associate in Applied Science (A.A.S.) degree for students who successfully complete the course of study. Students are prepared to become registered dental hygienists and pass an intensive theory National Board and Clinical State Board examination. Passing both examinations is required for licensure and employment. The Dental Hygiene Program offers a two and three consecutive semester Dental Hygiene course of study. The Extended Three-Year Program is targeted for the student who is academically compromised by familial and financial obligations. By using staggered admissions, it delays entrance into the clinical component of the program until the basic dental hygiene courses are satisfactorily underway. Students take longer to 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 hygienists and dentists. Faculty, students, staff, family, and friends have access to free dental hygiene care and oral health maintenance. Two academic years and one summer are required to complete the 70-credit degree program. Graduates are eligible to transfer to senior colleges and receive junior year status.

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

Goals of the Dental Hygiene Department

The program endeavors to prepare students to:
- Provide quality preventive dental hygiene care to patients in a variety of settings.
- Provide effective treatment, care, and education for patients based on thorough assessment data.
- Successfully complete the dental hygiene curriculum.
- Successfully pass the dental hygiene licensing examinations.
- Develop and demonstrate professional acuity.
- Be a competent contributor to the community and dental hygiene profession.

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 GPA of 2.0 does not guarantee progression into the Dental Hygiene Program.

Transfer Students

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

RETENTION POLICY

Scholastic Requirements

1. A Dental Hygiene student is required to maintain a grade point average of 2.0 for each semester of the program.
2. Failure of two (2) Dental Hygiene courses may result in immediate dismissal from the program.
3. A student may only repeat a Dental Hygiene course once, assuring that the overall GPA is 2.0 and above. A GPA below 2.0 requires immediate dismissal from the program.
4. The retained students will be required to audit the pre-clinical/clinical course to assure the retention of essential manual skills.
5. In any case of failure to meet the required GPA, the student's progress will be evaluated by the program and a retention recommendation will be made.

Grading System

The basic criteria for grading in the Dental Hygiene Program in all Dental Hygiene courses are:
- A 93-100
- B 83-92
- C 75-82
- D 70-74
- F Grades below 70.

All grades below "C" in the Dental Hygiene Program are considered unsatisfactory. Although the "D" grade is given, "D's" are not acceptable by the program and the courses must be repeated if the student is recommended by the faculty to remain in the program.

Special Requirements for Dental Hygiene Students

- 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

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**FIRST YEAR**

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<td>CHE 4012 Introduction to Chemistry I (Lecture and Laboratory)</td>
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<td>DEN 5329</td>
<td>Advanced Clinical Dental Hygiene Practice</td>
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<tr>
<td>PSY 1032</td>
<td>Introduction to Psychology</td>
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<tr>
<td>VPA 3612</td>
<td>Fundamentals of Public Speaking</td>
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**Subtotal**: 16.0

### Fourth Semester

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>DEN 5314</td>
<td>Clinic III</td>
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<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>
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</tr>
<tr>
<td>DEN 5331</td>
<td>Ethics, Jurisprudence and Practice Management</td>
<td>1.5</td>
</tr>
<tr>
<td>DEN 5333</td>
<td>Senior Seminar</td>
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</tr>
<tr>
<td>SOC 1232</td>
<td>Introduction to Sociology</td>
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</tr>
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</table>

**Subtotal**: 14.0

### Total Credits for Degree

*Students requiring remedial math will take MAT 1604 in lieu of ENG 1302. This group of students will take ENG 1302 the second semester of the freshman year.

**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 AND 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 AND 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 AND 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 AND ORAL PATHOLOGY
1.5 credits, 3 hours lecture
Prerequisites: All first and second semester and summer courses
Corequisites: All third semester courses
The student will make clinical evaluations of conditions related to general and pathologic conditions, etiologies of disease, inflammation, infection, immunity, and degeneration processes.

DEN 5322 COMMUNITY DENTAL HEALTH
1.5 credits, 3 hours lecture
Prerequisites: All third semester courses
Corequisites: All fourth semester courses
The student will be able to provide dental health services to the community using program planning, health, education, and population survey techniques. Learning methods include seminar, field experience, and lectures.

DEN 5324 PERIODONTOLOGY
1.5 credits, 3 hours lecture
Prerequisites: All second and summer semester courses
Corequisites: All third semester courses
The student will expand his/her knowledge of prevention of gingival and periodontal disease by (1) identifying the etiology, and (2) applying methods available to treat gingival and periodontal diseases.

DEN 5325 PHARMACOLOGY
1.5 credits, 3 hours lecture
Prerequisites: All third semester courses
Corequisites: All fourth semester courses
The student will list the following characteristics of drugs used in the clinical practice of dental hygiene and dentistry: action and use, methods of administration, and toxicology.

DEN 5327 DENTAL HEALTH EDUCATION
1.5 credits, 3 hours lecture
Prerequisites: All second and summer semester courses
Corequisites: All third semester courses
The student will be able to provide 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 AND 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 Medical Health Center/Dental Division.

Advisory Committee*
Lawrence Bailey, D.D.S.
Su-Yan Barrow, R.D.H.
Debra Castro, R.D.H.
Joan Charles, R.D.H.
Marcos Charles, M.D.
Tyesse Cruz, R.D.H.
Anita Cunningham, Professor Emeritus, R.D.H.
Vermell Ford, R.D.H.
Mr. Dennis Gardner
Luigi Gutierrez, R.D.H.
Selena James, Professor Emeritus, R.D.H.
Lillian Newman, R.D.H.
R. Philbert, D.D.S.
Tedoro E. Regus, D.D.S.
Maria Serpico, R.D.H.
Clarence Shelton, D.D.S.
Moses Snead, D.D.S.
Dawn, Thomas, R.D.H.
Rev. Mr. Wiley
Georgina P. Zabos, D.D.S.

*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:
### Books
- $500.00

### Instruments
- $560.00

### Supplies
- $50.00

### Lab Coat
- 40.00

### White Shoes
- 40.00

### SADHA Dues
- 25.00

### Perio Models
- 220.00

**Second Semester**

### Books
- $250.00

### Uniforms
- 55.00

### Lab Coat
- 40.00

### Clinic Supplies
- 30.00

### Handpiece
- 300.00

**Total**: $675.00

**Summer Semester**

### Books
- $150.00

**Third Semester**

### Books
- $250.00

### Instruments
- 100.00

### SADHA/SNDHA/SHDA Dues
- 60.00

### Clinic Supplies
- 75.00

**Total**: $485.00

**Fourth Semester**

### Books
- $300.00

### NERB State Board Exam
- 500.00

### National Board Exam
- 100.00

### Malpractice Insurance
- 35.00

### SADHA Annual Conference
- 150.00

### NYS Registration requirement courses
- 125.00

### School Pin
- 30.00

### Clinic Supplies
- 60.00

**Total**: $1,095.00

**Grand Total**: **$3,840.00**

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**Dental Hygiene Faculty and Staff**

- **Mary Errico**, Associate Professor and Coordinator, A.A.S., B.A., D.D.S.

- **Alida Pastoriza-Maldonado**, Professor, A.A.S., B.S., M.S., M.Ed., Ed.D.

- **Julie Bencosme**, Assistant Professor, A.A.S., B.S., M.A.

- **Joyce Dais**, Assistant Professor, A.A.S., B.A., M.P.H.

- **Marlene Navedo**, Assistant Professor, A.A.S., B.A., D.D.S.

- **Denice Brown**, College Laboratory Technician, A.A.S., R.D.H.

- **Joy Pérez**, CUNY Office Assistant, A.A.S.

- **Jasmina Silverio**, College Assistant

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**NOTE**: Students applying for financial aid should include these expenses. The grand total of $3,840 can make a significant financial impact.
NURSING

The Nursing Program leads to an Associate in Applied Science (A.A.S.) degree for eligible students who successfully complete the five semesters of study. Women and men 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 will work with people in the community. Teaching/learning environments also include lecture halls and the patient simulated laboratory, where students practice and achieve proficiency in their technical skills to prepare them for patient assignments. Students learn to provide nursing care for patients of all ages in a variety of settings, always under the direct guidance of qualified professional nurse instructors. 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.

Criteria for Progression into the Clinical Phase of the Nursing Program

- Graduation from high school with a minimum average of 75 or an equivalent General Education Diploma. Students must pass the ACT and CMAT, and have taken MAT 1622 or be exempt (have a score of 32 or better, with a minimum score of 14 in Part I).
- Within three years of entry into the Nursing Program, students are required to take the NLN Examination. The NLN Examination may be repeated once after a year has elapsed. A composite AD score of 50 is required.
- Successful completion of prerequisite courses: CHE 4012-4018 (or with the permission of the Coordinator, CHE 4019), PSY 1032, placement in ENG 1302.
- A 2.5 general grade point index is required for entry into, progression, and graduation from the program.
- A minimum grade of 2.0 is required in every nursing and required course, except NUR 7002, where a grade of B or better is required.
- Students may repeat only one clinical nursing course.
- Students may repeat only one non-clinical nursing course.
- Successful completion of the pre-clinical semester.
- Prior to clinical placements, students must meet and document state-mandated health requirements and liability insurance.
- Students who have accumulated 45-60 credits must take/pass the CPE (CUNY Proficiency Exam). This test is required for graduation.
- Students who fail any clinical course after 7001 must audit all lectures of the last course passed prior to repeating the failed course.

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

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<tr>
<th>Pre-Clinical Sequence</th>
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<tr>
<td>ENG 1302</td>
<td>Expository Writing</td>
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<tr>
<td>BIO 3906</td>
<td>Anatomy &amp; Physiology 1</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>
<td>Introduction to Concepts and Principles in Nursing</td>
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**FIRST YEAR**

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<tr>
<td>ENG 1303</td>
<td>Literature and Composition 3</td>
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<tr>
<td>BIO 3908</td>
<td>Anatomy &amp; Physiology II 4</td>
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<tr>
<td>NUR 7001</td>
<td>The Scientific Basis of Nursing Practice I 7</td>
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<td>NUR 7002</td>
<td>Pharmacology I 2</td>
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**Second Semester**

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<td>BIO 3912</td>
<td>Microbiology 4</td>
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<td>NUR 7102</td>
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<td>NUR 7003</td>
<td>The Scientific Basis of Nursing Practice II 7</td>
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**SECOND YEAR**

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<tr>
<td>CUB 3130</td>
<td>Ethnicity, Health, and Illness 3</td>
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<tr>
<td>CUB 3124</td>
<td>Social Problems of the Minority Community 3</td>
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<tr>
<td>HLT 6515</td>
<td>Nutrition 3</td>
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<tr>
<td>NUR 7004</td>
<td>The Scientific Basis of Nursing Practice III 7</td>
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It is possible to take the NCLEX-PN after Semester III.

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<th>Fourth Semester</th>
<th>Credits</th>
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<tr>
<td>MAT 1690</td>
<td>Computer Literacy 3</td>
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<tr>
<td>NUR 7005</td>
<td>The Scientific Basis of Nursing Practice IV 7</td>
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<td>NUR 7006</td>
<td>Issues and Trends in Nursing Practice 3</td>
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**Total Credits for Degree** 67

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

**NUR 7000 INTRODUCTION TO NURSING CONCEPTS AND 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 laboratory

**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 emphasizes. 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 corequisite 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 laboratory
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 laboratory
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 laboratory
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 AND TRENDS IN NURSING PRACTICE
3 credits, 3 hours lecture
Prerequisites: NUR 7004; CUB 3130 or 3124; HLT 6515
Corequisites: MAT 1690; NUR 7005
The student will study and analyze current issues in nursing such as the role of the Associate Degree Nurse in hospital and ambulatory care settings. Writing and interviewing skills necessary for applying for nursing positions will be reviewed. The student will also learn the skills needed to make the transition from student to graduate nurse including managerial and cost containment skills.

NUR 7102 NURSING PHARMACOLOGY II
2 credits, 2 hours lecture
Prerequisites: NUR 7001; NUR 7002; ENG 1303; BIO 3908
Corequisites: BIO 3912; NUR 7003
The student will be able to describe accurately all major drug classifications; identify commonly used medications in each classification; successfully calculate dosages based upon calculations appropriate for children, adults, and the elderly by achieving 70% correct response on tests; develop nursing strategies for patients receiving drugs in each classification; and list the relevant assessment factors in maintaining nutrient fluid and electrolyte balance. Students explore the implications of drug dependence.

Ancillary Expenses for Nursing Students

<table>
<thead>
<tr>
<th>Expense Description</th>
<th>Cost</th>
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<tbody>
<tr>
<td>National League for Nursing Pre-Nursing Examinations</td>
<td>$40.00</td>
</tr>
<tr>
<td>NLN End of Course Exams for all students</td>
<td>$80.00</td>
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<tr>
<td>Uniforms</td>
<td>80.00</td>
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<tr>
<td>Shoes</td>
<td>45.00</td>
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<td>White Hose</td>
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<tr>
<td>Class Pin</td>
<td>70.00</td>
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<tr>
<td>Instruments and Carry Case</td>
<td>65.00</td>
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<tr>
<td>National Student Nurse Association</td>
<td>30.00</td>
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<tr>
<td>Mosby Assessment Test</td>
<td>50.00</td>
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<tr>
<td>NCLEX-RN Licensure Exam</td>
<td>240.00</td>
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</tbody>
</table>
NCLEX-PN Licensure Exam 240.00
CPR Course, Red Cross $80.00
NCLEX-RN Review 2 Semesters 150.00
GRAND TOTAL $1185.00

These are current prices which may change during the life of the catalog.

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 to use knowledge 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 to identify biopsychological needs
   b. assist the patient in developing mutually realistic outcomes based on his/her 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.

Entrance Requirements

High school graduates who have earned a minimum high school average of 75 or have earned an equivalent General Education Diploma.

- Successful completion of ACT and CMAT
- Placement in ENG 1302.
- Have taken MAT 1622 or be exempt (have a score of 32 or better, with a minimum score of 14 in Part I).
- A score of 50 or better on the National League for Nursing Pre-Nursing PN Examination. The NLN examination may be repeated once after one year has elapsed.
- A 2.5 GPA index is required for entrance into, progression, and completion of the program.
• A minimum grade of 2.0 is required in all Nursing and required courses.

• Students may repeat only one clinical and non-clinical Nursing course.

• Students who fail any clinical course after 8001 must audit all lectures of the last course passed prior to repeating the failed course.

Program of Study Leading to a Certificate in Licensed Practical Nursing

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Spring Term</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 3906</td>
<td>Anatomy and Physiology I</td>
<td>4.0</td>
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<tr>
<td>PSY 1032</td>
<td>General Psychology</td>
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</tr>
<tr>
<td>NUR 8000</td>
<td>LPN Clinical Nursing I</td>
<td>7.0</td>
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<tr>
<td>NUR 8001</td>
<td>Pharmacology I</td>
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Total Semester Credits 16.0

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<thead>
<tr>
<th>Semester II</th>
<th>Summer Term</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIO 3908</td>
<td>Anatomy and Physiology II</td>
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<tr>
<td>NUR 8002</td>
<td>LPN Clinical Nursing II</td>
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<tr>
<td>ENG 1302</td>
<td>Introduction to Composition</td>
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Total Semester Credits 10.5

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<thead>
<tr>
<th>Semester III</th>
<th>Fall Term</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIO 3912</td>
<td>Microbiology</td>
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<tr>
<td>CUB 3130</td>
<td>Ethnicity, Health and Illness</td>
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</tr>
<tr>
<td>NUR 8003</td>
<td>LPN Clinical Nursing III</td>
<td>7.0</td>
</tr>
<tr>
<td>PSY 1037</td>
<td>Lifespan Development Behavior</td>
<td>3.0</td>
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</table>

Total Semester Credits 17.0

Total General Education Credits 24.0
Total Nursing Credits 19.5
Total Credits for Certificate 43.5

Requirements for the Transition Course of Study from LPN to A.A.S. RN

The transition from LPN to A.A.S. RN 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.
8. Be placed 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 I.

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 on page 3 of the Student Handbook.

Curriculum for the LPN Graduate Transfer

<table>
<thead>
<tr>
<th>Semester I</th>
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<tbody>
<tr>
<td>NUR 7000</td>
<td>Introduction to Concepts and Principles of Nursing 2.0</td>
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<tr>
<td>ENG 1303</td>
<td>Introduction to Composition II 3.0</td>
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Total Semester Credits 5.0

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<tr>
<th>Semester II</th>
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<tr>
<td>NUR 7003</td>
<td>Scientific Basis of Nursing Practice II 7.0</td>
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<tr>
<td>NUR 7102</td>
<td>Pharmacology II 2.0</td>
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Total Semester Credits 9.0
### Semester III

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<tr>
<td>NUR 7005</td>
<td>Scientific Basis of Nursing Practice III</td>
<td>7.0</td>
</tr>
<tr>
<td>HLT 6515</td>
<td>Nutrition</td>
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**Total Semester Credits:** 10.0

### Semester IV

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NUR 7005</td>
<td>Scientific Basis of Nursing Practice IV</td>
<td>7.0</td>
</tr>
<tr>
<td>NUR 7006</td>
<td>Issues and Trends in Nursing Practice</td>
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<tr>
<td>MAT 1690</td>
<td>Computer Literacy</td>
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</table>

**Total Semester Credits:** 13.0

**Total Credits for LPN Transfer:** 37.0

**NUR 8000 LPN CLINICAL NURSING I**

7 credits, 4 hours lecture, 12 hours laboratory

**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 laboratory

**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 laboratory

**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 lab, the student must successfully administer oral and parenteral medications to a group of patients without any errors in any part of the medication pass. The medical-surgical nursing course serves a dual function in that it prepares the student for his or her role as a practical nurse and/or
for the transition to the articulated A.A.S. RN Program. Learning in all domains—cognitive, affective, and psychomotor—is fostered throughout the course.

Ancillary Expenses for Practical Nursing Students

<table>
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<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>National League for Nursing Pre-Nursing Exams</td>
<td>$30.00</td>
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<tr>
<td>ATI Examination</td>
<td>$20.00</td>
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<tr>
<td><strong>Nursing Program</strong></td>
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<tr>
<td>NLN End of Course Exams for all students</td>
<td>$70.00</td>
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<tr>
<td>Professional Basic Life Support Certification</td>
<td>$85.00</td>
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<tr>
<td>Uniforms</td>
<td>$80.00</td>
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<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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<tr>
<td>Instruments and Carry Case</td>
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<tr>
<td>NCLEX-PN Licensure Exam</td>
<td>$240.00</td>
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<td><strong>GRAND TOTAL</strong></td>
<td><strong>$715.00</strong></td>
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These are current prices and are subject to change.

Description of the Clinical Simulation Laboratory

The clinical simulation laboratory is located on the fourth floor of the A Building. Available for nursing students, it provides a realistic hospital environment for patient care and skills development in a simulated setting. The laboratory has a combination classroom, audiovisual, computer room and authentic patient settings.

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.

In the laboratory a total educational experience is provided which consists of use of visual aides, anatomical simulators, and other faculty/staff directed activities.

Clinical Facilities

Bronx Lebanon Hospital
Weiler Hospital, Albert Einstein Medical Center
Hebrew Home for the Aged at Riverdale

Lincoln Medical and Mental Health Center
Morningside House Nursing Home
St. Barnabas Medical Center

Advisory Council of the Nursing Program

Velma Baltazar, Director of Nursing,
Hebrew Home for the Aged at Riverdale

Elizabeth L. Errico, Nursing Program Coordinator,
Hostos Community College

Yvonne Greaves, Bronx-Lebanon Hospital
Nursing Care Coordinator E.R.

Vera Joseph, Associate Executive Director
Lincoln Medical Center

Evelyn Montecer, Director, Staff Development
Lincoln Medical and Mental Health Center

Glen Stuart, Graduate
Hostos Community College

Joan Trendler, Associate Vice President
Nursing Services, Morningside House

NURSING PROGRAM
FACULTY AND 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.N., FNPC.

Cherrill Colson, Assistant Professor, R.N., Ed.D., C.S.

Kathleen Donohue, Assistant Professor, R.N., B.S., M.A.

Dolores P. Hinds, Assistant Professor and Coordinator, L.P.N. Program, R.N., M.A., M.Ed.

Hamide Laucer, Assistant Professor, R.N., B.S.N., M.S.N., ANPC.

Riesa Toote, Assistant Professor, R.N., B.S.N., M.S.N.

Irma N. Colón, College Laboratory Technician, R.N., L.N.C., A.A.S.
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:

1. Provide students with the knowledge and skills necessary to competently perform radiographic procedures upon graduation.
2. Produce graduates who will provide an optimal level of patient care.
3. Provide an educational experience that results in high satisfaction for graduates.
4. Graduate students who maintain high ethical and professional standards.
5. Achieve a program retention rate of 60%.
In order to progress into the clinical phase of the program, the student must meet the following criteria:

1. Minimum Grade Point Average is 2.5.
2. Successful completion of all prerequisites for ENG 1302.
3. 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MAT 1622 Elementary Algebra</td>
<td>2.0</td>
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<td><strong>Subtotal</strong></td>
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FIRST YEAR

**Fall Trimester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>XRA 5111 Radiologic Science I &amp; Lab</td>
<td>2.5</td>
</tr>
<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>
<td>2.0</td>
</tr>
<tr>
<td>XRA 5112 Professional Practice Issues</td>
<td>2.0</td>
</tr>
<tr>
<td>SSD 1000 College Orientation</td>
<td>0.0</td>
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<tr>
<td><strong>Subtotal</strong></td>
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**Spring Trimester**

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<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>XRA 5116 Radiologic Science II &amp; Lab</td>
<td>2.5</td>
</tr>
<tr>
<td>XRA 5118 Radiography II &amp; Lab</td>
<td>2.5</td>
</tr>
<tr>
<td>XRA 5120 Topographic Anatomy II</td>
<td>1.0</td>
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<tr>
<td>XRA 5121 Radiation Protection</td>
<td>2.0</td>
</tr>
<tr>
<td>XRA 5122 Clinical Radiography I</td>
<td>2.0</td>
</tr>
<tr>
<td>XRA 5213 Contrast Media</td>
<td>1.0</td>
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<tr>
<td>ENG 1302 Expository Writing</td>
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</table>

SECOND YEAR

**Fall Trimester**

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<th>Course</th>
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<tbody>
<tr>
<td>XRA 5211 Radiation Biology</td>
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<tr>
<td>XRA 5214 Clinical Radiography III</td>
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<tr>
<td>XRA 5215 Advanced Procedures I</td>
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<tr>
<td>BIO 3906 Anatomy &amp; Physiology I</td>
<td>4.0</td>
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<td>MAT 1690 Computer Literacy</td>
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<td>ENG 1303 Literature &amp; Composition</td>
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<tr>
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**Spring Trimester**

<table>
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<th>Course</th>
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<tbody>
<tr>
<td>XRA 5212 Pathology</td>
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<tr>
<td>XRA 5218 Advanced Procedures II</td>
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<tr>
<td>XRA 5219 Clinical Radiography IV</td>
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<tr>
<td>XRA 5317 Applied Quality Assurance</td>
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<tr>
<td>BIO 3908 Anatomy &amp; Physiology II</td>
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**Summer Trimester**

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<tbody>
<tr>
<td>XRA 5216 Seminar</td>
<td>2.0</td>
</tr>
<tr>
<td>XRA 5220 Clinical Radiography V</td>
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</table>

**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 RADIOLoGIC SCIENCE I  
2.5 credits, 3 hours lecture, 1.5 hours lab  
Corequisite: XRA 5217  
Prerequisites: ENG 1302 and MAT 1622  
The student will identify the basic principles of radiographic exposures and image formation as well as the chemistry of the processing solutions, darkroom accessories, and the composition of the radiographic film and film holders.

XRA 5112 PROFESSIONAL PRACTICE ISSUES IN DIAGNOSTIC IMAGING  
2 credits, 3 hours lecture  
Corequisite: XRA 5113  
Prerequisite: ENG 1302  
The student will identify professional practice issues in diagnostic imaging in the context of the contemporary health care environment. Students will also be introduced to basic concepts in radiation safety.

XRA 5113 RADIOGRAHY I  
2.5 credits, 3 hours lecture, 1.5 hours lab  
Corequisite: XRA 5115  
Prerequisite: ENG 1302  
The student will identify and perform the basic radiographic positions of the body.

XRA 5115 TOPOGRAPHIC ANATOMY I  
2 credits, 3 hours lecture  
Corequisite: XRA 5113  
The student will identify the radiographic anatomy of the skeleton.

XRA 5116 RADIOPHGRAPHC 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 RADIOPHGRAPHY II  
2.5 credits, 3 hours lecture, 1.5 hours lab  
Prerequisite: XRA 5113  
Corequisite: 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  
Corequisite: 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  
Corequisite: 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 RADIOPHGRAPHY I  
2 credits (3.0 equated/billable), 16 hours hospital practice  
Prerequisite: XRA 5111; XRA 5113  
Corequisite: XRA 5121  
The student will apply the basic radiographic procedures under the direct supervision of a qualified radiologic technologists.

XRA 5123 CLINICAL RADIOPHGRAPHY 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  
Corequisite: 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
Corequisite: 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 PROCEDURE 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
Corequisite: 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
Corequisite: 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 approximately $750.00
Uniforms approximately 200.00
Name Tag approximately 15.00
Total approximately $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.
Weiler Hospital, Albert Einstein Medical College

Mr. Yohannan Baby, R.T.
Saint Barnabas Hospital

Mr. Barbara Jones, R.T.
Bronx Lebanon Medical Center

Dr. Marie Gade, Medical Advisor
Saint Barnabas Hospital

Mr. Joel Gussak, R.T.
Lenox Hill Hospital

Mr. Frank Pacheco, R.T.
Lincoln Medical & Mental Health Center

RADIOLOGIC TECHNOLOGY FACULTY AND 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 Lipppincott, Clinical Coordinator, M.S., R.T., L.R.T.

Charles Drago, Lecturer, B.S., R.T.

Ramon Tejeda, College Laboratory Technician, A.A.S., R.T.

Elizabeth Vargas, CUNY Administrative Assistant, A.A.S.
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. Most 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.*

**BEHAVIORAL SCIENCES**

**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 AND 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 SOC 1232 or ANT 1110 or by permission of instructor
An examination of the biological, social, and cultural factors in the psychological development and functioning of women. Special focus on women’s changing roles and the influences that affect them in everyday life.

PSY 1042 ABNORMAL PSYCHOLOGY
3 credits, 3 hours
Prerequisite: PSY 1032 or equivalent or permission of instructor
The student will demonstrate an understanding of the description and delineation of the various patterns which prevent the individual from functioning constructively in our society.

*PSY 1044 PERSONALITY
3 credits, 3 hours
Prerequisite: PSY 1032 or equivalent or permission of instructor
The student will show an understanding of the structure of personality, origins of personality characteristics, defense mechanisms, the individual and the self, frustration and conflict, and the personality theories of Freud, Jung, and others. Offered in English and Spanish.

PSY 1046 SMALL GROUP DYNAMICS
Prerequisite: PSY 1032 or permission of instructor
Students will review relevant theories and be exposed to practical demonstrations of group dynamics and small group interactions in order to understand the small group as a social system. It will emphasize such concepts as group cohesiveness, conformity, norms and standards, power and influence processes, communication, leadership and properties of group.

PSY 1050 EDUCATIONAL PSYCHOLOGY
Prerequisite: PSY 1032 or equivalent or permission of instructor
3 credits, 3 hours
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 AND 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 AND 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 AND 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.

SOCIAL SCIENCES

Interdisciplinary Social Sciences

SSC 4601 INTRODUCTION TO SOCIAL SCIENCE
3 credits, 3 hours
This interdisciplinary course examines the nature of the social sciences and the application of social science analysis to a number of contemporary social, political, and economic issues, such as poverty and income distribution, racism, political power, and social change. The student will learn different research methods.

*SSC 4603 INDEPENDENT STUDY
3 credits, 3 hours
Prerequisite: Completion of an introductory course
The student will be able to carry out a contracted program of independent study in cases where the
student would like to pursue a special interest or is unable to schedule a needed subject. A student wishing to take independent study must have prior permission of the instructor in the Social Sciences unit who will be working with the student.

**SSC 4605 SEMINAR IN CONTEMPORARY ISSUES**
3 credits, 3 hours
**Prerequisite:** Completion of an introductory course
This course is offered periodically in order to allow an in-depth analysis of an issue or topic of current interest. The seminar also serves as a forum for guest lectures. The content of the module will vary and will be announced at registration when offered. Students may take the course more than once, provided the content is different.

**SSC 4607 FIELD STUDY**
3 credits, 3 hours
**Prerequisite:** Completion of an introductory course
The student will plan and carry out a research project of the student’s choice, based primarily on field study. The student may, for instance, investigate a contemporary issue or problem, study community facilities, or work, where possible, with an organization of interest to the student.

**Political Economy**

**ECO 4641 INTRODUCTION TO POLITICAL ECONOMY**
3 credits, 3 hours
This course presents an examination of the relationship between political and economic structures. This is accomplished through a historical study from tribal society to the emergence of capitalism.

**ECO 4642 CONTEMPORARY POLITICAL ECONOMY**
3 credits, 3 hours
This course examines the development of the political and economic structures of capitalism. Topics include commodity exchange, wage labor, profit monopolies, and economic and political crises.

**ECO 4647 POLITICAL ECONOMY OF LATIN AMERICA**
3 credits, 3 hours
The student will study the history of colonialism and neo-colonialism in Latin America and analyze the present structure of economic and political dependence.

**ECO 4649 POLITICAL ECONOMY OF AFRICA**
3 credits, 3 hours
**Prerequisite:** Completion of an introductory course is recommended
The student will study the response of African nations to the problems of Balkanization and economic development, the influence of multinationals, foreign aid, and planning for rapid economic change. The issues of the colonial heritage (including neo-colonialism) and the effects of dependence on foreign markets will be analyzed.

**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
Prerequisite: ENG 1300 or ENG 1301
Corequisite: 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
Prerequisite: ENG 1300 or ENG 1301
Corequisite: 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, AND 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.
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>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Behavioral and Social Sciences</td>
<td>9</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>4</td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
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</table>

**Subtotal** 25

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADM 2502 Fundamentals of Public Administration (required)</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2504 Supervision</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2507 Bureaucracy</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2508 Field Practicum</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2510 State and Local Administration</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2511 Federal Administration</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2512 Women in Management</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2514 Unions</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2519 Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2520 Penal Law</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2521 Role of the Police in the Community</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2522 Law and Social Change</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2525 Immigration Law</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2526 Family Law</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2527 Public Employee Benefit Law</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2530 Critical Issues in Law Enforcement Policy</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2531 Criminal Justice Workshop</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2532 Social Services</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2533 Health and Hospital Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

**Subtotal** 27

**Electives** 8

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

**FIRST YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1302</td>
<td>Expository Writing</td>
</tr>
<tr>
<td>ADM 2502</td>
<td>Fundamentals of Public Administration</td>
</tr>
<tr>
<td>Elective ADM</td>
<td>3</td>
</tr>
<tr>
<td>Elective Humanities</td>
<td>3</td>
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<tr>
<td>Elective</td>
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</tr>
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<td><strong>Subtotal</strong></td>
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</tbody>
</table>

**SECOND YEAR**

<table>
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<tr>
<th>Third Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 1303</td>
<td>Literature and Composition</td>
</tr>
<tr>
<td>MAT 1632 or 1634 or 1690</td>
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</tr>
<tr>
<td>ADM 2504</td>
<td>Supervision</td>
</tr>
<tr>
<td>Elective ADM</td>
<td>3</td>
</tr>
<tr>
<td>Elective Behavioral &amp; Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**Fourth Semester**

| Elective ADM 2508 recommended | 3       |
| Elective ADM          | 3       |
| Elective Behavioral & Social Sciences | 3 |
| Elective ADM recommended | 3       |
| Elective ADM recommended | 2       |
| **Subtotal**            | **14**  |

**Total Credits for Degree** 60

*ADM 2503 CAREER PLANNING IN THE PUBLIC SECTOR*

1 credit

The student will learn about the various types of public employment located in the diverse domestic and international sectors of government in order to become familiar with the potential job market and its infinite possibilities. The student will learn to recognize personal interests, and be guided in building and achieving career goals which are meaningful, realistic, and afford the highest levels of motivation and achievement. The student will prepare a job resume and become familiar with questions appearing on typical job application forms. The student will demonstrate knowledge of pre-employment personnel practices and interview techniques. The student will be introduced to the standard type of "skills tests" in employment sectors. Offered spring semester.

ADM 2504 SUPERVISION

3 credits, 3 hours

**Recommended Corequisite:** ADM 2502

Students will be introduced to fundamental concepts about human resource administration, including personnel management and various supervisory techniques. Through case studies and realistic treatment of actual personnel problems, the student will learn about recruitment, selection, motivation, and placement of employees. Group and individual approaches will be used.

ADM 2507 BUREAUCRACY

3 credits, 3 hours

**Recommended Corequisite:** ADM 2502

The student will assess the administrative processes as they relate to the behavior of complex organizations. The student will discuss attitudes and how they affect and/or control behavior, the principles of motivation and how to use them, and the dynamics of interpersonal relationships.

ADM 2508 FIELD PRACTICUM/ORGANIZATION THEORY

3 credits, 3 hours

**Recommended Prerequisites:** ADM 2502; eighteen (18) more ADM credits

The student will observe and participate in an area of special interest and ADM concentration. The student will be placed in governmental departments or agencies where he/she will engage in specific research projects/administrative assignments at policy or administrative levels. The students will...
also meet in the classroom to explore the fundamentals of organization theory and to discuss where theory and practice of the practicum assignment fuse, are in conflict, or are not related.

**ADM 2510 STATE AND 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 AND 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 THE 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 AND 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 AND 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 ENFORCEMENT
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:

<table>
<thead>
<tr>
<th>Liberal Arts &amp; Sciences</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Behavioral and Social Sciences</td>
<td>9</td>
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<td>Natural Sciences</td>
<td>4</td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
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<tr>
<td>Computer Applications (recommended, pending approval)</td>
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<td><strong>Subtotal</strong></td>
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**Paralegal Studies**

**Total Credits for Degree**

60

Suggested Program of Study
A.A.S. Degree - Paralegal Studies

**FIRST YEAR**

**First Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 1302</td>
<td>Expository Writing</td>
<td>3</td>
</tr>
<tr>
<td>MAT 1632</td>
<td>Introductory College Mathematics I</td>
<td>3</td>
</tr>
<tr>
<td>LEG 8500</td>
<td>Introduction to the Legal System</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2522</td>
<td>Law and Social Change</td>
<td>3</td>
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**Introduction to Legal Specialty:**

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ADM 2525</td>
<td>Immigration Law OR</td>
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</tr>
<tr>
<td>ADM 2526</td>
<td>Family Law OR</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2527</td>
<td>Public &amp; Employee Benefit Law OR</td>
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**Second Semester**

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ENG 1303</td>
<td>Literature and Composition</td>
<td>3</td>
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<tr>
<td>LEG 8510</td>
<td>Law Office Systems</td>
<td>3</td>
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<tr>
<td>Elective</td>
<td>Behavioral &amp; Social Sciences</td>
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<tr>
<td>MSS</td>
<td>Computer Applications</td>
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**Advanced Legal Specialty:**

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<th>Course Title</th>
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<tbody>
<tr>
<td>LEG 8525</td>
<td>Advanced Immigration Law OR</td>
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</tr>
<tr>
<td>LEG 8526</td>
<td>Advanced Family Law</td>
<td></td>
</tr>
<tr>
<td>LEG 8527</td>
<td>Advanced Public &amp; Employee Benefit Law</td>
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**SECOND YEAR**

**Third Semester**

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<th>Credits</th>
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<tbody>
<tr>
<td>LEG 8540</td>
<td>Practicum I</td>
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<tr>
<td>LEG 8530</td>
<td>Legal Research and Writing I</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Behavioral &amp; Social Sciences</td>
<td>3</td>
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**Fourth Semester**

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<tbody>
<tr>
<td>LEG 8550</td>
<td>Hearing and Trial Advocacy</td>
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<tr>
<td>LEG 8543</td>
<td>Legal Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>LEG 8532</td>
<td>Legal Research and Writing II</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Behavioral &amp; Social Sciences</td>
<td>3</td>
</tr>
<tr>
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<td></td>
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</table>

**Total Credits for Degree**

60

ADM 2522 LAW AND 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 will be studied.

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 AND 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.

LEG 8500 INTRODUCTION TO THE LEGAL SYSTEM  
3 credits, 3 hours  
Corequisite: ENG 1301 or 1302  
The student will study the legal system including; the organization of the courts, civil and criminal procedures and an overview of the law of contracts, torts, crimes, and the U.S. constitution. The three legal concentration areas of Family Law, Public and Employee Benefit Law, and Immigration Law will be introduced.

LEG 8510 LAW OFFICE SYSTEMS  
3 credits, 3 hours  
Corequisites: ENG 1301 or 1302  
The student will be familiarized with the concepts of law office organization and administration. The student will learn calendaring and filing systems and will learn to use modern office equipment including facsimile and dictation machines, computers, and telephone systems.

LEG 8525 ADVANCED IMMIGRATION LAW  
3 credits, 3 hours  
Prerequisites: ADM 2525; LEG 8500  
Corequisite: ENG 1302  
The student will engage in an in-depth study of advanced immigration law concepts, including grounds of exclusion, defenses to deportation, petition, visa application, and asylum. The student will prepare a visa petition involving a complex fact pattern, an application for asylum and a waiver application for an excludable alien and for a conditional resident (marriage case), all with supporting documents and letters of transmittal.

LEG 8526 ADVANCED FAMILY LAW  
3 credits, 3 hours  
Prerequisites: ADM 2526; LEG 8500  
Corequisite: ENG 1302  
The student will address practical problems in the Family Law field. The student will prepare a petition for a name change, a separation agreement, a summons and complaint in annulment, divorce, support, and paternity actions.

LEG 8527 ADVANCED PUBLIC AND EMPLOYEE BENEFIT LAW  
3 credits, 3 hours  
Prerequisites: ADM 2527; LEG 8500  
Corequisite: ENG 1302  
The student will engage in an in-depth study of the practice of Public and Employee Benefit Law with an emphasis on problem solving and administrative advocacy. The student will learn techniques for preparing successful applications for benefit and for advocacy and intervention with administrative agencies. The student will learn case preparation and representation for administrative hearings as well as procedures for appeals.

LEG 8530 LEGAL RESEARCH & WRITING I  
3 credits, 3 hours  
Prerequisites: ENG 1302; LEG 8500  
The student will study basic and advanced research tools and become familiar with legal source materials including Reporters, Statutes, and Codes. The student also becomes acquainted with secondary source materials, including treatises and encyclopedias. Students will be introduced to manual and computer database research guides.

LEG 8532 LEGAL RESEARCH & WRITING II  
3 credits, 3 hours  
Prerequisite: LEG 8530  
The student will study and practice the techniques of good legal writing. The student will focus his/her efforts on learning to prepare letters of transmittal to courts and agencies, affidavits, factual summaries, and internal memoranda of law.

LEG 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 on-site to be arranged between the student and on-site supervisor. The student will interview clients and
prepare legal documents including forms, affidavits, letters of transmittal to governmental agencies, and memoranda of law. The students will meet as a group with an instructor one and one-half hours every third week. In Legal Practicum I, the students will discuss problems with cases they are working on and participate in interviewing and fact gathering exercises. The student’s grade will be based on performance on the institution’s placement evaluation, and on participation and attendance at the group meetings.

LEG 8543 LEGAL PRACTICUM II
3 credits, 3 hours
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 AND 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.S.

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.

Gerald Meyer, Professor, Social Sciences, B.A., M.A., Ph.D.

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 Wemick, Associate Professor, Public Administration, B.A., J.D.
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>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts &amp; Sciences</td>
<td>20</td>
</tr>
<tr>
<td>Business and Accounting</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total Credits for Degree</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

Criteria for Progression into the Accounting Program

*For English dominant students:* The student must be able to register in or have completed ENG 1301 (Core English) and MAT 1622 (Elementary Algebra).

*For Spanish dominant students:* The student must be exempt from or have completed SPA 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).

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Liberal Arts and Sciences</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Social Science (ECO 4643 or ECO 4645)</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
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</table>
### Business & Accounting Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 1841</td>
<td>College Accounting IA</td>
<td>2</td>
</tr>
<tr>
<td>ACC 1842</td>
<td>College Accounting IB</td>
<td>3</td>
</tr>
<tr>
<td>ACC 1843</td>
<td>College Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ACC 1844</td>
<td>Intermediate Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 1845</td>
<td>Federal Personal Income Tax</td>
<td>3</td>
</tr>
<tr>
<td>ACC 1848</td>
<td>Tax Assistance Program Document Processing</td>
<td>3</td>
</tr>
<tr>
<td>ACC 1849</td>
<td>Internship Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ACC 1850</td>
<td>Accounting Applications for the Microcomputer</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1802</td>
<td>Introduction to Business Planning</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1805</td>
<td>Personal Financial Planning</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1809</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1812</td>
<td>Principles of Finance</td>
<td>3</td>
</tr>
<tr>
<td>CIP 2308</td>
<td>Introduction to Information Systems and Technology</td>
<td>4</td>
</tr>
<tr>
<td>MSS 5670</td>
<td>Computer Software for Document Processing</td>
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**Total Credits for Degree**: 37

Choose one course from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACC 1846</td>
<td>Federal Business Income Taxes</td>
<td>3</td>
</tr>
<tr>
<td>ACC 1847</td>
<td>NYC &amp; State Business Taxes</td>
<td>3</td>
</tr>
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<td>BUS 1811</td>
<td>Business Law II</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1813</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1815</td>
<td>Principles of Marketing</td>
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<tr>
<td>BUS 1820</td>
<td>E Commerce</td>
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</table>

**Total Credits for Degree**: 37

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

#### FIRST YEAR

**First Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 1302</td>
<td>Expository Writing</td>
<td>3</td>
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<tr>
<td>BUS 1802</td>
<td>Introduction to Business Planning</td>
<td>3</td>
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<tr>
<td>MAT 1628</td>
<td>Pre-Calculus</td>
<td>3</td>
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<tr>
<td>MSS 5670</td>
<td>Computer Software for Document Processing</td>
<td>3</td>
</tr>
<tr>
<td>ECO 4643</td>
<td>Economics</td>
<td>3</td>
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<tr>
<td>or</td>
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<td>ECO 4645</td>
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**Second Semester**

<table>
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<th>Credits</th>
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<tr>
<td>ENG 1303</td>
<td>Literature &amp; Composition</td>
<td>3</td>
</tr>
<tr>
<td>ACC 1841</td>
<td>College Accounting IA</td>
<td>2</td>
</tr>
<tr>
<td>CIP 2308</td>
<td>Introduction to Information Systems and Technology</td>
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<td>Elective</td>
<td>Natural Science</td>
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<tr>
<td>PED 0100</td>
<td>Physical Fitness</td>
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**Total Credits for Degree**: 37

**Second Year**

**Third Semester**

<table>
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<th>Title</th>
<th>Credits</th>
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<tr>
<td>ACC 1842</td>
<td>College Accounting IB</td>
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</tr>
<tr>
<td>ACC 1845</td>
<td>Federal Personal Income Tax</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1805</td>
<td>Personal Financial Planning</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1809</td>
<td>Business Law I</td>
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<tr>
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**Total Credits for Degree**: 15

**Fourth Semester**

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<td>ACC 1843</td>
<td>College Accounting II</td>
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</tr>
<tr>
<td>ACC 1844</td>
<td>Intermediate Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 1848</td>
<td>Tax Assistance Program Document Processing</td>
<td>3</td>
</tr>
<tr>
<td>ACC 1849</td>
<td>Internship Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ACC 1850</td>
<td>Accounting Applications for the Microcomputer</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1812</td>
<td>Principles of Finance</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Accounting or Business</td>
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</table>

**Total Credits for Degree**: 60

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*Note: All courses are required for a Business & Accounting A.A.S. degree.*
ACC 1841 COLLEGE ACCOUNTING IA
(formerly ACC 1871)
2 credits; 4.5 hours
Prerequisite: BUS 1802
Corequisites: Section in English-ENG 1300; MAT 1622 Sections in Spanish- ESL 1330; MAT 1622
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 cash. 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 an in-depth study of accounting concepts which businesses 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
Corequisite: ENG 1300 or higher
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
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 ACC 1852
The students will increase their ability to analyze and interpret accounting data as a result of having 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 1841
Corequisite: ACC 1842
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 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 AND STATE BUSINESS TAXES  
(formerly ACC 1869)  
3 credits, 3 hours  
**Prerequisite:** ACC 1845 or 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  
**Prerequisite:** ACC 1845 or ACC 1866  
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.  
Students will apply classroom theory and techniques to assigned work situations through departmentally 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, CIP 2308, ENG 1300 or ENG 1301  
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>
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<tbody>
<tr>
<td>Business</td>
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<tr>
<td><strong>Total Credits for Degree</strong></td>
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**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:** 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 (Intensive ESL Reading and Conversation II) AND must be able to register in or have completed MAT 1622 (Elementary Algebra).

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

<table>
<thead>
<tr>
<th>Liberal Arts &amp; Sciences</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>English</td>
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<td>Mathematics</td>
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<tr>
<td>Natural Science</td>
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<td>Humanities</td>
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<td>Physical Education</td>
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<tr>
<td>Behavioral Science</td>
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<tr>
<td>Social Science (ECO 4643 or ECO 4645)</td>
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<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>ACC 1842 College Accounting IB</td>
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<td>ACC 1843 College Accounting II</td>
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<tr>
<td>BUS 1802 Introduction to Business</td>
<td>3</td>
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<tr>
<td>BUS 1805 Personal Financial Planning</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1809 Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>CIP 2308 Introduction to Information Systems and Technology</td>
<td>4</td>
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<tr>
<td>MSS 5670 Computer Software for Document Processing</td>
<td>3</td>
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<tr>
<td>Electives Business and Accounting</td>
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**FIRST YEAR**

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<tr>
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<tr>
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<tr>
<td>MAT 1628 Pre-Calculus</td>
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<tr>
<td>BUS 1802 Introduction to Business</td>
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<tr>
<td>MSS 5670 Computer Software for Document Processing</td>
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**SECOND YEAR**

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<tr>
<td>MAT 1682 Introduction to Probability &amp; Statistics</td>
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<tr>
<td>ACC 1841 College Accounting IA</td>
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<td>BUS 1809 Business Law I</td>
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<td>Elective Social Sciences (ECO 4643 or ECO 4645)</td>
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<td>Elective Natural Science</td>
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<td>Elective Liberal Arts</td>
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**Total Credits for Degree** 60

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A.S. in Business Administration

(Recommended Course Section)

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<td>3</td>
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<td><strong>Subtotal</strong></td>
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</table>

**Total Credits for Degree** 60
BUS 1802 INTRODUCTION TO BUSINESS  
3 credits, 4.5 hours  
**Prerequisite:** MAT 1604  
Corequisites: For sections in English, ENG 1300 or  
Corequisites: For sections in English, ENG 1300 or  
Also have completed or be exempt from SPA 2221  
And must have completed ESL 1320.  
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  
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  
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  
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  
Corequisite: 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  
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 ELECTRONIC COMMERCE  
3 credits, 4.5 hours  
**Prerequisites:** ACC 1841, BUS 1809, CIP 2308 and  
ESL 1330 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.
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

<table>
<thead>
<tr>
<th>Liberal Arts &amp; Science</th>
<th>Credits</th>
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<tbody>
<tr>
<td>English (ENG 1302 &amp; 1303)</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics (MAT 1628)</td>
<td>4</td>
</tr>
<tr>
<td>Behavioral &amp; Social Sciences Elective (ECO 4643 recommended)</td>
<td>3</td>
</tr>
<tr>
<td>Humanities (VPA 3612)</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
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</tbody>
</table>
| Elective(s) [Behavioral & Social Sciences,
  Humanities (except VPA),
  Natural Sciences, or Math]                   | 3       |
| **Subtotal**                                   | **20**  |

Business and Office Administration and Technology

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 1802</td>
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</tr>
<tr>
<td>MSS 5664 or MSS 5669</td>
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</tr>
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<td>MSS 5601</td>
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Computer Information Systems and Technology

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CIP 2308</td>
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<tr>
<td>CIP 2310</td>
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<tr>
<td>CIP 2314</td>
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<td>CIP 2318</td>
<td>2</td>
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<td>CIP 2330</td>
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<td>CIP 2340</td>
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<tr>
<td>CIP 2333</td>
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<td><strong>Any five credits may be taken from a combination of the following courses not already taken:</strong></td>
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<td>CIP 2350</td>
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Total Credits for Degree | **60**

PROGRAM OF STUDY LEADING TO THE A.A.S. DEGREE IN MICROCOMPUTERS FOR BUSINESS

Computer Information Option/Recommended Course Sequence

**FIRST YEAR**

<table>
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<tr>
<th>First Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 1302</td>
<td>Expository Writing</td>
</tr>
<tr>
<td>MAT 1628</td>
<td>Pre-Calculus</td>
</tr>
<tr>
<td>CIP 2308</td>
<td>Introduction to Computer Systems and Technology</td>
</tr>
<tr>
<td>BUS 1802</td>
<td>Introduction to Business</td>
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<th>Second Semester</th>
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<tbody>
<tr>
<td>ENG 1303</td>
<td>Literature &amp; Composition</td>
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<td>Elective</td>
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<tr>
<td>CIP 2310</td>
<td>Programming Logic and Design</td>
</tr>
<tr>
<td>CIP 2318</td>
<td>Advanced Microcomputer Concepts</td>
</tr>
<tr>
<td>VPA 3612</td>
<td>Fundamentals of Public Speaking</td>
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<td>MSS 5601</td>
<td>Computer Keyboarding Fundamentals</td>
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### SECOND YEAR

<table>
<thead>
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<tbody>
<tr>
<td>CIP 2340</td>
<td>Systems Analysis &amp; Design</td>
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<td>CIP 2333</td>
<td>Object Oriented Programming</td>
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<tr>
<td>MSS 5669</td>
<td>Business English</td>
<td>3</td>
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<tr>
<td>ECO 4643</td>
<td>Microeconomics</td>
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<td>OR</td>
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<tr>
<td>ECO 4645</td>
<td>Macroeconomics</td>
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<tr>
<td>CIP 2330</td>
<td>Operating Systems</td>
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<td>CIP 2338</td>
<td>C Programming</td>
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### Total Credits for Degree

**60**

### Degree Requirements

**Network Technology Option**

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<tbody>
<tr>
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<td>MSS 5601</td>
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<td>MSS 5664 or MSS 5669</td>
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### Computer Information Systems and Technology

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<tr>
<td>CIP 2319</td>
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<tr>
<td>CIP 2327</td>
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<tr>
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<tr>
<td>CIP 2350</td>
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*Any nine credits may be taken from a combination of the following courses not already taken:*

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<td>CIP 2338</td>
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<tr>
<td>CIP 2340</td>
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| **Subtotal** | **33** |

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### 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>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>EN 1302</td>
<td>Expository Writing</td>
<td>3</td>
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<tr>
<td>MAT 1628</td>
<td>Pre-Calculus</td>
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<tr>
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<td>Introduction to Computer Systems and Technology</td>
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<td>BUS 1802</td>
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#### Second Semester

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<td>Business English</td>
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<td>CIP 2310</td>
<td>Programming Logic and Design</td>
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<tr>
<td>CIP 2318</td>
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<td>ECO 4643</td>
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<td>OR</td>
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<tr>
<td>ECO 4645</td>
<td>Macroeconomics</td>
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SECOND YEAR
Third Semester
CIP 2319 Fundamentals of Data Communication 2
CIP 2327 Basic Networking Concepts Liberal Arts Elective 4 4
VPA 3612 Fundamentals of Public Speaking 3
Subtotal 15

Fourth Semester
CIP 2328 Advanced Networking Concepts 4
CIP 2331 Network Operating Systems 4
CIP 2325 Help Desk 3
PED 010 Personal Physical Fitness 1
Subtotal 12

Fifth Semester
CIP 2350 Internship 6
Subtotal 6

Total Credits for Degree 60

THE MICROCOMPUTERS FOR BUSINESS PROGRAM COURSE DESCRIPTION

CIP 2308 INTRODUCTION TO COMPUTER SYSTEMS AND TECHNOLOGY
4 credits, 3 hours lecture, 3 hours laboratory
Prerequisites: MAT 1604 or higher; ESL 1330 or higher
The student will describe the basic elements of an information processing cycle in terms of input/output methods, 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 IN LOGIC AND DESIGN
3 credits, 3 hours lecture
Prerequisites: CIP 2308, MAT 1622 or higher; ESL 1330 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 laboratory
Prerequisites: CIP 2308; ESL 1330 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 micros. 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 laboratory
Prerequisites: CIP 2340 or a programming course (CIP 2333 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 laboratory
Prerequisites: CIP 2308; ESL 1330 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 telecommunications concepts. Extensive use of laboratory facilities is expected.
CIP 2319 FUNDAMENTALS OF DATA COMMUNICATIONS AND NETWORKING
2 credits, 1.5 hours lecture, 3 hours laboratory
Prerequisites: CIP 2308; ENG 1330 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 1
4 credits, 3 hours lecture, 3 hours laboratory
Prerequisites: CIP 2310; ESL 1330 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
3 credits, 3 hours lecture
Prerequisites: CIP 2308; ESL 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 laboratory
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 System 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 laboratory
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 routes.

CIP 2330 OPERATING SYSTEMS
3 credits, 3 hours lecture
Prerequisites: Any programming course such as CIP 2333 or 2338; ESL 1330 or higher; MAT 1624 or higher
This is a major course in operating systems covering their concepts, functions, and purposes. Functions of multiprogramming, multiprocessing, and data communications are studied through the steps of job initialization, resource allocation, task selection, and program preparation. Various forms of operating systems, from mainframes to microcomputers are discussed.

CIP 2331 NETWORK OPERATING SYSTEMS
4 credits, 3 hours lecture, 3 hours laboratory
Prerequisites: CIP 2319 or 2330
This course provides an overview of commonly used network operating systems. The student 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 laboratory
Prerequisites: CIP 2310; ESL 1300 or higher; MAT 1624 or 1628
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; ENG 1300 or higher; MAT 1624 or 1628
This course introduces the students to the Pascal programming language. The student is familiarized with the conceptual syntactical characteristics of the Pascal language. The student then moves to practical Pascal by the use of programming drills, exercises, and the writing of programs. Extensive use of the laboratory facilities outside class is expected.

CIP 2338 C PROGRAMMING
3 credits, 3 hours lecture
Prerequisites: CIP 2310; ENG 1300 or higher; MAT 1624 or 1628
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 AND DESIGN
3 credits, 3 hours lecture
Prerequisites: CIP 2310; ENG 1300 or higher; MAT 1624 or 1628
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.

THE OFFICE ADMINISTRATION AND TECHNOLOGY PROGRAM
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 or will be able to transfer to 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 prepare students for transfer to senior colleges.
4. 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.
5. 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.
6. 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

**Liberal Arts & Sciences** 20 credits

- **English** 6
- **Mathematics** 3
- **Behavioral & Social Sciences Elective** (ADM 2512 recommended) 3
- **Humanities Elective** (VPA 3612 recommended) 3
- **Natural Science Elective** (BIO 3902 recommended) 4
- **Health & Human Services Elective** (PED recommended) 1

**Business Courses** 20 credits

- **BUS 1802** Introduction to Business 3
- **ACC 1841** College Accounting I 2
- **CIP 2308** Introduction to Computer Systems and Technology 4
- **MSS 5602** Basic Computer Applications for Document Processing 3
- **MSS 5656** Communications and Procedures for the Electronic Office 3
- **MSS 5669** Business English 3
- **Elective** (MSS, BUS, ACC, CIP) 2

**Office Core** 9 credits

- **MSS 5604** Document Formatting and Production 3
- **MSS 5664** Computerized Office Communications 3
- **MSS 5670** Computer Software for Document Processing 3

**Administrative Assistant Option** 11 credits

- **MSS 5606** Processing Documents for Business 3
- **MSS 5632** Office Skills for Business 3
- **MSS 5634** Office Administration and Technology Internship 2
- **MSS 5671** Database and Presentation Software for Business 3

**OR**
**Medical Office Manager Option**  
11 credits  
- MSS 5650 Medical Office Management 3  
- MSS 5651 Medical Billing and Insurance 3  
- MSS 5634 Office Administration and Technology Internship 2  
- MSS 5658 Processing Medical Documents 3  

**Total Credits for Degree** 60  

**OFFICE ASSISTANT CERTIFICATE PROGRAM**  
(recommended sequence)  

**FIRST YEAR**  
**First Semester**  
<table>
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<th>Course Code</th>
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<th>Credits</th>
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<td>ENG 1302</td>
<td>Expository Writing</td>
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<tr>
<td>MSS 5604</td>
<td>Document Formatting and Production</td>
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<tr>
<td>MSS 5656</td>
<td>Communications and Procedures for the Electronic Office</td>
<td>3</td>
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<tr>
<td>MSS 5670</td>
<td>Computer Software for Document Processing</td>
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**Second Semester**  
- MSS 5606 Processing Documents for Business 3  
- MSS 5664 Computerized Office Communications 3  
- MSS 5671 Database and Presentation Software for Business 3  
- ADM 2512 Women in Management 3  
- Elective Humanities (VPA 3612 recommended) 3  
- Subtotal 15  

**Total Credits for Certificate** 27  

**ADMINISTRATIVE ASSISTANT OPTION**  
(recommended sequence)  

**FIRST YEAR**  
**First Semester**  
<table>
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<th>Course Code</th>
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<th>Credits</th>
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<tr>
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<td>Expository Writing</td>
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<td>BUS 1802</td>
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<td>MSS 5602</td>
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<tr>
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**Second Semester**  
- ENG 1303 Literature and Composition 3  
- MAT 1682 Probability and Statistics 3  
- MSS 5656 Communications and Procedures for the Electronic Office 3  
- MSS 5604 Document Formatting and Production 3  
- MSS 5670 Computer Software for Document Processing 3  
- Subtotal 15  

**SECOND YEAR**  
**Third Semester**  
- ACC 1841 College Accounting IA 2  
- CIP 2308 Introduction to Computer Systems and Technology 4  
- MSS 5664 Computerized Office Communications 3  
- MSS 5606 Processing Documents for Business 3  
- MSS 5632 Office Skills for Business 3  
- Subtotal 15  

**Fourth Semester**  
- Business Elective (MSS, BUS, ACC, CIP) 2  
- MSS 5634 Office Administration and Technology Internship 2  
- MSS 5671 Database and Presentation Software for Business 3  
- MSS 5669 Business English 3  
- Elective Natural Science (BIO 3902 recommended) 4  
- Subtotal 14  

**Total Credits for Degree** 60  

**MEDICAL OFFICE MANAGER OPTION**  
(recommended sequence)  

**FIRST YEAR**  
**First Semester**  
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<tr>
<td>BUS 1802</td>
<td>Introduction to Business</td>
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<tr>
<td>MSS 5602</td>
<td>Basic Computer Applications for Document Processing</td>
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<tr>
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**Second Semester**  
- ENG 1303 Literature and Composition 3  
- MAT 1682 Probability and Statistics 3  
- MSS 5656 Communications and Procedures for the Electronic Office 3  
- MSS 5604 Document Formatting and Production 3  
- MSS 5670 Computer Software for Document Processing 3  
- Subtotal 15  

**Third Semester**  
- ACC 1841 College Accounting IA 2  
- CIP 2308 Introduction to Computer Systems and Technology 4  
- MSS 5664 Computerized Office Communications 3  
- MSS 5606 Processing Documents for Business 3  
- MSS 5632 Office Skills for Business 3  
- Subtotal 15  

**Fourth Semester**  
- Business Elective (MSS, BUS, ACC, CIP) 2  
- MSS 5634 Office Administration and Technology Internship 2  
- MSS 5671 Database and Presentation Software for Business 3  
- MSS 5669 Business English 3  
- Elective Natural Science (BIO 3902 recommended) 4  
- Subtotal 14  

**Total Credits for Degree** 60
# Second Semester

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<td>MAT 1682</td>
<td>Probability and Statistics</td>
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<td>CIP 2308</td>
<td>Introduction to Computer Systems and Technology</td>
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<td>MSS 5604</td>
<td>Document Formatting and Production</td>
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<td>MSS 5670</td>
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## Second Year

### Third Semester

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<td>MSS 5656</td>
<td>Communications and Procedures for the Office</td>
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<td>MSS 5664</td>
<td>Computerized Office Communications</td>
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<tr>
<td>Elective</td>
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</tr>
<tr>
<td>MSS 5658</td>
<td>Processing Medical Documents</td>
<td>3</td>
</tr>
<tr>
<td>MSS 5650</td>
<td>Medical Office Management</td>
<td>3</td>
</tr>
<tr>
<td>MSS 5651</td>
<td>Medical Billing and Insurance</td>
<td>3</td>
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<td>MSS 5669</td>
<td>Business English</td>
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<tr>
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<td>Physical Education</td>
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<td></td>
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### Total Credits for Degree

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<tbody>
<tr>
<td><strong>MSS 5601 COMPUTER KEYBOARDING FUNDAMENTALS</strong></td>
<td>1</td>
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<tr>
<td><strong>Prerequisite:</strong> ESL 1325 or ESL 1330 or ENG 1301 or ENG 1302 or ENG 1303 or ENG 1306 or program coordinator approval required.</td>
<td>3 hours</td>
</tr>
<tr>
<td>The student will operate the typewriter using the touch method. The student will demonstrate the ability to arrange and type horizontal and vertical centering problems, modified block letters, and unarranged manuscripts. The student will develop English skills. The student will type a minimum of 20 words per minute within an error allowance of five, a minimum of three times.</td>
<td></td>
</tr>
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| **MSS 5602 BASIC COMPUTER APPLICATIONS FOR DOCUMENT PROCESSING** |       |
| **(formerly Elementary Keyboarding I)**                       | 3     |
| **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 AND PRODUCTION**                |       |
| **(formerly Intermediate Keyboarding II)**                     | 3     |
| **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     |
| **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     |
| **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 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**

**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

**Corequisites:** 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

**Corequisites:** 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 AND 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

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:** To be able to register for have completed ENG 1302

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 AND PRESENTATION SOFTWARE FOR BUSINESS
(formerly Desktop Publishing and Spreadsheets)
3 credits, 4 hours
Prerequisite: MSS 5670
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 AND STAFF
Julio Gallardo, Professor, Chairperson
Computer Information Systems & Technology
Licenciado en Física, M.S., Ph.D.

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

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

Fred Soussa, Professor, Coordinator, Business & Accounting
B.A., M.B.A. C.P.A.

Faye Carson, Assistant Professor, Office Administration and Technology
B.S., M.S., Ph.D.

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Leonard Ledereich, Professor, Business & Accounting
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Hector López, Assistant Professor, Business & Accounting
A.S., B.S., M.B.A., M.S. Ed., D.B.A.

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B.S., M.B.A., C.P.A.

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Office Administration and Technology
B.A, M.S.

Marisa María Rodríguez, College Laboratory Technician
Computer Information Systems & Technology
A.A., B.S.

Balbina Vásquez-Luciano, CUNY Office Assistant IV
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 she or 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**

For entering students who pass the CUNY/ACT Reading and Writing tests, the following twelve-credit sequence is required for the A.A. and A.S. Degrees:

- ENG 1302 Expository Writing
- ENG 1303 Literature and Composition
- English Elective (3 credits)
- English Elective (3 credits)

Electives range from ENG 1341 to ENG 1368.

This 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 source of experience. Expository writing guidelines are as follows:

1. All students placed in Expository Writing (ENG 1302) are required to complete two English electives for graduation.
2. All students in Expository Writing (ENG 1302) must have passed the CUNY/ACT Writing and Reading tests. No student can graduate without completing ENG 1302 (or its equivalent from an accredited institution). Liberal Arts students need a minimum of twelve credits in English.

**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 twelve-credit sequence is required 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 and Composition
- English Elective (3 credits)

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 includes:

- ENG 1301 Core English
- ENG 1399 Developmental Reading
- VPA 3612 Fundamentals of Public Speaking
- Core Subject (health sciences, social sciences, visual and performing arts, Africana or Latin American and Caribbean studies, business)
- PED Elective
- SSD 1000 Freshman Orientation

The goal of the Libra Program is to develop those skills which enable the student to succeed in the regular college program. Under advisement from an academic counselor, the student may enroll in a developmental mathematics course.
Academic Support 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 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)
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 1301 CORE ENGLISH (FOR LIBRA PROGRAM)
3 credits (6 equated/billable), 6 hours
Prerequisite: placement test
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 test
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 analyses 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-mandated Reading and Writing tests.
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 AND COMPOSITION
3 credits, 3 hours
Prerequisite: ENG 1302 or equivalent
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 MLA system of parenthetical citation and how to incorporate quotations into their analyses 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 improved 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 1341 TOPICS IN LANGUAGE AND SOCIETY: AN INTRODUCTION
3 credits, 3 hours
Prerequisite: ENG 1303
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 sociological 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
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, García 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
In this writing-intensive course, students will read, discuss, and closely analyze works by playwrights such as Ibsen, García Lorca, Williams, Brecht, Miller, Hansberry, Wilson, and Deveare-Smith. Whenever possible, the class will see selected plays in live performance or by viewing videos. Students will demonstrate their ability to analyze and interpret drama through a variety of writing assignments, including a research paper using both print and on-line resources. By the end of the semester, students will have gained an understanding of different performance styles, dramatic structures, and theatre movements.
ENG 1348 INTRODUCTION TO CHILDREN’S LITERATURE  
3 credits, 3 hours  
Prerequisite: ENG 1303  
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 in 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  
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 AND PSYCHOLOGY  
3 credits, 3 hours  
Prerequisite: ENG 1303  
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  
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  
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  
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
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 on-line sources. By the semester's end, students will be able to analyze and compare different works with special attention to the dynamics of history, culture, and the production of literary texts in the African American community of writers.

ENG 1360 LITERATURE OF SCIENCE FICTION
3 credits, 3 hours
Prerequisite: ENG 1303
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 on-line resources. Upon completion of this course, students will have gained a sharper insight into the relationship between time present and time future and the role of literature in imaginatively examining philosophical, scientific, and cultural issues.

ENG 1364 LITERATURE AND AGING
3 credits, 3 hours
Prerequisite: ENG 1303
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 on-line resources. Upon completion of this course, students will have acquired an in-depth perspective on the aging process as depicted in literature, which they may apply in their personal and well as professional lives.

ENG 1365 READINGS IN POETRY
3 credits, 3 hours
Prerequisite: ENG 1303
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 on-line sources as well as conventions for citation. By the end of the semester, students will be able to use the critical terms taught in class to analyze a range of poetry, spanning several centuries, cultures, and representing different forms.

ENG 1368 LITERATURE AND PATHOLOGIES
3 credits, 3 hours
Prerequisite: ENG 1303
The term pathologies is here used to cover the whole range of physical, mental, psychic and spiritual conditions that are regarded as affictions 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 inter-relatedness of medical and narrative discourse, and to viewing literature itself as a healing art. No specialized medical or psychological knowledge will be required, but students will be encouraged to familiarize themselves with the conditions described in the texts chosen for study. For this purpose the use of Internet resources as well as conventional print and film media will be encouraged.
Clubs and Organizations

**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.

**ENGLISH FACULTY AND STAFF**

Brijraj Singh, Professor and Chairperson, B.A., M.A., M.A., M.Phil., Ph.D.

Cynthia Jones, Lecturer, Libra Program Coordinator, B.A., M.A.

Alfredo Villanueva-Collado, Professor, Writing and Literature Coordinator, B.A., M.A., Ph.D.

Maria Bennett, Assistant Professor, B.A., M.A., Ph.D.

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Sue Dicker, Associate Professor, B.A., M.A., Ph.D.

Jerilyn Fisher, Associate Professor, B.A., M.A., Ph.D.

Linda Hirsch, Professor, B.A., M.A., Ph.D.

Lucinda Hughey-Wiley, Lecturer, B.A., M.A.

Paul Italia, Professor, B.A., M.A., Ph.D.

Nelly T. Justicia, Assistant Professor, B.A., M.A., Ph.D.

Kathleen Kane, Assistant Professor, B.A., M.A., Ph.D.

Francis Kayondo, Associate Professor, B.A., M.A., M.Ed., Ed.D.

Ralph Ranald, Professor, A.A., B.A., M.A., A.M., Ph.D., J.D.

Remy Roussetzki, Assistant Professor, B.A., M.A., Ph.D.

John Scarry, Professor, B.A., M.A., Ph.D.

Maya Sharma, Assistant Professor, B.A., B.Ed., M.A., M.Ed., Ed.D.

Frances B. Singh, Professor, B.A., M.Phil., Ph.D.

Mary Williams, Assistant Professor, B.A., M.A.T., Ph.D.

David Weiser, Assistant Professor, B.A., Ph.D.

Bowman Wiley, Associate Professor, B.A., M.A., Ph.D.

Diosa Carmona, A.A., CUNY Office Assistant
The Department of Language and Cognition

The Board of Trustees unanimously incorporated the Department of Language and Cognition on January 27, 1999. At present, 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.

English as a Second Language (ESL) Program

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. ESL students may take a 15- to 17-credit sequence in English 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. Students placed in English as a Second Language courses are placed into one of four levels listed below or in the ESL Intensive Program:

- 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 1330 Advanced English as a Second Language.

After completing the ESL sequence, students must pass Basic Composition (ENG 1300) in order to be admitted to ENG 1302 Expository Writing.

- All students placed in Intermediate ESL (ESL 1325) are required to complete Literature and Composition (ENG 1303) for graduation.
- All students placed in Advanced ESL (ESL 1330) are required to complete Literature and Composition (ENG 1303) and an additional English elective (3 credits).

College Language Policy

The college offers a transitional ESL Program designed to foster the movement from native language to English through four levels.

a) Students in the lower two levels (ESL 1315 and ESL 1320) may take ALL of their other course work in Spanish.

b) Students at the intermediate level (ESL 1325) must take ONE language enhanced content course in English.

c) Students at the advanced level (ESL 1330) must take TWO language enhanced content courses in English.

d) Once students enter Basic Composition (ENG 1300) they must take ALL of their content courses in English.

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.

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

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 enhance students’ exposure to, contact with, and acquisition of the English language.
ESL 1330 ADVANCED ENGLISH AS A SECOND LANGUAGE
2.5 credits (9 equated/billable), 9 hours
Prerequisite: ESL 1325 OR placement through the ACT Writing Skills Assessment Test
In ESL 1330, students will enhance their composing, critical thinking, speaking, and listening skills. In context, they will review previously studied grammatical items and study adjective clauses, conditional constructions, gerunds and infinitives. Students will read, write about, and discuss works by modern authors from a variety of social, cultural and ethnic backgrounds to understand better what living in a pluralistic society entails. Video and computer technology will be integrated into the course. Field trips to specially selected sites may be undertaken or assigned to enhance students' exposure to, contact with, and acquisition of the English language.

SPECIAL WORKSHOPS FOR SUMMER AND 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 AND LANGUAGE WORKSHOP I
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 AND 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 AND CONVERSATION I
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 develop their ability to recognize general themes and concepts in their reading, to draw conclusions and make inferences using discussion, summary writing and critical essays. Students will be able to use reading as a way to increase their knowledge of self and the world.

**ESL 1384 INTENSIVE ESL READING AND 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 AND 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 AND 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 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.

**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 AND COGNITION**

**FACULTY AND STAFF**

Rosemary Benedetto, Assistant Professor and Chair, B.A., M.A., Ph.D.

Lewis Levine, Lecturer, 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.A., Ed.M., Ed.D.

Audre García Grice, Assistant Professor, A.A., B.S., M.S., Ed.M., 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.
The Health and Human Services Department provides courses of instruction designed to improve the quality of students' lives. It also offers degree programs that lead directly to rewarding careers such as early childhood education and gerontology. Among the offerings that immediately improve and impact upon students' lives are courses in mental health, nutrition, human sexuality, physical fitness, parenting, and aging.

The Faculty of the Health and Human Services Department has a strong commitment to student welfare, and makes every effort to counsel, advise, teach, and help students both in the classroom and in informal settings.

**EARLY CHILDHOOD EDUCATION**

The rapid expansion of early childhood programs has created a need for personnel trained in the philosophy and methodology of working with young children. The program of early childhood education at Hostos Community College is designed to prepare students with the background, knowledge, and skills for employment in schools, day care centers, and other agencies providing programs for infants and young children.

The course of study combines classroom instruction with workshops, seminars, and field experiences. Students have an opportunity to apply theoretical knowledge through first-hand experiences in the methods and materials of instruction and by observation and participation in early childhood programs. The program also prepares students to work in bilingual programs and provides them with the foundation for advanced work in other areas such as, elementary education and special education.

For students who are planning to continue their education, an Associate in Arts (A.A.) degree (with electives in early childhood) is offered. For students planning to delay further study, the program leading to the Associate in Applied Science (A.A.S.) degree is offered. Both A.A. and A.A.S. degree programs prepare the student for employment in early childhood programs.

Learning methods available to the student include lecture-discussion and field experience.

A course in Parent Education is offered as an elective to all students enrolled in the College who meet the prerequisites.

**ECE 6802 INTRODUCTION TO EARLY CHILDHOOD EDUCATION**

3 credits, 3 hours

Corequisites: ENG 1300 or 1301 or higher when offered in English; ESL 1330 or higher and SPA 2222 when offered in Spanish

The student will demonstrate knowledge of the basic philosophy, methods, and materials of early childhood education and the various programs for young children that are provided by public and private agencies. Offered in English and Spanish.

**ECE 6804 LANGUAGE ARTS FOR YOUNG CHILDREN**

3 credits, 3 hours

Prerequisite: ECE 6802

Corequisites: ENG 1300 or 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 or 1301 or higher

The student will plan and organize social studies activities in early childhood programs. The student will demonstrate familiarity with the resources and methods used in developing social studies concepts through the preparation of materials and activities.
A.A.S. Program of Study in Early Childhood Education; and
A.A. Recommended Course of Study with Electives in Early Childhood Education

LIBERAL ARTS AND SCIENCES
ENGLISH

BEHAVIORAL AND SOCIAL SCIENCES
PSY 1032 General Psychology
PSY 1036 Developmental Psychology I
SOC 1232 Introduction to Sociology
Elective

BIOLOGY OR ENVIRONMENTAL SCIENCE
BIO 3902/4 General Biology I and II OR
ENV 4014/6 Environmental Science I and II

MATHEMATICS
MODERN LANGUAGE (Spanish recommended)

VISUAL & PERFORMING ARTS, LATIN AMERICAN & CARIBBEAN STUDIES, AFRICANA STUDIES
VPA 3612 Fundamentals of Public Speaking
Elective in any of the above (VPA, CUP, CUB)

HEALTH AND PHYSICAL EDUCATION

URBAN HEALTH STUDIES
HLT 6503 Interpersonal Relations and Teamwork OR
HLT 6509 Mental Health
HLT 6511 Health and the Young Child

EARLY CHILDHOOD EDUCATION

In order to register for ECE 6802, Introduction to Early Childhood Education, all students must be registered in or have completed ENG 1300, Basic Composition, or ENG 1301, Core English, (for Libra Program) when the course is offered in English, OR ESL 1330, Advanced English as a Second Language, and SPA 2222 Basic Spanish Composition II, when offered in Spanish.

All students are required to complete ECE 6802, before registering for additional Early Childhood Education courses, except for ECE 6821 Parent Education. Students choose 8 credits from the following courses for the A.A. degree program. Students choose 24 credits from the following list for the A.A.S. degree program.

ECE 6802 Introduction to Early Childhood Education
ECE 6804 Language Arts for Young Children
ECE 6805 Social Studies for Young Children
ECE 6807 Creative Art Activities for Young Children OR
ECE 6809 Music and Rhythmic Activities for Young Children
ECE 6811 Science and Mathematics for Young Children
ECE 6813 Field Experience in Early Childhood Education I OR
ECE 6815 Field Experience in Early Childhood Education II
ECE 6816 Development of the Young Child OR
ECE 6820 Introduction to Special Education OR
ECE 6821 Parent Education OR
ECE 6822 Field Experience in Parent Education

Total Credits for Degree

Minimum Credits
A.A.  A.A.S.
A.A.  A.A.S.

Total Credits for Degree 60  60
A.A.S. Program of Study in Early Childhood Education - Bilingual Option; and
A.A. Recommended Course of Study with Electives in Early Childhood Education - Bilingual Option

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<th>Minimum Credits</th>
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<td><strong>LIBERAL ARTS AND SCIENCES</strong></td>
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<tr>
<td>ENGLISH</td>
<td>12</td>
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<tr>
<td><strong>BEHAVIORAL AND SOCIAL SCIENCES</strong></td>
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<tr>
<td>PSY 1032 General Psychology</td>
<td>3</td>
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<td>PSY 1036 Developmental Psychology I</td>
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<td>not required</td>
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<tr>
<td>SOC 1232 Introduction to Sociology</td>
<td>3</td>
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<td>Elective</td>
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<td><strong>BIOLOGY OR ENVIRONMENTAL SCIENCE</strong></td>
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<td>BIO 3902/4 General Biology I and II OR ENV 4014/6 Environmental Science I and II</td>
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<td><strong>MATHEMATICS</strong></td>
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<td>3</td>
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<tr>
<td><strong>MODERN LANGUAGE (Spanish)</strong></td>
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<tr>
<td>SPA 2222 Basic Spanish Composition II (minimum placement)</td>
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<tr>
<td><strong>VISUAL &amp; PERFORMING ARTS, LATIN AMERICAN &amp; CARIBBEAN STUDIES, AFRICANA STUDIES</strong></td>
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<td>VPA 3612 Fundamentals of Public Speaking</td>
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<td>Elective in any of the above (VPA, CUP, CUB)</td>
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<td><strong>HEALTH AND PHYSICAL EDUCATION</strong></td>
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<td><strong>URBAN HEALTH STUDIES</strong></td>
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<td>HLT 6511 Health and the Young Child</td>
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**EARLY CHILDHOOD EDUCATION**

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<th>Minimum Credits</th>
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<tr>
<td>ECE 6802 Introduction to Early Childhood Education</td>
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<tr>
<td>ECE 6807 Creative Art Activities for Young Children OR not required</td>
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<tr>
<td>ECE 6809 Music and Rhythmic Activities for Young Children not required</td>
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<tr>
<td>ECE 6811 Science and Mathematics for Young Children not required</td>
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<td>ECE 6817 Bilingual-Bicultural Early Childhood Education</td>
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<td>ECE 6818 Language Arts in a Bilingual Early Childhood Education Program</td>
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<td>ECE 6819 Social Studies in a Bilingual Early Childhood Education Program</td>
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<td>ECE 6816 Development of the Young Child OR not required</td>
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<td>ECE 6820 Introduction to Special Education OR not required</td>
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<td>ECE 6821 Parent Education OR not required</td>
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<tr>
<td>ECE 6822 Field Experience in Parent Education not required</td>
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| **Total Credits for Degree** | 60 | 60 |
ECE 6807 CREATIVE ART ACTIVITIES FOR YOUNG CHILDREN
3 credits, 3 hours
Prerequisite: ECE 6802
Corequisites: ENG 1300 or 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 AND RHYTHMIC 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 AND 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
Corequisites: ENG 1300 or 1301 or higher
The student will observe and participate in early childhood programs such as day care centers, kindergarten, and infant care programs. The student will also participate in weekly seminars.

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

ECE 6816 DEVELOPMENT OF THE YOUNG CHILD
3 credits, 3 hours
Prerequisite: ECE 6802
Corequisites: ENG 1300 or 1301 or higher
The student will demonstrate knowledge of the physical, cognitive, social, and emotional development of infants, toddlers, and preschool children and its implications for group programs for young children.

ECE 6817 BILINGUAL-BICULTURAL EARLY CHILDHOOD EDUCATION
3 credits, 1.5-hr. lecture/5-hr. fieldwork per week
Prerequisite: ECE 6802
Corequisites: ENG 1300 or 1301 or higher and SPAN 2222
A 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
Corequisites: ENG 1300 or 1301 or higher and SPAN 2222
The student will become acquainted with the goals and objectives of the language arts program in an early childhood bilingual classroom as well as become knowledgeable about children’s literature, lesson planning, and developing curriculum materials for a bilingual class. The student will gain fieldwork experience. This course is offered
simultaneously in English and Spanish and is required for all students in the Bilingual Early Childhood Education Program. Students not in the bilingual program must have the instructor’s permission in order to register for this course.

ECE 6819 SOCIAL STUDIES IN A BILINGUAL EARLY CHILDHOOD EDUCATION PROGRAM
3 credits, 3 hours
Prerequisites: 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 and SPA 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 ensure 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.
**PED 0100 PERSONAL PHYSICAL FITNESS**
1 credit, 2 hours
The module is required of all freshman students in programs requiring physical education. The student will analyze modern concepts of fitness; obtain an evaluation of his or her own level of fitness and health and participate in a variety of exercise programs designed to improve the muscular and cardiovascular systems. Students will be counseled to answer their fitness-health needs.

**PED 0115 BEGINNING KARATE**
1 credit, 2 hours
At the conclusion of this module, the student will be able to perform the fundamental skills related to karate. This course will meet for two hours per week for one semester.

**PED 0117 JUDO**
1 credit, 2 hours
The student will perform the skills in the attainment of a "Yellow Belt." This course will meet for two hours per week for one semester.

**PED 0119 SELF-DEFENSE FOR MEN AND 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 NONSWIMMER**
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 AND 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 AND 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 AND 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 AND 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 AND 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</td>
<td>Introduction to Gerontology 3</td>
</tr>
<tr>
<td>HLT 6531</td>
<td>Health Perspectives for the Aging 3</td>
</tr>
<tr>
<td>ENG 1302</td>
<td>Expository Writing 3</td>
</tr>
<tr>
<td>PSY 1032</td>
<td>General Psychology 3</td>
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<td>Physical Fitness 1</td>
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<tr>
<td>HLT 6503</td>
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<tr>
<td>HLT 6515</td>
<td>Nutrition 3</td>
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<tr>
<td>ENG 1303</td>
<td>Literature and Composition 3</td>
</tr>
<tr>
<td>SOC 1232</td>
<td>Introduction to Sociology 3</td>
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<tr>
<td>PSY 1080</td>
<td>Psychology of Aging 3</td>
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<td>Elective</td>
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<td>Social Service Administration 3</td>
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<td>CUB 3130</td>
<td>Ethnicity and Health OR</td>
</tr>
<tr>
<td>CUP 3212</td>
<td>Puerto Rican Society and Culture OR</td>
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<tr>
<td>CUP 3218</td>
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<td>HLT 6532</td>
<td>Fieldwork with an Older Population 3</td>
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**Total Credits for Degree** 60
HLT 6501 HEALTH AND HUMAN VALUES
3 credits, 3 hours
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 AND 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 AND 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 TERMINOLOGY
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.Ph., 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 INTRODUCTION TO THE HUMANITIES**
3 credits, 3 hours

Corequisite: 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 AND PLURALISM IN AMERICA**
3 credits; 3 hours

Corequisite: 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 people on the continent as well as in the diaspora. All courses are taught within the framework of the established academic disciplines such as history, sociology, anthropology, psychology, and literature. Students interested in planning a concentration in Africana Studies should consult with the Africana Studies Coordinator.

**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

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Eugenio María de Hostos Community College
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
The student will be introduced, through a series of guided readings, to the experiences of peoples of African descent from Africa's genesis through the middle passage, slavery, emancipation, the reconstruction and the aftermath of de jure slavery in the Americas. The literary, economic, socio-psychological, and cultural aspects of the African-American experience till the end of the 19th century will be discussed and analyzed.

*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 AND 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 AND 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, AND 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 AND INFLUENCE OF AFRICAN-AMERICAN MUSIC
3 credits, 3 hours
The students will trace the music of African-Americans from Africa, their development in the diaspora and the various musical forms up to the present time. The student will analyze the functions of the “holler,” work songs, blues, jazz, and other forms.

*CUB 3190 SEMINAR AND FIELD WORK IN WEST AFRICAN ART AND CIVILIZATION
3 credits, 3 hours
Prerequisite: ENG 1300
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
Corequisite: SPA 2221 OR ENG 1300 or 1301
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
Corequisite: SPA 2221 OR ENG 1300 or 1301
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 THE DOMINICAN REPUBLIC
3 credits, 3 hours
Corequisite: SPA 2221
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
Corequisite: SPA 2221 OR ESL 1330
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
Corequisite: SPA 2222 OR ENG 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
Corequisite: SPA 2222 OR ENG 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 AND CULTURE
3 credits, 3 hours
Corequisite: SPA 2221 OR ESL 1330 or ENG 1301
The student will discuss the concept 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
Prerequisite: SPA 2221 or placement in SPA 2222 or above OR ENG 1301
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 CARIBBEAN SOCIETY AND CULTURE**
*Corequisite: SPA 2221 or ESL 1330 or ENG 1301*
The student will discuss and analyze the concepts of society and culture. In order to understand Caribbean society and culture, the student will be able to identify the different cultural patterns of the Caribbean and produce grounded cultural contrasts and/or comparisons. Combined with this experience, the student will be able to analyze the facts and appraise the consistency of content or lack thereof in the required readings. The student will compile facts, categorize, explain, analyze, and summarize them in a written term paper.

**CUP 3232 THE PUERTO RICAN MIGRATION**
3 credits, 3 hours
*Corequisite: SPA 2221 or ENG 1300*
The student will analyze the phenomenon of migration to the United States; compare and contrast the migration of Puerto Ricans with that of other ethnic groups established in New York City; examine available statistics on health, age groups, education, housing, and employment; and discuss the myth of the “melting pot.” The student will also discuss prejudice and discrimination against Puerto Ricans; evaluate the work of agencies at the community level; discuss and analyze the political militancy among Puerto Ricans in New York; discuss possible differences and similarities with the islanders, and explore the relevance of the Puerto Rican community in New York on the island’s affairs.

**CUP 3262 CONTEMPORARY GOVERNMENT AND POLITICS OF PUERTO RICO**
3 credits, 3 hours
*Prerequisite: SPA 2221 or placement in SPA 2222 or above OR ENG 1301*
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 AND FIELDWORK IN DOMINICAN REPUBLIC SOCIETY AND CULTURE**
3 credits, 3 hours
*Prerequisites: SPA 2221 or placement in SPA 2222 or above AND CUP 3206 or CUP 3208 or CUP 3218*
The student will experience learning beyond the confines of the classroom setting. Through the resources of various community and institutional settings, the student will be able to understand aspects of the culture and society of the Dominican Republic. The student will be able to appraise people’s life styles and problems and relate to them in their natural environment. Guided by different academicians in the Dominican Republic, the student will be able to distinguish between facts and inferences to discriminate between folk and scientific knowledge. The student will compile facts, categorize, explain, analyze, and summarize them in written term papers. Offered in Spanish during summer session.

**CUP 3312 HISTORY OF PUERTO RICAN LITERATURE I**
3 credits, 3 hours
*Prerequisite: SPA 2221 or placement in 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 or placement in 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 literary works of Modernismo. The student will appraise the reaffirmation of a national conscience in literary manifestations of contemporary Puerto Rican writers; analyze the works of post-Modernismo and the search for identity; and discuss, criticize, and evaluate works of contemporary writers.

CUP 3322 PUERTO RICAN POETRY
3 credits, 3 hours
Prerequisite: SPA 2221 or placement in 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, Marín, 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
Corequisite: SPA 2221 OR ENG 1301
The student will discuss and analyze short stories by Oliver, Díaz Alfaro, Blanco, Gonzalez and others; trace the thematic and structural evolution of the genre; analyze characters in relation to environment and social conditions presented by the author, and present oral and written analyses on any aspect of the work studied; analyze short stories by contemporary writers such as Marques, Díaz Valcarcel, Figueroa, Vivas, and Sánchez; present, through oral and written reports, a psychological study of literary characters; and summarize literary trends in the 20th century Puerto Rican short story.

CUP 3326 THE PUERTO RICAN NOVEL
3 credits, 3 hours
Prerequisite: SPA 2221 or placement in 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 Gandia 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 Gandia 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 or placement in 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, Marques, Bonilla, Mari-Bras, and others.

CUP 3332 SURVEY OR PUERTO RICAN DRAMA I
3 credits, 3 hours
Prerequisite: SPA 2221 or placement in 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 costumbreismo 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-Berdencia, Mendez-Ballester, and Marques.

CUP 3334 SURVEY OF PUERTO RICAN DRAMA II
3 credits, 3 hours
Prerequisite: SPA 2221 or placement in 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 Laguna, Rechany, Arrivi, Belaval, and others. The student will discuss, analyze, and criticize dramatic works by authors such as Mendez-Ballester, Marques, Marin, 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 or placement in 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. She will differentiate among points of view toward ethnic groups of authors such as Dabon, Tapia, and Pales Matos. The student will discuss and analyze the relevance of the black man in the different literary genres; identify non-Puerto Rican influences of writers such as Guillen, Hemingway, Lindsay, and Baldwin on Puerto Rican authors. The works of Gonzalez, Figueroa, Diaz Valcarcel, Sánchez, and others will be studied.

CUP 3344 WOMEN IN PUERTO RICAN LITERATURE
3 credits, 3 hours
Prerequisite: SPA 2221 or placement in 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 Maria B. Benitez to Margot Arce and other contemporary writers. The student will discuss and analyze women as a theme in Puerto Rican literature; analyze their different roles as portrayed in the works of major writers; and trace the evolution of the concept of womanhood in the various literary movements from the 19th through the 20th century.

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

CUP 3352 HISTORY OF THE PUERTO RICAN VISUAL ARTS
3 credits, 3 hours
Corequisite: SPA 2221 OR ENG 1300 or 1301
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
Corequisite: SPA 2221 OR ENG 1300 or 1301
The student will identify main themes present in the various manifestations of written and oral folkloric literature and discuss their possible origin; identify and analyze characters and heroes recurrent in folktales; present and analyze tales and riddles as told to him or her; analyze and discuss folkloric arts, such as wood carving, popular imagery (santos) and masks; appreciate representative works by major artisans; identify the Taino, Spanish, and African presences in Puerto Rican folk music; identify the
various types of folk music as practiced by different ethnic groups; identify regional variations in folk music; and discuss and analyze the popular music of composers such as Hernández, Rexach, Flores, Venegas, and Estrada.

CUP 3362 HISTORY OF PUERTO RICAN MUSIC
3 credits, 3 hours
Corequisite: SPA 2221 OR ENG 1300 or 1301
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 AND 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 report. Offered in French.*

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 AND 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 2254 THE GOLDEN 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 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 AND REASONING
3 credits, 3 hours
Corequisite: 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,
alogies, 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 AND 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 AND 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 AND 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 AND 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 and dictation will be included, as well as simple digital sequencing.

VPA 3562 FUNDAMENTALS OF MUSIC THEORY AT THE PIANO II
3 credits, 3 hours
Prerequisite: VPA 3560
Fundamentals of Music Theory at the Piano II is designed to further develop a basic knowledge and practice of Music Theory as applied to the keyboard for students who completed Fundamentals of Music at the Piano I. Minor scales, augmented and diminished intervals and chords, musical forms, non-harmonic tones and more advanced keyboard harmony will be covered. Ear training and dictation will be included, as well as more advanced digital sampling.

VPA 3578 CHORUS
1 credit, 3 hours
Prerequisite: ability to participate in group singing
The student will study and present standard and contemporary choral literature for mixed voices and appear in concert at college ceremonies and functions. Offered in English and Spanish.

VPA 3582 INTRODUCTION TO THEATER
3 credits, 3 hours
The student will analyze, discuss, and define the nature, meaning, and components of theater, as well as the creative forces that contribute to its shape and effect. The student will engage in field trips and special projects.

VPA 3598 THEATER PRODUCTION
3 credits, 3 hours
The student will execute physical and vocal exercises; do dramatic improvisations and readings; execute ensemble exercises; act from scripted scenes; and perform in public. Offered in English and Spanish.

VPA 3612 FUNDAMENTALS OF PUBLIC SPEAKING
3 credits, 3 hours
The student will present introductions; present impromptu, extemporaneous, and manuscript speeches; perform exercises to improve public speaking technique; limit topics; create outlines; and present informative and persuasive speeches, as well as speeches for special occasions.

VPA 3614 VOICE AND DICTION
3 credits, 3 hours
The student will take a speech diagnostic test at the beginning of the course, and through individual and

VPA 3560 FUNDAMENTALS OF MUSIC THEORY AT THE PIANO I
3 credits, 3 hours
Fundamentals of Music Theory at the Piano I is designed to develop a basic knowledge and practice of Music Theory as applied to the keyboard for students with no previous musical training. Topics will include melodic and rhythmic notation, intervals, scales and basic keyboard harmony. Ear training and dictation will be included, as well as simple digital sequencing.
group exercises, demonstrate measurable improvement in speech production, diction, and pronunciation.

VPA 3616 ADVANCED PUBLIC SPEAKING
3 credits, 3 hours
Prerequisites: VPA 3612; ENG 1300 or 1301
Corequisite: ENG 1302
The student will organize and deliver informative and persuasive speeches at an advanced level. Topics will be appropriate to academic and career situations. Students will deliver speeches from a lectern using a microphone. Selected exercises will be audio and video taped. Students will engage in analysis and criticism of the content and delivery of the speeches. Problem-solving exercises will be included.

HUMANITIES DEPARTMENT
FACULTY AND STAFF
Magda Vasiliev, 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.

Alberto J. 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 Iniguez-Pérez, Lecturer, Modern Languages Unit, B.A., M.A., M.Phil.

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

Carmen L. Marín, Lecturer, Latin American and Caribbean Studies Unit, B.A.

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

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., B.A.

Irma Silva, CUNY Office Assistant, A.A.
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.

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.

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.
MAT 1604 BASIC MATHEMATICS SKILLS
FOR SCIENCE STUDENTS
1 credit (6 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 (6 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 (6 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 (6 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 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, 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; MAT 1612 or MAT 1622, or equivalent course, OR placement through the CUNY Mathematics Skills Assessment Test.
Corequisite: ESL 1330
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
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 / .5 hr lab
Prerequisites: ESL 1325; MAT 1628 or equivalent course, OR placement through the CUNY Mathematics Skills Assessment Test.
Corequisite: ESL 1330
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 / .5 hr lab
Prerequisites: ESL 1325; MAT 1642 or equivalent course, OR passing a Comprehensive Exam on Calculus I.
Corequisite: MAT ESL 1330
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 / .5 hr lab
Prerequisites: ESL 1325; MAT 1644 or equivalent course, OR passing a Comprehensive Exam on Calculus II.
Corequisite: ESL 1330
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 AND 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
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: ENG 1300 or 1301
This course provides a historical development of computers. Students will have hands-on experience with microcomputers. They will enter and run prepared programs.

*MAT 1692 INTRODUCTION TO COMPUTER SCIENCE
3 credits, 4.5 hours
Prerequisite: ESL 1325; MAT 1622 or equivalent course.
Corequisite: ENG 1300
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 PASCAL
3 credits, 4.5 hours
Prerequisite: ESL 1325; MAT 1624 or equivalent course.
Corequisite: ESL 1330
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 Pascal programming language.

*MAT 1722 LINEAR ALGEBRA **
4 credits, 4.5 hours / .5 hr lab
Prerequisites: ESL 1325; MAT 1642 or equivalent course.
Corequisite: ESL 1330
The student will study matrix algebra, systems 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
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
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 AND 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.

MATHEMATICS FACULTY AND 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., M.S., 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.

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

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

José Coronado, College Assistant, High School Diploma.
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.

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**Requirements for an Associate in Science (A.S.) Degree**

**Distribution of Credits**

**General Requirements**

- **English**¹
  - ENG 1302 Expository Writing
  - ENG 1303 Literature and Composition

- **Mathematics**¹
  - MAT 1628 Pre-Calculus
  - MAT 1642 Calculus 1

- **Behavioral and Social Sciences**
  - PSY, SOC, ANT, SSC, ECO, HIS, POL, ADM²

- **Humanities**
  - HUM, CUB, CUP, VPA

- **Physical Education**
  - PED

**TOTAL GENERAL REQUIREMENTS** 24

**Science Requirements** (Select 3 course sequences from those listed below³)

- **Chemistry Sequence** (Students may take only one of the following chemistry sequences.)
  - CHE 4002 General Chemistry I⁴
  - CHE 4102 General Chemistry I - Lab
  - CHE 4004 General Chemistry II
  - CHE 4104 General Chemistry II - Lab

  or

  - CHE 4033 Essentials of General Chemistry
  - CHE 4133 Essentials of General Chem - Lab
  - CHE 4034 Essentials of Organic Chemistry
  - CHE 4134 Essentials of Organic Chem - Lab

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¹ INCLUDES ENGLISH PROFICIENCY

² INCLUDES SOCIAL SCIENCE PROFICIENCY

³ INCLUDES LABORATORY PROFIENCIES

⁴ INCLUDES CHEMISTRY PROFICIENCY
<table>
<thead>
<tr>
<th>Subject</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physics Sequence</strong></td>
<td>PHY 4302 General Physics I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PHY 4402 General Physics I - Lab</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>PHY 4304 General Physics II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PHY 4404 General Physics II - Lab</td>
<td>1</td>
</tr>
<tr>
<td><strong>Biology Sequence</strong></td>
<td>BIO 3902 General Biology I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>BIO 3904 General Biology II</td>
<td>4</td>
</tr>
<tr>
<td><strong>Anatomy and Physiology Sequence</strong></td>
<td>BIO 3906 Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>BIO 3908 Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Science Requirements</strong></td>
<td></td>
<td>24</td>
</tr>
<tr>
<td><strong>Program Electives</strong></td>
<td>Select a minimum of 12 credits from the courses listed below. (For courses listed as a “course sequence,” the entire sequence must be completed.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CHE 4000 Fundamentals of Chemistry</td>
<td>2</td>
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<tr>
<td><strong>Chemistry Sequence</strong></td>
<td>Students may take only one of the following chemistry sequences.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CHE 4002 General Chemistry</td>
<td>3</td>
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<tr>
<td></td>
<td>CHE 4102 General Chemistry I - Lab</td>
<td>1</td>
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<tr>
<td></td>
<td>CHE 4004 General Chemistry II</td>
<td>3</td>
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<tr>
<td></td>
<td>CHE 4104 General Chemistry II - Lab</td>
<td>1</td>
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<td></td>
<td>or</td>
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<td></td>
<td>CHE 4033 Essentials of General Chemistry</td>
<td>3</td>
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<td></td>
<td>CHE 4133 Essentials of General Chem-Lab</td>
<td>1</td>
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<td></td>
<td>CHE 4034 Essentials of Organic Chemistry</td>
<td>3</td>
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<tr>
<td></td>
<td>CHE 4134 Essentials of General Chem-Lab</td>
<td>1</td>
</tr>
<tr>
<td><strong>Physics Sequence</strong></td>
<td>PHY 4302 General Physics I</td>
<td>3</td>
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<tr>
<td></td>
<td>PHY 4402 General Physics I - Lab</td>
<td>1</td>
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<td></td>
<td>PHY 4303 General Physics II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PHY 4404 General Physics II - Lab</td>
<td>1</td>
</tr>
<tr>
<td><strong>Biology Sequence</strong></td>
<td>BIO 3902 General Biology I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>BIO 3904 General Biology II</td>
<td>4</td>
</tr>
<tr>
<td><strong>Anatomy and Physiology Sequence</strong></td>
<td>BIO 3906 Anatomy and Physiology I</td>
<td>4</td>
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<tr>
<td></td>
<td>BIO 3908 Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>BIO 3912 Microbiology</td>
<td>4</td>
</tr>
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<td></td>
<td>MAT 1644 Calculus II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MAT 1682 Introduction to Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HLT XXXX</td>
<td>2-3</td>
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<tr>
<td><strong>Total Program Electives</strong></td>
<td></td>
<td>Minimum of 12</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>Minimum of 60</td>
</tr>
</tbody>
</table>

**BIOLOGY**

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

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

**Courses offered primarily for Allied Health Programs**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 3906 Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 3908 Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 3909 Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>for Dental Hygiene Students</td>
<td></td>
</tr>
<tr>
<td>BIO 3910 Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>for Dental Hygiene Students</td>
<td></td>
</tr>
<tr>
<td>BIO 3912 Microbiology</td>
<td>4</td>
</tr>
</tbody>
</table>

**BIO 3902 GENERAL BIOLOGY I**

4 credits, 3-hr. lecture/3 hr. lab

Prerequisites: SPA 2221 or ENG 1301 or ESL 1330; 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 state 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 AND PHYSIOLOGY I
4 credits, 3-hr. lecture/3-hr. lab
Corequisites: ENG 1301 or ESL 1330; 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 AND 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 AND 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 AND 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, 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 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
LABORATORY
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 4004
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 -
LABORATORY
1 credit, 3 hours
Prerequisite: CHE 4002/4102
Corequisite: CHE 4004
The student will learn basic laboratory techniques and
procedures related to the chemistry of ionic reactions.
Offered in English only.

CHE 4012 INTRODUCTION TO CHEMISTRY
(2 excess hours)
4 credits, 3-hr. lecture/1-hr. recitation / 2-hr. lab
Prerequisite: MAT 1604 or satisfactory performance
on math skills test.
Corequisite: MAT 1622 or satisfactory performance
on math skills test.
The student will solve problems and analyze data
which require a knowledge of the principles of atomic
theory, chemical bonding, the gas laws and solutions.
The student will also recognize the different classes of
organic compounds. This course is for Dental Hygiene
students and a requirement for entry into the Nursing
Program. No student may receive credit for both CHE
4012 and CHE 4019. Offered in English only.

CHE 4018 PRINCIPLES OF ORGANIC
CHEMISTRY
2 credits, 2-hr. lecture
Prerequisite: CHE 4012
A survey of the fundamentals of organic and biological
chemistry. This course is for Dental Hygiene students
and a requirement for entry into the Nursing Program.
Offered in English only.

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

*CHE 4033 ESSENTIALS OF GENERAL
CHEMISTRY - LECTURE
3 credits, 3-hr. lecture/1-hr. recitation
Prerequisites: CHE 4000, MAT 1628, ENG 1300, or
permission from Unit Coordinator (if math placement is
MAT 1628 or higher)
Corequisite: CHE 4133
The student will learn essential facts and work
problems related to inorganic chemistry. Offered in
English only.

*CHE 4133 ESSENTIALS OF GENERAL
CHEMISTRY - LABORATORY
1 credit, 3 hours
Prerequisites: CHE 4000, MAT 1628, ENG 1300, 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.

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PHYSICS

*PHY 4302 PHYSICS I
3 credits, 3-hr. lecture/1-hr. recitation

*PHY 4402 PHYSICS I - LABORATORY
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 - LABORATORY
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 electro-magnetic waves and optics and state or recognize terms related to the atomic quantum theory. The student will also correlate the failure of the classical theory with the emergency of quantum concepts, explain or recognize terms related to the atomic and nuclear theory of matter, and perform simple radioactivity experiments. The student will give a descriptive account of contemporary physics. Offered in English only.

*PHY 4502 GENERAL PHYSICS I
4 credits, 3-hr. lecture/2-hr. lab
Prerequisite: MAT 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
Prerequisite: ENV 4014
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 only.

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

^Required courses depend upon the student’s placement in English and Mathematics.

^Only three credits are allowed in Public Administration.

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

^CHE 4000 Fundamentals of Chemistry, or permission from the Physical Sciences Unit Coordinator is required to take this course.

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

NATURAL SCIENCES
FACULTY AND STAFF

Victor De León, Professor, Biology, and Departmental Chairperson, B.A., M.A., Ph.D.

Sylvia Greer, Lecturer and Coordinator, Biology, B.A., M.A., M.S.

Amanda Bernal-Carlo, Associate Professor, Biology, B.A., M.S., Ph.D.

Louis Browne, Professor, Biology, B.A., M.A., M.S., Ph.D.
John Guillen, Assistant Professor, Biology, B.A., M.A., Ph.D.

Raymond Vázquez, Assistant Professor, Physical Sciences, B.S., M.S., M.P.H., Ph.D.

Franklin Campbell, College Laboratory Technician, Physical Sciences, B.S., M.S.

Linda Scott, CUNY Administrative Assistant, Biology, A.A.
El Colegio Comunal Eugenio María de Hostos

El Colegio Comunal Hostos nació por decreto de la Junta de Educación Superior el 22 de abril de 1968, como respuesta a las peticiones de líderes puertorriqueños y de otras comunidades hispanas, quienes exhortaron al establecimiento de una institución universitaria que sirviera al Sur del Bronx. La primera clase —consistente de 623 alumnos— ingresó para cursar estudios en septiembre de 1970 en lo que fue una fábrica de llantas, sita en Grand Concourse #475. La matrícula aumentó rápidamente, y en junio de 1974 contaba con 2,000 estudiantes. Ese mismo año la legislatura estatal decretó la adquisición del edificio que hoy se conoce como “El 500”, ubicado en Grand Concourse #500, para aliviar la escasez de espacio en la planta física del edificio inicial. Subsiguientemente, y debido a una evaluación laudatoria por parte de la Middle States Association, el Colegio recibió acreditación incondicional.

La crisis económica de mediados de la década del 70 llevó al intento de fundir a Hostos con otra institución similar, pero hubo una oposición tal dentro del Colegio mismo y en la comunidad, que la legislatura estatal se vio obligada a garantizar la existencia autónoma de Hostos al incluirla en la Landes Higher Education Act que la aprobó el 9 de junio de 1976. Para servir a todos los interesados en ingresar, el recinto cuenta hoy día con seis edificios, tres de los cuales fueron diseñados y construidos a la orden. Hostos se enorgullece de sus bien equipados laboratorios de ciencias, matemáticas, escritura y computadores, así como de sus instalaciones para la educación física y de sus modernos teatros.

El Colegio está acreditado por la Middle States Association of Colleges and Schools y la Junta Regente de la Universidad del Estado de Nueva York. Los programas de ciencias médicas también cuentan con la debida acreditación de las agencias pertinentes, incluso de la American Dental Association y el Departamento de Salud de Nueva York. La facultad cuenta con 50.6 % de individuos con doctorados y 46.1% ha obtenido maestrías. El estudiantado es diverso, con representaciones culturales numerosas. La mayoría se identifica como puertorriqueños, dominicanos y centro y suramericanos. Los que califican reciben asistencia económica y casi el 99% recibe alguna ayuda federal o estatal.

Misión

La misión del Colegio Comunal Hostos es proveer oportunidades educativas que conduzcan a la movilidad social de personas de origen o descendientes de hispanos, negros y de otros habitantes de la ciudad de Nueva York, que han encontrado obstáculos en acceder a la educación post secundaria. Con el propósito de ofrecerles a sus alumnos esas oportunidades, el Colegio atiende a la necesidad de mejorar en el uso del inglés y las destrezas con computadores. Por ende, una meta de esta institución consiste en suplir educación bilingüe de transición para los que habla hispana y fomentar el ambiente pluric cultural para que todos aprendan el aprecio hacia todas esas culturas representadas por el conglomerado estudiantil. No es la intención del Colegio el suplantar los idiomas maternos y los valores culturales de su estudiantado, sino facilitarles el funcionamiento en comodidad dentro de una variedad de situaciones sociales y lingüísticas.
El educador, escritor y patriota puertorriqueño Eugenio María de Hostos nació el 11 de enero de 1839 en el barrio Río Cañas de Mayagüez. Recibió educación primaria en San Juan y prosiguió estudios de pedagogía y derecho en España, en el Instituto Superior de Enseñanza de Bilbao y en la Universidad de Madrid. Se unió a los movimientos estudiantiles en pro de la independencia de Cuba y Puerto Rico y de la abolición de la esclavitud de los africanos. En 1869, se trasladó a Nueva York desde Madrid, donde ingresó a la Junta Patriótica Cubana, cuyos fines eran la liberación de Cuba y Puerto Rico. Tres años más tarde, se dirigió a América Latina a recabar apoyo para el movimiento independentista. En Perú, se unió a las protestas contra la explotación de los inmigrantes chinos. En Chile, defendió la inclusión de las mujeres en la educación, en particular para los estudios de Derecho y Medicina. En Argentina, se involucró en la campaña para la construcción del primer ferrocarril transandino. El gobierno chileno estableció una escuela donde Hostos puso en práctica sus avanzados conceptos de la educación. Bajo su dirección, el Liceo Miguel Luis Amunátegui se convirtió en uno de los mejores centros docentes de América Latina. Desde Chile y durante ocho años, escribió currículos para la enseñanza del español y de historia, que recibieron premios, además de publicar escritos literarios, artísticos y filosóficos. Al término de la colonia española en Puerto Rico, Hostos se reintegró a la lucha por la independencia de la isla. In 1898, se fue a la República Dominicana donde dirigió el Colegio Central y sirvió como Inspector General de Escuelas Públicas. Murió en 1903. Eugenio María de Hostos fue el autor de la Ley General de Enseñanza Pública, y de distinguidos escritos como Historia de la pedagogía, Ciencia de la pedagogía y Reforma y enseñanza del Derecho. Su vida y sus ideales son un legado y una fuente de inspiración para todos los estudiantes del Colegio Comunal Hostos.
Desde el año 1998 al 2000, el Colegio Comunal Eugenio María de Hostos estuvo elaborando lo que hoy conocemos como “El Renacimiento de Hostos”. Ese periodo de tiempo se fijó para que todos en la institución dedicaran sus esfuerzos a la reestructuración del colegio, con miras a convertirlo en una fuente del saber por excelencia para los que buscan una educación en las artes liberales o en un campo profesional, dentro de un ambiente bilingüe y pluricultural. Buscábamos hacer realidad esa meta de la siguiente manera:

• Ser la primera institución bilingüe de enseñanza superior en el país.
• Preparar a nuestros alumnos para que puedan competir académica y profesionalmente.
• Preparar a nuestros alumnos para que puedan participar plenamente en la diversa comunidad mundial estudiantil y laboral.
• Cultivar un ambiente educativo y laboral que nutra, respete y comprenda la diversidad cultural y lingüística.

El motivo del renacimiento fue un renovado compromiso de crear rigurosos programas profesionales para la consecución de empleos; y los conducentes a los títulos en artes liberales, para que los que deseen proseguir estudios superiores puedan hacerlo exitosamente. Ya se ven sus efectos. Nuestros estudiantes ya se están beneficiando de la expansión de los programas académicos que son el núcleo fundamental a la misión de esta institución y de las innovaciones educativas.

La piedra angular de la misión de Hostos consiste en la oferta de oportunidades para aprender en dos idiomas, dentro de un ambiente pluricultural que promueve el entendimiento, la apreciación y el respeto por la diversidad, por la adquisición de conocimiento en un segundo idioma y por el desarrollo intelectual. Se mantiene la meta primordial para todos los estudiantes: el dominio del inglés.

Durante nuestro renacimiento, pulimos el modelo para la enseñanza de idiomas que abarca todo el currículo, a fin de cumplir con las necesidades de los aprendices del inglés además de las de los estudiantes cuya lengua materna es dicho idioma y que desean aprender bien el español. El modelo incorpora elementos para estimular el aprendizaje aceleradamente, y hará posible que nuestros alumnos pasen los exámenes que miden las destrezas básicas en los primeros años de estudios. Los estudiantes que necesiten mejorar el dominio del idioma para rendir trabajo académico de calibre universitario recibirán la ayuda necesaria para lograrlo.

Una vez en Hostos, los alumnos toman cursos en sus respectivas concentraciones, que a su vez promueven el aprendizaje y la escritura de un segundo idioma. El empleo de ese método se basa en la investigación que indica que un segundo idioma se aprende más fácilmente cuando el contexto es significante. Cuando un adulto aplica las destrezas lingüísticas en compañía de un contenido importante, éstas se incorporan de modo natural al repertorio conversacional y escrito que éste usa en el segundo idioma.

Las clases enriquecidas con el elemento idiomático se imparten en inglés y, a los matriculados que necesitan ayuda en ese idioma, se les brindan tutorías adicionales. Nuestra facultad incorpora a sus lecciones tareas con propósitos lingüísticos, tales como la lectura, las asignaciones orales, la escritura, trabajos para hacer en la biblioteca, el empleo de guías de recursos y glosarios bilingües.

El dominio de dos idiomas le agrega valor al aprendizaje de una profesión y de las artes liberales, y ello es parte de lo que se le ofrece a todo estudiante en Hostos. Así se les da la preparación necesaria para triunfar en el siglo veintiuno, donde encaran un mundo laboral de diversidades idiomáticas y culturales. En la historia de la humanidad, el Renacimiento abrió el camino para dar paso a la Era del Descubrimiento, también conocida como la de Exploración. Ya vamos por el camino de nuestra propia Era del Descubrimiento, con la cual buscamos nuevas maneras
de hacer del Colegio Comunal Eugenio María de Hostos la joya del sistema de CUNY. Ahora nos toca investigar toda posibilidad que nos lleve a mejorar la institución. En el transcurso de cinco años, a partir del 2001 y hasta el 2005, el Colegio Comunal Eugenio María de Hostos fijará parámetros nuevos y los superará con sus programas bilingües. Por nuestros continuados esfuerzos, Hostos llegará a ocupar y mantendrá un lugar único en todo el país entre las instituciones de su género.
PLANTA FÍSICA

Desde 1986, el Colegio Comunal Eugenio María de Hostos está realizando su Plan Maestro, que consiste en la construcción de una planta física adecuada para la expansión y el mejoramiento de los programas educativos y los servicios que ofrece a sus alumnos y a la comunidad. Parte del progreso hacia dicha expansión se logró en 1994 al concluir la construcción del Complejo Académico Este y el edificio Savoy Manor en 1997.

Al presente, el Colegio ocupa varios edificios en Grand Concourse, esquina Calle 149, en El Bronx. El Programa de Higiene Dental se encuentra en Grand Concourse 475, donde además están la escuela secundaria conocida como Hostos-Lincoln Academy, la clínica de practicantes para los cursos de higiene dental, varios laboratorios de química y biología, oficinas y salones de clase.

Junto y conectado al edificio ya mencionado se halla el Complejo de Ciencias Médicas y Naturales Shirley J. Hinds. El edificio de construcción reciente, se inauguró en diciembre de 1990 y ha recibido más de cinco premios importantes por su arquitectura. La estructura acoge una moderna biblioteca que ostenta un sistema bibliográfico por Internet y los laboratorios para los programas de Tecnología Radiológica, Química, Biología, Física y Tecnología Médica. Los matriculados en los programas de ciencias médicas también utilizan hospitales y clínicas afiliadas con los mismos. El Centro Infantil de Hostos, licenciado por el Estado de Nueva York, también se encuentra en este edificio y, recientemente, se le duplicó la capacidad con una renovación que ahora permite la matrícula de 120 niños.

La estructura ubicada en Grand Concourse 500 contiene salones de clase, oficinas, el centro administrativo computarizado y Servicios Médicos. Su renovación parcial está planificada para comenzar en la primavera del 2002.

El Complejo Este, que se inauguró en el otoño de 1994, comprende más de 279,000 pies cuadrados y se encuentra junto al ubicado en Grand Concourse 500. Éste es sede de los programas de Administración Comercial y Contabilidad, Procesamiento de Datos, Administración y Tecnología de Oficinas; además de los respectivos estudios Africanos, América Latina y el Caribe, Lenguas Modernas, Artes Visuales e Interpretativas, del Departamento de Humanidades, y Educación Física; así como una gran cantidad de oficinas de organizaciones y clubes estudiantiles. El plantel contiene además diez laboratorios con computadoras, estudios para la danza y el arte, un gimnasio, centros para hacer ejercicios y para la capacitación física y una gran piscina. También se encuentran allí dos teatros: el Principal y el de Repertorio de Hostos, con capacidades para 950 y 350 personas, respectivamente; una galería de arte del calibre de la de un museo y una moderna librería. Un puente peatonal sobre Grand Concourse conecta el Complejo Académico Este al Edificio de Ciencias Médicas y Naturales.

El edificio Savoy Manor es la más reciente añadidura al recinto colegial. Está en funciones desde 1997 y se encuentra en la Calle 149 Este 120. Cuenta con 43,000 pies cuadrados y en él están las oficinas del Registrador, el Cajero, Asistencia Económica, las oficinas Empresariales del Colegio, Consejería y Admisiones y Reclutamiento.
Los Títulos Académicos

El Colegio Comunal Eugenio María de Hostos ofrece programas conducentes a los títulos académicos: grado Asociado en Artes, A.A., y grado Asociado en Ciencias, A.S. que preparan a sus egresados para continuar estudios en instituciones universitarias donde pueden obtener bachilleratos. También confiere el grado Asociado de Ciencias Aplicadas, A.A.S., cuyos estudios son preparatorios para profesiones específicas y también conducentes a los certificados de Oficinista o de Enfermera Práctica, LPN por sus siglas en inglés. En las ciencias médicas, los créditos necesarios para obtener el título de A.A.S. varían del modo siguiente: Higiene Dental requiere 70 créditos; Tecnología de Laboratorio Médico, 60; Enfermería, 67; y Tecnología Radiológica, 62.5 créditos. Los requisitos para la certificación y la licenciatura en estos programas limitan el tiempo que se tome para completarlos.

Los aspirantes a un título de A.A. estudian las artes y las ciencias, que incluyen las Ciencias Sociales y la Psicología, Inglés, Matemáticas, estudios Africanos, de América Latina y el Caribe; Lenguas Modernas, Filosofía y las Artes Visuales e Interpretativas, además de otros cursos de Humanidades.

Los programas para los candidatos a títulos A.S. son muy parecidos a los que estudian para los A.A., pero se concentran más en las matemáticas y las ciencias. Los que persiguen títulos A.S., también podrían optar por la concentración en Administración Comercial. Para obtener el título A.S., no se requiere el estudio de lenguas modernas.

Los programas para los candidatos a títulos A.A.S. siguen currículos que se concentran en la materia escogida como profesión. Los programas profesionales son los siguientes: Contabilidad, Higiene Dental, Educación Preescolar, Gerontología, Tecnología de Laboratorio Médico, Computadoras para el Uso en los Negocios, Enfermería, Administración y Tecnología de Oficinas, Paralegal, Administración Pública y Tecnología Radiológica. A tenor con los reglamentos establecidos por el Comisionado de Educación del estado de Nueva York, se requiere que al menos 32 créditos de los requisitos para obtener un título académico se completen en nuestra institución.

Los estudiantes de primer año que son veteranos de las Fuerzas Armadas de los Estados Unidos tendrán que cumplir con el requisito de educación física si participan de los programas que incluyen esa clase.

Programas Registrados y Aprobados por el Departamento de Educación del Estado de Nueva York
La inscripción en programas que no estén registrados ni aprobados imposibilitará la consecución de becas específicas.

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<th>Programa</th>
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<td>Enfermera Práctica EPL</td>
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REQUISITOS PARA OBTENER LOS TÍTULOS

Requisitos para obtener el título de grado Asociado en Artes, A.A., y el de grado Asociado en Ciencias, A.S.

Se requiere un mínimo de 60 créditos para obtener el título de A.A. o el de A.S., que deben formar parte de la cantidad especificada para cada concentración, según se indica más adelante. Los estudiantes interesados en continuar estudios para la consecución del título de B.A. (Bachiller en Artes) o el de B.S. (Bachiller en Ciencias), deben comunicarse con el centro de orientación, o el jefe del departamento correspondiente, o el coordinador del programa que le interesa. Programas de estudios que se les sugieren a los estudiantes que desean trasladarse a otras instituciones universitarias para obtener títulos en concentraciones académicas que no se ofrecen en Hostos, y que se pueden elaborar con la colaboración de un orientador de Desarrollo Estudiantil. Los requisitos son los siguientes:

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<th>Distribución de los créditos por título</th>
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<td><strong>Inglés</strong></td>
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<td><strong>Filosofía, Humanidades, Artes Visuales y Interpretativas, Estudios Africanos, O Estudios de América Latina y el Caribe</strong></td>
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<td><strong>Educación Física y Atletismo</strong></td>
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<td><strong>Ciencias Naturales y Físicas</strong></td>
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<td><strong>A.S.</strong></td>
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La Junta de Síndicos de la Universidad de la Ciudad de Nueva York fijó la aprobación del “CUNY Writing Assessment Test” como requisito para la graduación de todos los colegios comunales de su sistema universitario, a partir de mayo de 1997. Además, a partir de 1985 se decidió que los estudiantes que deseen trasladarse a otras instituciones universitarias para avanzar sus estudios deberán aprobar los “Freshman Skills Assessment Tests” antes de efectuar el traslado.

NOTA: Tres cuartas partes de los créditos conducentes al título Asociado en Artes (A.A.) deben obtenerse en artes liberales y en las ciencias. La mitad de los créditos hacia Asociado en Ciencias (A.S.) deben provenir de cursos tomados en las artes liberales y las ciencias. La cantidad de créditos que se requieren para que el estudiante obtenga el título de A.S. dependen de su preparación en matemáticas.

*Está permitido tomar tres de estos créditos en clases de Administración Pública.

**Se insta a que se tomen seis créditos en un mismo idioma. Menos de seis se consideran insuficientes para el traslado a otra institución universitaria.

***Entre 12 y 16 créditos de una ciencia: biología, química o física y ocho créditos adicionales de otra ciencia.

AVISO IMPORTANTE DE CAMBIOS PROBABLES

La Universidad de la Ciudad de Nueva York se reserva el derecho a modificar —debido a cambios circunstanciales— los programas y los requisitos de la Universidad y de los colegios que la componen, sin previo aviso. De modo similar, los derechos de matrícula y las cuotas que se citan en este catálogo están también sujetos a cambios por orden de la Junta de Síndicos de la Universidad de la Ciudad de Nueva York. Lamentamos los inconvenientes que ello pueda causarle.
**El Bachillerato de CUNY**

Fundado en 1971, el programa de bachillerato de CUNY, conocido como "CUNY BA/BS", es reducido, incluye a todo el sistema universitario y es individualizado, creado para el estudiante con buenas destrezas académicas, iniciativa propia y un plan de estudios y metas profesionales bien definidos. Los participes del programa se concentran en un área específica de conocimiento guiados por un miembro de la facultad, cada uno, que les sirven de mentores. Además de su plan, completan el núcleo de Artes Liberales y otros requisitos para el título incorporándole estudios independientes y pasantías, y hasta pueden obtener 15 créditos por aprendizaje ocurrido antes de comenzar el programa, si presentan la documentación necesaria. Aunque estos alumnos estén inscritos en un recinto en particular, se les permite tomar clases en cualquiera otro y, a veces, hasta en la Escuela Graduada de CUNY.

Para entrar es necesario tener una meta académica definida y haber aprobado un mínimo de 15 créditos con un promedio de 2.50 o más. Los títulos que se obtienen mediante este currículo son otorgados por la Universidad de la Ciudad y no por un recinto específico. Se puede obtener más información de las oficinas del programa, si escribe a: CUNY Baccalaureate Program Office, 25 West 43rd Street, New York, New York 10036 o marque el teléfono (212) 642-2905.

El señor Gerald D. Cohen, Decano Auxiliar para Asuntos Académicos, es el coordinador del programa en el Colegio Comunal Hostos, desde la oficina B447 y con el número telefónico, (718) 518-6664.
ADMISIONES Y RECLUTAMIENTO

Contacto: Nydia R. Edgecombe
Directora de Admisiones y Reclutamiento
Teléfono: (718) 518-4406

El personal de la oficina de Admisiones y Reclutamiento del Colegio Comunal Hostos exhorta a los posibles estudiantes para que hagan cita con los consejeros de sus oficinas respecto de sus metas para una educación universitaria. Con ellas podrán examinar sus objetivos, enterarse de los requisitos para ingresar a los programas que se ofrecen y sopesar las alternativas para una carrera.

La solicitud

Todo solicitante, incluso los que no deseen obtener un título, deben hacerlo en la oficina de Admisiones y Reclutamiento. Las solicitudes se encuentran en las oficinas siguientes:

Oficina de Admisiones y Reclutamiento
Calle 149 Este 120
Bronx, New York 10451
Oficina D210
(718) 518-4405
o en
CUNY Office of Admissions Services
1114 Avenida de las Américas, 15P piso
Nueva York, NY 10036
(212) 997-2869

LA ACCION AFIRMATIVA EN CUNY

En el Colegio Hostos no se discrimina por motivo de edad, sexo, raza, color de la piel, creencias religiosas, origen nacional, impedimento físico o mental, preferencia sexual, estado civil, ni por condición de extranjero, ni de ciudadanía ni de veterano.

NOTA: Recomendamos que llene su solicitud a la brevedad posible, pero a ésta se le dará consideración cuando la entregue. Con la solicitud para ingresar por primera vez, podrá pedir entrada a seis programas. Los que soliciten traslado desde otra institución podrán pedir admisión para cuatro. Si califica, se le admitirá solamente al recinto que escogió en primer lugar.

LAS SOLICITUDES

1. El ingreso por primera vez

Quienes nunca hayan estado matriculados en un colegio comunal, universidad o institución de educación post secundaria desde la graduación de su escuela secundaria o después de haber recibido el certificado de GED, deben llenar la solicitud para el ingreso por primera vez y seleccionar a Hostos en primer lugar.

Requisitos de solicitud:

1. Transcripción oficial de escuela secundaria o el diploma obtenido con el Diploma de Equivalencia General, GED por sus siglas en inglés, con un mínimo de 225 puntos. No se aceptarán ni un certificado de escuela secundaria, ni un diploma obtenido con IEP.

2. Diploma original de escuela secundaria;

3. Un giro por la cantidad de $40, por concepto del manejo de la solicitud, pagadero a “University Application Processing Center” (UAPC).

NOTA: No se aceptarán los diplomas obtenidos con IEP ni los certificados de escuela secundaria. Además, los GED obtenidos en Puerto Rico con menos de 225 puntos, luego de restárseles la puntuación obtenida con ESL, no son aceptables para ingresar a CUNY. Se aconseja a los que tengan diplomas IEP, certificados de escuela secundaria y GEDs de Puerto Rico con menos de 225 puntos, que se matriculen en el programa de Hostos para obtener el GED. Véase el Departamento de Educación Continuada en la página 219 de este catálogo.

Curricular Preuniversitario

El personal de la Universidad de la Ciudad de Nueva York y los miembros de la Junta Educativa de la Ciudad de Nueva York exhortan a todos los alumnos de escuela secundaria a que tomen cursos preuniversitarios que les darán la preparación necesaria para el éxito en el trabajo. El currículo preuniversitario para los cuatro años de escuela
secundaria consiste de lo siguiente:

- cuatro años de inglés
- tres años de matemáticas
- cuatro años de estudios sociales
- dos años de un idioma extranjero
- dos años de ciencias experimentales
- un año de artes visuales e interpretativas

II. Traslado desde otra institución

Los estudiantes que hayan estado matriculados en un colegio comunal, universidad o institución de educación post secundaria en Estados Unidos o en el extranjero desde que se graduaron de escuela secundaria o después de haber recibido el certificado de GED, deben llenar una solicitud “CUNY Transfer Application for Admission”.

Requisitos de solicitud:

1. Transcripción oficial de escuela secundaria o el diploma obtenido con el certificado de GED con un mínimo de 225 puntos. No se aceptarán ni un certificado de escuela secundaria, ni un diploma obtenido con IEP.

2. Transcripciones oficiales de todos los colegios comunales y universidades a los cuales haya asistido a partir de la graduación de escuela secundaria.

3. Un giro por la cantidad de $50, por concepto del manejo de la solicitud, pagadero a University Application Processing Center (UAPC). Si el traslado ha de efectuarse desde otro recinto de CUNY no hay que pagar los $50.

Estudiantes de instituciones en el extranjero

Todo estudiante educado en el extranjero debe entregar transcripciones oficiales de escuela secundaria y, de ser pertinente, de toda institución de estudios post secundarios a la cual asistió después de completar la escuela secundaria. Cada transcripción debe estar traducida al inglés.

Traslado de créditos

Se pueden trasladar créditos obtenidos en otras instituciones acreditadas, dentro o fuera de los Estados Unidos, si los cursos son comparables a clases similares ofrecidas en Hostos. La persona encargada de esos menesteres se encuentra en las oficinas de Admisiones y Reclutamiento y hará las evaluaciones antes del comienzo del primer semestre de ingreso o durante el mismo. Se les dará crédito únicamente por clases tomadas en instituciones acreditadas por una de las comisiones regionales con tal potestad. Se podrán trasladar un máximo de 30 créditos, si la nota obtenida es de “C” o mejor.

III. Segundos títulos

Se puede solicitar ingreso al Colegio Comunal Hostos para obtener un segundo título si éste es diferente del primero. Todo solicitante debe llenar una planilla para ingresar y enviarla con las transcripciones oficiales de todo trabajo académico anterior a: “Second Degree Status”, “Admissions and Recruitment Office”.

IV. Estudiantes que no desean un título

Se acepta la matrícula de personas que no desean obtener un título académico pero sí asistir a clases en Hostos. Pueden solicitar directamente en la oficina de Admisiones y Reclutamiento. El cupo es limitado.

Requisitos:

1. Transcripción oficial de escuela secundaria o el diploma obtenido con el certificado de GED con un mínimo de 225 puntos. No se aceptarán ni un certificado de escuela secundaria, ni un diploma obtenido con IEP;

2. Transcripción de todo crédito universitario anterior

3. Un giro por la cantidad de $40, por concepto del manejo de la solicitud, pagadero al Colegio Comunal Hostos.

No califican para recibir asistencia económica.

Si no llenan la solicitud correspondiente se retrasará el ingreso y podrían incurrir en gastos adicionales. Deben leer las instrucciones cuidadosamente y entregar la documentación correspondiente. Los estudiantes educados en el extranjero, deben consultar el documento “Información para los solicitantes internacionales” de CUNY para instrucciones más detalladas.

Todo el que necesite ayuda para llenar su solicitud puede visitar la oficina satélite de Admisiones en el
vestíbulo del edificio 500 Grand Concourse.

**Personas de la tercera edad**

Las personas de la tercera edad, residentes bona fide de la ciudad de Nueva York, de 60 años de edad o mayores, que no se interesen en un título pueden inscribirse, si hay cupo, para asistir a clases, si pagan $65.

**Visa estudiantil**

Todo trámite administrativo y de orientación para los estudiantes extranjeros que desean conseguir visa estudiantil debe hacerse con Admisiones y Reclutamiento. Para obtener un certificado I-20 y calificar para una visa estudiantil, el que la solicita debe estar en condiciones de sufragar los gastos educativos y de alojamiento. Un año cuesta alrededor de $9,000. El certificado I-20 sólo se le concede a estudiantes a tiempo completo.

**Solicitantes desde el extranjero**

El solicitante desde el extranjero debe entregar al consulado de los Estados Unidos más cercano a su domicilio los documentos siguientes:

- Certificado I-20
- Prueba de solvencia
- Pasaporte vigente
- Carta de aceptación del Colegio Comunal Hostos

**Restricciones en los cambios de visa**

**Estudiantes con visas F-1 que desean trasladarse a Hostos**

Los estudiantes en otras instituciones que poseen visas F-1 y desean trasladar sus estudios a Hostos deben hacer lo siguiente:

- Notificarlo al consejero de los estudiantes extranjeros de la institución de donde van a trasladarse
- Entregarle a la consejera de estudiantes extranjeros de Hostos el certificado I-20 de la institución de donde desean trasladarse
- Entregar un certificado de solvencia, nuevo y notarizado, a la consejera de los estudiantes extranjeros de Hostos

Todo el que tiene visa F-1 debe consultar con su consejera de estudiantes extranjeros antes de hacer cualquiera de lo siguiente:

1. Aceptar un trabajo
   o
2. Salir de vacaciones fuera de los Estados Unidos
   o
3. Hacer un traslado permanente a otra institución
   o
4. Darse de baja del Colegio sin completar un semestre

Llame o haga cita con la consejera de los estudiantes extranjeros si desea más información acerca de las visas estudiantiles.

**Sra. Nydia R. Edgecombe, Directora**
Admisiones, Oficina D210
Edificio Savoy Manor
(718) 518-4406
El “CUNY Skills Assessment Test”

El “Freshman Skills Assessment Program” (FSAP) consiste en tres exámenes: comprensión de lectura, matemáticas y escritura. Estas pruebas se establecieron en 1978 con el propósito de medir las destrezas con esas tres materias de los solicitantes a ingreso. Como resultado de esos exámenes, los estudiantes podrían tener que tomar cursos de remedio para fortalecerse académicamente o cursos de ESL para adquirir dominio del inglés. Luego de completar las clases en cualquiera de esas tres materias, deben tomar otra prueba. Cuando el resultado del segundo examen prueba que se ha adquirido el dominio de esas asignaturas, ello consta en el expediente del estudiante y es importante.

Para información específica en relación al “CUNY Assessment Test” y otros asuntos de exámenes, favor de revisar la sección de la “Oficina para Evaluación Estudiantil” en la página 190 del catálogo.

Asistencia económica

Los fondos federales y estatales, así como los que están destinados a programas especiales y los propios del Colegio, se administran en Asistencia Económica, con el fin de garantizar la oportunidad de obtener una educación post secundaria a todo el que califique. Se combinan beca, subvención, préstamo, empleo y otros beneficios obtenidos del gobierno para cubrir la diferencia entre los gastos de estudios y las aportaciones del estudiante y su familia. La cantidad otorgada depende de la necesidad económica, a menos que se especifique de otra manera. Se le entregará esos fondos a estudiantes que mantengan el promedio mínimo que se exige, no hayan dejado de pagar un préstamo de estudios o deban una devolución de dinero por concepto de una subvención del gobierno federal.

Se considera que los alumnos en probatoria que demuestren progreso académico satisfactorio están manteniendo un promedio aceptable. Estos seguirán recibiendo la asistencia económica.

Para más información, favor de revisar la sección de la “Asistencia Económica” en la página 199 del catálogo.

Vacunación

En concordancia con el mandato PHL 2165, el reglamento de la Universidad de la Ciudad de Nueva York exige que todo estudiante se matricule con seis créditos facturables o más y que los nacidos después del 31 de diciembre de 1956, prueben que han recibido dos vacunas contra el sarampión y una combinada contra la paperas —conocida también como farfayota— y la rubéola, para que se le permita asistir a clases. Las instituciones del sistema universitario tienen la obligación de notificarles de esos requisitos a los que ingresan por primera vez a cursar estudios, para obtener el cumplimiento debido con los reglamentos. A continuación están expuestos los requisitos mínimos para poder continuar inscrito y asistir a clases.

Cumplimiento parcial: Presentar prueba de que se ha vacunado contra el sarampión, la paperas y la rubéola y que tiene cita para ponerse la segunda vacuna contra el sarampión. Presentar prueba de la segunda vacunación contra el sarampión entre los 30 y los 45 días a partir del primer día de clases del semestre en curso.

Los estudiantes que han cumplido parcialmente recibirán notificación de las oficinas de admisiones y del registrador a los efectos de que su asistencia a clases, sus expedientes y su elegibilidad para recibir asistencia económica se pueden ver afectados adversamente. Además, podría cobrársele la matrícula del semestre anterior. A partir del segundo (2.0) y antes del decimoquinto (15.0) día de clase del semestre en curso se les enviará una segunda notificación informándoles que no podrán continuar asistiendo a clases a partir del trigésimo primer (31.0) o el cuadragésimo sexto (46.0) día del semestre en curso, y que pueden obtener vacunación gratuita en el recinto del Colegio. Se pueden presentar dichas pruebas hasta el término del semestre en curso.

A los que no cumplan con los requisitos mínimos no se les permitirá asistir a clases hasta que cumplan con los mismos en su totalidad, y en vez de las notas regulares, recibirán una nota de baja administrativa (WA, por sus siglas en inglés), que permanecerá en su expediente académico. Para revertir la nota de “WA” antes de que termine el semestre y así poder reincorporarse a las aulas y recibir sus notas en las clases, deben tomar los tres pasos siguientes:
1. Presentar pruebas de vacunación antes del último día de clases —final del semestre— a las oficinas de Admisiones y Reclutamiento.
2. Obtener en consentimiento de los instructores para el regreso a clases.
3. Entregar a las oficinas del Registrador la planilla de solicitud para la reversión de las notas de “WA”.

Para ello, debe cumplir con todos los requisitos ya descritos, pues dichas notas no se podrán revertir después que el semestre en curso haya concluido. Los alumnos que satisfagan los requisitos de vacunación en el semestre que le sigue, tendrán la nota “WA”, permanentemente, en su expediente académico.

Residencia

En las oficinas de Admisiones y Reclutamiento se atienden los asuntos de residencia. La documentación presentada por el estudiante determina la matrícula a cobrar. La Universidad requiere tres documentos para determinar la residencia de un solicitante a ingreso por primera vez o de un estudiante que continúa sus estudios.

1. Planilla de prueba de residencia
2. Afidávit de indocumentado
3. Declaración alterna de arrendamiento (creada por Hostos y adoptada por CUNY)

Con la determinación de residencia se concluye si el estudiante califica o no para pagar menos por la matrícula. Ello se decide con la combinación del tiempo de residencia en el estado o la ciudad o en ambos y el estado inmigratorio.

Indicaciones de que no se es residente

1. No se tiene ni ciudadanía estadounidense ni domicilio permanente en Estados Unidos.
2. Los padres del solicitante no tienen su domicilio ni en la ciudad ni en el estado de Nueva York.
3. El estudiante asistió a una institución universitaria como no residente.
4. El estudiante tiene dirección residencial fuera del estado de Nueva York.

5. Tiene visa F-1, estado pendiente de refugiado, pendiente de libertad condicional, visa de trabajo u otra condición inmigratoria.

Verificación de domicilio

Para pagar matrícula de domiciliado, el estudiante en un colegio comunal debe satisfacer las dos condiciones siguientes:

a) Tener su domicilio principal en el estado de Nueva York por doce (12) meses consecutivos inmediatamente previos a la fecha del primer día de clases. Satisfará esta condición si asistió a una escuela secundaria en el estado o en la ciudad de Nueva York por dos semestres, consecutivos inmediatamente previos a la fecha del primer día de clases.

b) Tener su domicilio principal en la ciudad de Nueva York por seis (6) meses consecutivos, inmediatamente previos a la fecha del primer día de clases. Satisfará esta condición si asistió a una escuela secundaria en la ciudad de Nueva York por el semestre anterior a la fecha del primer día de clases.

Situaciones especiales

Compensación de los condados a los colegios comunales: Como condición para la inscripción, los colegios comunales exigen que todo residente en el estado de Nueva York, que también viva en la ciudad de Nueva York, obtenga un certificado a esos efectos del condado en el que mantiene su domicilio principal, con no más de dos meses previos a la fecha del primer día de clases. Dicho certificado estará vigente por un año. Si el condado donde se reclama mantener vivienda principal se niega a emitir tal certificado porque el estudiante no resida allí, éste podrá apelar esa decisión a la Secretaría del Estado de Nueva York.

La verificación de domicilio también requiere que se llene la planilla conocida como “City University Residency Form”. Dicha planilla se encuentra en Admisiones y Reclutamiento, en el Edificio Savoy, Oficina 210. No se aceptarán planillas llenadas después de finalizar el semestre para el cual se quiere verificar lugar de residencia.
Todo estudiante que reciba negación de certificado de residencia, debe también recibir del Colegio, copia de los procedimientos de apelación. Dichos documentos se obtienen en Admisiones y Reclutamiento y se deben radicar en el plazo de diez (10) días a partir de la notificación. Una planilla de apelación por parte del estudiante se entregará a las oficinas del Vice Canciller para Asuntos Legales y Asesoramiento Jurídico de la Universidad.

**Orientación**

La orientación a los estudiantes de primer año tiene como propósito el informarles cómo funciona el Colegio Comunal Hostos y cómo aprovechar mejor la experiencia estudiantil en el recinto. Se tratan los temas siguientes: Los reglamentos del Colegio, procedimientos y reglas que rigen lo académico, responsabilidades de los estudiantes y de la facultad, clubes y organizaciones estudiantiles, dónde obtener ayuda en el recinto para solucionar problemas, servicios para el estudiante y cómo utilizar la biblioteca.

**La retención y los servicios de apoyo**

El Colegio ofrece servicios para asistir al estudiante en su avance hacia la consecución de la carrera seleccionada. Según su preparación y el progreso académico, algunos necesitan tutores y consejería para poder proseguir con sus estudios.
Información

Hostos es parte de la Universidad de la Ciudad de Nueva York (CUNY, por sus siglas en inglés) y por ello, requiere que todo estudiante tome pruebas para medir destrezas en lectura y escritura además del de matemáticas, que se conoce como "CUNY Mathematics Skills Test".

Los alumnos cuyo idioma materno es el español, tomarán un examen de proficiencia en esa lengua. Los aprendices de inglés como segundo idioma, deben tomar además el examen de ubicación para esa materia.

Nadie podrá matricularse sin antes haber tomado estos exámenes o dado pruebas de que se le debe eximir de tomarlos.

Estudiantes que ingresan por primera vez

Los resultados de las pruebas de CUNY y de Hostos se utilizan para ubicar a los estudiantes en las clases de lectura, escritura, inglés como segundo idioma, matemáticas, español u otro idioma extranjero que corresponden con sus niveles de escolaridad en esas materias. Los que se ubiquen en clases de remedio o para alcanzar el nivel académico universitario necesario podrán retomarlos después de completar esos cursos.

Todo estudiante deberá consultar con un consejero u orientador para asegurarse de que va progresando según lo exige la concentración de programas académicos específicos.

Traslados desde otras instituciones

Los estudiantes que deseen trasladarse a Hostos desde otras instituciones universitarias deberán tomar los exámenes que medirán el aprovechamiento en lectura, escritura y matemáticas.

Exenciones

Los que ingresen habiendo sacado 480 o más en la porción verbal del SAT, 20 o más en el ACT o 75 o más en la parte de inglés de los exámenes "Language Arts Regents" no tendrán que tomar la prueba de lectura y escritura en ese idioma. Igualmente, los que ingresan habiendo sacado 480 o más en la porción de matemáticas del SAT, 20 o más en el ACT o 75 o más en los "Mathematics Regents" tampoco tendrán que tomar la prueba de aritmética y álgebra elemental. No obstante, Hostos se reserva el derecho de examinar a todo estudiante que ingresa con el "CUNY Mathematics Skills Test" para ubicarlo en las clases que requieren esos conocimientos. Los solicitantes a ingreso que ya posean un título de bachiller de otra institución universitaria acreditada en los Estados Unidos no tendrán que examinarse. Cuando el título proceda de un país donde no se habla inglés, el que lo posea debe, tomar el examen de ubicación para inglés como segundo idioma.

Sin embargo, se le aconseja a todo estudiante exento de tomar los exámenes que los tome para determinar la secuencia de clases que deba tomar, puesto que el progreso académico en algunos programas conducentes a títulos profesionales se mide según la puntuación obtenida en las pruebas de aprovechamiento.

Exámenes que se requieren para la graduación

Todo alumno que desee graduarse de cualquier colegio comunal de CUNY, debe aprobar los exámenes de lectura, escritura y matemáticas. Además, deberá entrevistarse con su orientador académico para informarse de los requisitos adicionales necesarios para su concentración específica.
Se requiere que los inscritos en CUNY en primer año en el otoño de 1999 o después, o que hayan hecho el traslado para asistir en el otoño de 2000 o posteriormente, tomen el examen que se conoce como el "CUNY Proficiency Examination" o CPE, por primera vez, cuando hayan acumulado entre 45 y 60 créditos. A partir del semestre otoñal de 2003, todo estudiante debe tomar el CPE para graduarse del Colegio Comunal Hostos, pues para recibir el título de asociado todo estudiante de un colegio comunal debe aprobar el CPE, sin importar el año de su ingreso.

Si se posee un título de bachiller o de más adelanto de una universidad acreditada, se le exime de tomar el CPE.

La prueba CPE mide la capacidad del entendimiento y el pensamiento crítico acerca de las ideas y la información, además de evaluar la habilidad para escribir con claridad, lógica y correctamente al nivel necesario para pasar exitosamente clases más avanzadas. El CPE consiste de poder hacer dos cosas: leer y escribir analíticamente, y el análisis y la integración de gráficas y textos. A los examinados se les proporciona la información necesaria cuando se inscriben para tomar el CPE.

Pruebas que se requieren para el traslado a un recinto universitario de CUNY

Para el traslado a un colegio universitario de CUNY se requiere la aprobación de las tres pruebas que miden destrezas, y se recomienda que éstas se pasen antes de solicitar el traslado.

A discreción, un recinto universitario de CUNY admitirá a un estudiante de traslado de un colegio comunal del mismo sistema que haya cumplido con todos los requisitos para la graduación, menos el haber tomado y aprobado el CPE. Éstos deberán tomar el CPE durante el primer semestre de asistencia al colegio universitario.

Se exhorta a los alumnos que busquen más información acerca de los requisitos para la graduación y el traslado en consulta con sus orientadores académicos o el Centro de Evaluación o con el orientador para la graduación.

Laboratorio computarizado para dar exámenes

Durante el semestre primaveral del 2002, Hostos comenzó a ofrecer el examen de lectura y una porción del de escritura con computadora, como parte de un programa de toda CUNY. La acogida de los estudiantes y la facultad ha sido sumamente positiva. Cuando asisten a tomar el examen, los estudiantes reciben instrucciones extensas en cuanto al uso del equipo. Al presente, se está preparando una prueba futura para ofrecer el examen de matemáticas con computadora.
Reingreso

Todo estudiante que desee reingresar deberá haberse ausentado de la Universidad por lo menos un semestre o el equivalente en el calendario académico. Se requiere que dicha ausencia se haya efectuado con permiso oficial para poder reingresar al Colegio. Toda solicitud de reingreso deberá radicarse en las oficinas del Registrador **un mes antes del primer día de clases** acompañada de un giro postal, no reembolsable, por la cantidad de $10.00.

Los estudiantes que asistan a otra institución educativa después de abandonar Hostos deberán presentar una transcripción oficial de la misma previo a que se considere su reingreso con categoría avanzada.

Todo estudiante en probatoria o despedido debe consultar con un orientador del Departamento de Consejería al solicitar el reingreso.

Oyentes

Todo candidato a ingreso que desee matricularse en clases pero no quiera obtener ni un título ni un certificado debe llenar el formulario para oyentes o “Application for Non-degree Status”. Los matriculados en otra universidad podrán tomar clases en el Colegio como oyentes, si hay cupo o si cumplen con cualesquiera prerequisitos y correquisitos que se les exija y si las clases que desean tomar son aceptables para la institución donde provienen. Las solicitudes se obtienen en Admisiones y Reclutamiento.

Reingreso de oyentes

Todo oyente que se ausente del Colegio durante un semestre o más debe solicitar reingreso. La solicitud debe radicarse, acompañada de la cuota de $10.00, en las oficinas del Registrador **un mes antes del primer día de clases**.

Permiso para asistir a otra universidad

La responsabilidad de tramitar la asistencia como visitante a otra universidad recaerá sobre el estudiante que quiera permiso para tomar clases en esa institución.

Todo estudiante de Hostos que desee tomar clases en otro recinto de CUNY deberá seguir las instrucciones a continuación. Sólo podrán tomar los créditos máximos permitidos en la institución de origen.

1. Tener un promedio mínimo de 2.0
2. Conseguir permiso del Registrador de Hostos
3. Llenar el permiso obtenido con la información adecuada
4. Obtener la firma del jefe del departamento académico correspondiente
5. Inscribirse para el permiso en la Oficina del Registrador
6. Pagar el total de la matrícula y las cuotas necesarias al tesorero del Colegio para validar el permiso
7. Llevarlo entonces al Registrador quien lo firmará y sellará con el cuño del Colegio.
8. Llevar el permiso y los recibos al registrado del otro recinto de CUNY.
9. Si el estudiante no logra inscribirse en la otra institución, debe informárselo al registrador de Hostos, por carta oficial del otro colegio.
10. Pedirle al otro recinto que, al concluir el semestre, transmitirá la transcripción a Hostos de los créditos tomados.

Atención: Cada departamento académico tiene requisitos propios respecto a los créditos obtenidos con el permiso para estudiar fuera del Colegio. Se aconseja que se consulte con el departamento correspondiente antes de conseguir permiso para tomar clases en otro recinto de CUNY.

* Deberán tomarse en Hostos un mínimo de 32 a 39 créditos para la graduación. En ninguna circunstancia, se aplicarán más de 30 créditos de otra universidad para la graduación de Hostos. Ello incluye los créditos de categoría avanzada.
Estudiantes visitantes de otros recintos de CUNY

Para tomar clases en Hostos, todo estudiante de otro recinto de CUNY debe hacer lo siguiente:

- Seguir los pasos del 1 al 6 descritos anteriormente en su institución de origen
- Inscribirse en Hostos habiendo obtenido antes el permiso y los recibos de tesorería de la institución de donde proviene
- Su matrícula depende del cupo a disposición.
- Radicar la petición de transcripción en las oficinas del Registrador de Hostos al concluir el semestre.

Atención: Los estudiantes que reciben las becas TAP o STAP deberán entregar carta oficial del recinto de origen, que muestre la cantidad exacta de créditos para los cuales se han inscrito. La misma se deberá entregar al Registrador en la quinta semana del semestre.

Permisos a estudiantes fuera de CUNY

Todo estudiante de una institución que no es parte del sistema de CUNY deberá solicitar en Admisiones y Reclutamiento, para entrar en calidad de oyente, antes de matricularse. La inscripción depende del cupo a disposición.

Baja total después de la fecha límite para aceptar bajas por motivos de salud

Efectuar una baja total por razones de salud después de la fecha límite para hacerlo requiere obtener licencia especial de un orientador del Departamento de Consejería en la oficina D-102 del edificio Savoy, pues allí tales peticiones se evalúan y reciben el visto bueno.

Créditos máximos por semestre

La cantidad máxima de créditos que lleva un estudiante cada semestre no ha de sobrepasar los 18 créditos o la combinación de 18 créditos facturables y créditos equivalentes. Los laboratorios de ciencias y las clases de clínicas y de educación física contarán como créditos, pero el estudiante será responsable del pago de matrícula.

Las excepciones deberán recibir el visto bueno del decano de asuntos académicos, previa la presentación de la transcripción de notas más reciente. Se concederán por dos motivos:

1. Que el estudiante haya completado los 18 créditos académicos o los facturables o equivalentes a esa misma cantidad, intentados durante el semestre anterior; o
2. Un estudiante que no está en probatoria necesita tomar créditos adicionales para graduarse. Requisitos de graduación

Se cobrará una cuota a los estudiantes que lleven más de los 18 créditos académicos permitidos por semestre.

Los expedientes

Las oficinas del registrador son el lugar donde se almacenan los expedientes estudiantiles. El personal de las mismas les suministrará a los estudiantes la información relacionada con sus respectivos expedientes y les recomendará a los oficiales pertinentes si necesitaran ayuda adicional.

Las transcripciones oficiales de créditos obtenidos en otras instituciones —incluso las de escuela secundaria— que se hayan entregado para el ingreso al Colegio o la evaluación de créditos, son propiedad de Hostos y no se podrán ni copiar ni volver a emitir. De necesitarse transcripción de esos créditos, se deberán solicitar a la institución emisora original.

A continuación se explican varios asuntos pertinentes a los expedientes universitarios de los estudiantes y se describen los servicios que se les ofrecen a los mismos, a la facultad y al personal administrativo del Colegio.

Número de estudiante

Cuando una persona solicita ingreso a Hostos por primera vez, se le pide su número de seguro social, el cual se mantiene de forma confidencial. Éste sirve para evitar la colocación incorrecta en sus archivos de expedientes y para facilitarle al Colegio el empleo de su planta de procesamiento de datos para el mantenimiento de los mismos. Las entradas al banco de datos se hacen con la identificación numérica de cada estudiante, y a cada uno se le asigna un número personal de identificación o PIN, por sus siglas en inglés. Ese número permite que el estudiante acceda a su archivo académico.
Transcripciones y declaraciones certificadas

Las solicitudes de transcripciones se obtienen en las oficinas del Registrador y se cobra la cantidad de $4.00 por cada una, a la cual se renuncia cuando las transcripciones se envían a otros recintos de la Universidad de la Ciudad de Nueva York.

Sea por motivo de traslado, empleo o cualquier otra razón, éstas nunca se emiten automáticamente. Siempre se deberán pedir para proteger a los estudiantes de aquellos sin autoridad para leerlos.

Los certificados, así como la petición para obtener pruebas de asistencia presente o pasada, se pueden conseguir gratuitamente luego de solicitarlos del Registrador.

Una transcripción de expediente académico se podrá enviar a cualquier institución o agencia, si el estudiante la solicita dos semanas antes de la fecha en que se ha de necesitar. Tales documentos llevan el sello oficial del Colegio y la firma del Registrador, y no se les entregarán a los solicitantes.

Atención: El Colegio se reserva el derecho de no emitir información alguna del expediente de cualquier estudiante que tenga deuda o no haya cumplido con sus responsabilidades como estudiante.

Cambios de nombre y de dirección

Todo cambio de dirección o de nombre, se debe informar con llenar una planilla que se obtiene del Registrador. Si el cambio de nombre se debe a matrimonio o divorcio, el estudiante debe informarlo con la documentación pertinente y especificar el nombre que desea se use en su expediente académico. Si el cambio se debe a una sentencia judicial, el o la estudiante debe presentarla al momento de informar del cambio. Ésta se le devolverá.

Ley Federal de Derechos a la Educación y a la Privacidad de 1974

La Ley Federal de Derechos a la Educación y a la Privacidad de 1974 y los reglamentos de conformidad, garantizan lo siguiente:

1. Que se le notifique a un estudiante del contenido de su expediente.

2. Que se le notifique el nombre y la posición de cada oficial responsable de mantener cada clase de récord, las personas que pueden manejarlos y los propósitos para ello.

3. Que se le notifique de las normas del del Colegio que amparan la revisión y la expurgación de los expedientes.

4. Que se le notifique de los procedimientos a seguir para otorgar el derecho al estudiante de examinar su propio expediente.

5. Que se le notifique de los pasos a seguir si se quiere impugnar el contenido de su expediente.

6. Que se le notifique del costo, si lo hubiese, por hacer copias de su expediente estudiantil.

7. Que se le notifique de sus otros derechos y de los que protege la Ley Federal de Derechos a la Educación y a la Privacidad de 1974 y las normas que bajo dicha ley se promulgaran.

La información antes mencionada se consigue en las oficinas de Desarrollo Estudiantil, oficina C-330, de 9:00 a.m. a 5:00 p.m., de lunes a viernes, cuando hay clases. No se permite que información alguna acerca de ningún estudiante, presente o pasado, se divulgue por teléfono a ningún individuo u organización. A petición escrita de un empleador probable, el Colegio confirmará si una persona recibió un título. No proporcionará ninguna otra información, a menos que ese individuo lo pida por escrito.

Un estudiante, presente o pasado, podría indicar que no se entregue información alguna acerca de su expediente sin su permiso escrito. Tal autorización se puede cancelar o modificar en las oficinas del registrador durante horas hábiles.

ATENCIÓN: Lo antes descrito es sólo un resumen de los derechos estudiantiles que la Ley Federal de Derechos a la Educación y a la Privacidad de 1974 protegen. La Junta de Síndicos de la Universidad de la Ciudad de Nueva York ha emitido normas más abarcadoras acerca del acceso de los estudiantes a sus expedientes.

El traslado a otra institución universitaria

Todo estudiante que desee trasladarse a otra institución universitaria debe comunicarse con la misma y cumplir con los requisitos para el ingreso que ésta imponga. Debe solicitar que una transcripción oficial de su expediente se emita a la institución escogida. Toda pregunta debe
formúlasele a las oficinas de Admisiones de dicha institución. Los estudiantes de Hostos que piensen hacer tal traslado deben consultar, antes de llegar a una decisión final, con sus respectivos consejeros para dilucidar si ello es aconsejable. También, deben pedir ayuda de sus orientadores académicos para solicitar el traslado y prepararse para dicho proceso. Para el traslado, se requiere la solicitud de una licencia oficial.

ATENCIÓN: La Junta de Educación Superior pasó la resolución a continuación el 5 de abril de 1976:

“POR TANTO, que los estudiantes que se trasladan a las divisiones superiores de instituciones universitarias que confieren bachilleratos, desde las divisiones inferiores de esas mismas instituciones, de colegios comunales que integran el sistema universitario o de los que no son parte de este sistema, deben probar, según parámetros que establezca el Canciller, que han adquirido las destrezas necesarias para completar exitosamente el trabajo avanzado que se requiere en las disciplinas académicas”.

Solicitud de licencia

Todo estudiante que, después de consultar con un consejero, decida tramitar una licencia, debe radicar solicitud con tal propósito, para facilitar su regreso y establecer las condiciones para su matriculación y asistencia económica en el futuro. Las solicitudes de licencia se obtienen en las oficinas del registrador.

Reintegración

Todo estudiante que haya perdido su condición de matriculado, luego de haber llenado las condiciones establecidas al momento de su partida, debe comunicarse con las oficinas del registrador un mes antes de la inscripción para un semestre específico.

Cambio de programa

Los estudiantes que deseen cambiar de carrera o de objetivos para su educación deben obtener planillas para efectuarlos en las oficinas del registrador. También, deben consultar con el coordinador del programa en el que estudian y obtener la aceptación del coordinador del programa al cual quieren cambiarse.

Solicitud de graduación

Todo candidato a graduación debe solicitar una evaluación de su preparación para la graduación o "Graduation Readiness Assessment", de un orientador académico. Si califica, se le entregará una solicitud de graduación que habrá de radicar con el Registrador. Cada semestre se publican las fechas para solicitar y se incluyen en el calendario académico.

Se debe solicitar a la vez que se matricula para el último semestre. Tal acto causa una revisión del expediente académico para corroborar que éste podrá completar los requisitos para obtener el título ese semestre.

La oficina del Registrador podrá comenzar el proceso de certificación de la graduación únicamente después de que se radique la solicitud de graduación.

Elegibilidad para la graduación

El Colegio Comunal Hostos otorga títulos al final de cada semestre otoñal, primaveral, y sesión de verano. Las ceremonias de graduación se llevan a cabo dos veces al año: en febrero, para entregar los títulos otorgados en el verano y el otoño anteriores; y en junio, para los estudiantes que completaron títulos en la primavera.

Cuando el contenido de un expediente indica que un estudiante estará listo para graduarse, se le invita a la ceremonia, pero cuando el contenido indica que no lo estará, éste tendrá que esperar y volver a solicitar cuando lo esté.

La responsabilidad de cumplir con el plan de graduación recae sobre el estudiante.

<table>
<thead>
<tr>
<th>Resumen de las tasas de graduación de estudiantes a tiempo completo que ingresan por primer vez de 1990</th>
<th>Resumen de las tasas de graduación de estudiantes a tiempo completo que ingresan por primer vez de 1996</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Asociado, Hostos</strong></td>
<td><strong>Asociado, CUNY otros</strong></td>
</tr>
<tr>
<td>Cantidad</td>
<td>Porcentaje</td>
</tr>
<tr>
<td>42</td>
<td>4.9</td>
</tr>
<tr>
<td>0</td>
<td>2.6</td>
</tr>
</tbody>
</table>
Residentes en el estado de Nueva York

A continuación la descripción del costo de matrícula para los estudiantes universitarios inscritos antes de 1° de junio de 1992, los inscritos por primera vez y los trasladados de otras universidades que iniciaron estudios en semestres que comenzaron en o después de esa fecha.

Tiempo completo: $1,250.00 por semestre
Tiempo parcial: $105.00 por crédito equivalente facturable

Los demás

Oyentes: $120.00 por crédito equivalente facturable
Ancianos: $65 por semestre o sesión

Todo estudiante: Cuota por servicios: $5.00 por semestre o sesión

Sin domicilio en el estado de Nueva York y los extranjeros

Los universitarios sin domicilio en el estado de Nueva York y los extranjeros inscritos antes del 1° de junio de 1992; los inscritos por primera vez y los trasladados de otras universidades que iniciaron estudios en semestres que comenzaron en o después de esa fecha.

Tiempo completo: $1,538.00 por semestre
Tiempo parcial: $130.00 por crédito equivalente facturable

Otros universitarios

Oyentes: $175.00 por crédito equivalente facturable

Todo estudiante

Cuota por servicios: $5.00 por semestre o sesión

Verificación de domicilio

A continuación se describen los requisitos y las pruebas que se necesitan para que a un estudiante se le considere domiciliado en el estado de Nueva York.

La matrícula en colegios comunales para los domiciliados

Se puede calificar para la matrícula de domiciliado si se cumple con lo siguiente:

a) Se ha mantenido domicilio principal en el estado de Nueva York por doce (12) meses consecutivos inmediatamente antes del primer día de clases; o si se ha asistido a una escuela secundaria en la ciudad de Nueva York por dos (2) semestres inmediatamente antes del primer día de clases.

b) Se ha mantenido domicilio principal en la ciudad de Nueva York por al menos seis (6) meses inmediatamente antes del primer día de clases; o si se ha asistido a una escuela secundaria en la ciudad de Nueva York por un (1) semestre inmediatamente antes del primer día de clases.

Situaciones especiales

Compensación de los condados a los colegios comunales

Como condición para la inscripción, los colegios comunales exigen que todo residente en el estado de Nueva York, que además viva en la ciudad de Nueva York, obtenga un certificado, a esos efectos, del condado en el que mantiene su domicilio principal, con no más de dos meses previos a la fecha del primer día de clases. Dicho certificado estará vigente por un año. Si el condado donde se reclama mantener domicilio principal se niega a emitir tal certificado, éste podrá apelar dicha decisión a la Secretaría del Estado de Nueva York.

La verificación de domicilio también requiere que se llene la planilla conocida como “City University Residency Form”, que se encuentra en Admisiones y Reclutamiento, en el Edificio Savoy, Oficina 210. No se aceptarán planillas después de finalizar el semestre para el cual se quiere verificar residencia.
Todo universitario que esté inscrito con 12 créditos, o sus equivalentes, o más se considera un estudiante a tiempo completo, y todo el que esté inscrito con menos de 12 créditos, o sus equivalentes, se considera un estudiante a tiempo parcial.

Se cobrará una cuota a los estudiantes con más de 18 créditos académicos de conformidad con lo siguiente:

**Cuotas por adelantar los estudios**

<table>
<thead>
<tr>
<th>Más de 18 créditos académicos</th>
<th>Cuota</th>
</tr>
</thead>
<tbody>
<tr>
<td>Menos de o igual a 2</td>
<td>$100</td>
</tr>
<tr>
<td>Más de 2 pero menos de o igual a 4</td>
<td>$230</td>
</tr>
<tr>
<td>Más de 4 pero menos de o igual a 6</td>
<td>$460</td>
</tr>
<tr>
<td>Más de 6</td>
<td>$690</td>
</tr>
</tbody>
</table>

Todas aplicables únicamente a semestres regulares. Los estudios cursados durante el período intermedio entre fines de diciembre y finales de enero, o los módulos impartidos fuera de los semestres regulares no cuentan para el cobro de las cuotas.

Las mismas no aplican a los oyentes que pagan por crédito no obstante la cantidad de créditos que tomen. Las cuotas se aplicarán tanto a los que tienen domicilio en el estado de Nueva York como a los que no lo tienen.

La matrícula que se le cobre a un estudiante dependerá de si éste estudia a tiempo completo o parcial, si es o no residente en el estado y de cuánto le falta para obtener el título.

Las cuotas de matrícula aplican a todas las sesiones programadas no obstante su duración, y están sujetas a lo que establezca la Junta de Síndicos.

El hijo o hija de un integrante del personal permanente de la Junta, o de un empleado retirado o fallecido de la misma que haya prestado servicios por más de cinco (5) años, devengando un sueldo anual; o un hijo o hija de un empleado o empleada de la ciudad de Nueva York o de una agencia municipal que le exija mantener domicilio principal fuera de la ciudad de Nueva York para el desempeño de su trabajo, pagará matrícula de residente.

También se le aplicará matrícula de residente a todo estudiante de otro colegio o universidad que conceda tal reciprocidad a los estudiantes del sistema universitario de la ciudad de Nueva York. Debe presentarse, prueba de calificación académica satisfactoria, y se requiere el visto bueno del presidente del recinto de CUNY pertinente.

**Cuotas adicionales que aplican a los estudiantes matriculados y a los oyentes**

**Por solicitud de ingreso**

- $40.00 .............. candidato a primer año
- $50.00 .............. por traslado de estudiantes

**Actividades estudiantiles**

<table>
<thead>
<tr>
<th>Tiempo completo</th>
<th>Tiempo parcial</th>
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</thead>
<tbody>
<tr>
<td>Otoño</td>
<td></td>
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<tr>
<td>$37.00</td>
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<tr>
<td>Primavera</td>
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<td>$37.00</td>
<td>$19.50</td>
</tr>
<tr>
<td>Verano</td>
<td></td>
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<tr>
<td>$37.00</td>
<td>$19.50</td>
</tr>
</tbody>
</table>

**Senado estudiantil universitario**

- $ .85

**Suma de servicios**

- $ 5.00

**Transcripciones**

- $ 4.00

Las que van a otros recintos de CUNY son gratis.

**Matrícula tardía**

- $15.00

**Cambio de clase**

- $10.00

**Duplicado de tarjeta de identidad con foto**

- $ 5.00

**Reingreso**

- $10.00

**Multa por falta de pago**

- $15.00

**Multa por devolución de cheque sin fondos**

- $15.00

**Exámenes especiales**

- Primero ................ $15.00
- por examen adicional .... $8.00

**Ancianos**

- $65.00

**Instrucción cooperativa**

- $25.00

**Duplicado de diploma**

- $15.00
Devolución de matrícula

Toda devolución de los costos de matrícula que se encuentran en el catálogo del Colegio, así como lo pertinente a la inscripción —se pague con efectivo o giro postal— están sujetos a los derechos a devolución proporcional o “Refund Entitlement Schedules” establecidos por la Junta de Síndicos de la Universidad de la Ciudad de Nueva York, y todas las devoluciones que se dejan suelen estar sujetas a revisión de las cuentas de los estudiantes, por parte del Colegio. Las devoluciones que se autorizan se han de pagar con cheques cuando la mencionada revisión haya concluido.

Exclusión de la sesión de verano

<table>
<thead>
<tr>
<th>Sesión de verano</th>
<th>Baja oficial antes de comenzar las clases, excepto en verano</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Baja oficial de clases para inscribirse en otro recinto de CUNY durante el mismo semestre</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
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</table>

<table>
<thead>
<tr>
<th>Baja oficial durante la primera semana de clases</th>
<th>50%</th>
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<table>
<thead>
<tr>
<th>Baja oficial durante la segunda semana de clases</th>
<th>50%</th>
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<table>
<thead>
<tr>
<th>Baja oficial durante la tercera semana de clases</th>
<th>Ninguna</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Baja oficial a final de la tercera semana de clases</th>
<th>Ninguna</th>
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</thead>
</table>

Devolución para los beneficiarios de “Title IV”

La proporcionalidad de devolución aplica a todo estudiante que reciba asistencia económica federal mediante “Title IV”: las becas Pell y FSEOG, “Federal Work Study” y los préstamos Stafford y Perkins, que se den de baja total dentro de un período específico. Los estudiantes que continúan estudios, tienen la primera mitad del semestre para darse de baja, y los de primer año pueden hacerlo durante las primeras tres quintas partes del mismo. Las normas para la devolución de los fondos federales se buscan en el cobro de matrícula por el período en que un alumno estuvo inscrito. De no poderse probar la presencia en clases de un estudiante, se le devolverá al gobierno federal la cantidad total de la matrícula.

La proporcionalidad de devolución condiciona el ajuste de la cantidad de matrícula a base de cuándo el estudiante se da de baja. La responsabilidad económica del estudiante que continúa estudios se calcula multiplicando la cantidad original de la matrícula por el porcentaje correspondiente a continuación.

<table>
<thead>
<tr>
<th>1ª y 2ª semana</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entre la 3ª y la 4ª semana</td>
<td>50%</td>
</tr>
<tr>
<td>Entre la 5ª y la 8ª semana</td>
<td>75%</td>
</tr>
</tbody>
</table>

Si el alumno ha pagado con efectivo o con asistencia económica de “Title IV” más de lo que se le debe al Colegio, se debe devolver ese dinero.

ATENCIÓN: El Colegio impone limitaciones al número de devoluciones permitidas a un estudiante. Los derechos de matrícula y las cuotas están sujetos a cambios sin previo aviso, por un acto de la Junta de Síndicos de la Universidad de la Ciudad de Nueva York. En caso de que los mismos se aumentaran, los pagos previos se considerarán parciales. A los individuos afectados por tales cambios se les notificarán las cantidades, las fechas y el modo de los pagos.
ASISTENCIA ECONÓMICA

Lo siguiente consta de información revisada respecto a la asistencia económica a disposición de los estudiantes del Colegio Comunal Hostos, y sustituye a la contenida en el catálogo anterior.

El Colegio Comunal Hostos es partícipe de los siguientes programas para la asistencia económica a estudiantes: las becas federales Pell, FPG por sus siglas en inglés; las suplementarias federales, o “Federal Supplemental Educational Opportunity Grants”, FSEOG por sus siglas en inglés; las subvenciones de trabajo y estudio “Federal Work Study”, o FWS por sus siglas en inglés; los préstamos federales Perkins, o FPL por sus siglas en inglés; el programa de asistencia federal con la matrícula, o TAP por sus siglas en inglés; la ayuda para estudios a tiempo parcial, o APTS por sus siglas en inglés; TAP para programas parciales, o PTAP por sus siglas en inglés; y “College Discovery” o CD.

Todas las becas son dineros que no hay que devolver.

FWS proporciona empleos para que sus beneficiarios sufraguen los gastos educativos.

Información
Las oficinas de Asistencia Económica proveen una gran variedad de servicios, desde ayudar a los solicitantes a llenar planillas hasta hacer recomendaciones de empleo. Le presta servicios a un promedio anual de 4,500 estudiantes, y otorga más de $15,000,000 a los estudiantes de Hostos al año. Allí también se ofrecen talleres de orientación durante todo el año académico, y consejería individual por cita previa. Además, tienen folletos que explican los pormenores de la ayuda económica que se puede obtener. Se invita a los estudiantes a que hagan uso de los servicios que se les ofrecen y a que llamen al (718) 518-6555 o visiten nuestro sitio en Internet, www.hostos.cuny.edu/ofa, para más información al respecto.

Elegibilidad
El estudiante debe estar ya matriculado y progresando satisfactoriamente en el trabajo académico. No ha de tener deuda con una beca FPG ni FSEOG, ni morosidad por ningún préstamo estudiantil, ni por ninguna otra clase de préstamo.

Necesidad económica
La asistencia económica se otorga a los estudiantes que demuestren tener esa necesidad.

Ésta se define como la diferencia entre el costo estimado para los gastos de estudios, incluso sin límite la matrícula, cuotas, libros, transporte y vivienda, y la cantidad que el estudiante y su familia o ambos puedan aportar. Existe una fórmula, la “Contribución familiar esperada” o “Expected Family Contribution”, EFC, por sus siglas en inglés, para calcular la cantidad que se debe contribuir hacia los gastos de estudios. Así, se garantiza la equidad al otorgar becas en el sistema universitario de CUNY.

Estudiantes con impedimentos
Desde el 1 de julio de 1998, los estudiantes impedidos tienen derecho a recibir las becas TAP. Los que necesiten subvenciones adicionales para los gastos de estudios deberán comunicarse con un consejero en la Oficina para Estudiantes Impedidos al (718) 517-4454 o a Asistencia Económica, (718) 518-6555.

Desglose de los gastos de estudios aproximados para el año académico de 2001-2002
Si el estudiante no vive con sus padres:

Matrícula.................................................................$2,500.00
Libros .................................................................$670.00
Cuotas.............................................................$75.70
Transporte.............................................................$578.00
Gastos personales
(incluye almuerzos)..............................................$5,562.00
Vivienda...............................................................$4,177.00
Cuota consolidada......................................................$10.00

Ciudadanía
Es necesario poseer la ciudadanía estadounidense, haberse naturalizado o poseer residencia permanente en el país con un certificado I-151 o I-551 o I-551C, para poder recibir asistencia económica estudiantil. Las personas que poseen visas estudiantiles F1 o F2 o J1 o J2 no podrán recibirla.
Traslados desde otras instituciones
La asistencia económica no se traslada con el estudiante cuando éste se va de una institución a otra. El proceso varía según la beca y el momento en que ocurre. En Asistencia Económica le podrán informar.

Modo de selección
Para tramitar solicitudes de asistencia económica existen dos tipos de planillas: la FAFSA para renovar la participación o “Renewal FAFSA” y la “Free Application for Federal Student Aid, FAFSA, por sus siglas en inglés, para determinar la elegibilidad para la asistencia económica que garantiza el Título IV, las becas Pell, los SEOG federales y los préstamos federales Perkins. La solicitud de TAP y de APTS y la planilla de CUNY para pedir suplementos económicos se usan para distribuir fondos del estado y de la universidad, pero se puede solicitar también con la FAFSA que se encuentra en el sitio de Internet. El trámite toma por lo menos seis semanas. El solicitante es responsable de cerciorarse de que la información dada está completa y es exacta, antes de enviarla por correo o entregarla por vía de Internet. Las fechas límites y los trámites necesarios para solicitar se publican en Asistencia Económica y en el sitio en La Red. Esté pendiente de las mismas para enterarse de cambios en la legislación que las gobierna y de actualizaciones.

LOS PROGRAMAS FEDERALES

Normas académicas
Se requiere que todo estudiante que reciba esta ayuda económica de procedencia federal progrese satisfactoriamente hacia la consecución de un título académico. Además, debe acumular el promedio necesario para el estado probatorio en su institución.

Todo estudiante que lleve dos años de matriculado en el Colegio, debe tener un promedio mínimo de "C", su equivalente o una situación académica que califique para la graduación. También debe acumular créditos para obtener un título al cumplir con los parámetros siguientes:

1. Los créditos intentados no excederán el 150% de los necesarios para completar el currículo conducente al título, y
2. la cantidad de créditos acumulados será igual o mayor que dos terceras partes de los créditos acumulativos intentados.

3. ¿que la cantidad de créditos acumulados sea igual o mayor que .875 multiplicado por los créditos intentados, menos 21 créditos.

Se les evaluará en comparación con lo antes mencionado al final de cada semestre. Los que reciben evaluaciones por debajo del estándar podrán apelar mediante procedimientos institucionales establecidos para volver a obtener la elegibilidad.

Los créditos intentados se registrarán en el expediente estudiantil. Los acumulados son los que el estudiante ha aprobado para completar su programa hacia la consecución de un título.

Las “Ws” —“WA”, “WF” y “WU”— , “Fs”, “Rs” e “îes”, los créditos de traslado y las clases repetidas que aparecen en una transcripción estudiantil cuentan como créditos intentados. Los que persiguen un segundo título tendrán que obtener confirmación de su estado estudiantil, para recibir asistencia económica del gobierno federal por virtud del Título IV con los créditos aceptados para el segundo título como créditos intentados y créditos acumulativos obtenidos.

Asistencia económica del gobierno federal
Se permiten treinta (30) créditos en cursos de remedio, y las clases de ESL están exentas de cumplir con esa pauta.

Documentación requerida
Cuando se solicite la asistencia económica federal, se deben presentar documentos específicos. El más importante es la declaración de contribución sobre ingreso al gobierno de los Estados Unidos, pero también se incluyen el seguro social, los expedientes de asistencia pública, la tarjeta de extranjero y prueba de emancipación. El solicitar asistencia económica le expone al sistema federal para revisiones donde se seleccionan solicitudes para probar la exactitud de la información que contienen. En algunos casos, a los solicitantes se les pide que pasen por un proceso de verificación con el cual se deben documentar las partes más importantes de las planillas, para corroborar su exactitud y razonabilidad. De no cumplir con ese pedido, el solicitante no recibirá asistencia económica federal que auspica la ley Título IV.

LOS PROGRAMAS FEDERALES DE AYUDA
ESTUDIANTIL

Las becas PELL
Son becas que concede el gobierno federal, y a los matriculados con un crédito o más se les considera para recibirlas. Se otorgan proporcionalmente dependiendo de si se estudia a tiempo completo o parcial, las asignaciones al presupuesto educativo del gobierno, los costos por asistir al Colegio y la contribución familiar esperada o EFC. Las cantidades que se conceden oscilan entre alrededor de $400 y $3,750, y se aplican los requisitos antes mencionados. Para más información, llame directamente a PELL al 1 (800) 433-3243, o a Asistencia Económica, (718) 518-6555, o visítenos en la Red en: www.hostos.cuny.edu/ofa.

Asistencia proveniente de la universidad
Los tres programas que se mencionan en esta sección se conocen como “Asistencia proveniente de la universidad”, porque los administran directamente la Universidad de la Ciudad de Nueva York y Asistencia Económica en Hostos, pero se exigen los mismos requisitos descritos anteriormente para otorgarlo. Aunque hay diferencias entre los programas, todos tienen las siguientes características en común:

• La cantidad recibida depende de la necesidad económica, la cantidad proveniente de otras fuentes de ayuda, y la disponibilidad de los fondos en el Colegio. Una vez los fondos de un programa se extingan, no se concederán más becas del mismo.
• Cada recinto fija las fechas límite para solicitar asistencia económica proveniente de la universidad.
• No se garantiza que todo solicitante recibirá dinero, aunque demuestre necesidad económica o haya recibido ayuda anteriormente.
• Todo peticionario deberá estar inscrito con seis créditos o más por semestre.

Las becas federales suplementarias para la educación
Las becas FSEOG se crearon para universitarios con necesidades económicas excepcionales. Se les da prioridad a los estudiantes cuya contribución familiar esperada, EFC, es poca y a los que reciben becas Pell. El dinero recibido mediante FSEOG no tiene que ser devuelto. La cantidad concedida depende de la disponibilidad de los fondos, y se otorgan entre $100 y $4,000 dependiendo de las asignaciones al presupuesto educativo del gobierno, los costos por asistir al Colegio y la contribución familiar esperada o EFC.

Trabajo y estudios
El programa federal de trabajo y estudios, FWS, proporciona oportunidades de empleo a los candidatos que califiquen. Estimula el servicio comunitario y provee dinero para ayudar a sufragar los gastos de estudios. Hay una gran variedad de empleos asequibles para los estudiantes que se interesen en trabajar fuera del recinto. Los trabajos en el campus están sujetos a requisitos de tiempo de trabajo, y se otorgan entre $800 y $4,000 dependiendo de las asignaciones al presupuesto educativo del gobierno, los costos por asistir al Colegio y la contribución familiar esperada o EFC.

Los préstamos Perkins
Los préstamos federales Perkins son pagaderos con interés de 5%, y se les conceden a universitarios con necesidades económicas excepcionales.

Se obtienen mediante la Universidad de la Ciudad de Nueva York y Asistencia Económica en Hostos, dependiendo de las asignaciones al presupuesto educativo del gobierno, el costo por asistir a la universidad y la contribución familiar esperada, EFC; se presta entre $800 y $4,000.

La universidad presta el dinero obtenido de fondos gubernamentales. Si el prestatario llega a estar inscrito con menos de seis créditos en un semestre o se da de baja de los estudios, tendrá derecho a un período moratorio de seis meses para comenzar a pagar el préstamo, el cual podrá ir pagando en diez años. Si el prestatario lo solicita, podrá conseguir una extensión de diez años más. Dicha extensión aplica a préstamos concedidos después del 1 de octubre de 1980, según el reglamento del Departamento de Educación. El pago se podrá posponer por los primeros tres años después de abandonar los estudios si se ingresa en las fuerzas militares de los Estados Unidos o en los Cuerpos de Paz (Peace Corps), Vista u otro programa nacional similar. Esta extensión también aplica a prestatarios que tienen dependientes impedidos. Los que obtuvieron un primer préstamo después del 1 de julio de 1987 tienen nueve meses para comenzar a pagar. Los individuos que trabajen en servicios públicos específicos podrán aplazar el pago de sus préstamos. Para más detalles al respecto, llame a Asistencia Económica, (718) 518-6555.
La devolución de fondos otorgados por auspicios del Título IV

Con las enmiendas a la educación superior de 1998, cambiaron muchos de los requisitos para la participación y la administración de los programas creados por el Título IV.

En octubre del 2000 se crearon nuevas reglas que sustituyeron a las viejas que regían el modo en que se efectuaban los reembolsos. Estas reglas nuevas afectan a todo estudiante que reciba asistencia económica y que luego se dé de baja por un semestre o por un período de inscripción.

Con las nuevas reglas se da por sentado que el alumno “se gana” la ayuda que recibe a base del período de inscripción. Durante el primer 60% del período “se gana” los fondos provenientes del Título IV en proporción directa al tiempo en que permanece inscrito. Todo estudiante que permanezca inscrito más allá del 60%, recibirá ayuda para todo el semestre.

ASISTENCIA ESTUDIANTIL PROVENIENTE DEL ESTADO DE NUEVA YORK

Elegibilidad
Además de los requisitos de ciudadanía ya mencionados, todo solicitante debe residir en el estado doce (12) meses previos al año para el que se está solicitando la beca, haber declarado un ingreso específico y mantener un estándar académico satisfactorio.

Estándares académicos
Para recibir la ayuda económica del estado, todo el que la solicita debe cumplir con los ya mencionados parámetros académicos además de los impuestos por el estado. Efectivo el año académico en curso, se permitirán un máximo de seis semestres a tiempo completo —tres años— de TAP. Los participantes de “College Discovery” podrían recibir un semestre adicional de TAP. Para más información, comuníquese con las oficinas de “College Discovery”.

Dedicación a los estudios
Se requiere que se completen un mínimo específico de créditos facturables equivalentes cada semestre.

Cómo se califica para una beca TAP

<table>
<thead>
<tr>
<th>Semestre</th>
<th>% del currículo completado</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>50%</td>
</tr>
<tr>
<td>3</td>
<td>50%</td>
</tr>
<tr>
<td>4</td>
<td>75%</td>
</tr>
<tr>
<td>5</td>
<td>75%</td>
</tr>
<tr>
<td>6</td>
<td>100%</td>
</tr>
</tbody>
</table>

Progreso académico satisfactorio
Se requiere que se acumulen la cantidad de créditos y el promedio acumulativo específicos en el semestre anterior para recibir TAP del modo siguiente:

<table>
<thead>
<tr>
<th>Núm. semestre</th>
<th>Créditos mínimos</th>
<th>Índice académico acumulado mínimo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>1.00</td>
</tr>
<tr>
<td>4</td>
<td>18</td>
<td>2.00</td>
</tr>
<tr>
<td>5</td>
<td>31</td>
<td>2.00</td>
</tr>
<tr>
<td>6</td>
<td>45</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Información al día acerca del progreso académico satisfactorio
Efectivo el año académico en curso, todo estudiante que reciba asistencia económica del estado de Nueva York debe tener un promedio mínimo de “C” o su equivalente, al concluir el segundo año académico de estudios. Para más información comuníquese con el personal de Asistencia Económica.

Otros asuntos académicos
Todo estudiante que se dé de baja total durante un semestre pierde la elegibilidad para recibir ayuda económica del estado el semestre siguiente. Los que no cumplan con los estándares antes mencionados, pero puedan demostrar que circunstancias más allá de su control tuvieron un efecto negativo sobre su rendimiento académico, podrían recibir una excepción. Se considerará una excepción si existe la probabilidad razonable de que el estudiante podrá recuperar su buen índice académico, habiendo documentado en pleno su apelación. Los que deseen solicitar la excepción para TAP —“TAP waiver”—
deberán primero recibir orientación y buscar la ayuda en las oficinas de Asistencia Económica.

Las clases para ponerse a la par con el trabajo académico universitario se cobran como créditos facturables equivalentes, a pesar de que la parte académica de las mismas —representada por la porción que conlleva crédito— cuente para la consecución de un título y su pago salga de las becas de asistencia económica. No todos los créditos equivalentes facturables cuentan para obtener un título y ello puede afectar las becas.

Atención:
Los que reciban una baja retroactiva tendrán que devolver dinero de las becas recibidas por el período de la baja.

CLASES DE PROGRAMAS

Programa para ayuda con la matrícula
El programa para ayuda con la matrícula o “Tuition Assistance Program”, TAP por sus siglas en inglés, proporciona fondos para los inscritos a tiempo completo. Para participar, se debe llevar un programa de doce (12) créditos facturables equivalentes o más siendo seis (6) de ellos créditos académicos. La cantidad otorgada es a base del ingreso familiar impositivo neto. La corporación del estado de Nueva York para prestar servicios a la educación —NYSHESC por sus siglas en inglés— notificará directamente al solicitante si se le concederá o no la beca TAP. Dependiendo de las asignaciones presupuestarias del estado, la cantidad otorgada a un individuo oscila entre $275 y $2,500 por año académico.

Los que soliciten temprano y presenten la notificación de TAP antes de la fecha asignada para su matrícula recibirán crédito hacia el pago de matrícula. Si se recibe la notificación de TAP después de esa fecha, tendrán que pagar su matrícula al momento de inscribirse. El personal de las oficinas de Cuentas por Cobrar notificará por correo del reembolso proveniente de TAP. El teléfono de TAP es (518) 474-5642.

La asistencia suplementaria
El Programa de Asistencia Suplementaria, STAP por sus siglas en inglés, se creó para proporcionar ayuda adicional a los estudiantes que necesitan tomar clases de remedio. A partir del año académico de 1995-1996, STAP se ha puesto a la disposición de inscritos en programas de remedio acreditados que participan en el programa por primera vez.

Asistencia a los que estudian a tiempo parcial
La asistencia a los que estudian a tiempo parcial, APTS por sus siglas en inglés, se concede a los inscritos con 3 a 11.5 créditos facturables equivalentes que no han consumido los seis semestres de TAP que les corresponden. A diferencia de STAP y TAP, que se obtienen por derecho, APTS tiene fondos limitados y lo administra la Universidad de la Ciudad de Nueva York y el personal de Asistencia Económica de Hostos. Cuando éstos se acaban, no se pueden otorgar más de estas becas por lo que resta del año académico. Dependiendo de las asignaciones presupuestarias del estado, las becas concedidas a los que califiquen oscilarán entre $45.00 y $505.00 por semestre.

TAP para estudiantes a tiempo parcial
El presupuesto para el año 2000 del estado de Nueva York incluyó fondos para un programa a prueba, por tres años, en la Universidad de la Ciudad de Nueva York con el propósito de proveer fondos a estudiantes universitarios acogidos en el programa TAP, a partir del otoño de 2000. Se le conoce como PTAP y permite que los inscritos con 6 a 11 créditos reciban becas TAP proporcionales a los créditos inscritos por un semestre dado.

Para acogerse a STAP hay que llenar los requisitos siguientes:

- Haberse inscrito como estudiante de primer año en CUNY en el año académico de 1998-1999 o después.
- Haber acumulado un mínimo de veinticuatro (24) créditos en la Universidad e la Ciudad de Nueva York.
- Tener un promedio acumulativo mínimo de 2.00, y estar inscrito en al menos seis, pero menos de doce horas semestrales o su equivalente en un programa universitario aprobado y conducente a un título académico.
- Que satisfaga todos los requisitos de TAP con la excepción de la inscripción a tiempo completo.
OTROS PROGRAMAS DEL ESTADO

Las becas Regents para hijos de veteranos y las becas para hijos de oficiales correccionales. Si desea más información o solicitar o ambos, marque el (518) 473-7087.

Becas conmemorativas para hijos y cónyuges de policías y bomberos fallecidos Si desea más información o solicitar o ambos, marque el (518) 473-7087.

Asistencia del estado para los indígenas. Si desea más información o solicitar o ambos, marque el (518) 474-0537.

Becas de matrícula para veteranos de Vietnam Si desea más información o solicitar o ambos, marque el (518) 473-7087.

Beca del cuerpo de servicios médicos del estado de Nueva York Si desea más información o solicitar o ambos, marque el (518) 473-7019.

Las becas de honor Robert C. Byrd, las Paul Douglas para maestros y las nacionales para estudios científicos, todas provenientes de fondos federales. Si desea más información o solicitar o ambos, marque el (518) 473-5705.

PROGRAMAS ESPECIALES

College Discovery (CD)
College Discovery es un programa especial que da ayuda con orientación, tutores y asistencia económica a solicitantes por primera vez que califiquen. Está restringido a los que ingresan inicialmente como participantes del programa. Dependiendo de las asignaciones presupuestarias del estado, la cantidad otorgada a un individuo oscila entre $340 y $1,000. Para más información llame al (718) 518-4475.

Atención: Debido a los ataques terroristas del 11 de septiembre de 2001, se han establecido nuevos programas de ayuda. Para obtener una lista completa de los mismos, visite la página de Internet de Asistencia Económica:

www.hostos.cuny.edu.ofa

Programa de asistencia pública
El Programa Preparatorio para el Trabajo, COPE por sus siglas en inglés, es para todo estudiante de Hostos que recibe asistencia pública, exceptuando los acogidos en REACH*. La información al respecto se publicará según se reciba. Se recomienda a los alumnos que aprovechen la disponibilidad de consejerías mediante WEP y TRE, antes de la matrícula para cada semestre, donde los participantes podrán obtener la información más al día.

Programa de trabajo
Los estudiantes nuevos y los que continúan sus estudios acogidos al HRA podrán hacer estudios universitarios. Pero a partir del otoño de 1997, tienen que trabajar 20 horas semanales con el programa de experiencia laboral que se conoce como WEP, para estudiantes que reciben AFDC. Estos son los que podrán graduarse dentro de los próximos 12 meses, los que trabajan 20 horas semanales mientras examinan y los que hacen pasantías o clínicas, también en 20 horas semanales. Los que estén a punto de completar las 20 horas semanales de trabajo y estudios, o de pasantía deben comunicarse con el personal de COPE. Para más detalles acerca de las exenciones, incluso las que aplican a los estudiantes bajo los auspicios de HRA, comuníquese con el personal de las oficinas de COPE.

Gastos relacionados con la capacitación
HRA provee cuidado de niños suplementario y subvenciones de transporte mediante su programa de gastos para la capacitación, TRE por sus siglas en inglés, a estudiantes que reciben asistencia pública y que cumplen con los créditos acumulados. Éstos y el tiempo que se le permite a un estudiante acogerse a TRE se están revisando. Por el momento, son los mismos que se publicaron para 1996-1997, con la excepción de que los participes de WEP, o un sustituto, mientras estudian tendrán que completar solamente la mitad de los créditos que un estudiante a tiempo completo necesitaría para seguir con TRE. Pueden inscribirse con la cantidad de créditos que deseen. Además, se acostumbra que los que califican para TRE los obtengan para la universidad y para WEP.

*El programa REACH, que presta ayuda a un grupo pequeño de subvencionados por HRA para estudiar Servicios Médicos y Humanos, se encuentra en la oficina A-307, y se le puede conseguir marcando el (718) 518-4107.

Servicios Médicos y Humanos, se encuentra en la oficina A-307, y se le puede conseguir marcando el (718) 518-4107.
La adjudicación de notas y las normas académicas

El colegio Comunal Hostos adjudica notas con letras que indican el logro académico. El sistema es el siguiente:

<table>
<thead>
<tr>
<th>Nota</th>
<th>Descripción</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excelente</td>
</tr>
<tr>
<td>B</td>
<td>Bueno</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactorio</td>
</tr>
<tr>
<td>D</td>
<td>Aprobado</td>
</tr>
<tr>
<td>F</td>
<td>Fracasado</td>
</tr>
<tr>
<td>menos de 60%</td>
<td></td>
</tr>
</tbody>
</table>

Notas adicionales:

I - Incompleto. Indica que los objetivos de la clase no se han completado por razones de peso y que se puede esperar que el estudiante cumpla con éxito los requisitos de la misma.

W - Baja oficial. Indica que el estudiante ha tenido razones de peso para darse de baja y la está efectuando aún cuando su trabajo es satisfactorio y antes de la octava semana desde el comienzo de las clases.

WU - Baja extraoficial. Sustituye a la nota NC que se asignaba antes de 1980. Se incluye en el cómputo del promedio, y cuenta como una "F".

WA - Baja administrativa no punitiva. Se les asigna a todos los nacidos en o antes del 1° de enero de 1957, persiguan o no un título, inscritos con seis créditos académicos o facturables equivalentes que no hayan presentado pruebas de vacunación contra el sarampión, las papas y la rubéola. Esta categoría aplica a los estudiantes excluidos de clases por no cumplir con la Ley de Vacunación del Estado de Nueva York, PHL 2165.

R - Se asigna por tomar las clases para ponerse a la par con el trabajo académico universitario, como los cursos de remedio con crédito y horas adicionales y los de remedio sin crédito. Se adjudica cuando el estudiante no ha logrado el nivel mínimo de aprovechamiento en la clase, pero ha cumplido con todas las condiciones siguientes:

a. su asistencia es satisfactoria;

b. ha cumplido con las tareas asignadas en y fuera clase y:

c. ha progresado satisfactoriamente hacia los objetivos de la clase.

La nota de "R" ni es punitiva ni se incluye en el cómputo para obtener el promedio, o GPA. Se otorga una sola vez por clase, excepto para ENG 1300, ENG 1301 o ENG 1306.

P - Aprobado. Nota que se asigna a SSD 1000, Orientación, ENG 1306, taller para ponerse a la par con el inglés de nivel universitario y los talleres para los que repiten clases de ESL, matemáticas y español, además de las ascertes preparatorios de ESL, matemáticas y español para estudiantes de primer año.

Adjudicación de la nota ‘F’

"#F", "#WU" y "#FIN" indican que son notas excluidas del cómputo para obtener el promedio. Las notas que no se incluyen en el promedio se basan en normas de CUNY, en efecto desde 1° de septiembre de 1990:

"Si un estudiante recibe una nota de "F", "FIN", "WU" o una nota administrativa de 'fracasado' en una clase, y éste la repite y recibe 'C' o más, la 'F' no se incluirá en el cálculo para obtener el promedio, aunque sí permanecerá en la transcripción. La cantidad de créditos con efes que se pueden borrar del promedio se limitan a 16 por el tiempo de inscripción en cualquiera de los recintos de la Universidad de la Ciudad de Nueva York".

- Si la clase para la cual se desea la sustitución de una "F" por una "C" o más se tomó antes del 1° de septiembre de 1984, se debe obtener el visto bueno del Comité Supervisor de la Calidad del Rendimiento Académico en el recinto.
- Para sustituir una "C" por una "F" al calcular el promedio, la "F" no podrá haber sido obtenida en otra institución.
- Una "F" no puede sustituirse parcialmente. Si ya se han sustituido 14 créditos de efes y se recibe una "C" o más para una clase de tres créditos que tuvo "F" inicialmente, no se puede sustituir la "F" por la "C".
- Si se ha recibido más de una "F" para una misma clase y luego se obtiene "C" o más, la "F" se excluirá del cálculo para obtener...
el promedio, sujeto a la limitación de los 16 créditos.

- Si se saca “F” en una clase cuya calificación conlleva notas de “Aprobado” o “Fracasado” y subsiguientemente la toma nuevamente tiene que obtener “C” o más para que se le sustituya por la nota de “Fracasado”.
- Si el número o el título de una clase se cambió entre el momento de recibir la nota de “F” y la repetición, pero el contenido de la misma no se ha cambiado, la “F” se sustituirá si la nota nueva es “C” o más después repetirse la clase.
- Si el contenido de una clase se cambió durante el tiempo transcurrido entre haber recibido la “F” y la repetición de la misma, o si al estudiante se le ha dado permiso para sustituir una clase por otra, la declaración de equivalencia entre las clases con el propósito de borrar la “F” del cómputo para obtener el promedio dependerá del visto bueno del correspondiente Comité Supervisor de la Calidad del Rendimiento Académico.

El promedio acumulativo que se calcula a base de ésta norma tiene como propósito la retención y la graduación del Colegio y el ingreso y la continuación de los estudios con una concentración o especialización. No se usa para calcular los honores al momento de la graduación, ni los de la lista del decanato ni los conferidos por cada departamento académico.

Todo estudiante que no desee que la nota obtenida para una clase repetida sustituya a una “F” deberá notificárselo al Registrador, para que tal sustitución no se efectúe. La petición puede hacerse en cualquier momento después de la segunda inscripción, siempre y cuando esté todavía matriculado en el Colegio.

**Repetición de notas cuando se saca “C” o más**

Una clase para la cual se obtuvo “C” o más no debe repetirse ni tampoco una que haya sido aceptada como crédito por una clase tomada en otra institución. Si se repite, no podrá recibirse crédito por ella y puede afectarse la asistencia económica que se recibe.

Atención:

- algunos programas, como Ciencias Médicas, están exentos de lo antes mencionado. Consulte al coordinador de su programa.

**Asistencia a clases**

Los estudiantes deben asistir a las clases en las cuales están inscritos. Las mismas comienzan a las horas indicadas en el programa oficial, y llegar a las mismas después de la hora señalada para el comienzo, constituye tardanza.

Se permite un máximo de 15% de ausencias de la cantidad de horas por semestre en que se reúne la clase, y se considera que ese porcentaje de ausencias es excesivo. La asistencia a clase se controla desde su comienzo oficial y, en caso de ausencias o tardanzas excesivas, el instructor tiene la potestad de bajar la nota, adjudicar una “F” o asignar trabajo escrito o lectura adicionales.

Las ausencias debidas a matrícula tardía, cambio en programa o circunstancias atenuantes serán consideradas por el instructor individualmente.

Cada departamento o programa académico podrá especificar por escrito variantes en las normas que rigen la asistencia a clase.

Se exige de los instructores que lleven un récord de la asistencia a clase de cada estudiante y que le informe al grupo acerca de las normas que la rigen.

**ATENCION:**

- Todo trabajo asignado durante la ausencia de un estudiante es responsabilidad del mismo.
- Para llenar los requisitos que exige Asistencia Económica, todo el que la recibe debe hacer acto de presencia al menos una vez durante las primeras tres semanas del semestre y una vez durante la cuarta o quinta semana.

**La lista de honor en el decanato**

En la lista de honor en el decanato aparecen los nombres de los alumnos que han demostrado aprovechamiento académico sobresaliente. Para entrar en esa lista, hay que llenar los criterios a continuación:

a. Llevar veinticuatro créditos o más durante un año académico en el Colegio Comunal Hostos.

b. Adquirir un índice de 3.0 o más sin tener notas de “D” o “F” en el expediente durante
un año académico.

El Programa “Serrano Scholars”

El Programa “Serrano Scholars” es de un alto nivel académico y vincula al Colegio Comunal Hostos con la Universidad de Columbia. Lleva el nombre del Congresista José E. Serrano, que tuvo un papel decisivo en obtener los fondos federales para crear el programa. Los estudiantes destacados que se admiten al programa pueden ser elegibles para transferirse a la Universidad de Columbia, donde podrán continuar sus carreras en diplomacia o en asuntos internacionales. Sin embargo, deben cumplir con los requisitos de ingreso de esa institución para matricularse en un programa de bachillerato en la Escuela de Estudios Generales. Si se gradúan, pueden continuar estudios de maestría en la Escuela de Asuntos Públicos e Internacionales. Este programa cubre el costo total de matrícula en ambas instituciones, y estipendio para otros gastos. Al momento de llenar la solicitud para ingresar al programa de Columbia, el personal de Hostos asistirá a los estudiantes en ese proceso. Para más información, favor de llamar al señor Juan Lacay en el (718) 518-4448.

Phi Theta Kappa

Phi Theta Kappa es una asociación de honor nacional que acoge a los estudiantes de colegios comunales y de los preparatorios, fundada en 1908. La iniciación en Phi Theta Kappa constituye un reconocimiento de aprovechamiento sobresaliente e incluye a aquellos cuyos expedientes académicos muestran excelencia, según lo establecen la organización y el colegio al que asisten.

El capítulo Alpha Kappa Tau de Phi Theta Kappa se fundó en el Colegio Comunal Hostos en 1985. Para calificar como miembro e ingresar se requiere lo siguiente:

a. Estar inscrito en el Colegio al momento de la iniciação.
b. Haber aprobado un mínimo de 15 créditos académicos el semestre previo a la iniciación.
c. Haber aprobado dos semestres con un promedio mínimo de 3.5.
d. Haber aprobado al menos dos semestres de Inglés o de ESL o haber llegado al nivel de aprovechamiento de la clase ENG 1302, si al ingresar al Colegio se le ubicó en una clase de inglés por debajo de la misma.
e. Haber aprobado toda clase para la cual se sacó “I” y haber repetido y aprobado clases para las cuales se obtuvieron “R”, o haber aprobado el examen de CUNY.
f. Haber logrado excelencia académica y, a juicio de la facultad, poseer buena reputación.

Se exige una cuota única de $35 por la iniciación, pagadera a la sociedad y una carta de recomendación de un integrante de la facultad.

La probatoria, el despido y el proceso de apelaciones

Todo estudiante que no logre el nivel académico requerido pasará a un período de probatoria por un semestre y si no logra cumplir con los estándares —llegado el fin del semestre primaveral— será despedido de la Universidad.

Tal decisión se puede apelar al Comité Supervisor de la Calidad del Rendimiento Académico, que ha de darle consideración y decidirá si le dará su visto bueno o lo denegará.

Límites de la probatoria

El Comité Supervisor de la Calidad del Rendimiento Académico habrá de decidir la cantidad máxima de créditos que un estudiante apelante podrá tomar —si su apelación se aprueba— basándose en su expediente académico.

Denegación automática

Todo estudiante que decida recurrir a la apelación, pero por quién el Comité haya determinado que no tiene probabilidad de alcanzar el índice académico exigido para continuar estudios, verá denegada su petición de extensión de la probatoria.

Revisión anual

Los expedientes de los estudiantes con estado probatorio se evaluarán al final del semestre primaveral, y los que no hayan logrado el índice académico exigido, serán despedidos.

El reingreso

Todo alumno que haya sido despedido automáticamente y reingrese después de una ausencia mínima de un semestre, tendrá dos (2) semestres para obtener el índice académico necesario para continuar sus estudios.

Normas para la retención de estudiantes

La tabla a continuación ilustra el índice académico acumulativo mínimo que debe mantenerse en los diferentes niveles de adquisición de créditos intentados y el progreso satisfactorio que se espera para cada grupo de créditos académicos o equivalentes facturables intentados.

<table>
<thead>
<tr>
<th>Créditos intentados</th>
<th>Índice académico mínimo acumulativo</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 - 12</td>
<td>1.50</td>
</tr>
<tr>
<td>13 - 24</td>
<td>1.75</td>
</tr>
<tr>
<td>25 - o más</td>
<td>2.00</td>
</tr>
</tbody>
</table>

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INTREGRIDAD ACADÉMICA

Introducción

En el Colegio Comunal Hostos se cree que ayudar a desarrollar las habilidades del estudiante para pensar y analizar asuntos y problemas es importantísimo para su proceso educativo. Como un título obtenido en Hostos significa que un egresado del Colegio conoce la materia que ha estudiado, y el ejercicio de la deshonestidad académica resulta en la consecución de notas o puntos que no reflejan cuánto y cuán bien se ha aprendido, comprendido o dominado el tema, el Colegio ha de investigar toda forma de deshonestidad académica que se le presente. Si se probase la acusación se impondrán castigos, según los procedimientos descritos en la Sección III. Las tres formas más comunes de deshonestidad consisten en fraude, plagio y soborno.

Fraude

En el ambiente colegial, el fraude se define como falsa representación del trabajo de otros como propio. La facultad y los estudiantes por igual son responsables de defender la integridad de esta institución al negarse a participar directa o indirectamente en actos fraudulentos y al desalentar a otros de que no lo hagan.

Ejemplos de fraude incluyen, sin límite:

1. Copiarse en un examen o una asignación que se ha de entregar como trabajo individual propio.
2. Procurar y distribuir respuestas a las preguntas de un examen antes de que ocurra.
3. La colaboración sin permiso en la confección de un trabajo que ha de entregarse como individualmente propio.
4. La utilización sin permiso de notas, libros u otros materiales durante un examen.
5. Hacer que otro tome un examen o escriba un trabajo para entregarlo como propio.
6. Entregar trabajo que ya se ha usado para obtener crédito en otra clase sin el conocimiento ni el permiso del instructor.

Plagio

El plagio es una forma de fraude que ocurre cuando no se da el crédito debido —aunque ello sea sin intención de hacerlo— a fuentes de ideas, al lenguaje, a los conceptos, a las invenciones que se mencionan en un trabajo propio. Así, que todo intento de reclamar como propio el trabajo intelectual o artístico de otros constituye plagio.

Ejemplos de plagio incluyen, sin límite:

1. Citar o parafasear los trabajos de otros sin dar crédito debido a los autores originales.
2. Incorporar ideas de otros en trabajos propios sin reconocer o documentar debidamente las fuentes.

Soborno

En el ambiente colegial el soborno consiste en ofrecer, prometer o regular objetos de valor —como dinero o regalos— a una persona en una posición de autoridad —maestro, administrador u otro personal—, para influenciar sus decisiones o conducta en favor de un estudiante. La oferta de favores sexuales a cambio de una nota, de puntos en un examen u otros favores académicos constituye intento de soborno y en lo que a favores sexuales se refiere, sean pedidos u ofrecidos, a cambio de una nota, de puntos en un examen u otros favores académicos, se tratarán según las exigencias para los casos de hostigamiento sexual, descritos en el catálogo y en el Manual del Estudiante.

Dentro de la integridad académica, el soborno incluye, sin límite:

1. Procurar y distribuir respuestas a las preguntas de un examen antes de que ocurra, a cambio de un favor.
2. Ofrecer objetos de valor a cambio de un favor académico.

Responsabilidades de la facultad, de los supervisores durante exámenes y de los estudiantes

Con el fin de no comprometer ni el proceso educativo ni la integridad de un título, a la facultad, a los que supervisan durante los exámenes y a los alumnos se les exige mantener, ratificar y ejecutar las normas del colegio respecto a la integridad académica.

Responsabilidades de la facultad y de los supervisores durante exámenes

1. La facultad es responsable de informar a los estudiantes acerca de las normas para la integridad académica de Hostos al comienzo de
cada semestre.

2. En todo momento, la facultad o los supervisores deberán proteger dichas normas dentro del marco de sus responsabilidades.

3. Todo integrante de la facultad a quien se le acuse de violar estas normas estará sujeto a lo provisto por el Artículo 7 —para el debido procedimiento académico— de los reglamentos de CUNY.

4. Todo otro supervisor durante exámenes acusado de violar dichas normas estará sujeto a un proceso disciplinario.

Responsabilidad del estudiante

1. Todo trabajo que un estudiante entregue debe ser producto de su esfuerzo.

2. Se requiere que los estudiantes identifiquen citas directas, opiniones parafraseadas e ideas que incorporen a sus trabajos escritos, exámenes, proyectos para clases y otros.

3. Los estudiantes seguirán las instrucciones de sus instructores o supervisores respecto de los materiales permitidos en el transcurso de un examen.

4. Los estudiantes serán responsables de verificar con el instructor o supervisor durante un examen escrito con respecto al uso de software o una calculadora.

5. Ningún estudiante deberá dar ni recibir ayuda ni comunicarse de ningún modo con otro estudiante en el transcurso de un examen.

6. Ningún estudiante deberá intentar obtener o distribuir el contenido de ningún examen previo a que el supervisor lo reparta.

7. Los estudiantes inscritos en clases que conllevan laboratorios deberán completar todas las observaciones, proyectos e informes exclusivamente mientras están llevando a cabo experimentos, utilizando materiales o haciendo demostraciones con los mismos, exceptuando cuando se acatan las instrucciones del instructor.

8. Ningún estudiante deberá entregar el mismo trabajo a más de un maestro sin consentimiento previo.

Procedimiento cuando se cometen violaciones a la integridad académica

Si un instructor sospecha que un estudiante ha violado las normas para la integridad académica del Colegio deberá notificárselo por escrito, excepto en los casos siguientes.

Si la violación se nota después de concluir el examen, mientras se corrige o se coteja, el asunto se recomendará al jefe del departamento o al coordinador jefe del cotejo, quien le notificará al estudiante.

Si de los “CUNY Skills Assessment Math and Reading Retests” se trata, el instructor o supervisor lo recomendará a un oficial de Evaluación, quien se lo notificará al estudiante.

La carta del instructor, jefe de departamento, coordinador jefe u oficial de Evaluación debe incluir la mención de la transgresión, expresar claramente toda información que sostenga el reclamo, el castigo que se recomienda para la violación y el procedimiento a seguir si se desea apelar la acusación. Dicha carta estará escrita en español y en inglés, debe enviarse dentro de diez días escolares desde que ocurriera la violación por la cual se le sospecha. Véase la definición de “días escolares”, III, F. Una copia, a cada uno, debe enviárselas al jefe del departamento que ofrece la clase, al vicepresidente de Asuntos de la Facultad y Académicos y al vicepresidente para el Desarrollo Estudiantil y el Manejo de las Inscripciones.

El vicepresidente para el Desarrollo Estudiantil y el Manejo de las Inscripciones, o su representante, repasará el contenido de la carta con el estudiante.

Si éste último negara las acusaciones y rechazara el castigo, deberá apelar por escrito dentro de 10 días escolares, donde pida un repaso de parte del jefe del departamento pertinente. A su vez, el jefe del departamento deberá consultar con los vicepresidentes para Asuntos de la Facultad y Académicos y para Desarrollo Estudiantil y el Manejo de las Inscripciones, o sus representantes y el instructor o oficial de Evaluación, con pruebas convincentes, hacer una decisión y especificar el castigo del que se le notificará al estudiante acusado dentro de 10 días escolares. Si el estudiante acusado no inicia una apelación se considerará que acepta la acusación y se le aplicarán el castigo correspondiente, según lo especificado por el instructor o el oficial de Evaluación.

Si el estudiante no queda satisfecho con los hallazgos del jefe de departamento, podrá apelar al Comité Supervisor de la Calidad del Rendimiento Académico que, a su vez, recomendará el caso al Subcomité de Ética Académica para que decida.
Si se determinara que ha habido deshonestidad académica, el subcomité decidirá el castigo, que podría a ser o no ser el mismo recomendado por el instructor o el oficial de Evaluación o el jefe de departamento. El vicepresidente para Desarrollo Estudiantil y el Manejo de las Inscripciones, o su representante, debe informar al estudiante de la decisión del subcomité mediante carta registrada dentro de diez días escolares. Se colocará una copia de tal correspondencia en el expediente del estudiante en la oficina del Registrador por dos semestres o hasta que el estudiante se gradúe, lo que ocurra primero, exceptuando si el estudiante está a punto de graduarse, en cuyo caso, no se le permitirá recibir su título hasta tanto no se resuelva el asunto. La frase “días escolares” se usa en esta declaración para referirse a todos los días menos los domingos y días feriados cuando la facultad con obligaciones de contrato está presente, o sea, a partir del 30 de agosto hasta e incluso el día de la graduación. Así, se puede continuar un caso durante el receso de invierno, pero un caso que no haya concluido el día de la graduación continuará el primer día del semestre otoñal.

Si se halla culpable a un estudiante de violar las Normas de Integridad Académica una segunda vez, éste estará sujeto a acusaciones disciplinarias, según lo establecido por el Artículo XV, Secciones 15.3 a 15.5 del reglamento de la Junta de Síndicos de CUNY. Un proceso disciplinario podría conducir a la suspensión o al despido del Colegio.
LA DIVISIÓN PARA EL DESARROLLO ESTUDIANTIL

Orientación Académica

En las oficinas de Orientación Académica se asiste al estudiante para que seleccione la meta académica y profesional que desea y proceda en su consecución. Allí se le asigna un consejero de la facultad a cada estudiante de primer año y a los que se trasladan de otras instituciones durante el primer semestre de estudios en el colegio. Se parean alumnos y orientadores según el programa de estudios que seleccione el estudiante, dejándose llevar por el registro que se reciba de la Office of Information Technology (Oficina de Tecnología de la Información). Entonces, se les envían cartas a los estudiantes de primer año que cursan el primer semestre y a los trasladados donde se les asignan consejeros y se les informa acerca de la orientación académica y la fecha límite para efectuarla. Se les indica que hagan cita con sus respectivos orientadores en cuanto reciban las cartas.

Los estudiantes que regresan reciben cartas cada semestre donde se les dan las fechas para la orientación académica y se les recuerda los pasos a seguir para la misma. Se les instruye que vuelvan a reunirse con el orientador que se les asignó durante el primer semestre de estudios.

Cada orientador y su estudiante asignado repasan el progreso académico del alumno y preparan el programa de clases que ha de tomar el semestre siguiente. Una vez pasada la orientación, cada alumno se presenta en la Oficina de Orientación para firmar el registro de orientaciones de la misma, como prueba de que se le ha orientado.

Estudiantes consejeros

Los estudiantes consejeros de la Oficina de Orientación en el 101C del edificio Savoy, son estudiantes seleccionados cuidadosamente, que se capacitan y están bajo la supervisión del director de Orientación Académica. Ellos proveen orientación académica a otros alumnos del colegio durante todo el año académico. Atienden a quienes se presente y dan respuestas e información acerca de las normas y los procedimientos del colegio. Los estudiantes consejeros conocen bien los currículos y pueden servir de guías durante el tiempo que toma obtener el título deseado.

También, ofrecen información extraoficial acerca de una gran variedad de becas, porque pueden identificar a los estudiantes que llenan los requisitos y ayudarlos a solicitar. Además, pueden hacer evaluaciones extraoficiales de los requisitos acumulados para la graduación. Hacen un análisis de la transcripción de créditos, cotejan los requisitos para la graduación de cada programa y asisten a los candidatos para que la soliciten. Dan información acerca del traslado a un recinto universitario y ayudan a solicitarlo.

Los estudiantes consejeros sirven también de ayuda a sus compañeros en los tiempos de matrícula. Se esfuerzan día y noche para corroborar la exactitud y la integridad de los programas de sus aconsejados. Les ayudan a seleccionar clases que llenen los requisitos del título perseguido y las registran en la computadora.

El programa de estudiantes consejeros opera por semestre y se atiende sin cita previa. El horario es desde las 10:00 A.M. hasta las 5:00 P.M., lunes y martes; desde las 10:00 A.M. hasta las 7:00 P.M., miércoles y jueves. Está cerrada los viernes.

Traslado desde otra institución

Los estudiantes que deseen trasladarse a una universidad deben pedir la ayuda de los orientadores y los estudiantes consejeros para escoger la institución, el programa o concentración que desean y para que les asistan con el traslado. En las oficinas de Orientación Académica se encuentran catálogos de muchas universidades, manuales y solicitudes, todos a disposición de los estudiantes que los interesen.
Oficina de Servicios Profesionales

El personal en estas oficinas se dedica a preparar a los estudiantes para el trabajo y a colocarlos en empleos que conduzcan a una carrera. También les ayudan a obtener empleos a tiempo parcial y durante las vacaciones cuyos horarios se ajusten a los de sus estudios.

Ofrecen ensayos de entrevistas de trabajo, asisten en la preparación de un resumen y su correspondiente carta de presentación, ayudan en la búsqueda de trabajo por internet y les avisan de empleos de jornada completa y parcial. A los estudiantes se les brinda guía para utilizar el Laboratorio de Recursos Profesionales, donde pueden acceder a listados de trabajo, una máquina de fax, teléfonos para hacer conexiones relacionadas con la búsqueda de empleo, estantes donde encuentran avisos de empleos catalogados por carreras y otras publicaciones que contienen anuncios de trabajos. El personal de este laboratorio coordina reclutamiento para empleos y una feria laboral anual en el recinto colegial, para darle la oportunidad a que los estudiantes se entrevisten con representantes de empresas privadas y agencias gubernamentales.

Colocaciones

Egresados de programas que preparan para un oficio se les ha colocado en trabajos directamente relacionados con los estudios cursados.

CONTABILIDAD: especialista en preparación de declaraciones de impuestos, contable, auxiliar de contable, agente de seguros.

VENTAS: gerente, ayudante de gerencia

JUSTICIA: paralegal, recopilador de datos, especialista en información

COMPUTADORAS: mantenimiento, analista y programador, operario, resolución de problemas con computadoras, técnico de computación

HIGIENE DENTAL: higienista dental

EDUCACION PREESCOLAR: asistente de maestro, asistente para cuidado de niños, asistente de maestro bilingüe, asistente de recreo

TECNOLOGIA DE LABORATORIO MEDICO: tecnólogo médico, técnico de laboratorio médico

ENFERMERIA: enfermera, enfermera práctica

ADMINISTRACION PUBLICA: posiciones en agencias y dependencias municipales, estatales y federales y en entidades sin fines de lucro

TECNOLOGIA RADIOLOGICA: técnico radiológico

ADMINISTRACION Y TECNOLOGIA DE OFICINAS: secretaria ejecutiva, secretaria médica, ayudante administrativa, gerente de oficina, procesador de textos, estenógrafa

A graduados con títulos de artes liberales y ciencias se les ha colocado en el sector privado y en el público, en empleos como los siguientes: ayudantes de casos, ayudantes paralegales, gerentes de ventas, servicios al cliente y vendedores, agentes de seguros, gerentes de banco, y varias posiciones de servicio civil en el sistema de justicia y en recursos humanos.

Si desea más información marque el (718) 518-4249. Nos encontrará en el edificio Savoy, oficina 102, de lunes a viernes, desde las 9:00 A.M. hasta las 5:00 P.M. Los estudiantes nocturnos pueden hacer citas especiales.

Pasantías en empresas

Los estudiantes de contabilidad, administración comercial, microcomputadoras para empresas y de la administración y tecnología de oficina hacen pasantías durante el último semestre de estudios. Se les coloca en más de 40 empresas, donde trabajan entre 10 y 25 horas semanales durante el semestre y, muchas veces, a tiempo completo durante el verano. La pasantía permite la adquisición de destrezas y expone al estudiante a la realidad de ocupaciones específicas.
College Discovery (CD)

College Discovery es un programa especial que recibe el apoyo económico de la Universidad de la Ciudad de Nueva York (CUNY). Se solicita la participación en el programa al llenar la solicitud de ingreso al sistema de CUNY. La aceptación es a base de necesidad económica, índice académico y la participación en un programa intenso de verano para que los que ingresen por primera vez puedan adquirir destrezas. Para ingresar se requiere prueba de que ha residido en la ciudad de Nueva York por lo menos un año, de residencia permanente de los Estados Unidos o de ciudadanía estadounidense.

Los estudiantes que participan en College Discovery reciben una variedad de asistencias académicas y económicas que incluyen dinero para el pago de cuotas, la compra de libros y otros gastos para la educación.

El programa brinda acceso al "Supplemental Instruction Resource Center" donde se les da tutorías en materias tales como el inglés como segundo idioma o ESL, inglés, matemáticas, español, biología y química. Además, el centro dispone de computadoras que se pueden usar para acceder al internet y para utilizar programas que les sirven a los aprendices de ESL. Se les brinda orientación académica y personal y en cuanto a otros asuntos que afecten el desempeño académico, y talleres continuos para el mejoramiento académico.

Oficina de College Discovery
Oficina 101, edificio Savoy
Teléfono (718) 518-4486

Servicios Médicos
Oficina B-115
Teléfono (718) 518-6541

Lo siguiente está a disposición de los estudiantes:

- primeros auxilios y atención de emergencia
- orientación en cuanto a asuntos generales relativos a la salud
- talleres que tratan temas importantes de salud cuando la disponibilidad del personal lo permite

Se obtienen recomendaciones a agencias municipales que prestan servicios médicos tales como radiografías del pecho, vacunas, atención durante el embarazo y análisis de sangre. La oficina de Servicios Médicos provee además evaluaciones para el diagnóstico de la diabetes mellitus, la hipertensión y el embarazo.

Cuenta con un aparato cardiográfico y, si se solicita, se hacen recomendaciones para la orientación y el diagnóstico del SIDA. Contiene una selección amplia de panfletos y folletos que tratan de una gran variedad de temas relacionados con la salud y están al alcance de todos los estudiantes de Hostos.

El personal de Servicios Médicos consiste de una enfermera, cuyo horario es de 8:30 A.M. a 4:30 P.M. Los medicamentos que no requieren recetas son gratuitos para los estudiantes.

Vacunación: Desde el 1 de agosto de 1990, la Ley de Salud Pública 2165 requiere que todo estudiante en un recinto universitario, nacido después del 1 de enero de 1957, se vacune para que se le permita asistir a clases. Los solicitantes a ingreso al Colegio Comunal Hostos y los ya matriculados deben presentar certificados que indiquen que han recibido las vacunas contra el sarampión, la paperas (farfayota) y la rubéola. Dicho certificado debe contener la firma de un médico u otro proveedor de servicios médicos, además de la información siguiente:

- Dos dosis de vacuna contra el sarampión, inoculada después de la edad de 12 meses.
- Dos dosis de vacuna contra la paperas (farfayota), inoculada después de la edad de 12 meses.
- Una dosis de vacuna contra la rubéola, inoculada después de la edad de 12 meses.

Todas las vacunas antes mencionadas se pueden inocular solas o en combinación. Si desea información marque el (718) 518-6633, donde se le atenderán sus preguntas.
El Centro Infantil de Hostos

El buen cuidado de sus hijos pequeños es esencial para que muchas de las estudiantes en Hostos logren sus metas educativas. En el Centro Infantil del Colegio Comunal Eugenio María de Hostos se esfuerzan para proveer un ambiente donde el idioma constituya un puente y no obstáculo para esa tan necesaria atención de calidad en el recinto académico. La diversidad cultural y la adquisición de un primer y un segundo idioma se consideran claves para llenar las necesidades educativa, social, emocional y física de los niños y de los demás integrantes de sus respectivas comunidades.

El Centro Infantil es una entidad sin fines de lucro, incorporada aparte del Colegio que el Departamento de Salud de Nueva York evalúa y certifica. Sus servicios se dedican a los hijos de estudiantes en Hostos. Acoge a pequeños entre las edades de tres a cinco años durante el día y a niños desde los cuatro años y medio a los doce en su programa nocturno para escolares. No se ofrece horario flexible ni servicio de entrega. El cuidado por corto tiempo solamente se ofrece durante el período de matrícula. A pesar de que el cuidado no es gratuito, el pago de la matrícula para los niños está subvencionado para todas las madres que estudian en Hostos y sus hijos asisten al Centro.

El tiempo de espera es de uno a dos semestres. Los pequeños que, para el comienzo del semestre de otoño, hayan cumplido cuatro años califican para el programa preescolar universal y su espera es más corta.

Horario:
Lunes a jueves desde las 7:45 A.M. hasta las 8:30 P.M.
Viernes desde las 7:45 A.M. hasta las 2:00 P.M.

Orientación personal y académica

El Centro de Consejería brinda orientación personal y académica continuada a estudiantes de manera individual y en grupos. Todo comienza desde que al estudiante se le admite y se matricula en la clase de Orientación Colegial, donde se le da información acerca de las políticas y los procedimientos esenciales del colegio y adquiere destrezas para salir adelante en el ambiente académico. Al participar en este curso el estudiante establece relaciones con un (a) orientador (a).

Se puede participar en sesiones individuales de consejería con cita previa o, en la mayoría de las veces, con presentarse en el Centro. Otros modos de recibir los servicios de orientación son por recomendación de un miembro de la facultad o del personal no docente, o por iniciativa propia. La consejería se brinda en un ambiente privado y de apoyo en el cual el estudiante podrá enfocar sobre los asuntos académicos y profesionales, familiares y personales que le preocupan y cualquier otra cosa que estime importante. La mayoría de los consejeros hablan inglés y español. Uno de los consejeros se especializa en atender casos de violencia doméstica y preocupaciones acerca de los derechos de los inmigrantes. Todo asunto que se discuta con un profesional es en confidencia estricta, y se pueden obtener recomendaciones para recibir atención fuera del centro si éste no ofrece los servicios necesarios.

El Centro de Consejería mantiene además una estrecha relación con el personal docente, que es fuente de recomendaciones al Centro para muchos de los estudiantes. Los consejeros colaboran con la facultad en asuntos que afectan el desempeño académico y la retención de los estudiantes en el Colegio.

Se recomienda que todo estudiante de primer año tome el curso de orientación colegial.

SSD 1000 ORIENTACION COLEGIAL Y PLANIFICACIÓN DE CURRÍCULO

0 créditos, 1.5 horas
Los que tomen el curso recibirán información de las normas y los procedimientos del colegio, necesarios para progresar en los estudios. Aprenderán métodos para estudiar, a tomar notas, a tomar exámenes, a resolver problemas, a manejar el tiempo eficazmente y a lidiar con las tensiones cotidianas. La clase también trata otros temas como la planificación de un programa académico, la búsqueda de una profesión, la asistencia económica y a utilizar la biblioteca y el internet. El tema subyacente del curso es la motivación que lleva al estudiante a esforzarse para progresar.
Servicios para los estudiantes impedidos

Para cumplir a cabalidad con la letra y el espíritu de la Sección 504 de la Ley de Rehabilitación de 1973 y con la ley “Americans with Disabilities” de 1990, el colegio ha creado la Oficina para Estudiantes Impedidos, que se encuentra en el nuevo Centro para el Desarrollo Estudiantil del edificio Savoy, en las oficinas D-1013 y D-101K. Allí encontrarán información, orientación, acomodo, recomendaciones y otros servicios especialmente creados para los estudiantes con minusvalías.

El horario no es siempre el mismo. Llame al (718) 518-4454 o al (718) 518-4459 para obtener el horario o pídelo por correo electrónico.

a la dirección: mstimola@hostos.cuny.edu.

o

a: agonzalez@hostos.cuny.edu.

Los estudiantes que califiquen recibirán una variedad de servicios que incluyen orientación antes del ingreso y académica, exámenes y registro para ubicación especial, orientación personal, educativa y profesional continuadas, además de asistencia para obtener lectores y tomadores de notas, libros grabados e instrucción alterna en el salón de clases y exámenes modificados. Ello es posible debido a la relación estrecha con la facultad y permite en efecto el acomodo de estos estudiantes que tienen necesidades especiales.

Desde estas oficinas se mantiene contacto con “Vocational and Educational Services for Individuals with Disabilities” y con la “Commission for the Blind and Visually Handicapped” para ayudar a los estudiantes impedidos a determinar su elegibilidad para los servicios vocacionales y de rehabilitación del estado de Nueva York, y para garantizar que los que reciben el apoyo lo sigan recibiendo según progresan en sus estudios hacia la consecución de objetivos profesionales. De modo similar, se mantienen relaciones con agencias comunitarias que proveen apoyo, rehabilitación y preparación para defender los derechos de los impedidos. Incluye también una relación estrecha con “ Bronx Independent Living Services” y otras entidades que promulgan el funcionamiento independiente de las personas minusválidas. Estas agencias son todas socías primordiales para ayudar a los estudiantes que presentan una amplia variedad de preocupaciones relacionadas con sus impedimentos. Con frecuencia, efectúan actividades en el plantel para estudiantes ciegos o con visión pobre, para los que tienen déficit en el aprendizaje, no oyen bien y tienen impedimentos en el uso de las manos. Para ellos se puede obtener una variedad de aparatos y tecnologías que les asistan. Véase la sección de este catálogo donde se describe el Centro de Recursos para Estudiantes Impedidos. En los Servicios Médicos del colegio los estudiantes con condiciones médicas pueden recibir la atención de urgencia que necesiten. El colegio cuenta además con un plan de evacuación que incluye la ayuda para que los impedidos logren abandonar la planta física en caso de emergencia.

Véase en otras páginas de este catálogo la política antidiscriminatoria del colegio y la información acerca del procedimiento a seguir cuando un estudiante impedido desea radicar una querella.

Actividades Estudiantiles

Las actividades extracurriculares son parte integral de la vida estudiantil en Hostos. En Actividades Estudiantiles se ayuda a los clubes y otras organizaciones en el campus a coordinar programas intelectuales, culturales, sociales y recreativas con el propósito de ampliar las experiencias adquiridas en el salón de clases y contribuir al desarrollo personal del alumno. En el colegio existen organizaciones que auspician actividades académicas, culturales y atléticas. Incluyen en sus programas a oradores invitados, discusiones en panel, talleres, recitales y actividades culturales, que reflejan el trasfondo étnico del estudiantado y su diversidad de intereses. El director de Actividades Estudiantiles colabora con el Gobierno Estudiantil para crear estos programas, que incrementan la interacción de los grupos y crean la estructura para desarrollar líderes entre los estudiantes. La facultad y el personal no docente sirven de consejeros para los clubes y otras organizaciones. Las oficinas de Actividades Estudiantiles se encuentran en C-373 y el teléfono es el (718) 518-6561.
Asuntos relacionados con los veteranos

Los veteranos y sus dependientes tienen derecho a varios beneficios. Todo estudiante que desee recibir los beneficios que otorga la Ley de Veteranos o "G.I. Bill" o un certificado de elegibilidad por haber participado en las guerras de Vietnam, del Golfo Pérsico y en Malasia, y los veteranos de la Guardia Nacional deberán presentarse a:

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

antes de matricularse para obtener un "certificado de elegibilidad". Debe ir donde el "College Veterans Liaison Representative" con el certificado de relevo o de baja del servicio militar activo, planilla DD214; o el certificado de elegibilidad, planilla DD2384/2384-1. Comenzará a recibir los beneficios en ocho a diez semanas a partir de la fecha de solicitud. Los solicitantes de esos beneficios deberán presentar pruebas de servicio militar, estado civil y cantidad de dependientes.

Es imprescindible que todo veterano que estudie en Hostos se presente a la "Veterans Liaison Office" cada semestre en sucesión o sea, en septiembre, enero y junio, para dar inicio al registro de sus dependientes con la Administración de Veteranos. Se requiere de los veteranos y sus dependientes que obtengan firmas de los instructores en una hoja mensual de asistencia a clase. El las oficinas de consejería se ofrecen orientación personal y académica para los veteranos y sus dependientes. Además, existe un club de veteranos en el colegio. Si desea más información al respecto, comuníquese con Actividades Estudiantiles. Para obtener información acerca del procedimiento para la certificación, comuníquese con las oficinas del registrador.
LA BIBLIOTECA

EL DEPARTAMENTO

Los recursos

La biblioteca contiene una colección de primera, de materiales impresos y no impresos, que sirve a los programas académicos del Colegio y de apoyo a su filosofía bilingüe y pluricultural.

Los recursos a disposición en la biblioteca incluyen libros, revistas, la prensa diaria, una colección de materiales audiovisuales y una cantidad numerosa de bases de datos en Internet. Además, ofrece guías para el uso de fuentes de información en la Red en orden según el tema o disciplina, acceso a bases de datos por suscripción listados por departamento académico, un centro de tutores y una guía de Información para la facultad y los alumnos, todos en el Internet. Las páginas del sitio web de la Biblioteca dan acceso directo a la biblioteca digital de CUNY, expandiendo así la colección, para el uso de Hostos, a más de 30 bases de datos por suscripción, y servicios informativos, a los que se puede llegar desde cualquier computadora en cadena dentro o fuera del recinto. Véase el sitio web de la biblioteca para obtener más detalles de los recursos con que cuenta:

http://www.hostos.cuny.edu/library/index.htm

Servicios

 Computadoras por toda la biblioteca conectan con CUNY+, el archivo electrónico de la universidad, que guarda revistas, periódicos y una amplia variedad de recursos y servicios por Internet.

Los préstamos interbibliotecarios sirven a la facultad quienes pueden pedir libros y artículos que no se encuentren físicamente en la colección de Hostos, y con la tarjeta METRO Courtesy Card, alumnos, facultad, y personal no docente pueden utilizar materiales de otras bibliotecas del área metropolitana. Para más información, marque (718) 518-4215.

La facultad y los estudiantes inscritos en Hostos que poseen tarjetas de identidad vigentes pueden sacar y devolver libros directamente de otras bibliotecas de CUNY, y tienen privilegios de lectura en las que pertenecen a la cadena de New York Metropolitan Reference and Research Library Agency (METRO). Por acuerdo especial, los estudiantes de Ciencias Médicas pueden utilizar la sala de lectura de la biblioteca del Hospital Lincoln, que se encuentra cercana al Colegio.

Docencia en la biblioteca

El Programa de Docencia en la Biblioteca de Hostos llena necesidades de enseñanza y de aprendizaje en la comunidad colegial porque ofrece una gama de actividades instructivas. Allí se aprende a buscar, conseguir y a evaluar fuentes de información en varias formas. La adquisición de competencia en ese aspecto emplea muchos métodos que incluyen clases en grupos e individuales; y se obtiene mediante tutorías electrónicas guiadas. Tales actividades son parte de un currículo que ha ido evolucionando como un programa para aprender a utilizar información con la que se aprenden las destrezas y las filosofías educativas que llevarán a toda una vida de aprendizaje a esta comunidad colegial en la era de la información.

Circulación

Los estudiantes pueden sacar un máximo de tres libros por 21 días y renovar el préstamo otros 21, si nadie más los solicita. La facultad puede sacar libros por dos meses. Todo préstamo de la biblioteca debe devolverse para el último día de los exámenes finales. Los libros de referencia, los materiales de archivo, las revistas, los periódicos, panfletos y materiales audiovisuales no se pueden sacar de la biblioteca.

Reserva

Los materiales de reserva se pueden usar en la biblioteca por dos horas. En circunstancias especiales y por cita previa, se podrá sacar libros en reserva, a partir de una hora antes de cerrar. Hay que devolverlos a primera hora del próximo día en que
abre la biblioteca. Las copias únicas o finales, incluso las de los maestros, no se pueden sacar. Para obtener materiales de reserva, se debe firmar una tarjeta y dejar el carnet de identidad en la biblioteca. Para información, marque (718) 518-4224.

Multas

**Materiales de circulación:** Diez (0.10¢) centavos por cada día después de la fecha de vencimiento, incluye los días en que la biblioteca esté cerrada hasta llegar al precio presente del material.

**Reserva:** Un dólar veinte centavos ($1.20) por cada hora después del vencimiento hasta que la suma llegue a la cantidad máxima del precio presente del material.

**Artículos dañados:** Se cobran multas de vencimiento hasta e incluso la fecha en que se informa que se ha dañado y una cantidad que depende de los daños, pero que no excederá el precio presente del material, más una cuota adicional de diez dólares ($10.00).

Ubicación

La entrada de la Biblioteca está en el tercer piso del Edificio de Ciencias Médicas y Naturales Shirley J. Hinds, Grand Concourse #475, Sala A-308. Para más información marque:
Circulación, (718) 518-4222;
Referencia, (718) 518-4215.

Horario

Semestres de otoño y primavera
Lunes a jueves 9:00 a.m. a 9:00 p.m.
Viernes 9:00 a.m. a 5:00 p.m.
Sábado 10:00 a.m. a 5:00 p.m.
Domingo Se anunciará cada semestre
Durante los exámenes finales se extenderá el horario.

Otros Recursos

**El laboratorio con el aula electrónica y los recursos para el aprendizaje:** El laboratorio y el aula electrónica están en el segundo piso, en la sala A-214. Esta nueva sala modernísimas contiene computadoras nuevos para el aprendizaje directo, un proyector digital y una máquina de vídeo. Esta sala se diseñó con el propósito de fomentar el aprendizaje y apoyar el programa de utilización de información.

Los talleres, las clases y las conferencias que forman parte de cursos se llevan a cabo en el aula. Todo miembro de la facultad que desee reservar una conferencia deberá comunicarse con la bibliotecaria encargada de los servicios educativos.

**Centro Multimedia/Multimedia Center:** El Centro Multimedia se encuentra en la sala A-309, y contiene equipo audiovisual y películas, videos, cintas, discos y casetes para su uso por grupos e individuos. Alumnos, facultad y personal no docente deben comunicarse con la unidad audiovisual veinticuatro (24) horas por adelantado, marcando el (718) 518-4225.

**Centro de Recursos para Estudiantes Impedidos:** El Centro está en la sala A-208C, y se utiliza para tutorías, pruebas y capacitación con tecnologías. También es un lugar donde una persona con visión limitada y déficit de aprendizaje puede hacer trabajo académico. La sala contiene equipos especializados, como una máquina de lectura marca Xerox, televisores de circuito cerrado, que proyectan con letras grandes y computadoras, también con letras grandes, además de la capacidad para reconocer la voz. Todo estudiante interesado en estos servicios deberá comunicarse con Servicios para Estudiantes Impedidos, en el edificio Savoy, oficinas D-101J y D-101K, al marcar el (718) 518-4454 o -4459.
La oficina de Educación Continuada para Adultos del Colegio Comunal Hostos está donde se ofrecen oportunidades educativas, profesionales y de mejoramiento personal con el fin de satisfacer las necesidades de las comunidades en el Sur del Bronx y el Alto Manhattan. Algunas de las ofertas son gratuitas y la gran parte de ellas se ofrecen a un costo módico. Le invitamos a que como otros miles se integre al ambiente familiar y a la excelencia académica que ha hecho de Hostos único entre los colegios comunales.

Directora: Lorraine Altman
Para información, llame (718) 518-6656.
E-mail: cedu@hostos.cuny.edu

El Programa de Educación Básica para Adultos

El Programa de Educación Básica para Adultos está subvencionado y es gratuito. Se creó para personas que desean mejorar sus destrezas de lectura, de escritura y en matemáticas y en preparación para ingresar a una institución de educación secundaria. Ofrecer clases de lectura en inglés, matemáticas, lectura en español, inglés como segundo idioma y preparación para tomar el GED y el GED. Las clases preparatorias para el GED se imparten a un nivel por debajo del de GED. Todo participante puede prepararse para el programa de GED.
El programa intenso de lenguaje de CUNY, CLIP por sus siglas en inglés, brinda la oportunidad de estudiar inglés con intensidad antes de inscribirse en las clases de nivel universitario. Incluye instrucción en ESL, aprendizaje con computador, tutorías, libros y otros materiales; paseos, orientación universitaria y consejería. Debido a que las clases requieren la participación del estudiante durante 25 horas semanales, no se incluye ninguna otra materia.

**Importancia de CLIP**

- El programa CLIP de Hostos program se recomienda a los que solicitan ingreso a primer año que ya hayan sido admitidos a cualquier recinto de CUNY y necesitan ESL antes de comenzar estudios universitarios. También se recomienda para los estudiantes que no han logrado pasar un semestre de clases de ESL de colegio comunal o fracasaron en dicha clase, dos veces, en un recinto universitario.

- Pueden escoger un horario diurno o nocturno, de lunes a viernes. Las clases diurnas reunen de 9:00 a.m. a 2:30 p.m. y las nocturnas de 5:30 p.m. a 10:30 p.m.


- Con CLIP no se usa la asistencia económica. El costo del programa incluye libros y otros materiales y es de $150 en otoño o primavera y $60 en verano. Los estudiantes que reciben asistencia pública pagan $37.50 por otoño o primavera y $15 por el verano. Es GRATUITO para los inscritos en College Discovery o SEEK.

**Oficina y contactos**

Oficina C-553,
todos los días desde las 8:00 a.m. hasta las 8:00 p.m.
Teléfono: (718) 518-6645 o -6657.

Contactos
Fatih Makloufi, Directora
Belkys Vetsch, Auxiliar
Los programas de estudios en el extranjero abren oportunidades a estudiantes, facultad y personal no docente para enriquecer su entendimiento de la historia, la cultura y el lenguaje de otros países. También ayudan a crear un ambiente institucionalizado de respeto por las diferencias culturales y lingüísticas, y con ello refinan las destrezas que se necesitan para competir en la economía mundial.

En 1992 se inició la colaboración entre el Colegio Comunal Hostos y la Universidad Autónoma de Santo Domingo, UASD, con intercambios académicos que han incluido la participación de facultad y estudiantes, muy exitosamente. A partir de 1998, comenzó un acuerdo de intercambio con la Universidad Interamericana en San Germán, Puerto Rico. Otros acuerdos similares incluyen las universidades Politécnica y del Turabo, también en Puerto Rico, y la Universidad Complutense de Madrid, España.

Las subvenciones STOCS

En 1994, mediante una subvención de New York Community Trust DeWitt Wallace/Youth Travel Enrichment Fund, CUNY estableció lo que se conoce como el proyecto de “oportunidades de viaje y estudios para los estudiantes de CUNY, STOCS por sus siglas en inglés. STOCS ayudan a la participación de los inscritos en la Universidad para estar en el extranjero durante los recesos de invierno y verano. Hostos ya ha recibido de estas subvenciones a través de la Oficina de Programas Internacionales, de Asuntos Académicos de CUNY. Las mismas proporcionan el sostén económico en forma de becas con los auspicios de los programas de estudios en el extranjero.

Curriculum de los estudios en el extranjero

Los participantes se inscriben en clases con crédito y asisten a las misma en la institución anfitriona. Cursos típicos: historia, cultura y arte de la República Dominicana, literatura española contemporánea; historia y cultura de Puerto Rico; español para principiantes.

Los estudios duran cuatro semanas, de lunes a viernes, que constan de cuatro horas de conferencia en la mañana suplementadas con actividades educativas y culturales en la tarde. Académicos distinguidos de la universidad anfitriona dictan las conferencias matutinas y en las tardes se incluyen visitas a estudios de artistas, museos, sitios históricos y otros lugares de interés. Los paseos les exponen al idioma y el ambiente del país y proveen un modo rápido de adaptación. Sin duda, es algo que no se lograría en un ambiente donde solo se hable inglés.

Hospedaje

Los participantes podrán escoger de entre una variedad de lugares para alojarse y planes que incluyan las comidas, dependiendo de sus gustos, los costos y la disponibilidad de vivienda en la universidad anfitriona. Algunos se hospedarán con amistades o parientes y, no obstante lo que decidan acerca de dónde desayunar o cenar, se les sugiere que se reúnan para almorzar en el restaurante que quieran.

Alternativas de estudios en el extranjero para el año académico de 2002-2003

Programas de estudios en el extranjero se han establecido ya o se están tramitando con instituciones universitarias en los siguientes países:

China
Cuba
República Dominicana
Nigeria
Perú
Puerto Rico
España

Para más información, comuníquese con:
Ana I. García Reyes
Ayudante Especial de la Presidenta para Relaciones con la Comunidad y Directora de los programas internacionales.
Oficina A-314
Teléfono (718) 518-4313 o -4300
Facsímil (718) 518-4751
e-mail: agreyes@hostos.cuny.edu
Academia de Ciencias
Hostos-Lincoln

La Academia de Ciencias Hostos-Lincoln se encuentra en el plantel del Colegio Comunal Hostos, y es producto de una colaboración entre la Junta Educativa de la Ciudad de Nueva York y CUNY. Toma como modelo el concepto de la escuela secundaria preuniversitaria. Sus alumnos provienen directamente de escuelas intermedias de El Bronx y el Alto Manhattan. El programa académico de cuatro años culmina con los “New York State Regents Examinations”. El Colegio le sirve de recurso para instrucción en los salones de clases y como modelo a seguir. La Academia les ofrece a sus alumnos experiencias enriquecedoras con la intención de fomentar el éxito en la escuela secundaria y en la universidad.

Para ingresar hay que llenar una solicitud de ingreso al sistema de escuelas secundarias de la ciudad, además de otra que se obtiene del orientador, en persona o pidiéndola por teléfono al (718) 518-4333. Todo solicitante debe mostrar puntuación en lectura y matemáticas consistente con o muy cercana al grado que cursa. Los alumnos de la Academia son parte de la comunidad de Hostos y, por ello, tienen acceso al plantel, incluso los laboratorios de idiomas, de escritura y de ciencias, y de la biblioteca. Toman parte en los clubes, en los deportes y en las actividades recreativas del Colegio, y una vez que adquieran las pericias requeridas, se les permite tomar clases en el Colegio gratuitamente, cuyos créditos pueden aplicarse hacia un Grado Asociado. Todo graduado de la Academia tiene garantizado el ingreso en el Colegio Comunal Hostos.

Características especiales

El personal de la Academia se dedica a involucrar a las familias de sus alumnos y a la comunidad en los asuntos escolares. Con tal fin, lleva a cabo un programa sabatino con los padres, en el cual ellos y otros miembros de la comunidad aprenden computadoras, toman clases de ESL y para obtener el GED en español e inglés, y talleres para la confección de vitrales. Se les provee cuido para niños de cuatro años o mayores. Los padres que desean, pueden donar sus servicios como tutores de matemáticas, español y otras asignaturas, o hacer de mentores.

Con el propósito de que pasen los exámenes “Regents” con puntuaciones altas, y para ofrecerles un lugar seguro a los alumnos, la Academia ha extendido el día escolar y brinda tutorías todo el año para las materias académicas desde las 3:00 hasta las 5:00 de la tarde, además de las que ofrece para los PSAT y los SAT los sábados desde las 10:00 a.m. hasta las 2:30 p.m. En el receso de invierno, la semana de los presidentes y el de primavera, los estudiantes participan en una amplia variedad de actividades extracurriculares, que incluyen educación física, el arte del vitral, actuación, aprendizaje de computadoras, ajedrez, CPR y debates, además de las tutorías para todas las asignaturas académicas.

En el verano, los que ingresan por primera vez pasan por un programa de cinco semanas cuya intención es proporcionar un ambiente que calme la inquietud que muchos jóvenes sienten al ingresar a la escuela secundaria. En ese tiempo, aprenden el pensamiento crítico, el análisis de lectura y la resolución de problemas. Se incluyen también, clases para enriquecer el conocimiento en matemáticas e inglés, computadoras y resolución de conflictos.

Además del currículo que hace hincapié en las matemáticas y las ciencias, los estudiantes pueden tomar clases de secundaria y de nivel universitario.

La facultad y el personal no docente de la Academia Hostos-Lincoln

Michele Cataldi, Director
Elsie Acevedo, Directora Auxiliar
Susan Levi-Palmiotto, Orientadora
Daisy Molina, Orientadora
Vicky Sanacore, Jefa del Departamento de Humanidades
Vidal Pabon, Consejero para la universidad
Situado en el piso tercer del Edificio Este, el Centro para las Artes y la Cultura agrega una dimensión importante a la experiencia académica, pues presenta artistas reconocidos en el país e internacionalmente, al igual que artistas del patio establecidos y a los que están empezando a despuntar.

Se ha fijado la meta para el Centro de servir como una fuerza impulsora del arte nuevo. Por lo tanto, se ha establecido un programa para artistas individuales consistente en encargos y residencias. La serie para los niños presenta conciertos a más de 15,000 niños de las escuelas de la vecindad, y el nuevo programa educativo que parte de la galería ha de llevar las artes visuales a miles más. En fin, uno de los componentes característicos del Centro es la premiada Compañía de Repertorio, que cada temporada presenta dos o tres producciones teatrales de montaje completo.

El Centro para las Artes y la Cultura de Hostos disfruta de una galería cuya calidad es como la de un museo. Se inauguró en 1994, y en la temporada en curso ya ha llevado a cabo más de 200 actividades culturales y académicas. Allí se han expuesto y presentado artistas y grupos como Rubén Blades, Dizzy Gillespie, Eddie Palmieri, Dance Theatre of Harlem, Antonio Martorell, Faith Ringold, Celia Cruz, Marc Anthony, Barrio Boyzz, y Lucecita Benítez.
Fundado en 1987 por el profesor Isaac Goldemberg durante su docencia en City College, el Instituto de Escritores Latinoamericanos se ha convertido, durante sus primeros trece años de existencia, en un apoyo para escritores cuya producción se hace en español, inglés o en ambos idiomas. En 1991, recibió la Mención de Honor por Excelencia en las Artes que confirió el presidente de Manhattan. El Colegio Comunal Hostos se convirtió en su sede en 1992.

El Instituto de Escritores Latinoamericanos es un centro de fomento y diseminación del trabajo de los escritores latinos en los Estados Unidos, y ofrece servicios relacionados con la profesión a los que comienzan una carrera. También nutre al talento joven y el entendimiento de los mismos, y atrae el interés del público con sus talleres, lecturas y conferencias.

En su revista bilingüe, Brújula/Compass, el Instituto lleva escritos a lectores diversos. Cada número incluye poesía, ficción, entrevistas con escritores y con artistas visuales y críticas de libros importantes. También publica libros desde su editorial, “The Latino Press”.

A tenor con su meta de enriquecer la comprensión entre culturas, las actividades del Instituto están dirigidas a un público de orígenes étnicos variados, pues reconoce y nutre la diversidad entre sus miembros y en todos sus programas de actividades.
El Colegio Comunal Hostos recluta, emplea, retiene y asciende a sus empleados por sus habilidades sin tomar en cuenta raza, color de piel, religión, orígenes nacionales, impedimentos, edad, sexo, preferencias sexuales, estado civil, o condición de minusvalía o de veterano de la Guerra de Vietnam.

La política de acción afirmativa del Colegio cumple con los requisitos del Mandato Ejecutivo Federal Núm.11246, según enmendado; la Ley de Paga Equitativa de 1963, los Títulos VI y VII de la Ley de Derechos Civiles de 1964, el Título IX de las enmiendas Educativas de 1972, la Ley Antidiscriminatoria por Edad de 1967, las Secciones 503 y 504 de la Ley de Rehabilitación de 1973, la Ley de Reajuste de la Ayuda a los Veteranos de la Era de Vietnam de 1972 y 1974, la Ley de Educación Vocacional, la Ley de ADA, por sus siglas en inglés, de 1990; y la designación de italoamericanos como categoría amparada por la acción afirmativa. El Colegio ha recibido elogios, resultados de auditorías hechas por la Comisión pro Derechos Civiles del Estado de Nueva York, por la pluralidad representada en su facultad y personal no docente, y tiene un compromiso de cumplir con su obligación hacia los estudiantes, de proporcionar igualdad de acceso, educar y servir sin considerar raza, color de piel, religión, orígenes nacionales, impedimentos, edad, sexo, preferencias sexuales, estado civil o condición de veterano de la Guerra de Vietnam. Como patrono que ofrece oportunidades de empleo a todos por igual, de conformidad con legislación federal, y como institución educativa, respalda la política antidiscriminatoria y reconoce su responsabilidad de mantener en sus plantas un ambiente sin hostigamiento sexual para alumnos, facultad y personal no docente.

La profesora Linda Anderson es la oficial en el Colegio para la acción afirmativa y coordinadora del Título IX, del Acta de Discriminación por Edad, y 504/ADA. Ella es también responsable del control del programa. Su teléfono es el (718) 518-4284 y su dirección es Grand Concourse 475, Oficina A-318.

**EL PLURALISMO EN HOSTOS**

El Colegio Comunal Hostos se dedica al pluralismo. Ello significa que defiende los derechos de la facultad, de los estudiantes y del personal no docente de todas las razas, religiones, nacionalidades, sexos, preferencias sexuales y con diferentes capacidades físicas, a un trato digno y respetuoso. Esta actitud en el colegio tiene su raíz en la afirmación de humanidad común. Por lo tanto, la comunidad colegial aborrece todo acto o palabra que censure o amenace a sus integrantes debido a raza, religión, origen nacional, sexo, preferencia sexual o capacidad física.

**DECLARACIÓN ANTIDISCRIMINATORIA**

El Colegio Comunal Eugenio María de Hostos es una institución que ofrece igualdad de oportunidades y promulga la acción afirmativa, y, por ello, no discrimina por motivos de raza, color de piel, origen nacional o étnico, religión, edad, sexo, preferencia sexual, transgénero, impedimento físico, pre-disposición genética o status de portador, linaje o cuidadánía, condición de veterano o status matrimonial, con respecto a los estudiantes que admite, su acceso a los programas, al empleo y en la administración de sus normas educativas.
LA SANIDAD AMBIENTAL Y LA SEGURIDAD

General
En el Colegio Comunal Hostos se tiene la norma de mantener un ambiente seguro sin riesgos evitables de sufrir lesiones o contraer enfermedades, para la facultad, el personal no docente, los alumnos y los visitantes. Además, se practica el respeto y la protección del medio ambiente.

Las pautas de sanidad ambiental y seguridad están contenidas en reglamentos promulgados por agencias federales, del estado y municipales, que deben seguirse al establecer normas de seguridad en el recinto. Se usan como guías los estándares publicados por organizaciones profesionales de control para las materias que las normas gubernamentales no hayan tomado en cuenta.

Responsabilidades
1. Manejo
La presidenta del Colegio es responsable de que en el campus se preserven la salud y la seguridad, y debe cerciorarse de que se establezcan las normas adecuadas para proteger el ambiente colegial y evitar los peligros a la salud y la seguridad personal. Tal responsabilidad se delega a los supervisores de todo nivel para que se cumplan los objetivos de preservar estas condiciones.

2. Los jefes y los directores
El jefe de cada departamento o director de unidad es responsable de preservar la salud y la seguridad personal de estudiantes, facultad, personal no docente y visitantes en el área bajo su supervisión. Tienen la obligación y la autoridad para evitar o detener toda operación que consideren peligrosa. Se espera de ellos que busquen la asistencia necesaria de la Oficina para la Sanidad Ambiental y la Seguridad para crear e implementar un programa para su área.

3. Los supervisores
Todo supervisor debe tomar la iniciativa para mantener un lugar de trabajo seguro, y además capacita a empleados y estudiantes respecto a las buenas prácticas de seguridad. Tal capacitación debe incluir la enseñanza de lo siguiente:

- Todos los peligros posibles que conlleva la operación del departamento y los métodos establecidos para combatirlos.
- Todo reglamento de seguridad que aplica al área de operaciones.

Se espera de los supervisores que ayuden a las personas que desconozcan el área a cumplir con los reglamentos que apliquen.

El objetivo es que los empleados y los estudiantes se percaten y asuman la responsabilidad de implementar la seguridad colegial, para que así actúen responsablemente en una situación que no caiga dentro de las reglas establecidas.

Los individuos
La Oficina para la Sanidad Ambiental y la Seguridad en Hostos proporciona guía y servicios a todo el personal del recinto para ayudar a cumplir con los objetivos de las normas de sanidad ambiental y de la seguridad. Ello requiere lo siguiente:

- Que provea para la presidenta o su representante la información necesaria para establecer normas para la sanidad ambiental y la seguridad en el campus.
- Que investigue e informe acerca de incidentes ocurridos que involucren al personal o a visitantes.
- Que asista al personal en la creación, el establecimiento y el mantenimiento de un plan para prácticas de trabajo y ambiente seguros.

Contacto
Oficial para la Sanidad Ambiental y la Seguridad
471 Walton Avenue, Bronx, NY 10451
Teléfono: (718) 518-6746
Para cumplir con el capítulo 191 de las leyes aprobadas en 1969, la Junta de Síndicos adoptó el reglamento a continuación para mantener el orden público en los recintos colegiales y otras propiedades donde se imparte la educación.

**Reglamento para mantener el orden público de conformidad con el**

**Artículo 129A de la Ley Educativa**

La tradición universitaria de ser santuario para la libertad de cátedra y centro de discusión fundamentada debe protegerse. Su significado fundamental yace en la defensa de la libertad intelectual que consiste del derecho de los docentes a enseñar, de los eruditos a avanzar el conocimiento y de los estudiantes a aprender y a expresar puntos de vista sin presiones ni estorbos. Esta libertad sólo puede prosperar en una atmósfera académica de respeto mutuo, de cortesía y de confianza entre profesores y alumnos y, solamente cuando los que integran la comunidad colegial estén en disposición del dominio propio y la reciprocidad como condiciones para compartir la autonomía intelectual.

La libertad de cátedra y el santuario del recinto universitario se extienden a todos cuantos concuerden con estos objetivos y responsabilidades. No podrán ser invocados por aquellos que hubieran de subordinar la libertad intelectual a fines políticos, o violen las normas de conducta establecidas con el fin de proteger dicha libertad. La comunidad universitaria tiene el derecho y la obligación de defenderse contra sus infractores. En consecuencia, declaramos que el reglamento enunciado a continuación está vigente en todos y cada uno de los recintos colegiales y que se administrarán a tenor con los requisitos del debido procedimiento según lo exigen las Normas Administrativas de la Universidad de la Ciudad de Nueva York.

Con respecto al cumplimiento de este reglamento se hace notar que Normas Administrativas de la Universidad de la Ciudad de Nueva York disponen que:

**EL PRESIDENTE.** Respecto a su unidad educativa, el presidente, deberá:

**a.** Asumir la responsabilidad de preservar y enaltecer la excelencia académica y general del colegio bajo su jurisdicción.

**b.** Ser el asesor y agente ejecutor de la Junta y supervisar asumiendo todos los poderes discrecionales al efectuar las Normas Administrativas, las resoluciones y políticas de la Junta, las resoluciones legítimas de cualquiera de sus comités y las políticas, los programas y las resoluciones legítimas de varios planteles cuando ello sea lo propio.

**c.** Ejercer la superintendencia general respecto a los intereses, los funcionarios, los empleados y los estudiantes de su recinto.

**I. REGLAMENTO**

1. Ningún miembro de la comunidad académica ha de obstruir intencionalmente o por la fuerza, ni ha de evitar el ejercicio de los derechos de los demás; ni ha de impedir el proceso educativo ni obstaculizar el plantel, ni los derechos de aquellos que deseen obtener los servicios instructivos, personales, administrativos, recreativos y de la comunidad que presta la institución.

2. Los individuos estarán sujetos a riesgo de responsabilidad por el incumplimiento de las instrucciones legítimas dadas por representantes de la Universidad o el colegio que actúen en función oficial. Se requiere que los miembros de la comunidad académica muestren tarjetas de identidad si un oficial del colegio lo pidiese.

3. Están prohibidos la ocupación de los edificios de la Universidad o el colegio, o la obstrucción del acceso de entrada y salida de los mismos sin autorización para ello. Para sacar, reubicar y usar equipo u otros materiales pertenecientes a la Universidad o el colegio se debe obtener permiso previo de las autoridades pertinentes.

4. Se prohíbe el robo o el daño a la propiedad o planta física de la Universidad o el colegio; o el robo o el daño a la propiedad personal dentro de la Universidad o el colegio.
5. Todo miembro de la comunidad académica o invitado tiene el derecho a expresar y a defender su punto de vista sin temor a agresión física, de palabra, o de modo alguno, de parte de otros que sostengan puntos de vista opuestos. Ni los miembros de la comunidad académica ni persona alguna presente en los predios del colegio deberán emplear lenguaje ni actuar de modo alguno que provoquen o fomenten la violencia de parte de manifestantes, de personas siendo objetos de manifestación, ni de los espectadores.

6. Se tomarán medidas contra aquellos que no tengan un motivo legítimo para estar en los predios de la Universidad o el colegio o que con su presencia en los mismos obstruyan y por la fuerza impidan que otros ejerzan sus derechos, o obstruyan y por la fuerza interfieran con el proceso educativo institucional o con sus plantas físicas, o interfieran con los derechos de de aquellos que deseen obtener los servicios instructivos, personales, administrativos, recreativos y de la comunidad que presta la institución.

7. Se prohíbe la conducta desordenada o indecente en propiedad de la Universidad o el colegio o en propiedad bajo el control de los mismos.

8. Se prohíbe la posesión de rifle, escopeta o de ningún arma de fuego, o la posesión a sabiendas de cualquier instrumento o material peligroso que se podría utilizar para causar daño a personas, a edificios o a los predios de la Universidad o el colegio, sin el permiso escrito de las personas autorizadas para concederlo en esa institución. Se prohíbe la posesión de cualquier otro instrumento o material peligroso que se podría utilizar o se intente usar para causar daño personal o a edificios o a los predios de la Universidad o el colegio.

9. Se prohíbe todo acto o situación creados que por temeridad o intencionalmente pongan en peligro la integridad física o mental u obligue al consumo de bebidas alcohólicas o drogas con fines de iniciación o entrada en una organización.

10. Se prohíbe la fabricación ilegítima, la distribución, la posesión o el uso de drogas ilegales u otras sustancias controladas de parte de los empleados de la Universidad en los puestos de trabajo, y el desempeño del trabajo estando bajo la influencia de una sustancia controlada obtenida ilegalmente. Todo empleado debe notificar al Director de Personal de la Universidad de cualquier condena por violación de los estatutos que haya ocurrido en el trabajo a más tardar cinco (5) días después del dictamen de la sentencia.

II. SANCIONES

1. Todo estudiante que de modo alguno se ocupe en conducta prohibida por lo substantivo de las reglas 1 a la 9 estará sujeto a las siguientes sanciones según se definen de aquí en adelante en el Apéndice anexado: amonestación, advertencia, censura, probatoria disciplinaria, restitución, suspensión, expulsión, desalojo y el arresto por parte de las autoridades civiles.

2. Toda facultad, personal administrativo o custodio, con o sin permanencia, que de modo alguno se ocupe en conducta prohibida por lo substantivo de las reglas 1 a la 9 estará sujeto a las siguientes sanciones: advertencia, censura, restitución, multa —que no ha de exceder lo permitido por la ley o por la Universidad—, o suspensión con o sin sueldo pendiente de audiencia ante la autoridad colegial pertinente, despidio luego de la audiencia, desalojo y el arresto por parte de las autoridades civiles; y por ocuparse de cualquier modo en conducta prohibida por lo substantivo de la regla 10 podría, alternativamente, verse obligado a participar —con resultados satisfactorios— en un programa acreditado para la rehabilitación o el tratamiento por uso de drogas. Además, dado el caso de que el individuo tenga permanencia sea de la facultad o del personal administrativo o custodio y se ocupe en conducta prohibida por lo substantivo de las reglas 1 a la 9, tendrá el derecho a recibir tratamiento según lo especifican las leyes educativa y la de administración pública.

3. Todo visitante, concesionario o invitado, que de modo alguno se ocupe en conducta prohibida por lo substantivo de las reglas 1 a la 9 estará sujeto a desalojo o arresto de parte de las autoridades civiles, o ambas cosas.

4. Toda organización que autorice la conducta prohibida por lo substantivo de las reglas 1 a la 9 verá cancelado su permiso para funcionar dentro del campus, y se le aplicarán las sanciones la la-4 además de cualquier otra que la ley o los síndicos de la universidad dispongan.

III. APÉNDICE: DEFINICIÓN DE LAS SANCIONES

A. AMONESTACIÓN. Consiste de una declaración oral al transgresor a los efectos de que ha violado el reglamento universitario.

B. ADVERTENCIA. Es una notificación escrita u oral al transgresor a los efectos de que de continuar o
repetir la conducta indebida, en un plazo prescrito en la advertencia le acarreará más actos disciplinarios.

C. CENSURA. Es una reprimenda escrita por violar una regla específica e incluye la posibilidad de sanciones disciplinarias más severas en caso de que ocurra una condena por violar cualquiera de las reglas universitarias dentro de un plazo especificado en la carta de reprensión.

D. PROBATORIA DISCIPLINARIA. Consiste en la remoción de privilegios o exclusión de la participación en actividades extracurriculares de la universidad por un período de tiempo específico, según lo descrito en la notificación de probatoria disciplinaria.

E. RESTITUCIÓN. Reembolso por daños o apropiación indebida de propiedad. Éste puede constituir reparación por los daños o compensación monetaria.

F. SUSPENSIÓN. Es la exclusión de asistir a clases y de participar de otros privilegios o actividades por un período de tiempo específico, según lo prescrito en la notificación de suspensión.

G. EXPULSIÓN. Conlleva la terminación de la condición de estudiante por tiempo indefinido. Las condiciones para el reingreso, si es que se permiten, se impondrán con la orden de expulsión.

H. DENUNCIA ANTE LAS AUTORIDADES CIVILES.

I. DESALOJO.

POR TANTO. Copias del reglamento se ha de radicar con los regentes del estado de Nueva York y con la Comisión de Educación.

POR TANTO. El reglamento se ha de incluir en los folletos de cada colegio.

Sección 15.3. PROCEDIMIENTOS DISCIPLINARIOS CONTRA UN ESTUDIANTE.

Procedimientos para radicar una queja:

A. Todo cargo, acusación o alegato que se haya de presentar contra un estudiante el cual si se ha de probar le sometería a una acción disciplinaria, debe ser entregado por escrito y en detalle con prontitud a la oficina del decano de estudiantes por el individuo, organización o departamento que hace la acusación.

Según estas normas administrativas, un recinto donde el título de “decano de estudiantes” no exista, tal denominación equivaldrá al oficial cuyas funciones serían equivalentes al desempeño de un decano de estudiantes.

B. El oficial jefe de asuntos estudiantiles del colegio o su representante ha de conducir una investigación preliminar para determinar si se han de dar preferencia a la acusación. Este oficial o su representante informará al estudiante de qué se le acusa, consultará con otras partes en el caso o que posean información acerca del incidente y repasará toda prueba pertinente. Acto seguido a la investigación preliminar —que ha de concluir en un plazo de treinta (30) días naturales a partir de la radicación de la queja— el oficial jefe de asuntos estudiantiles o su representante deberá hacer uno de los siguientes:

(i) Desestimar el asunto si no hay fundamento para la alegación o si esta no merece una acto disciplinario. Se le notificará al individuo o individuos involucrados de la desestimación de la queja.

(ii) Recomendar el asunto a conciliación. Si un asunto se recomienda a conciliación, el estudiante acusado recibirá copia de la notificación requerida de conformidad con la sección 15.3.e. de la norma administrativa; o

(iii) Decidirse por formular los cargos disciplinarios.

Conferencia de Conciliación:

C. La conferencia de conciliación deberá llevarse a cabo bajo la dirección del orientador de la oficina del decano de estudiantes o de personal calificado o de un miembro de la facultad asignado por el oficial jefe de asuntos estudiantiles. Lo siguiente se efectuará durante la misma:

1. Se hará todo lo posible para hallar una solución por mutuo acuerdo.

2. De llegarse a un acuerdo, el orientador le dará sus recomendaciones el oficial jefe de asuntos estudiantiles para obtener su visto bueno, y si este lo concede, el querellante será notificado de ello.

3. Si no se llega a un acuerdo o si el estudiante no se presenta, el orientador le informará al oficial jefe de asuntos estudiantiles quien decidirá los cargos disciplinarios.
4. El orientador estará impedido de testificar en una vista acerca de la información recibida durante una conferencia conciliatoria.

Notificación de vista y de cargos:
D. El oficial jefe de asuntos estudiantiles le entregará en persona o le enviará al estudiante por correo certificado y regular la notificación de los cargos y de la hora y el lugar de la vista. La vista se fijará dentro de un plazo razonable luego de la radicación de los cargos o de la conferencia conciliatoria. Se dará un plazo mínimo de cinco (5) días hábiles en la notificación a menos que el estudiante consienta a un plazo menor.

E. La notificación ha de contener lo siguiente:
1. Descripción completa y detallada de los cargos contra el estudiante, incluso la regla o la norma administrativa que se le acusa de violar y las sanciones que se aplican por tal infracción.
2. Declaración de los derechos siguientes:
   (i) a presentar su versión de los hechos;
   (ii) a presentar testigos y pruebas en su favor;
   (iii) a contrainterrogar a los testigos en su contra;
   (iv) a no hablar sin que por ello se le juzgue culpable; y
   (v) a recibir representación legal o de un asesor por cuenta propia.
3. La advertencia de que lo que diga podría usarse en su contra en una vista fuera del colegio.

Procedimientos disciplinarios del Comité Disciplinarios de Facultad y Estudiantes:
F. Lo siguiente se aplicará durante la vista que se ha de efectuar ante el Comité Disciplinarios de Facultad y Estudiantes:
1. El presidente del comité conducirá la vista y estará encargado de informarle al estudiante de los cargos, de los procedimientos a seguir y de sus derechos.
2. Luego de informarle al estudiante de los cargos, de los procedimientos a seguir y de sus derechos, el presidente deberá pedirle al acusado si se declara culpable o inocente. Si este se declara culpable, se le deberá dar la oportunidad de explicar ante el comité sus actos. Si se declara inocente, el colegio procederá a presentar su caso. Una vez concluida la presentación del colegio, el estudiante podría presentar moción para que se desestimen la acusación. Si se denegara la moción del estudiante, este tendrá la oportunidad de presentar su defensa.
3. Antes de aceptar testimonios en la vista, el presidente del comité deberá fallar respecto a toda moción que ponga en entredicho la imparcialidad de cualquier integrante del comité o la propiedad de la notificación de los cargos. Subsiguientemente, sólo podrá fallar respecto a la suficiencia de la prueba y podrá excluir evidencia irrelevante, innecesaria o injustificadamente repetitiva. No obstante, si cualquiera de las partes desea poner en duda la imparcialidad de cualquier miembro del comité basándose en pruebas que no se conocían antes de fijarse la vista, el presidente puede fallar respecto a tal moción, y debe excluir a todos los testigos, pero no al acusado.
4. El colegio hará un expediente de toda vista para determinar los hechos de una acusación ya sea con una transcripción estenográfica, una cinta grabada o su equivalente. El estudiante acusado tiene derecho —si así lo pide— a una copia de la transcripción, la cinta grabada o su equivalente, gratuitamente.
5. El estudiante tiene derecho a una vista a puertas cerradas, pero también a pedir que la audiencia sea pública. Sin embargo, el presidente tiene el derecho a llevar a cabo una vista a puertas cerradas si la pública afectaría de forma adversa u obstaculizaría la labor del comité.
6. La tarea de probar las acusaciones con evidencia preponderante recae sobre el colegio.
7. La función del Comité Disciplinario de Facultad y Estudiantes es escuchar los testimonios, hacerles preguntas a los testigos, revisar los testimonios, las pruebas presentadas ante el comité y los documentos presentados por las partes involucradas, y hacer una determinación de culpabilidad o inocencia. Si al estudiante se le hallara culpable, el comité decidirá el castigo que ha de imponérsele.
8. Al concluir la fase de la vista para determinar los hechos, el estudiante podrá presentar récords adicionales tales como testimonios de su calidad moral. El colegio podrá presentar copia de un expediente disciplinario anterior, si fuere pertinente, si el mismo se le hubiese mostrado al estudiante antes de comenzar la vista. El expediente disciplinario se le deberá entregar al comité en sobre cerrado y no se deberá abrir hasta tanto el comité no haya determinado los hechos. Si al
Estudiante se le hallará culpable de lo que se le acusa, los registros y otros documentos presentados por el estudiante y el colegio deberán abrirse para que el comité los tome en cuenta en sus disposiciones acerca del castigo si se sostienen las acusaciones.

9. Las deliberaciones del comité se harán a puertas cerradas, y su decisión se basará solamente en el testimonio y la prueba presentados y los documentos radicados por las partes.

10. Al estudiante se le enviará copia de la decisión del Comité Disciplinario de Facultad y Estudiantes en el plazo de cinco (5) días a partir de la conclusión de la audiencia. Tal decisión será final y sujeta al derecho de apelación del alumno.

11. Si el estudiante acusado recurre a la representación legal, el presidente del colegio podría pedir que un abogado de las oficinas del Asesor Legal de la Universidad asista a la vista para presentar el caso del colegio.

Sección 15-4. APELACIONES.

La decisión del Comité Disciplinario de Facultad y Estudiantes puede apelarse ante su presidente, quien podrá confirmar o disminuir el castigo, pero no aumentarlo. Su decisión es final excepto en casos de despido o suspensiones por más de un semestre. La apelación por una decisión de despido o suspensión por más de un semestre se deberá presentar ante el comité pertinente de la junta. Toda apelación por una decisión amparada por esta sección debe hacerse por escrito en un plazo de quince (15) días a partir de la entrega de la decisión apelada. Este requisito podría abdicarse por parte del presidente o de los comités de la junta, para un caso en particular y por una causa justificada, según el caso. Si el presidente es parte en la disputa, sus funciones respecto de la apelación deberán ser desempeñadas por un oficial de la universidad, nombrado por el rector.

Sección 15-5. COMPOSICIÓN DEL COMITÉ.

a. Cada comité disciplinario de facultad y estudiantes consistirá de dos miembros de la facultad, dos estudiantes y un presidente. El presidente y cualesquiera dos miembros constituyen quorum. Las vistas se fijarán para una hora conveniente para todos y se hará todo lo posible para que haya plena representación de facultad y estudiantes.

b. El presidente, previa consulta con el gobierno colegial o si el presidente dirige ese cuerpo, su comité ejecutivo, habrá de seleccionar a tres (3) docentes para capacitarlos con el fin de que sirvan en rotación como presidentes del comité disciplinario. Si ninguno de los presidentes del recinto colegial puede asumir esa función, el presidente, a discreción, podrá solicitar que se escoja un presidente al azar de entre el grupo entero de presidentes escogidos por otros recintos. El presidente del comité dirigirá todas las reuniones del Comité Disciplinario de Facultad y Estudiantes y tomará decisiones y hará fallos a nombre del mismo. No emitirá voto a menos que haya un empate.

c. Los miembros de la facultad se seleccionarán mediante lotería de un grupo de seis electos anualmente por el cuerpo pertinente entre la docencia que tienen rango o estado de facultad. Los estudiantes miembros del comité se seleccionarán, también por lotería, de un grupo de seis electos anualmente por todos los estudiantes inscritos elegibles para votar en el colegio. En caso de que el panel compuesto por facultad o el compuesto por estudiantes o ambos no se llegaran a elegir, o se necesitaran más integrantes para el panel, el presidente deberá seleccionar el o los paneles que no han sido electos. Nadie puede servir en el panel por más de dos años consecutivos.

d. Si el presidente del comité no puede continuar sus servicios, el presidente del colegio deberá nombrar a otro. Si se vaciará una posición docente o estudiantil y fuera necesario llenarla para continuar una audiencia, ésta se llenará mediante lotería de entre el panel de facultad o el de estudiantes.

e. Individuos que han de participar en una vista como testigos, o hayan tenido que ver con la acusación, o que pudieran participar de una apelación, o cualesquiera personas que tengan un interés directo en el resultado de la misma quedarán descalificados para servir en el comité.

Section 15.6 SUSPENSIÓN O DESPIDO.

La junta se reserva los poderes de despedir o suspender a un estudiante, o de suspender a una organización por conducta que impida, obstaculice o interfiera con la administración y la operación ordenada y continua de cualquier recinto colegial, escuela o unidad universitaria en el uso de sus edificios, o para el logro de sus propósitos de institución educativa.

El rector o su representante, un presidente o cualquier decano podrán, en caso de emergencia o circunstancia
extraordinaria, suspender temporalmente a un estudiante o los privilegios de una organización o a un grupo estudiantil con justificación, pendiente de una vista inmediata según lo indicado en la sección 15.3 de las normas administrativas, que se ha de llevar a cabo en un plazo no mayor de siete (7) días escolares. Antes de comenzar dicha suspensión, el colegio deberá de informárselo al estudiante verbalmente y explicarle las pruebas que respaldan la acusación. Éste a su vez podrá presentar, también verbalmente, su explicación o teoría al respecto. Cuando la presencia de un estudiante en el recinto colegial representa peligro continuo a personas o a la propiedad, o amenaza con interrumpir el proceso académico, una notificación y la oportunidad de negar las acusaciones y explicar su posición, podrían ocurrir después de la suspensión, pero será dada lo antes posible.
LA SEGURIDAD PÚBLICA EN HOSTOS

Declaración de propósitos

Seguridad Pública de la Universidad de la Ciudad de Nueva York se dedica a proporcionar protección a la comunidad colegial. Somos oficiales del orden público y procuramos la seguridad para que el ambiente sea positivo y conducente al proceso social y educativo. Este propósito lo ilustra el lema,

SERVICIO, INTEGRIDAD Y ORGULLO

La seguridad y el bienestar de los estudiantes, la facultad y el personal no docente son siempre nuestra prioridad, pero un recinto verdaderamente seguro sólo se puede lograr con la colaboración de todos. La información que ofrecemos a continuación forma parte del esfuerzo para que dicha colaboración sea efectiva. Esperamos que la lea con detenimiento y que la utilice para fortalecer ese ambiente para todos dentro del campus.

Políticas respecto a los procedimientos a seguir cuando se informan actos criminales y surgen otras emergencias en el recinto colegial

El Departamento para la Seguridad Pública exhorta a que se informe toda actividad delictiva y emergencia médica que sucedan en el campus. Ello se puede hacer en persona o por teléfono al marcar el (718) 518-6888 o el 6911 desde cualquier teléfono dentro del recinto. Aunque es preferible que se le informe primero al Departamento para la Seguridad Pública, también se puede llamar directamente a la Policía de Nueva York. Desde un teléfono colegial es preciso marcar el 9 antes del 911. Todo acto que no sea delito, como el fumar o negarse a presentar tarjeta de identidad cuando lo pida un oficial colegial, se manejará de modo administrativo: se escribirá un informe que será enviado al vicepresidente correspondiente.

El Departamento para la Seguridad Pública del Colegio Comunal Hostos

El Departamento para la Seguridad Pública se encuentra en Grand Concourse 450 en lo que también se conoce como el Edificio Este, salón C030, en el nivel llamado “Anthony Griffith”. Éste tiene la responsabilidad de proteger a las personas y a la propiedad que comprende los predios del Colegio, y cuenta con un director, un teniente que es ayudante del director, cinco (5) sargentos, cinco (5) cabos, 18 oficiales de patrulla, 17 ayudantes de seguridad, dos cerrajeros y una secretaria.

Todo oficial de seguridad del campus es un profesional capacitado para lidiar con la seguridad de la planta física y de las personas en el recinto, y está orientado hacia la prestación de servicios. Algunos de ellos han recibido adiestramiento para efectuar resucitación cardiopulmonar, CPR por sus siglas en inglés, y todos están equipados con radios de dos vías y linternas además de llevar los uniformes que les distinguen.

Los oficiales de la paz están juramentados y tienen la potestad —dada por el comisionado de la policía de la ciudad de Nueva York— para efectuar arrestos. Los que se encuentran en funciones en el recinto han sido nombrados “Patrulleros y Oficiales de la Paz Especiales” según la Sección 2.10, Subsección 27 de la Ley de Procedimientos Penales del estado de Nueva York.

Los ayudantes de la seguridad son guardias de seguridad, según lo definido por el Artículo 7A de la Ley Central Empresarial. Éstos no tienen una mayor potestad para efectuar arrestos de la que tiene un civil cualquiera.
Armas

No se permite que nadie, excepto los oficiales de la paz de conformidad con la autorización de los presidentes universitarios, tengan en su poder rifles, escopetas u otras armas de fuego ni ningún instrumento o material peligroso que podría causar daño físico a individuos o a edificios en los predios del campus.

Protección al público

Escoltas
El personal del Departamento para la Seguridad Pública proporciona escoltas a las paradas del tren subterráneo y de los autobuses, a los automóviles estacionados en los alrededores del recinto colegial para todo el que se esté marchando, y en particular al caer la oscuridad y tarde en la noche.

La radicación de una orden de protección
El Departamento para la Seguridad Pública acepta y archiva toda orden de protección que cualquier miembro de la comunidad colegial le entregue. La información contenida en éstas, junto a cualquier otra será entregada al personal de seguridad con el fin de evitar su violación. Cualquiera, dentro del recinto, que no cumpla con una orden de protección será arrestado.

Artículos perdidos
El Departamento para la Seguridad Pública se ocupa de guardar artículos encontrados, por un semestre. Cualquiera que haya extraviado algún objeto dentro del campus debe pasar por la oficina C030 y procurarlo, con la debida identificación personal. Toda arma o contrabando ilícito se notificará a la policía de Nueva York.

Tarjetas de identidad perdidas
Todo estudiante que pierda o extravíe su tarjeta de identidad de Hostos debe pagar $5.00 al cajero, presentar el recibo al personal del Departamento para la Seguridad Pública para obtener una nueva. La facultad y el personal no docente deben recurrir además al Departamento de Personal para obtener verificación de empleo, antes de proseguir al Departamento para la Seguridad Pública

Avisos a la comunidad colegial
Si fuere necesario notificar al estudiantado y al personal colegial de una situación urgente o de que ha ocurrido un crimen en el recinto, según la Ley

Consejo
En el Departamento para la Seguridad Pública se mantiene un diario que se conoce como "Public Safety Incident Log Book". Hay riesgos en todas las comunidades y el crimen puede ocurrir en la sociedad y ello incluye al recinto universitario. Se recomienda el alerta continuo a lo que le rodea, y que sea consciente de la seguridad. Si viera o escuchara algo sospechoso, infórmelo inmediatamente. El robo y otros delitos ocurren, pero los riesgos se pueden reducir de manera individual si cada quien toma precauciones.

Derecho a saber la verdad
Se exhorta a los estudiantes a que obtengan copia del Jeanne Cleary Disclosure or Campus Security Policy and Campus Security Act de las oficinas del Departamento para la Seguridad Pública, en la oficina C030.

La seguridad pública por Internet
Para más información acerca del Departamento para la Seguridad Pública de Hostos visite: http://www/hostos.cuny.edu/public safety.
Las drogas, el tabaco y las bebidas alcohólicas

Declaración de las políticas acerca de las drogas, el tabaco y las bebidas alcohólicas

Las bebidas alcohólicas

A nadie que aparente estar impedido se le ha de entregar o vender bebida alcohólica alguna una hora antes de la hora convenida para terminar una actividad dentro del recinto colegial. La planilla de la “Alcoholic Beverage Commission”, o Comisión de Bebidas Alcohólicas, ABC por sus siglas en inglés, se obtiene en Actividades Estudiantiles.

Fumar

El 1 de enero de 1995, la Junta de Síndicos de la Universidad de la Ciudad de Nueva York prohibió el fumar dentro de los edificios propiedad, arrendados y operados por la universidad, y en el semestre otoñal de 1994, el Senado de Hostos dio un voto rotundo en favor de la medida aprobada por la junta. La resolución de la junta lee: “Siendo la universidad en medio urbano más grande del país, y por su compromiso con la preservación de la salud y el bienestar de la facultad, los alumnos y el personal no docente, la Universidad de la Ciudad, porque conoce los peligros del uso del tabaco como directamente vinculado a la muerte de alrededor de 390,000 estadounidenses al año....” La explicación que acompaña la resolución dice que “el peligro para la salud vinculado con el humo que sale del tabaco para los fumadores y los que no fuman, es claro indicio de que existe la necesidad de crear un ambiente sin humo de tabaco en la universidad”. El Colegio Comunal Hostos apoya la prohibición del fumar y la implementa con rigor.

Sanciones

La fabricación, la distribución, el despacho y el uso ilegal de drogas u otras sustancias controladas; y la ingestión sin permiso de bebidas alcohólicas por parte de alumnos o empleados o ambos en el recinto universitario está prohibido por el TÍTULO 21 del Código 801 de los EE. UU. ET. SEQ. y por la LEY 3306 DE SALUD PÚBLICA DEL ESTADO DE NUEVA YORK. La aparición en público de una persona intoxicada con narcóticos o droga que no sea el alcohol a tal grado que represente un peligro para sí mismo o para los demás, o que ponga en peligro alguna propiedad, o moleste a otros a su alrededor es una violación de la Ley Penal 240.40 del estado de Nueva York. También viola la Ley Penal 260.20(d) (4) del estado de Nueva York una persona que entregue o venda bebidas alcohólicas a un menor de 21 años. Los estudiantes deberán obedecer los reglamentos federales y estatales así como también las reglas de conducta impresas en el Boletín de Hostos.

Todo estudiante o empleado que viole los reglamentos expuestos estará sujeto a medidas disciplinarias. Las sanciones podrían incluir la amonestación, la advertencia, la censura, probatoria disciplinaria, la restitución, la suspensión, la expulsión y la queja a las autoridades civiles. Todas estas medidas están claramente definidas en el Boletín.

Todo estudiante que tenga dificultades a causa del consumo de alcohol o debido a la dependencia de sustancias químicas se recomendará al decano auxiliar para Desarrollo Estudiantil y el Manejo de las Inscripciones o a Orientación por maestros o por sí mismo. El vicepresidente para Desarrollo Estudiantil y el Manejo de las Inscripciones podría tomar medidas disciplinarias o recomendar que éste se reúna con un orientador para que se haga la recomendación de ayuda a una entidad externa al colegio.
**LO S D E R E C H O S R E L I G I O S O S**

Sección 224-A de la Ley Educativa del estado de Nueva York

Las reglas respecto a las creencias religiosas que afectan a los estudiantes son las siguientes:

1. Nadie será expulsado de una institución para la educación postsecundaria, ni rechazado su ingreso como estudiante, ni impedido de asistir a clases, ni de tomar exámenes, ni de estudiar porque sus creencias religiosas no le permitan cumplir con lo ya expuesto en un día o días en particular.

2. Todo estudiante en una institución postsecundaria que no pueda—por razones religiosas—asistir a clases en un día o días particulares deberá—a causa de esas ausencias—excusársele de tomar exámenes, o estudiar o entregar trabajos requeridos en ese o esos días en particular.

3. La facultad y los oficiales administradores de cada institución postsecundaria serán responsables de darle la oportunidad de una fecha alterna para reponer exámenes, estudiar y entregar trabajos requeridos a todo estudiante que se ausente de clases debido a sus creencias religiosas un día o días en particular. Al alumno no se le cobrará cuota alguna por la misma.

4. Si hay clases que se reúnen, exámenes, estudios o requisitos que cumplir los viernes después de la 4:00 p. m. o los sábados, fechas alternativas de clases, exámenes, estudios o requisitos que cumplir se pondrán a disposición para posibilitar su cumplimiento. Al alumno no se le cobrará cuota alguna por permitírsele tomar las clases, los exámenes, los estudios o hacer trabajos en fechas alternas.

5. Al efectuar lo que esta sección prescribe, la facultad y los oficiales administradores de cada institución para la educación postsecundaria habrán de ejercer la medida más completa de buena fe. No se deberá afectar adversamente ni perjudicar a ningún alumno por solicitar el amparo de lo aquí prescrito.

6. Todo estudiante que sea agraviado debido al alegado fallo de cualquier miembro de la facultad en cumplir de buena fe con lo prescrito por esta sección, tendrá el derecho a iniciar un proceso en el tribunal supremo del condado donde se asienta la institución para la educación postsecundaria para que se cumpla con su derecho, según lo prescribe esta sección.

6a. Cada institución para la educación postsecundaria deberá publicar copia en el mismo catálogo donde se publican las clases y sus días y horarios.

7. La frase “institución para la educación postsecundaria”, según se usa en esta sección, se refiere a planteles bajo la jurisdicción de las juntas de síndicos de las universidades del estado y de la ciudad de Nueva York o de cualquier colegio comunal.
**HOSTIGAMIENTO SEXUAL**

**Política de la Universidad de la Ciudad de Nueva York respecto al hostigamiento o acoso sexual**

El Colegio Comunal Hostos ha adoptado la política respecto al acoso sexual que la Junta de Síndicos de CUNY aprobó el 26 de junio de 1995, sustituyendo así la antes vigente.

La Universidad de la Ciudad de Nueva York promulga un ambiente de colaboración y de respeto mutuo en el desempeño de labores y en lo académico, para los estudiantes, la facultad y el personal no docente. El hostigamiento sexual de empleados o de estudiantes no es como lo define esta política, o contrario a la política de igualdad de oportunidad para el empleo y académica sin tomar en cuenta edad, el sexo, preferencia sexual, condición de extranjero o de ciudadanía, religión, raza, color de la piel, origen nacional o étnico, impedimento físico, condición de veterano o estado civil. El acoso sexual es ilegal según las leyes federales, estatales y municipales, y no ha de tolerarse en la universidad.

Todos los recintos de la Universidad habrán de publicar esta política y tomar medidas para educar a la comunidad colegial acerca del acoso sexual. Se establecerán procedimientos para garantizar que las pesquisas de alegaciones de hostigamiento sexual se lleven a cabo prontamente, con imparcialidad, totalmente y con la mayor confidencialidad posible, dadas las circunstancias, para que se tomen las medidas de corrección y de disciplina según lo amerite la situación, una vez se determine que el acoso sexual ha ocurrido. Se exhorta a todo integrante de la comunidad colegial que se sienta agraviado con hechos tales a que informe sus alegatos tan pronto sea posible, pues el retraso en presentar una queja de esta índole, dificultará la investigación por parte del colegio.

a. **Conducta prohibida**

Todo integrante de la comunidad universitaria que practique el hostigamiento sexual en represalia contra otro por alegar hostigamiento sexual, por haber radicado queja de acoso sexual, o por participar en un proceso donde se investiga si éste ha ocurrido está violando la política universitaria

b. **Definición de Acoso Sexual**

El acoso sexual se define como acercamientos de naturaleza sexual no deseados, peticiones de favores sexuales y expresiones orales o escritas o demostraciones físicas de naturaleza sexual si:

1. el sometimiento a dicha conducta, implícita o explícitamente, es condición para conservar el empleo mantener el nivel académico;
2. el sometimiento o el rechazo de dicha conducta por parte de un individuo se use para decidir su empleo o para hacer decisiones que afecten su nivel académico; o
3. dicha conducta tiene el propósito o efecto de interferir de modo irrazonable con el desempeño del trabajo o el académico o crea un ambiente de trabajo o académico de intimidación, hostil o abusivo para un individuo.

El hostigamiento sexual puede ocurrir entre individuos de sexos diferentes y del mismo sexo. A pesar de que el acoso sexual a menudo explota las relaciones entre personas con poderes desiguales —por ejemplo facultad y personal no docente, personal no docente y alumno, supervisor y supervisado, facultad con permanencia y facultad sin permanencia—también puede ocurrir entre personas con iguales poderes, como entre estudiantes y entre colegas. En algunos casos puede hasta ocurrir de parte de una persona con menos poder que la hostigada—cuando un estudiante acosa a una profesora—La falta de intención de acoso podría tener relevancia pero no será determinante de si ha ocurrido o no hostigamiento sexual.

c. **Ejemplos de hostigamiento sexual**

El hostigamiento sexual toma varias formas. El usar la respuesta de una persona a una petición de naturaleza sexual para decidir si se le mantiene en el empleo o si se le da una nota, es una forma de acoso
sexual. Ello se conoce como hostigamiento o acoso de *quid pro quo* y puede ser, pero no se limita a lo siguiente: pedir o exigir favores sexuales a cambio de oportunidades laborales o académicas, como contratos de trabajo, ascensos, notas o recomendaciones; hacer evaluaciones injustas o inexactas del trabajo o del desempeño académico, o negar capacitación, ascensos o acceso a oportunidades de trabajo o académicas porque se hayan rechazado los acercamientos de índole sexual.

Otras clases de conducta sexual indeseada podrían constituir acoso si son tan graves o extensas que el objeto de la misma considera, y cualquiera otra persona razonable consideraría, que se ha creado un ambiente de intimidación, hostil o abusivo. Ejemplos de esto que se conoce como hostigamiento o acoso por ambiente hostil, incluyen sin límite lo siguiente:

- comentarios, bromas o chistes sexuales;
- comentarios contra la reputación y peyorativos, epítetos denigrantes, abuso verbal;
- comentarios gráficos o sugestivos acerca del vestir o del cuerpo;
- preguntas o conversaciones acerca de actos sexuales;
- presión para que se acepten invitaciones sociales, encuentros privados, salidas, o para sostener relaciones sexuales;
- cartas u otros escritos sugestivos;
- tocar, o rozar sexualmente a otros, gestos sugestivos o gráficos, acorralamiento, pellizcar, agarrar, besar o acariciar;
- obligar a las relaciones sexuales o violación.

d. Relaciones consensuales

Salidas amorosas o relaciones que conlleven lo sexual—que en otras circunstancias serían propias—tienen peligros intrínsecos cuando ocurren entre un integrante de la facultad, un supervisor u otro miembro de la comunidad universitaria y cualquier persona con la cual tiene responsabilidad profesional. Tales peligros podrían hacer que el alumno o empleado se sienta coaccionado a entrar en una relación no deseada, por temor a que el rechazo sea adverso a su educación o empleo; pueden surgir conflictos de intereses cuando un miembro de la facultad, un supervisor u otro integrante de la comunidad colegial ha de evaluar el trabajo o tomar decisiones acerca del personal o de la situación académica respecto a un individuo con quien mantiene una relación sentimental; otros compañeros de estudios o de trabajo podrían pensar que ese individuo involucrado en una relación sentimental tendrá ventajas injustificadas; y si las relaciones terminan de manera no amigable, que ambas partes o una de ellas tome represalias contra la otra.

La facultad, los supervisores y otros miembros de la comunidad universitaria que tienen responsabilidades profesionales con otros individuos, deben obrar según y conforme y tener en mente que cualquier relación de naturaleza sentimental y sexual con un alumno o subalterno con quien tienen tal responsabilidad podría poner en entredicho la mutualidad de la relación y conducir a una acusación de hostigamiento o acoso sexual. Por las razones antes expuestas, tales relaciones se desalientan.

Para los propósitos de esta sección, en la Universidad, un individuo tiene responsabilidad profesional con otro si el primero ejerce funciones que incluyen sin límite la enseñanza, la orientación, da notas, aconseja, evalúa, contrata, supervisa, hace decisiones o recomendaciones que confieren beneficios tales como ascensos, otorga becas u otras formas de remuneración que afecten otras oportunidades de trabajo o académicas para el segundo.

e. Libertad de cátedra

Esta política no debe interpretarse como interferencia con la libertad de cátedra.

f. Acusaciones falsas y maliciosas

Todo integrante de la comunidad colegial que acuse falsa y maliciosamente por hostigamiento o acoso sexual, contrario a quejas que se hagan de buena fe aunque equivocadas, estarán sujetos a medidas disciplinarias.

g. Procedimientos

La Universidad ha de crear procedimientos para implementar esta política. El presidente de cada colegio, el rector suplente en las oficinas centrales y el decano de la escuela de derecho tendrán la responsabilidad de supervisar el cumplimiento con esta política desde sus respectivas unidades dentro de la Universidad. Además, cada decano, director, jefe de departamento, ejecutivo, administrador o persona con responsabilidad supervisoria deberá
informar toda queja de hostigamiento sexual a un individuo o grupo de individuos que se asignarán al crear los procedimientos. Se requiere de todos en la Universidad que colaboren con toda investigación por queja de acoso sexual.

h. Cumplimiento

Existen medidas correccionales y castigos por violar la política contra el hostigamiento o acoso sexual. Los alumnos, la facultad o el personal no docente que, en la aplicación de procesos disciplinarios, se encuentre que hayan violado la política estarán sujetos a varios castigos, incluso la terminación de su empleo y el despido permanente.
El Título IX de la Enmienda de 1972 a la Ley Educativa lee: “A nadie (...) se le deberá, por razones de sexo, excluir de participar, negársele beneficios o ser objeto de discriminación para ningún programa educativo o actividad que reciba ayuda federal (...)”. La ley aplica a admisiones, vivienda y la planta física de un plantel, clases y otras actividades educativas, orientación, asistencia económica, becas, servicios y seguros médicos estudiantiles, estado civil o condición de progenitor.

La Sección 504 ADA de la Ley de Rehabilitación de 1973 prohíbe específicamente el discriminación contra las personas con impedimentos físicos. El colegio ha establecido los procedimientos siguientes para tratar quejas por agravios relacionados con el Título IX y la Sección 504. Copia de los procedimientos está a disposición de todo estudiante en el colegio que alegue cualquier actividad concerniente a impedimentos o al sexo que la Sección 504 o el Título IX prohíben o que la prohíben los reglamentos que ponen en práctica esas leyes. Ningún otro asunto se tratará en los procedimientos.

1. Quejas informales

a. Se alienta a los estudiantes a discutir una queja con el jefe de la unidad pertinente. Todo supervisor que reciba una queja en la que se aplique esta sección deberá responder a ella por escrito a la persona que da la queja.

b. Si el estudiante no queda satisfecho con la decisión y el resultado obtenido con ese supervisor, podrá presentar una queja informal al decano de Desarrollo Estudiantil y Manejo de Inscripciones o a su representante, quien intentará resolver el asunto satisfactoriamente para el estudiante y la unidad involucrada. Todo arreglo, retiro o disposición de una queja por agravio durante esta etapa informal no conllevará precedente que obligue a disponer de otros agravios similares de igual manera.

c. Los supervisores y el vicepresidente para Desarrollo Estudiantil y Manejo de Inscripciones o su representante harán expedientes de cada queja informal en la que se incluirá el nombre del estudiante, la naturaleza de la queja y la fecha y modo de resolución de la misma.

2. Quejas formales

a. Toda queja formal por agravio debe radicarse con el coordinador de la Sección 504 ADA por escrito en un formulario que se obtiene en Servicios Estudiantiles y llevarse personalmente o enviarse por correo certificado o registrado a más tardar treinta (30) días después de ocurrido lo que ocasiona la queja. El intento de una solución informal no extiende este plazo máximo.

La radicación de una queja formal no excluye el intento de una solución informal.

Si la queja se entrega personalmente se entregará un recibo por la misma. El recibo es prueba de radicación. El agraviado debe también pedir el remedio y especificar las partes envueltas. Las quejas por agravio deben dirigirse a:

Coordinador de Sección 504 ADA
Colegio Comunal Hostos
Grand Concourse 475
Bronx, NY 10451

b. El coordinador para la Sección 504 ADA deberá investigar la queja y emitir una decisión escrita al agraviado y al administrador de mayor rango en cuya área surgió la queja en un plazo de catorce (14) días hábiles. Si la queja es contra una persona en Desarrollo Estudiantil, el presidente asignará a otro funcionario para que haga la investigación.

c. El estudiante podría presentar pruebas, incluso el testimonio de otras personas en apoyo a su queja durante una conferencia con el Coordinador para la Sección 504 ADA. El propósito de la conferencia es darle la oportunidad al estudiante para demostrar que ha ocurrido una violación de la Sección 504 o el Título IX.
POLÍTICA Y GUÍA CON PREGUNTAS Y RESPUESTAS ACERCA DEL SÍNDROME DE INMUNODEFICIENCIA ADQUIRIDA, SIDA³

Universidad de la Ciudad de Nueva York

Debido a que existe una epidemia de SIDA⁴, la Universidad de la Ciudad de Nueva York fomentará la educación, la conciencia y la compasión, y dirigirá el empleo de sus recursos y sus esfuerzos para llevar a cabo tareas que incluyan lo siguiente:

- educar a la comunidad universitaria acerca del SIDA y los asuntos relacionados a la enfermedad;
- informar acerca del contagio y cómo reducir los riesgos de propagación;
- facilitar el acceso al tratamiento adecuado y a otras ayudas de orientación y administrativas;
- identificar situaciones educativas y laborales donde se deben tomar precauciones específicas;
- alentar la investigación del SIDA y los asuntos que se le relacionan; y
- disminuir el temor y las reacciones sin razón vinculadas a la enfermedad, de personas de que padecen el SIDA y hacia los que podrían estar en peligro de contraerlo.

En la Universidad se piensa que como no existe aún cura para el SIDA, ni tratamiento que inhiba el virus que lo causa, la educación preventiva es de suma importancia, y que según aumenta el conocimiento de lo que es, los conceptos erróneos acerca de la enfermedad y de cómo ocurre el contagio, disminuirán las reacciones irracionalles a la misma.

Declaración de principios

La política universitaria se basa en el consenso médico de que el SIDA no se contagia fácilmente. También se basa en el asesoramiento legal a los efectos que existen leyes federales y estatales contra el discriminación de las víctimas del SIDA y de personas que se perciban como portadoras. A tenor con estas premisas médicas y legales, la política de la Universidad dice que cada problema relacionado con el SIDA se debe tratar individualmente, concentrándose en los hechos médicos y teniendo en consideración la privacidad y la confidencialidad. Las respuestas de esta guía servirán de punto de partida para crear respuestas específicas a situaciones individuales.

Las directrices de la Universidad se basan también en recomendaciones hechas por el Servicio de Salud Pública de los Estados Unidos, los Centros para el Control de las Enfermedades, CDC por sus siglas en inglés, y los Departamentos de Salud del estado y la ciudad de Nueva York. Según las recomendaciones se vayan modificando o aumentando, la Universidad revisará las pautas.

Dentro de ese contexto, la Universidad ha formulado las siguientes preguntas y contestaciones en referencia a las esas normas.

³ Para crear estas directrices se revisaron varias, respecto al SIDA, de otras universidades. El formato y las preguntas y respuestas se modelaron de una guía que se preparó en la Universidad Estatal de Ohio y se modificaron por sugerencias de los miembros del Comité Asesor Acerca del SIDA de las oficinas del rector.

⁴ En las pautas, la expresión SIDA, donde corresponda, incluye CRS, AIDS Related Complex o ARC, además de otras condiciones debidas a la infección con el VIH, o Virus de Inmunodeficiencia Humana.
Los estudiantes

1. ¿Qué ha de hacer la Universidad si un estudiante ha contraído o se sospecha que tiene SIDA?

Si el estudiante no está seguro de la condición de su salud y busca ayuda, se le ha de recomendar que se haga un examen médico que incluya orientación y seguimiento médico si es lo indicado, todo con la mayor confidencialidad.

Si el médico concuerda, un estudiante que tenga SIDA podrá seguir asistiendo a clases en la Universidad.

2. ¿Cómo ha de responder la Universidad a las quejas por discriminación o por hostigamiento de estudiantes con SIDA, o de los que se sospechan que lo tienen?

Primero, se responderá a cualquier conflicto o acto de hostigamiento informalmente, con orientación y educando a los individuos involucrados. No obstante, si persiste el hostigamiento, dicha conducta se tratará como asunto disciplinario guiado por los procedimientos ya establecidos para ese propósito con mucha atención a la privacidad.

3. ¿Cómo ha de responder la Universidad a los estudiantes que deseen cambiar de programa para no asistir al mismo salón de clases con un compañero que tiene SIDA?

La prueba médica no respalda la noción de que el contagio ocurre fácilmente. La preocupación de que un profesor o condiscípulo tenga SIDA o se crea que la tiene no es razón legítima para que un estudiante se dé de baja de una clase, pida un cambio de sección, o haga otros cambios de programa. La respuesta de la Universidad será educar y orientar a los involucrados.

4. ¿Qué directrices se han de seguir respecto a los estudiantes que trabajan en hospitales y en clínicas de los recintos como parte de las afiliaciones universitarias?

La Universidad y sus estudiantes obedecerán las políticas y los procedimientos establecidos en los hospitales para los empleados y el personal médico respecto al tratamiento de los pacientes y los empleados con SIDA. Las clínicas universitarias seguirán las pautas del CDC para el tratamiento del SIDA, y modificarán su tratamiento si se modifican las directrices del CDC.

5. ¿Son confidenciales los expedientes médicos de los estudiantes?

Los expedientes médicos son confidenciales y no se entregarán a nadie sin el consentimiento del estudiante, excepto en circunstancias cuando la ley lo requiere. A las personas que trabajan en oficinas donde se guarda esa información se les avisará de la política y de los castigos que se imponen por divulgar tal información confidencial.

6. ¿Se han de examinar rutinariamente a los estudiantes para detectar los anticuerpos del VIH?

No. Las pautas establecidas por el CDC no lo recomiendan.

Los empleados

1. ¿Qué ha de hacer la Universidad si un profesor u otro empleado tiene o sospecha tener SIDA?

Si un profesor u otro empleado no está seguro de la condición de su salud y busca ayuda, se le ha de recomendar que se haga un examen médico que incluya orientación y seguimiento médico si es lo indicado, todo con la mayor confidencialidad.

Si un profesor u otro empleado tiene SIDA, se le tratará según las pautas establecidas para el tratamiento de otras enfermedades. Por ejemplo, si un profesor no puede impartir una clase, se harán arreglos para que otros la imparten. Si un profesor está totalmente incapacitado para desempeñar sus responsabilidades, se le puede conceder una licencia temporal por enfermedad, y si califica por una enfermedad larga.
2. ¿Qué sucederá si un supervisor sabe o sospecha que un subalterno tiene SIDA y necesita atención médica y orientación?

Toda decisión se hará caso por caso, a base de los datos médicos y de otros hechos pertinentes a la situación individual, teniendo en cuenta la privacidad y la confidencialidad. En la medida que quepa, se le ofrecerá la recomendación para un examen médico o para orientación.

3. ¿Cómo ha de responder la Universidad a pedidos de traslado o cambios de lugar de trabajo a base de preocupaciones debidas al SIDA?

La prueba médica no respalda la noción de que el contagio ocurre fácilmente. La preocupación de que un colega o compañero de trabajo tenga SIDA o se crea que la tiene no es razón legítima para que den traslados o se hagan otros cambios a las condiciones de trabajo. La respuesta de la Universidad será educar y orientar a los involucrados.

4. ¿Qué sucederá si se sabe o se sospecha que un empleado o estudiante que trabaja manipulando alimentos tiene SIDA?

Según el CDC, no se ha encontrado que el SIDA se contagie por tocar alimentos. A tenor con las pautas del CDC, a los empleados universitarios infectados con VIH no se les requerirá que no trabajen en sus puestos a menos que tengan otras infecciones o enfermedades que ameriten su separación de los alimentos. El CDC aconseja que todo trabajador que manipule alimentos siga las pautas recomendadas y las prácticas de higiene personal e higiene al manipularlos, y tener cuidado de no herirse las manos cuando están preparándolos.

5. ¿Qué sucederá respecto a las preocupaciones de los empleados que trabajan en la limpieza?

Los empleados que trabajan en áreas que les expone a los líquidos del cuerpo o derrames de sangre deberán seguir las directrices al respecto del CDC. El CDC recomienda que los individuos que limpien tales derrames usen guantes desechables, y que todo objeto o superficie expuestos a los líquidos corpóreos se limpien con detergente seguido de un desinfectante hospitalario aprobado por la Agencia Protectora del Medioambiente, EPA por sus siglas en inglés, o con una solución fresca hecha de un blanqueador de uso casero diluido 1:10 con agua.

6. ¿Qué sucederá respecto a los niños que asisten a los centros infantiles de la Universidad?

El CDC no ha recibido informes de casos de contagio en escuelas o centros de cuido infantil. Las pautas del CDC, sí reconocen un riesgo mínimo potencial de transmisión de la enfermedad por parte de niños preescolares que no han aprendido a controlar sus funciones excretorias. Debido al pequeño riesgo, la Universidad proporcionará capacitación para sus empleados de los centros infantiles para que entiendan lo que es el SIDA y garantizar que se tomen las precauciones necesarias. Si a un niño inscrito en un centro infantil universitario se le diagnostica con SIDA con VIH, la situación se manejará según las directrices del CDC y del Departamento de Salud del estado de Nueva York, a base de la condición de salud del niño.

7. ¿Son confidenciales los expedientes médicos de los empleados?

Los expedientes médicos son confidenciales y no se entregarán a nadie sin el consentimiento del empleado, salvo en circunstancias cuando la ley lo requiere. A las personas que trabajan en oficinas donde se guarda esa información se les avisará de la política y de los castigos que se imponen por divulgar información confidencial.

8. ¿Se han de examinar rutinariamente a los empleados para detectar los anticuerpos del VIH?

No. Las pautas establecidas por el CDC no lo recomiendan.
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<td>Bird, Alberto J.</td>
<td>Professor and Coordinator, Visual and Performing Arts B.M., M.M., M.A., Indiana University</td>
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<td>Bird-Forteza, William F.</td>
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<td>Bencosme, Julie</td>
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<td>Benedetto, Rosemary</td>
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<td>Benezet, Adrian</td>
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<td>Benjamin, Patrick</td>
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<td>Bennett, Marla</td>
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<td>Brady, Margaret</td>
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<td>Branch, Joseph</td>
<td>Thermostat Repairer, Facilities/Engineering</td>
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<td>Brown, Denise E.</td>
<td>College Laboratory Technician, Dental Hygiene A.A.S., Hostos Community College</td>
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<td>Information Systems Assistant, Information Technology</td>
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<td>Professor, Biology Unit B.A., Hunter College M.A., M.S., Ph.D., New York University</td>
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<td>College Laboratory Technician, Physical Sciences Unit B.S., Clarkson College M.S., Long Island University</td>
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<td>Canate, Humberto</td>
<td>Associate Professor, Mathematics B.S., University of Panama M.A., City College Ed.D., Teachers College, Columbia University</td>
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Harris, Phyllis
Campus Peace Officer,
Public Safety
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<th>Name</th>
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<td>Hawkins, Sheryl A.</td>
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<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>Singh, Brijraj</td>
<td>Professor and Chairperson</td>
<td>English</td>
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<tr>
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<td>B.A., M.A., Agra University</td>
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<td>M.Phil., Ph.D., Yale University</td>
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<tr>
<td>Singh, Frances B.</td>
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<tr>
<td>Siverls, Alfonso</td>
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<td>M.A., Antioch College</td>
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<td>Smith, Dwayne K.</td>
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<td>Counseling/Academic</td>
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<td>M.A., Antioch College</td>
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<tr>
<td>Small-Taylor, Wendy</td>
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<td>Office of Student Assessment</td>
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<td>A.A.S., B.A., York College</td>
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<td>Smith, John</td>
<td>CUNY Custodial Assistant,</td>
<td>Building and Grounds</td>
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<td>Building and Grounds</td>
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<td>Smith, Randall</td>
<td>CUNY Custodial Assistant,</td>
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<td>Solomon, Allen</td>
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<td>Sosa, Carmen</td>
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<td>A.A.S., Hostos Community College</td>
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<tr>
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<td>A.A.S., Monroe College</td>
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<td>Soto, Grisel</td>
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<td>Soto, Lisanka</td>
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<td>Sotomayer, Jose E.</td>
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<tr>
<td>Name</td>
<td>Title</td>
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