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

College Catalog

1997-1998
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<th>Date</th>
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<tbody>
<tr>
<td>5/16/98</td>
<td>Phillips, R.</td>
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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 Dean of Students. 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 such professional organizations as the American Medical Association, 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.

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Acreditaciones 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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<th>Dental Hygiene</th>
<th>Medical Laboratory Technology</th>
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<th>Early Childhood Education</th>
<th>Physical Education/Athletics</th>
<th>Urban Health Studies</th>
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<th>Latin American and Caribbean Studies</th>
<th>Modern Languages</th>
<th>Philosophy</th>
<th>Visual and Performing Arts</th>
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### The City University of New York

| The Board of Trustees          | 213 |
| of The City University of New York | |
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| Presidents of the Colleges of The City University of New York | 213 |

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# College Calendar

## Academic Year 1997 - 1998

### Fall 1997 Semester

<table>
<thead>
<tr>
<th>Thursday</th>
<th>August 21-28</th>
<th>Regular Registration</th>
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<tbody>
<tr>
<td>Friday</td>
<td>August 29</td>
<td>Change of Program. Last day to DROP a Course with 100% Tuition Refund</td>
</tr>
<tr>
<td>Monday</td>
<td>September 1</td>
<td>College Closed</td>
</tr>
<tr>
<td>Tuesday</td>
<td>September 2</td>
<td>First Day of Classes</td>
</tr>
<tr>
<td>Wednesday</td>
<td>September 3</td>
<td>Late Registration ($15.00 Late Registration Fee)</td>
</tr>
<tr>
<td>Thursday</td>
<td>September 4</td>
<td>Administrative Changes</td>
</tr>
<tr>
<td>Friday</td>
<td>September 5</td>
<td>Last Day for Change of Program ($10.00 fee for Program Changes)</td>
</tr>
<tr>
<td>Monday</td>
<td>September 8</td>
<td>Last Day to DROP a Course with 75% Tuition Refund</td>
</tr>
<tr>
<td>Monday</td>
<td>September 15</td>
<td>Last Day to DROP a Course with 50% Tuition Refund</td>
</tr>
<tr>
<td>Monday</td>
<td>September 22</td>
<td>Last Day to DROP a Course with 25% Tuition Refund</td>
</tr>
<tr>
<td>Wednesday</td>
<td>October 1</td>
<td>Conversion Day</td>
</tr>
<tr>
<td>Thursday</td>
<td>October 2</td>
<td>No Classes Scheduled</td>
</tr>
<tr>
<td>Friday</td>
<td>October 3</td>
<td>No Classes Scheduled</td>
</tr>
<tr>
<td>Friday</td>
<td>October 10</td>
<td>No Friday Evening Classes</td>
</tr>
<tr>
<td>Saturday</td>
<td>October 11</td>
<td>No Classes Scheduled</td>
</tr>
<tr>
<td>Monday</td>
<td>October 13</td>
<td>College Closed</td>
</tr>
<tr>
<td>Friday</td>
<td>October 24</td>
<td>Last Day to WITHDRAW from a Course with a Grade of “W”</td>
</tr>
<tr>
<td>Friday</td>
<td>October 31</td>
<td>Last Day to Complete “I” Grades from Spring 1997 Semester</td>
</tr>
<tr>
<td>Tuesday</td>
<td>November 25</td>
<td>Conversion Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No Tuesday classes. Follow Thursday’s schedule.</td>
</tr>
<tr>
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<td>Date</td>
<td>Event</td>
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<tr>
<td>Thursday</td>
<td>November 27</td>
<td>College Closed</td>
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<tr>
<td>Friday</td>
<td>November 28</td>
<td>College Closed</td>
</tr>
<tr>
<td>Monday</td>
<td>December 15</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>Tuesday</td>
<td>December 16-</td>
<td>Final Exams and Last Day of the Semester</td>
</tr>
<tr>
<td>Monday</td>
<td>December 22</td>
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### Academic Year 1998

#### Spring 1998 Semester

<table>
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<tbody>
<tr>
<td>Monday January 19</td>
<td>College Closed</td>
</tr>
<tr>
<td>Thursday January 22-</td>
<td>Regular Registration</td>
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<tr>
<td>Thursday January 29</td>
<td></td>
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<tr>
<td>Friday January 30</td>
<td>Change of Program. Last Day to DROP a Course with 100% Tuition Refund</td>
</tr>
<tr>
<td>Saturday January 31</td>
<td>First Day of Classes</td>
</tr>
<tr>
<td>Monday February 2</td>
<td>Late Registration ($15.00 Late Registration Fee)</td>
</tr>
<tr>
<td>Wednesday February 4</td>
<td>Administrative Changes</td>
</tr>
<tr>
<td>Thursday February 5</td>
<td>Change of Program. (10.00 fee for Program Changes)</td>
</tr>
<tr>
<td>Friday February 6</td>
<td>Last Day to DROP a Course with 75% Tuition Refund</td>
</tr>
<tr>
<td>Tuesday February 10</td>
<td>Conversion Day</td>
</tr>
<tr>
<td></td>
<td>No Tuesday classes. Follow Thursday's schedule.</td>
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<tr>
<td>Thursday February 12</td>
<td>College Closed</td>
</tr>
<tr>
<td>Friday February 13</td>
<td>Last Day to DROP a Course with 50% Tuition Refund</td>
</tr>
<tr>
<td>Monday February 16</td>
<td>College Closed</td>
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<tr>
<td>Tuesday February 17</td>
<td>Last day to file for June 1998 Graduation</td>
</tr>
<tr>
<td>Friday February 20</td>
<td>Last Day to DROP a Course with 25% Tuition Refund</td>
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<tr>
<td>Thursday March 26</td>
<td>Last Day to WITHDRAW from a course with a Grade of “W”</td>
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<tr>
<td>Thursday April 2</td>
<td>Last Day to Complete “I” Grades from Fall 1997 Semester</td>
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<tr>
<td>Wednesday April 8</td>
<td>Conversion Day</td>
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<td>No Wednesday classes. Follow Friday's schedule.</td>
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<td>Friday April 10-11</td>
<td>Spring Recess. No Classes</td>
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<td>Sunday April 19</td>
<td>Administrative Offices are open.</td>
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<tr>
<td>Wednesday May 20</td>
<td>Last Day of Classes</td>
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<tr>
<td>Monday May 25</td>
<td>College Closed</td>
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<tr>
<td>Thursday May 21-22</td>
<td>Final Exams for ESL and SPA.</td>
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<td>All other Final Exams.</td>
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<td>Friday, May 29</td>
<td>Final exams to follow a Monday's schedule.</td>
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<tr>
<td>Thursday May 28</td>
<td>Commencement</td>
</tr>
<tr>
<td>Thursday June 4</td>
<td>Last day to file for September 1998 Graduation (Summer school candidates)</td>
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Hostos Community College was created by an act of the Board of Higher Education on April 22, 1968, thus satisfying the demands of Puerto Rican and other Hispanic leaders who urged the establishment of a college to serve the needs of the South Bronx. In September 1970, the College 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 from the original site. Also 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. Since the late 1970's and early 1980's, enrollment at Hostos has grown steadily. To meet this strong interest in the College, the new campus has six buildings, three of which have been specially designed to meet the College’s need. Hostos can boast about its classrooms; science, math, writing, and computer labs; excellent physical education facilities; and new theatres.

The College is accredited by the Middle States Association of Colleges and Schools and the Board of Regents of the University of the State of New York. The Allied Health programs are accredited by the appropriate agencies, including the American Dental Association, the American Medical Association and the New York Department of Health. Of the faculty, 49 percent hold doctorates and 38 percent have master’s degrees. The student population is diverse with nearly all cultures represented, the highest concentration coming from Puerto Rico, the Dominican Republic, and Central and South America. Financial assistance is provided to all eligible students and nearly 99 percent receive some form of Federal or State aid.

The College’s mission is that of providing “educational opportunities leading to socio-economic mobility for first and second generation Hispanics, African Americans, and other residents of New York City who have encountered significant barriers to higher education.”
Puerto Rican educator, writer and patriot, Eugenio María de Hostos was born on January 7, 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 curriculums in Spanish and history and published literary, artistic, and philosophical works.

At the end of the Spanish rule of 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.
Eugenio María de Hostos Community College is committed to rigorous career and liberal arts programs that lead to meaningful and well-paid employment or successful pursuit of higher-level studies. A cornerstone of the College’s mission is to offer bilingual educational opportunities and a multicultural environment that fosters appreciation for cultural diversity, second language acquisition, and intellectual growth. English language proficiency is a primary goal for all our students.

The principal beneficiaries of Hostos’ bilingual program are Hispanic adult English language learners. To enter the program, these students must meet the City University of New York’s (CUNY) college entry criteria (i.e., completion of a high school diploma or GED, consistent with New York State’s Open Admissions Policy). Typically, 50 percent of an Hostos freshman class may need to participate in the bilingual program to facilitate their transition to content and career courses taught in English. For these students, the model offers a pedagogically sound and practical instructional approach designed to provide them with access to career preparation, opportunities for meaningful participation in the sociocultural and intellectual life of the College, progress towards successful college completion, and preparation for further higher education. Students in the bilingual program follow a structured and academically rigorous course sequence that prepares them to master, by the time of their graduation, the academic skills in English needed to succeed in higher education and in the workplace.

Students are supported by a host of bilingual services (college orientation, counseling, advisement, tutoring, and supplemental instruction), by bilingual administrative support practices, frequent and diverse cultural activities that reinforce learning in two languages, and a bilingual library that holds a large Spanish/English bilingual collection.

The bilingual instructional model has four components: (1) an ESL program, (2) Spanish language development courses, (3) content courses taught in Spanish, and (4) language-enhanced courses designed to foster second language learning and the acquisition of writing skills in English. As currently implemented, the four components function as follows:

The ESL Program

This component offers an intense, integrated English language skills development course sequence and a separate Intensive ESL Program. There are three levels in the ESL course sequence: basic (ESL 1315 and 1320), intermediate (ESL 1325), and advanced (ESL 1330). Currently, ESL courses are 10.5 hours a week in length, with a credit value of 2.5.

The typical freshman student who places in the basic ESL level is offered the 10.5-hour ESL course, a developmental course in Spanish (Spa 2221), or Math (Math 1604), if needed, a required College Orientation and Academic Planning course (SSD 1000) and another three to five instructional hours of content courses. At the basic level, all content courses may be taken in Spanish (except in the ESL Intensive Program). At the intermediate level of ESL (ESL 1325), a typical student is required to take the ESL course and at least one college level content course in English, so that half or more of his/her instructional hours are in English. At the advanced level of ESL (1330), a typical student is required to take the ESL course and at least two content courses in English. Generally, the total number of instructional hours is expected to have a credit value equal to a full load. This is especially important for students who are eligible for financial aid. Once students complete the ESL sequence, they are expected to take all their courses in English, except where appropriate, i.e., courses in modern languages or in Latin American and Caribbean Studies taught in Spanish.

The Intensive ESL Program is offered both during the day and evening, and operates as an English immersion model—that is, content teaching and all other activities are in English. Through an assessment and personal interview process, the program recruits academically capable students with
college level proficiency in their native language. Students must commit to 25 contact hours of weekly instruction and a substantial number of homework assignments.

Spanish Language Development Courses

The Spanish language development component is based on well-established research literature that demonstrates the existence of a direct relationship between the strength of first language skills in adults and their ability to acquire a second language. Thus, entering Hispanic students are administered a Spanish placement test. Those assessed as needing additional development to strengthen their Spanish language skills are required to take courses in their first language as the basis for developing skills in the second language. The College offers a developmental course in Spanish (Spa 2221) designed for this purpose, which the typical student takes during his/her first semester. Subsequently, students may take other Spanish courses to further strengthen their Spanish while they continue to master English language skills.

Spanish Content Courses

Several college level content courses are offered in Spanish at the introductory levels of each discipline, and in some career programs as part of a planned transition to content courses taught exclusively in English. The curricular content of each of these courses is the same as its English equivalent. The theory behind this approach is that Spanish-dominant students can best acquire the skills and knowledge necessary for success in content courses in the language they have already mastered, while they continue to improve their English language skills.

Language-Enhanced Courses

Through this component, adult students are exposed to language-enhanced content courses in various disciplines that promote second language learning and the development of writing skills. These courses are language-enhanced by faculty who systematically incorporate diverse linguistic tasks in their pedagogy, such as structured reading, writing, oral assignments, writing-based assessment, library assignments, resource guides, as well as bilingual glossaries and bibliographies. Language-enhanced courses are taught in English and students are offered tutorial assistance to help them succeed. This component is based on research findings that suggest that the learning of a second language 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.

Towards Two-way Bilingualism for all Students

Hostos students who enter the College as monolinguals with stronger academic backgrounds and higher levels of English proficiency also benefit from the bilingual program because its implementation contributes to an intellectually stimulating, language-sensitive multicultural learning environment. For this group, many of whom are second generation Hispanics, the model has promoted the acquisition of or further development of proficiency in Spanish. Mastery of this language adds value to their career and liberal arts training in a world that requires that more workers and learners be proficient in more than one language.

Hostos Community College will continue to develop its bilingual program to maintain its place as the College of choice for many New York City adults who wish to enrich themselves by attaining
Hostos Community College has been involved in the implementation of its Master Plan since 1988. This plan consists of major construction which will expand and improve the educational programs and services that the College provides to its students and community. Some of this expansion has taken place with the completion of the East Academic Complex and Savoy Manor buildings in 1994 and 1997, respectively.

The College 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, dental clinic, and several chemistry and biology laboratories, as well as administrative offices and attendant classrooms. This structure is scheduled for a complete renovation under Phase 3B of our Master Plan and represents the final component of the College's rebuilding program.

Adjoining and integrated with the 475 Grand Concourse facility is the Shirley J. Hinds Allied Health and Science Complex. This new addition was dedicated in December 1990 and is the recipient of 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 which 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 a capacity for 60 children.

The building at 500 Grand Concourse contains classrooms, academic and administrative offices, the administrative computing center, and the Student Health Service Office. This facility is being prepared for a complete renovation, including the addition of two new floors. This project will begin as soon as funding for construction has been approved.

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 Secretarial Science programs, the Humanities departments in Latin American and Caribbean Studies, Africana Studies, Visual and Performing Arts and Modern Languages, the Physical Education Department, and numerous student organizations and club offices. In addition to these departments, the facility contains ten state-of-the-art microcomputing labs, art and dance studios, a gymnasium, exercise and fitness centers, as well as a collegiate-size swimming pool. There are also two theaters, with 950 and 350 seats respectively, a museum grade art gallery, and a modern college bookstore. A pedestrian bridge connects this building with the Allied Health building and spans the Grand Concourse, uniting the East and West campuses.

In order to provide swing space during the renovation of the 500 Grand Concourse building, a new facility, the Savoy Manor building, was opened during the summer of 1997. This building, 120 East 149th Street, is located on the southwest corner of 149th Street and Walton Avenue. It is over 43,000 square feet in size and houses the offices of the Registrar, Bursar, Financial Aid, Business, Admissions, Recruitment, and Counseling.
Eugenio María de Hostos Community College

DEGREE PROGRAMS

Hostos Community College offers Associate in Arts (A.A.) and Associate in Science (A.S.) degree programs that prepare students for transfers to four-year colleges upon graduation from Hostos. Also offered are Associate in Applied Science (A.A.S.) degree programs that prepare students for specific careers and one Word Processing/Office Assistant 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.

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 Business and Accounting, Dental Hygiene, Early Childhood Education, Gerontology, Medical Laboratory Technology, Microcomputers for Business, Nursing, Public Interest Paralegal Studies, Public Administration, Radiologic Technology, and Secretarial Science. 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.

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.”

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>Medical Laboratory Technology</td>
<td>A.A.S.</td>
<td>5205</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>Secretarial Science-Executive (Administrative Assistant)</td>
<td>A.A.S.</td>
<td>3005</td>
</tr>
<tr>
<td>Secretarial Science-Medical (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>Word Processing (Office Assistant)</td>
<td>Certificate</td>
<td>5005</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</th>
<th>A.A.</th>
<th>A.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>12 credits</td>
<td>12 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>none</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6 credits</td>
<td>12-14 credits</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>AS REQUIRED</td>
<td></td>
</tr>
<tr>
<td>TOTAL (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.
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>Math</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Natural (Laboratory) Sciences</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Social Studies (Social/Behavioral Sciences; Latin American &amp; Caribbean Studies; Africana Studies)</td>
<td>0</td>
<td>0</td>
<td>2</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>
</tbody>
</table>

Total CPI Units Required by Year of Entry: 9 11 13 15 16

* Passing CUNY Writing & Reading Assessment Tests may generate one CPI English unit each, if student has fewer than two 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 High School experience/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 High School graduates prior to 1993 will be exempt. Demonstrating fluency in the native language may count for two units in foreign language.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Substitution Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1300</td>
<td>Basic Composition</td>
<td>CUB 3103, 3104 African Civilization I and/or II</td>
</tr>
<tr>
<td>ENG 1301</td>
<td>Core English</td>
<td>CUP 3202, 3204 History of Puerto Rico I and/or II</td>
</tr>
<tr>
<td>ENG 1302</td>
<td>Expository Writing</td>
<td>CUP 3206 History of the Dominican Republic</td>
</tr>
<tr>
<td>ENG 1303</td>
<td>Literature and Composition</td>
<td>CUP 3208 History of the Caribbean</td>
</tr>
<tr>
<td>MAT 1612</td>
<td>Elementary Algebra for Non-Science Students</td>
<td>CUP 3209, 3210 History of Latin America I and/or II</td>
</tr>
<tr>
<td>MAT 1622</td>
<td>Elementary Algebra</td>
<td>ECO 4645 Economics: Macroeconomics</td>
</tr>
<tr>
<td>MAT 1624</td>
<td>Intermediate Algebra</td>
<td>POL 4701 American Government</td>
</tr>
<tr>
<td>MAT 1628</td>
<td>Pre-Calculus</td>
<td>ADM 2510 State and Local Administration</td>
</tr>
<tr>
<td>MAT 1632</td>
<td>Introductory College Mathematics I</td>
<td>ADM 2522 Law and Social Change</td>
</tr>
<tr>
<td>BIO 3902</td>
<td>General Biology I and/or II</td>
<td>VPA 3502, 3504 Arts and Civilization I and/or II</td>
</tr>
<tr>
<td>BIO 3906</td>
<td>Anatomy and Physiology I and/or II</td>
<td>VPA 3522 Introduction to Art</td>
</tr>
<tr>
<td>CHE 4002</td>
<td>General Chemistry I (Lecture and Laboratory)</td>
<td>VPA 3528, 3530 Painting and Drawing I and/or II</td>
</tr>
<tr>
<td>CHE 4004</td>
<td>General Chemistry II (Lecture and Laboratory)</td>
<td>VPA 3534 Art in the City</td>
</tr>
<tr>
<td>CHE 4012</td>
<td>Introduction to Chemistry</td>
<td>VPA 3536 Art Crafts</td>
</tr>
<tr>
<td>ENV 4014</td>
<td>Environmental Science I and/or II</td>
<td>VPA 3540, 3542 Photography I and/or II</td>
</tr>
<tr>
<td>PHY 4302</td>
<td>Physic I (Lecture and Laboratory)</td>
<td>VPA 3552 Introduction to Music</td>
</tr>
<tr>
<td>PHY 4304</td>
<td>Physics II (Lecture and Laboratory)</td>
<td>VPA 3558 Music Theory</td>
</tr>
<tr>
<td>ANT 1110</td>
<td>Introduction to Anthropology</td>
<td>VPA 3578 Chorus</td>
</tr>
<tr>
<td>PSY 1032</td>
<td>General Psychology</td>
<td>VPA 3582 Introduction to Theater</td>
</tr>
<tr>
<td>SOC 1232</td>
<td>Introduction to Sociology</td>
<td>VPA 3598 Theater Production</td>
</tr>
<tr>
<td>SSC 4601</td>
<td>Introduction to Social Science</td>
<td>HUM 3001 Introduction to the Humanities</td>
</tr>
<tr>
<td>HIS 4663</td>
<td>United States History: Through the Civil War</td>
<td>CUP 3352 History of the Puerto Rican Visual Arts</td>
</tr>
<tr>
<td>HIS 4665</td>
<td>United States History: Reconstruction to the Present</td>
<td>CUP 3362 History of Puerto Rican Music</td>
</tr>
</tbody>
</table>
Eugenio María de Hostos Community College

ADMISSIONS AND RECRUITMENT OFFICE

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 nondegree status, are encouraged to apply directly at the Hostos Admissions and Recruitment Office. An application may be obtained from the following offices:

Admissions and Recruitment Office
120 149th Street
Room D210
Bronx, NY 10451
(718) 518-4401

Office of Admissions Services
101 West 31 Street
6th floor
New York, NY 10001
(212) 947-4800

Campus Visits

Several preview days and open houses for high school, transfer, and community agency prospective students are arranged throughout the year. Students may also request visits to particular departments or programs. Tours of the campus are scheduled by appointment every second Friday of the month.

Admissions

Students are classified into two groups:

Matriculated students may apply as freshman or transfer students who have an interest in being accepted into a specific college program leading to a degree.

Nondegree students may enroll in credit courses but are not officially registered in a degree program. Credits earned by such students may later be transferred to a degree program.

Applications

Prospective students are responsible for filing the correct application. Failure to file the correct application will result in a delay in processing for admissions and possible additional fees. Be certain 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.
There are three types of applications:

**Undergraduate Freshman Application for Admission:**

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:

An official high school transcript or
1. The general equivalency diploma (GED) with a minimum score of 225 (neither a high school certificate nor an I.E.P. diploma is acceptable)
2. An original high school diploma
3. A $40 money order application fee payable to the University Application Processing Center (UAPC).

**College Preparatory Curriculum**

The City University of New York and the New York City Board of Education are encouraging all high school students to take specific courses – a college preparatory curriculum – that will prepare them for success in the workforce. The college preparatory curricula for four years of high school are:

- four years of English
- three years of academic math
- four years of social studies
- two years of a foreign language
- two years of a laboratory science
- one year in the visual or performing arts

**Undergraduate Transfer Application for Admission**

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:

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 I.E.P. 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.

**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. Transfer credits are evaluated by the Credit Evaluator at the Admissions and Recruitment Office prior to or during the first semester of attendance. Credits are given only for courses taken at institutions which 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.

**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 admissions and submit official transcript(s) of all previous college work to the attention of "Second Degree Status," Admissions and Recruitment Office.

**Nondegree Application**

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

1. High school transcript and diploma or GED scores minimum 225 (neither a high school certificate or I.E.P. diploma is acceptable)

2. Transcript of all prior college course work

3. A $40 money order application fee payable to Hostos Community College.

Nondegree students are not entitled to financial aid.

Senior Citizen

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 may study tuition-free at the College upon the payment of a $65 fee on a space available basis.

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.

F-1 Student Visa Applicants

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 finance the cost of his/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 applicant must submit the following documents to the nearest U.S. consulate in his/her country:

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

Applicants in the U.S. with a B-1 or B-2 Visa

The applicant must apply for a change of status with the U.S. Immigration and Naturalization Service Office. The student must present the following documents to the Admissions Office:

- I-20 Certificate
- Proof of financial support
- An I-539 form (change of immigration status form)
- I-94 arrival/departure record
- Letter of acceptance from Hostos Community College
- A $40 or $50 money order application fee
- $75 change of status application (subject to change)

NOTE: Applicants with expired B1/B2 visa may not be able to obtain a change in status to an F-1 visa.

Transfer Students 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.

International students whose native language is neither English nor Spanish are required to take the Test of English as a Foreign Language (TOEFL) and to achieve a score of at least 500 on the examination. TOEFL information may be obtained by writing to:

Test of English as a Foreign Language
Educational Testing Service
Box 899
Princeton, NJ 08541

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:

Ms. Nydia Rodriguez-Edgecombe
Admissions Office, Room D210
Savoy Manor
(718) 518-6633

Immunization Requirements and WA Grade Policy

The City University of New York policy, in accordance with the mandate PHL 2165, requires that all students who register for six or more credits (billable credits), and who were born after December 31, 1956 submit two proofs of measles, and one of mumps and rubella vaccinations in order to be in attendance at the University. To ensure full compliance, colleges must adequately notify students of the 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 warned 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 students that they will be excluded from class beginning on the 31st or 46th day of the semester and the availability of free on-campus immunization. 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 regular grades.

There are three (3) steps needed to reverse the “WA” grade before the end of the semester, thereby allowing students to return to class and to 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 the transcript as permanent grades.

Placement Examination

Prior to registration, all freshmen and transfer students are required to complete examinations in reading, writing, and mathematics for purposes of academic counseling and placement. These examinations are used to determine whether or not the student is ready to take college-level courses. Those students who are not ready will be assigned to remedial course work to help them make up for any deficiencies in their academic preparation.

New York State Residency Requirements

Students are assigned residency status when admitted to the College. Since residency determines tuition rates, students should determine their classification. If there is a question of status, it is the responsibility of the student to prove residency. An “Application for Proof of Bona Fide Residency” is available in the Admissions and Recruitment Office.

The following are some codes which indicate a student’s status:

OK A student who meets residency eligibility for in-state tuition and financial aid
FS A student categorized as foreign who is not eligible for in-state tuition
A student (primarily an undocumented alien with proof of continuous residency within New York State for one (1) calendar year prior to the first day of a term who is eligible for in-state tuition, but not for state or federal financial aid

Not verified
Not eligible/undocumented less than 1 year in New York State.

NOTE: This is not a complete list of the residency codes.

Freshman Orientation

Freshman Orientation is designed to provide new students with information on how Hostos Community College operates and how freshmen can get the most out of their college experience. Among the topics that are discussed in the orientation are: 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; students support services; and how to use the library.

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 meet the difference between the cost of attendance and the contribution from the student and his/her family. Unless otherwise stated, award amounts are based upon need. Federal funds may be disbursed only to those who maintain their academic standing and are not in default of a student loan or do not owe a refund on a federal grant. Students who are on probation and who make satisfactory academic progress will continue to maintain their academic standing in the College and their concurrent eligibility for financial aid. For further information see the section on Financial Aid in this catalog.

Retention

The College offers support services to help student’s progress toward their career options in the College. Depending upon previous academic preparation and academic progress, some students may require available tutorial and advisement services to help them remain in school.
General Information

Since Hostos is part of the City University of New York (CUNY), the College requires that students take the CUNY Skills Assessment Tests in reading, writing, and mathematics. In addition, Hostos administers tests in Spanish and in English as a Second Language (ESL) to students whose native language is other than English.

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

Entering Freshmen

Results on the CUNY and Hostos tests do not affect admission into Hostos. The results are used to determine placement in the appropriate level of classes in reading, writing, English as a Second Language (ESL), mathematics, Spanish, or foreign language.

Students who need 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 forwarded to the Hostos Assessment Center. They must retake those tests not passed.

Students transferring from another college must take the CUNY Skills Assessment Test in reading, writing, and mathematics.

Students whose first language is other than English must take the Hostos ESL placement test.

Exemption from Testing

Students who have already earned a bachelor's degree from an accredited college 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.

It should be noted, however, that the progress in certain career programs is measured by scores on the CUNY Skills Assessment tests. Thus, it may be advisable for students to take the tests to determine the appropriate course sequences for their major.

Testing Requirements for Graduation

In order to graduate from a community college in the CUNY system, a student must pass the CUNY Writing Assessment Test. In addition, the Board of Trustees of the City University may require students to pass other measures of proficiency. Therefore, students should seek current information about graduation test requirements from their academic advisors or the Assessment Center.

Testing Requirements for Transfer to a CUNY Senior College

Students transferring to a CUNY senior college must pass all three CUNY Skills Assessment Tests prior to admission to a senior college. Therefore, students are counseled to take and pass the CUNY writing, reading, mathematics tests prior to applying for transfer.
Office of the Registrar

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.

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

Students placed on probation/dismissal are required to consult the Counseling Department upon request for readmission. Students who are separated from the University may not enroll for credit-bearing courses in any unit of the University in any status.

Nondegree 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 Nondegree Status.” A student from outside the College may apply as a nondegree student for any course on a space availability basis. However, they should ascertain that said courses are acceptable at their home college. Applications are available at the Admissions Office.

Nondegree 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.

Permit Students from CUNY Colleges

Students matriculated at another unit of CUNY must complete the CUNY Permit Application with the Registrar of their home college and obtain all appropriate approvals. Students may register for courses on a space availability basis.

Other Permit Students

Students from institutions other than CUNY must apply for Nondegree 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. 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 billable/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 bring their latest transcript. There are two possible reasons for making exceptions:

1. The student completed all 18 academic credits or 18 billable/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 student’s 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.

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 and Card

When students file the initial application to attend Hostos, they are asked to supply the College with their social security number. This number becomes the student’s identification number. The purpose of the identification number is to prevent the misfiling of any student records and to enable the College to utilize its data processing facilities for maintaining student records. Entry to the data bank is by numeric identification of the student. The use of the social security number eliminates the need to assign another number to the student.

Transcripts and Certified Statements

To secure a transcript, transcript request forms are available in the Office of the Registrar for a $4.00 fee. Transcripts to be sent to another college of the City University of New York are forwarded free of charge. Please allow sufficient time to process transcript requests.

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 reviews.

Certified statements, required for such things as proving current or past attendance may be secured, without charge, upon filing an application available in the Office of the Registrar.

Changes of Name and/or Address

Any change of address or name must be reported to the College on a form available in 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 of granting you rights 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 C330 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 give 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 the hours of 10:00 a.m. to 4:00 p.m., Tuesday to Friday.

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.

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 there. In addition, students must report to the Registrar's Office to arrange for a permit to attend another college. Students must then have the form signed and approved by the appropriate department chairperson or coordinator who will verify that the courses are equivalent to Hostos courses and applicable to curriculum requirements. This is required to insure that the student will receive credit toward their degree at Hostos. All permits must be validated by the Bursar's Office and the College's seal must be affixed before attending the host college.

Transfer to Another College

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

NOTE: On April 5, 1976, the Board of Higher Education passed the following resolution:

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

Application for Leave of Absence

Students who decide, upon consultation with their counselor, to arrange for a leave of absence from Hostos must file a properly completed application for the leave. The major purpose for filing an application for a leave of absence is to clear the student’s-record, make it possible for him/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/her matriculation and wishes to return to a matriculation status, after having fulfilled the conditions set down at the time of his/her dismissal, should contact the Registrar 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.

**Application for Graduation**

At least six months prior to the date of expected graduation, the student must obtain and file an application for graduation at the Registrar's Office. This will provide time for the Graduation Audit Officer to check the student's records thoroughly and thus insure his/her graduation eligibility. Students are advised to keep this deadline.
# 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)**
- Nondegree: $120.00 per billable equivalent credit
- Senior citizen fee: $65.00 per semester or session

**All Students** (including nondegree 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 freshman, or non-CUNY transfer students for 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)**
- Nondegree: $175.00 per billable equivalent credit

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

A resident is one who has had his or her principal residence in the City of New York for a period of at least twelve consecutive months immediately preceding the first day of classes for the semester with respect to which the residency determination is made, and states his or her intention to permanently live and maintain his or her principal residence in New York City.

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" as 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 4</td>
<td>$230</td>
</tr>
<tr>
<td>greater than 4 but less than 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 intersession, summer session, or modules under non-traditional calendars other than spring and fall are not subject to this fee.

This fee does not apply to nondegree students who pay on a 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/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 which 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 & Non-matriculated

Application for Admission
$40.00..................Freshmen
(not refundable)
$50.00..................Transfer
Students

Student Activities Fee
Full-time..................Part-time
Fall Semester
$20.00..................$13.00
Spring Semester
$20.00..................$13.00
Summer
$13.00..................$13.00

University Student Senate Fee
$ .85..................$ .85

Consolidated Services Fee
$ 5.00..................$ 5.00

Transcripts..................$ 4.00
(no charge for transcripts sent to colleges 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
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.

<table>
<thead>
<tr>
<th>Refunds other than Summer Session</th>
<th>Summer Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Official withdrawal from other than summer session courses before the scheduled opening date of the session</td>
<td>100%</td>
</tr>
<tr>
<td>Official withdrawal from courses in order to register at another unit of The City University during that semester</td>
<td>100%</td>
</tr>
<tr>
<td>Official withdrawal within one week after scheduled opening date of the session</td>
<td>75%</td>
</tr>
<tr>
<td>Official withdrawal during second week after scheduled opening date of the session</td>
<td>50%</td>
</tr>
<tr>
<td>Official withdrawal during third week after scheduled opening date of the session</td>
<td>25%</td>
</tr>
<tr>
<td>Official withdrawal after completion of third week after scheduled opening date of the session</td>
<td>None</td>
</tr>
</tbody>
</table>

Pro-Rata Refunds for Title IV Recipients

Please note that recent changes in Federal regulations could affect your tuition liability with the College.

First time Hostos students who receive Title IV Financial Aid (Pell, FSEOG, Federal Work Study, Stafford, and/or Perkins Loans) may have the amount of their liability decreased if they do not attend at least 60% of the semester.

If a refund results from the reduction in your liability, it will be returned to the Title IV program(s) and/or refunded to you in accordance with a formula developed by the federal government.

NOTE: The number of refunds which 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 payment. Notification of additional amounts due, dates due, and methods of payment, will be sent to 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 currently contained in the 1995/1996 Hostos College Catalog.

Hostos Community College participates in the following financial aid programs: Federal Pell Grant (FPG), Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work Study (FWS), Federal Perkins Loan (FPL), Tuition Assistance Program (TAP), Aid for Part-Time Study (APTS), 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 which 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 each semester, awarding Hostos students well over fourteen million dollars annually. Financial aid counseling is provided through group workshops conducted throughout the academic year. Individual counseling is also available by appointment. Student aid related literature is available at the Financial Aid Office. Students are encouraged to take advantage of these services, and to contact the Financial Aid Office at (718) 518-6555 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), nor be in default on any loans Federal Family Education Loan (FFEL), Direct Lending, Perkins, etc.

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, and books – and the amount the student and/or his family can afford to pay. For federal student aid programs, a federally approved formula is used to calculate the amount that a family is expected to pay towards educational expenses. This is called the Expected Family Contribution (EFC). This process ensures equity in the awarding process throughout the City University system.

Student with Disabilities. Students with disabilities which necessitate additional educational costs should contact the College Vocational Rehabilitation Counselor.

General Breakdown of Estimated Educational Expenses for Academic Year 97-98

<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>550.00</td>
</tr>
<tr>
<td>Fees</td>
<td>51.70</td>
</tr>
<tr>
<td>Transportation</td>
<td>810.00</td>
</tr>
<tr>
<td>Personal Expenses</td>
<td>4,609.00</td>
</tr>
<tr>
<td>(including lunch)</td>
<td></td>
</tr>
<tr>
<td>Housing</td>
<td>3,527.00</td>
</tr>
<tr>
<td>Consolidated Fee</td>
<td>10.00</td>
</tr>
</tbody>
</table>

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

Transfer Students. If you transfer from one school to another, your financial aid does not automatically transfer to Hostos with you. Procedures vary depending on the particular student aid program and the time at which the transfer occurs.

Method for Selection. There are two basic application forms that are currently used to process student aid requests. The Renewal or Free Application for Federal Student Aid (FAFSA) is used to determine an applicant’s eligibility for a Federal Pell Grant. The TAP/APTS Application and
CUNY Supplement form is used to process both New York State and Campus Based Aid. 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 it to the processing agent. Deadlines and specific program procedures are posted on the Financial Aid Office bulletin board. Please refer to them for updates and/or legislative changes.

**FEDERAL PROGRAMS**

**Federal Academic Standards.** Students are required to maintain satisfactory academic progress toward a degree for the purpose of receiving Federal Student Aid (Title IV). 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 standard at the end of the spring term. Students who fall below the standards may appeal. Students who wish to appeal must first receive counseling and obtain assistance from the Financial Aid Office.

Attempted credits are those 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”, transfer credits, and repeated courses reported on a student’s grade transcript are counted as attempted credits. Second degree students shall have their status initialized for federal student aid (Title IV) by using the number of credits accepted towards the second degree as cumulative attempted credits and cumulative earned credits.

Federal Student Aid (Title IV) recipients are permitted a maximum of thirty credits in remedial courses. ESL courses are excluded from this rule.

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

**FEDERAL STUDENT AID PROGRAMS**

**Federal PELL**

Students registered for one or more credits will be considered for a PELL grant. Awards are prorated according to a student’s enrollment status based on federal appropriations, the College's cost of attendance and the applicants EFC, awards for eligible applicants range from approximately $400 to $2,700. All previously mentioned requirements apply. Contact PELL at (319) 337-5665.

**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 are depleted, no more awards can be made from that program.
- Each college determines its own deadlines to apply for Campus Based Aid.
- There are no guarantees that an applicant will be granted an award, even if s/he can demonstrate need or if the applicant...
previously received an award.

- 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 experience is available for students who are interested in working off campus. Jobs on campus are limited and subject to federal matching fund requirements. Based on federal allocations, costs of attendance, and the applicant’s EFC, awards for eligible applicants range from approximately $400 to $2,000.

**Federal Perkins Loan**

A Federal Perkins Loan is a low interest (5 percent) 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 $3,000.

The City University is the lender and the loan is made with government funds. If the student borrower drops to less than six credits in a semester or leaves school, s/he is entitled to a six month grace period before beginning repayment. The repayment period may extend over a period of ten years. An additional ten years may be granted at the discretion of the institution if an application is made by the borrower. 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 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.

**NEW YORK STATE STUDENT AID**

**Eligibility Criteria.** In addition to the previously mentioned citizenship requirements, student aid applicants must be New York State residents, 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 1997-98 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 are exempted from this three-year rule.

**Pursuit of Program.** It is required that students complete the specified minimum number of credits/billable equivalent credits prior to 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.** It is required that students accumulate the following specified minimum total number of credits and achieve the following specified cumulative Grade Point Average prior to the semester to be eligible for the TAP award number indicated:
To be Eligible for Award

<table>
<thead>
<tr>
<th>No. of Semester</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. Recently, Governor Pataki amended the academic performance guidelines for student aid. Effective in the 1996–1997 academic year, N. Y. S. student aid recipients must have achieved at least a C average accumulated or its equivalent after having completed their second academic year. Additional information will be posted throughout the college campus as soon as the Financial Aid Office receives further notices from the New York State Higher Education Service Corporation (NYSHESC).

Other Academic Related Issues

Students who withdraw from all courses during a semester will lose eligibility for state aid in the next semester.

Students who fail to meet the above standards and can demonstrate that exceptional circumstances beyond their control impacted negatively on their academic achievement may be eligible for a one time waiver. A waiver will be considered if there is a reasonable probability that the student will regain good academic standing and the student is able to present full documentation to substantiate an appeal. Students who wish to apply for a TAP Waiver must first receive counseling and obtain assistance from the Financial Aid Office.

All developmental courses are charged as billable credits, although the academic portion of the course represented by the credit-bearing portion counts towards the degree, and may be paid for with financial aid funds.

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

Types of Programs

Tuition Assistance Program (TAP)

Tuition Assistance Program provides tuition assistance to full-time matriculated students. Students must be registered for 12 billable equivalent credits or more 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/her award status. Based on state allocations, awards for eligible applicants range from approximately $100 to $2,250 per academic year.

Students who apply early and present their TAP notification before their appointed registration date will receive a credit towards their tuition liability. Students who receive their TAP notification later will be responsible for paying their tuition at registration. The Student Receivables Office will notify the student by mail of their TAP reimbursement. Contact TAP at (518) 474-5642.

Supplemental Tuition Assistance Program (STAP)

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

Aid for Part-Time Study Program (APTS)

Student 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 program which are entitlements, the APTS Program has limited funds and is directly administered by The City University of New York and the Hostos Financial Aid Office. When these funds are exhausted, additional awards cannot be made for the academic year. Based on state allocations, awards for eligible applicants may range from $90.00 to $575. per semester.
Other State Aid Programs

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

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

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

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

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

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

Special Programs

College Discovery (CD)
This is a special program that provides assistance in the form of counseling, tutoring and financial aid to eligible students. This program is limited to students admitted to the College as a College Discovery student. Based on city funding and allocations, awards for eligible applicants range from approximately $340 to $1,000. For additional information you may contact the College Discovery Office at (718) 518-6691.

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

Work Program
New and continuing HRA students may attend college, but beginning in fall, 1997, students will have to fulfill a 20 hours/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 a week of college work-study; and those who have 20 hours a 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 public assistance students 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 to.) 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.
Eugenio María de Hostos Community College

ACADEMIC POLICIES & PROCEDURES

Policy on Grades and Academic Standards

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

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

Other Grades

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 by the end of the next academic semester.

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 s/he 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 nondegree, 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 noncompliance 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 where, because of the CUNY writing examination, the "R" grade may be given twice.

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

FIN - Failure due to Incomplete. A grade given when the “I” grade 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 term.

Attendance

Students at Hostos Community College are expected to attend all classes scheduled for each course for which they are registered. Limited absences are permitted only when:

1. The teacher assigns the student to some alternate learning activity related to the course (e.g. internships and independent assignments), or
2. The student is assigned to research activity which will result in a written project that goes beyond the content that might normally be covered in the course.

It is assumed that, in such cases, student and teacher will confer regularly, and that the teacher will be aware of the student’s progress and of any problems the student may encounter in his/her course of study.

Faculty members are to maintain attendance records. Each academic department is free to develop a more specific policy on attendance within the general college-wide framework.

NOTE: To meet the attendance criteria, a student must attend class at least once in the first three weeks and once in either the fourth or fifth week of classes. A grade of “WU” is assigned when a student has not met the attendance criteria unless there is evidence that the student has kept abreast of the coursework and has the recommendation of a counselor before returning to 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, among them:

(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” or “F” within that academic year.

Phi Theta Kappa

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

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

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 the following 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 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.

**Semester Review**
All probationary students' records will be evaluated at
the beginning of each 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 which 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>
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</tbody>
</table>
**ACADEMIC INTEGRITY**

I. Introduction

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

A. Cheating

In the collegiate setting, cheating is defined as the purposeful misrepresentation of another's work 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.

B. Plagiarism

Plagiarism is a form of cheating which 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).

C. 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/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 as per the Sexual Harassment procedures of the College, 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.

II. 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.

A. Faculty and Proctor Responsibility

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

B. 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.

III. Procedure for Addressing Violations of Academic Integrity

A. 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 Dean of Academic Affairs and the Dean of Students.

B. The Dean of Students or his/her designee will review the contents of the letter with the student.
C. If the student denies or rejects the charge and/or sanction, s/he shall submit a written appeal within ten school days, requesting a review by the appropriate Department Chairperson. The Department Chairperson shall, after consultation with the Dean of Academic Affairs and the Dean of Students (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 Dean of Academic Affairs, Dean of Students, 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.

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

E. 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 Dean of Students 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/her degree until the matter has been resolved.

F. 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.

G. 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 as 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

Every student is assigned a faculty member who serves as the student’s academic advisor. At least once a semester, all students are to make appointments with their advisers. Advisers review the academic progress of students and help them prepare a program of courses to be taken during the following semester. When students indicate a particular career interest, they are assigned to academic advisers in the department which is most closely related to that career. In order to register each semester, students are asked to produce evidence that they have received academic advisement.

The Office of Academic Advisement in collaboration with Counseling Services offers workshops for students who are not registered in the SSD1000 class.

Peer Advisers

Peer advisers are carefully selected students who are trained and supervised by the Director of Academic Advisement. They are able to offer extensive academic advisement and counseling to students throughout the year. Students may avail themselves of the services of peer advisers to plan their academic program and to review their progress in detail. The peer advisers are located in the Student Development Center in Savoy Building (Room D-101C) where students may drop in to ask questions and receive information regarding any college process or procedure.

Transfer

Students who plan to transfer to a four-year college should consult the counselors and peer advisers for assistance in selecting a college and program or major, and for help in all aspects of the transfer process. Many college catalogues, handbooks, and application forms are made available to students in the Academic Advisement Office.

Career Development Services

Career Development Services offers career advising, career information, pre-employment workshops, referrals to part-time and full-time jobs, and other career and job related workshops. In addition, the
CDS Program offers career assessment testing. It also has a career resource library which includes books, videocassettes, and audio cassettes on career topics.

Students are encouraged to visit the Career Development Office to learn more about what opportunities are available to them. Career exploration and career development are essential parts of the education provided at Hostos. The services of the program are available to all students, graduates, and faculty.

Job Placement

Students who graduate from Liberal Arts and Science Programs (A.A. or A.S. degree) either transfer to a senior college or enter the world of work immediately after graduation. Many graduates who continue their studies on a part-time basis seek employment with companies that offer tuition reimbursement and health benefits to employees.

Liberal arts and Science graduates who were employed on a full-time basis upon graduation have entered a variety of occupations in the public and private sectors: case assistants, paralegal assistants, sales managers, customer and account representatives, insurance representatives, bank managers, and various civil service positions in correction and human resources.

Graduates from occupational programs (A.A.S. degree) have the option of continuing their studies at a senior college on a part-time or full-time basis or of seeking employment directly. A number of graduates seek employment with companies and agencies that provide tuition reimbursement to employees who continue their studies. Graduates from occupational programs are employed in fields such as the following:

ACCOUNTING: tax preparation specialist, junior accountant, assistant accountant, insurance representative
RETAIL: manager, personnel assistant
CRIMINAL JUSTICE: paralegal, data collector, information specialist
DATA PROCESSING: computing assistant, junior analyst programmer, computer operator, programmer, console operators
DENTAL HYGIENE: dental hygienist

EARLY CHILDHOOD EDUCATION: assistant teacher, child care assistant, bilingual assistant teacher
MEDICAL LABORATORY TECHNOLOGY: medical technologist, medical laboratory technician
NURSING: registered nurse
PUBLIC ADMINISTRATION: various positions within the city, state, and federal governments, and in not-for-profit agencies
RADIOLOGIC TECHNOLOGY: radiologic technologist
SECRETARIAL SCIENCE: executive secretary, medical secretary, administrative assistant, office manager, word processor, stenographer

Hostos Community College has a widely diversified student body. Its graduates have used their education to enter a wide variety of occupations. Many have continued their education and are now in professions, such as law, medicine, and education. They are new lawyers, physicians, and faculty members at a number of colleges. They teach in the public school system and hold executive positions in public agencies and private companies. A number of graduates now own their own businesses. All have used their education at the College to open up new opportunities for themselves, to develop the communication and quantitative skills which are in such demand in the metropolitan area, and to acquire a deeper understanding of the society in which they live and work. For more information regarding the services offered, please call (718) 518-4471. We are located at the Savoy Building, Room 102. The office hours are: Monday and Tuesday from 10:00 a.m. to 5:00 p.m. as well as Wednesday and Thursday from 10:00 a.m. to 12:00 noon.

Business Internship Program

Students from Accounting, Business Administration, Data Processing, Microcomputers for Business and Secretarial Science 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 teaches them the realities of specific occupations.
College Discovery

The College Discovery Program is a specially funded program of The City University of New York (CUNY). In order to be eligible, students must apply and meet criteria prior to admission to the College. College Discovery students receive financial assistance to cover registration fees, books, and other educational expenses. Upon completion of the associate degree, College Discovery students may transfer to a SEEK Program at a CUNY senior college. The College Discovery Unit, in cooperation with other units of the Division for Student Development, offers a variety of innovative programs to the entire College community.

College Discovery has a Supplemental Instruction Resource Center that offers an academic assistance program which focuses on a non-remedial, institution-wide approach to student performance and retention. The goals of this program are to improve student grades in target courses and to reduce the attrition rate within those courses. The Supplemental Instruction Coordinator identifies high-risk courses and schedules peer facilitated tutoring sessions for them. The Resource Center provides tutoring in ESL, English, Spanish, biology, and chemistry. The tutors meet with the College Discovery students individually and in groups. The Center has computers used by the students to access the Internet, and for computer assisted tutorials in Microsoft Word, Excel, and algebra. The Resource Center has added academic development workshops and workshops in study skills and self esteem to their offerings. These are provided on an ongoing basis.

NOTE: There are currently enforced citizenship, citizenship-related, and residency requirements of one year in New York City for College Discovery eligibility. In the event a student is not a citizen and otherwise meets residency requirements, the student must have immigrant status (which includes persons who have received a permanent residency visa or refugee/parolee status).

Health Services

Room B-115, Telephone: (718) 518-6541.
The following services are available to students:

- Routine and diagnostic physical examinations
- First aid emergency treatment
- Counseling on general health matters
- Workshops on important health topics

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, tuberculosis, hypertension, and pregnancy. An electrocardiogram machine is also available. Confidential AIDS counseling and testing are given to any student requesting these services. The Health Services Office has a large selection of pamphlets and booklets on a wide variety of health issues available to Hostos students.

Health Services is staffed by a physician during the day and by a nurse in the evening. Office hours are posted each semester. The College physician will also be available through the College nurse from 8 a.m. to 4:30 p.m. An appointment is necessary for a physical examination. Medications are provided free to Hostos students.

Immunization: Beginning August 1, 1990, Public Health Law 214 requires 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 to 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 such as: measles, mumps, rubella (MMR), or measles and rubella (MR). Immunization certificate forms are available at the Health Services Office. For information on medical and religious exemptions, please call (212) 349-2664.
Hostos Children’s Center

The Hostos Children’s Center provides a safe, nurturing, stimulating environment for up to 60 preschool children during the day and 20 children during the evening. The hours of operation are 7:30 a.m. to 10:00 p.m. Monday through Thursday and 7:30 a.m. to 2:00 p.m. on Fridays.

The program is built around the children’s developmental needs and includes creative play, music, dance, block play, art, mathematics, multicultural activities, reading readiness, time for group interaction, and time to be alone. The children also participate in neighborhood field trips, city trips, and interdepartmental programs.

The Center presently serves only the children of matriculated Hostos students. The number of student parents waiting for child care is large and, because of the Center’s limited size, it can take as long as three semesters to be admitted. It is licensed by the Department of Health, City of New York. Drop-in services are available during the registration period each semester. Emergency services are also provided as needed. Tuition is based on the number of hours a child is in the center. Subsidies are available for eligible student parents.

Hostos Women’s and Immigrants’ Rights Services

The HWIRS is a student and community oriented project of Hostos Community College designed to empower individuals through civil and legal rights advocacy, education, and direct service. HWIRS was established in September 1988 by concerned students, faculty, and members of the administration who recognized the special needs of women and immigrants. With the help of The New York Community Trust, services were provided by volunteer attorneys, faculty advisers, and students.

HWIRC provides free legal advice, counseling, and support services in areas that are of particular concern to women and immigrants. Presently, HWIRC offers the following services:

FAMILY LAW COUNSELING: Domestic violence, protection orders, accompanying women to Family Court, visitation rights, custody guardianship and other legal documents.
SOCIAL SERVICES: Advocacy with government agencies in matters of housing, health, and public entitlements. We also provide school-based services.

IMMIGRATION LAW COUNSELING: Relative petitions, naturalization, referrals to not-for-profit agencies on deportation matters, amnesty, and translations of legal documents.

COMMUNITY AND STUDENT SEMINARS: Workshops on domestic violence, immigration law, housing, self-esteem, and motivation.

HOURS:
Monday to Friday, 9 a.m. to 5 p.m.
Please call (718) 518-4311 for further information.

Personal and Academic Counseling

The Counseling Unit provides developmental, academic, and personal counseling for students. The counseling process begins when the student is admitted to the College. Students are assisted in addressing and exploring the personal and academic challenges that they face as college students.

A student who does not know where to go for assistance should contact the Counseling Unit for information and direction.

Counselors provide a supportive environment in which students may work on academic issues, family problems, stress reduction, decision-making, conflict resolution, and other personal concerns. Individual counseling is available for students seeking a private, personal atmosphere in which they can talk about matters of importance and concern.

Individual and group counseling are provided for students who may have personal or academic problems or who may have family, social, medical, or other problems. Referrals to outside agencies and institutions are also provided by the counseling staff.

The Counseling Unit maintains a close and supportive relationship with the institutional faculty, to whom it is available as a resource.

SSD 1000 COLLEGE ORIENTATION AND ACADEMIC PLANNING

0 credits 1.5 hours
This course is not a requirement for graduation, but students are encouraged to register for it. Students are exposed to information relative to academic
degrees, academic programs, scholastic index, academic probation, and retention. Specific units in the SSD 1000 course focus on topics, such as study skills, note-taking, critical thinking, self-esteem, time management, problem solving, library usage, and term paper writing. Motivational factors underlying retention in college are addressed in all sessions of the 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 Room D-101-J and D-101-K, 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.

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 disabled 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 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 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 Disabled Students Resource Room. 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**

Extra-curricular 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-371, (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 G.I. Bill or Certificate of Eligibility for Vietnam, Persian Gulf, Malaysia, and National Guard Veterans must report to the

**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 about veterans and dependents educational benefits, attendance and application forms see the Veterans Liaison Representative in Room C-330.
MISSION

The Library's mission is to support the specific needs of the academic and cultural programs of Hostos Community College, by providing a collection of quality print and non-print materials. Its resources are designed to support the bilingual and multicultural philosophy of the College.

RESOURCES

The Library's resources include books, periodicals, newspapers, and audiovisual materials, such as films, audio/visual materials, slides, filmstrips, and microforms. The Archives Collection documents the history of the College.

More than 20 online computer terminals located throughout the Library provide access to the Internet, CUNY+(the City University's integrated library system), periodicals, newspapers, and other databases.

Through interlibrary loans, 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.

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. This opportunity is vital to the information needs of Hostos students who are enrolled in Allied Health programs.

The Library offers a Library Instruction Program which includes library orientation, tours and mini-workshops. Library lectures have been commonly offered through the SSD1000 course (College Orientation and Academic Planning), which is offered by the Counseling Department in both English and Spanish. This is a required course for all entering freshmen.
The Preview Center

The Preview Center is located in Room A309. Students and staff desiring to use these facilities should contact the desk 24 hours in advance. The Center contains a variety of audio-visual equipment and related materials, such as films, videos, tapes, records, and cassettes for both individual and group listening and viewing.

Group Study Rooms

Group study rooms are available for students. Reservations are requested.

Disabled Students Resource Center

The Disabled Students Resource Center is located in Room 208C and is used for tutoring, testing, and training on assistive technology. It is also a place where a reader can work with a vision impaired or learning disabled student. The room houses various specialized pieces of equipment, such as a Xerox Reading Edge Reading Machine for blind students, closed circuit televisions which produce large print, and personal computers with large print and speech capabilities. Students interested in these services should contact the Office of Disabled Students Services; Savoy D-101-J and K, 518-4454, 4459.

CIRCULATION

Books may be borrowed for 21 days and may be renewed for 21 additional days, if not requested by anyone. The maximum number of loans a borrower may have is three. All materials borrowed must be returned by the last day of examinations. Reference books, archival materials, periodicals, newspapers, pamphlets, and audio-visual 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 at 8:00 p.m., Monday through Thursday, and at 4:00 p.m., Friday and Saturday. They are due back within the first hour of the next day the Library is open. Last and only copies, including teacher's copies, do not circulate for home use. To obtain reserve materials, borrowers must sign the charge card and leave their IDs with the desk clerk.

FINES

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

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

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

Lost Items: Current price of the item, plus a processing charge of $10.00.

LOCATION

The Library entrance is located on the third floor of the Shirley J. Hinds Building, 475 Grand Concourse, Room A308.

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 CLOSED

The Library offers extended hours during final examination periods.
CONTINUING EDUCATION

The Office of Community 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 information, call (718) 518-6656

Community and Continuing Education Staff:

Laurel N. Huggins, Director
Juanita Feliciano, Administrative Assistant
Betsy Rodriguez, Recruiter/VISTA Volunteer
(718) 518-6656

Fatiha Makloufi, Coordinator,
ESL College Preparatory Program
(718) 518-6657

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.

For information, call Ann Bourgois, Coordinator or Jeanette Diaz, Counselor at: (718) 518-4236.

The ESL College Preparatory Program

The ESL College Preparatory Program is a free non-credit program for those college applicants who have little or no knowledge of English. The program is intensive, offering courses in verbal and written communication in English, critical thinking and writing, in Spanish, and computer literacy. It offers both day and evening schedules.

Any questions, please call Fatiha Makloufi at (718) 518-6657.
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 that 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 both for classroom instruction and as a role model, students are provided with enrichment intended to promote success, not only on the secondary level, but eventually on the college level as well.

Students are able to take college courses upon completion of required proficiencies and can "bank" these towards an Associate Degree. There is no tuition for college courses. Eligibility for admission to the Hostos-Lincoln Academy is based on completion of the N.Y.C. high school application, and an additional application which is available in the school's counselor's office or by calling (718) 518-4333. Students should have reading and math scores on or close to grade level. Students at the Hostos-Lincoln Academy are members of the college community, and can use the full facilities of the College, including the library, language, writing, and science labs, and have membership in college clubs, sports and recreation. All students who graduate from the Academy are guaranteed admission to Hostos Community College.

Special Features

Hostos-Lincoln Academy is dedicated to involving families and community in the school. To that end, Hostos-Lincoln Academy has a Parent Involvement Program on Saturdays. Parents and members of the community participate in computers, English as a second language, GED (in English and Spanish), and stained glass classes. Child care for children ages four years and older is available for those parents. Parents volunteer their time by tutoring students in courses, such as math and Spanish. The parents also act 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 year-round tutoring program in academic subjects, from 3:00 p.m. to 5:00 p.m. PSAT and SAT tutoring is offered on Saturdays from 10:00 a.m. to 2:30 p.m. During winter, President's week and spring recess activities, such as physical education, stained glass, drama, computers, chess, CPR, and debate are offered to students. In addition, tutoring for all academic subjects is also offered during school breaks.

In the summer there is a 5-6 week program for all incoming freshmen who are entering high school. The purpose of the program 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, computers and conflict resolution.

In addition to a curriculum which 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
Nick Mazzarella, Assistant Principal
Susan Levi-Palmiotto, Dean
Daisy Molina, Guidance Counselor
Vicky Sanacore, Chairperson-English Department
Vidal Pabon, College Advisor
The Hostos Center for the Arts and Culture

Located on the ground floor of the College's East Academic Complex, the Hostos Center for the Arts & Culture adds an important dimension to the learning experience. The Center presents artists of national and international renown; it also presents emerging and established local artists; and it has set a goal of serving as a force for new art. Accordingly, it 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 enjoys new, state-of-the-art facilities. These facilities were inaugurated in 1994, and in the current season will have hosted over 150 cultural and academic events. Over the years, the Center has presented and exhibited such artists as Ruben Blades, Dizzie Gillespie, Eddie Palmieri, Dance Theatre of Harlem, Antonio Martorell, Faith Ringold, Celia Cruz, Marc Anthony, the Barrio Boyzz, and Lucecita Benitez.
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 ten years, a strong supporter of Latino writers whose work appears in Spanish, English, or both. The mission of the organization is to promote and disseminate Latino literature and to encourage emerging and established writers with publication, translation, grant and employment opportunities. Hostos became the Institute’s new home in 1992.

LAWI’s literary publication, Brujula/Compass, has grown from a regional newsletter into a tabloid-size, 32 page, international literary magazine with a subscription of 3,000, although its wider audience is nearly 10,000. Each issue includes poetry and fiction, interviews with Latin writers, information regarding job possibilities and contests, and criticism of significant books. Brujula is actually the only existing source of published information on Latino writers across the U.S..

The Institute sponsors book fairs offering free workshops, reading and performances for both children and adults, commanding an audience that sometimes reaches 15,000. Interaction among publishers, translators, and writers brings attention to heretofore unknown works that then find their way into anthologies and magazines. In 1991, LAWI received the Manhattan Borough President’s “Excellence in Arts Award.”

During the College’s celebration of U.S. Hegemony in the Caribbean, LAWI will offer bilingual readings and panel discussions. They will also present the Latino Literature Prize Awards, and hold a Latino Poetry Festival and a major Latino Book Festival in the spring of ’98. It will promote the distribution and sales of books and magazines relating to Latin American culture, and the work of Latino writers living in the U.S. In addition, a week-long cultural festival featuring readings, conferences, arts and crafts, music, film, theater and children’s activities will involve the local neighborhood as well as the College community in LAWI’S many offerings.
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, handicap, 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 meet its obligation to the students to provide equality of access, to educate, and to provide services without regard to race, color, religion, national origin, handicap, 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 Louis Browne serves as the College’s Affirmative Action Officer, and is responsible for the implementation and monitoring of the College’s affirmative action program. He can be reached at (718) 518-4139 or at 475 Grand Concourse, Room A507.
STATEMENT OF POLICY ON NONDISCRIMINATION

Eugenio Maria de Hostos Community College is an equal opportunity and affirmative action institution. The College does not discriminate on the basis of age, sex, sexual orientation, alienage or citizenship, religion, race, color, national or ethnic origin, handicap, veteran or marital status in its students’ admissions, employment, access to programs, and administration of educational policies.

Professor Louis Browne is the College’s Affirmative Action Officer, Coordinator for Title IX, which prohibits sex discrimination in federally assisted education programs, and the College’s Section 504 Coordinator for persons with disabilities. His office is located in A507, and his telephone number is (718) 518-4139.

STATEMENT ON HEALTH AND SAFETY

It is the policy of Hostos Community College and of the City University of New York to provide a safe and healthful work environment for its employees and students, as well as to protect the environment and to comply with city, state, and federal regulations.

Areas dealt with by the Health and Safety Office include laboratory safety, OSHA Right to Know, biosafety, indoor air quality, and asbestos. For information contact:

Eugene Hamond
Health and Safety Officer
471 Walton Avenue
Bronx, NY 10451
(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 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 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

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.

b. Notice of the charge shall be personally delivered or sent by the Dean of Students to the student at the address appearing on the records of the College, by registered or certified mail and shall contain the following:

1. A complete and itemized statement of the charges being brought against the student including the rule, bylaws or regulation s/he is charged with violating, and the possible penalties for such violation.

2. The time, the date (which shall be as soon as practicable), and the place of meeting with a counselor from the Office of the Dean of Students or a qualified faculty member designated by the Dean of Students.

3. The student shall be advised of his/her rights in the proceeding and possible consequences. Specifically, the notice shall include:

A. A warning that anything s/he may say at this meeting may be used against him/her at a non-college hearing; therefore, s/he may have legal counsel present to advise him/her.
B. A statement of his/her right to remain silent without assumption of guilt.

C. A statement that the counselor is precluded from testifying in a college hearing regarding information received during the interview.

c. At the meeting with the counselor in the Office of the Dean of Students or qualified faculty member designated by the Dean of Students, the following procedure shall be in effect:

1. An effort will be made to resolve the charges by mutual agreement and where warranted to agree on the disciplinary action to be taken.

2. The counselor, if an agreement is reached, shall report his/her recommendation to the Dean of Students for affirmation and the complainant shall be so notified.

3. If no agreement is reached, or if the complainant or the student so requests, or if the student fails to appear, a hearing will be scheduled before the faculty-student discipline committee.

d. The student shall be informed in writing by registered or certified mail or by personal service of the hearing with sufficient particularity of the charges and of the time and place of the hearing. Notice of at least five school days shall be given to the student in advance of the hearing unless the student consents to an earlier hearing. The notice shall advise the student of his/her right to have legal counsel and witnesses participate at the hearing.

e. At the hearing, before the faculty-student discipline committee, the following procedure shall apply:

1. The specific charges shall be read to the student. If the student admits the charges are true, s/he shall be given an opportunity to explain his/her actions before the committee shall decide on the penalty. If the student denies the charge or is silent, the hearing must continue, the accusing party proceeding first. Both sides may introduce evidence and cross-examine witnesses.

2. The College shall make a record of each disciplinary 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 without cost.

3. The student shall have the option to a closed hearing and the right to request an open public hearing. However, a majority of the committee shall have the right to hold a closed hearing when an open public hearing would adversely affect and be disruptive of the committee’s normal operations.

f. The student shall be sent a copy of the committee’s decision which will be final subject to the student’s right of appeal.

g. The faculty-student discipline committee shall consist of three faculty and three student members plus a chairperson. 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 and 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, the President shall have the duty to select the panel or panels which have not been elected. No member of the committee shall serve more than two consecutive terms. The chairperson of the committee shall be selected by the committee from among the remaining members of the panel and shall have the power to vote in the case of a tie. A quorum shall consist of at least two students and two faculty members. Persons who are to be participants in the hearing as witnesses or have been involved in preferring charges or who may participate in appeals procedures or any other person having a direct interest in the outcome of the hearing shall be disqualified from serving on the hearing panel. A lawyer from the general counsel’s office of the board may be present to act as legal advisor to the committee.
Section 15.4
Appeals

An appeal from the decision of the faculty-student discipline 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 committee 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.
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 Dean of Students or the Counseling Office by members of the instructional staff or may seek assistance directly. The Dean of Students 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.
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.

Effective October 1, 1995

The City University of New York
535 East 80th Street
New York, New York 10021
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 Students or his/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 Dean of Students or his/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.
El Colegio Comunal Hostos

El Colegio Comunal Eugenio María de Hostos se creó por decreto de la Junta de Educación Superior el 22 de abril de 1968, satisfaciendo así las exigencias del liderato puertorriqueño y de otros grupos de hispanos quienes propugnaban el establecimiento de un colegio universitario que llenara las necesidades educativas del sur del Bronx. La primera clase, constituida por 623 estudiantes, inició sus labores estudiantiles en septiembre de 1970, en el 475 de Grand Concourse, antiguo local de una fábrica de gomas. En junio de 1974 el Colegio ya contaba con más de 2,000 estudiantes. Ese mismo año, con el propósito de aliviar la escasez de espacio en el plantel original, la legislatura estatal aprobó una ley especial, por la cual habría de adquirir el edificio localizado en el 500 de Grand Concourse, frente al plantel original. También ese mismo año, Hostos recibió la acreditación incondicional luego de una evaluación sumamente favorable por parte de la Asociación de los Estados de la Región Medioeste.

Durante la crisis económica de mediados de la década del 70, se intentó fundir a Hostos con otra institución, como "medida de ahorro". Dicha medida fue enérgicamente rechazada por el Colegio y la comunidad, lo cual llevó a la legislatura a garantizar, en la Ley Landes de Educación Superior, aprobada el 9 de junio de 1976, la continuación de la existencia del Colegio. Desde fines de los años 70 hasta principios de los 80, la matrícula aumentó consistentemente. El nuevo recinto cuenta con seis edificios, tres de los cuales han sido especialmente diseñados para cubrir las necesidades del Colegio. Hostos se siente orgulloso de sus salones de clase; sus laboratorios de ciencias, matemáticas y computadoras; su centro de escritura; sus excelentes servicios de educación física; y sus nuevas salas de teatro.

El Colegio goza de la acreditación de la Asociación de Colegios Universitarios y Escuelas de la Junta Regente de la Universidad del Estado de Nueva York. Los currículos de ciencias médicas están a su vez acreditados por las agencias pertinentes, incluyendo la Asociación Dental Americana y el Departamento de Salud del Estado de Nueva York. El cuarenta y dos por ciento de la facultad tiene doctorado y el cincuenta y siete por ciento tiene maestría. El estudiantado es multicultural con una mayoría oriunda de Puerto Rico, la República Dominicana y Centro y Sur América. Se proporciona asistencia económica a todos los estudiantes que califiquen y aproximadamente el noventa y nueve por ciento recibe fondos federales o estatales.

En la actualidad, el Colegio define su misión como la de proporcionar "oportunidades educativas que lleven al ascenso socioeconómico de la primera y segunda generaciones de hispanos, afroamericanos y otros residentes de la ciudad de Nueva York que hayan encontrado obstáculos para la consecución de una educación universitaria."
Eugenio María de Hostos, educador, escritor y patriota puertorriqueño, nació en el Barrio Río Cañas de la ciudad de Mayagüez el 7 de enero de 1839. Recibió su educación primaria y secundaria en San Juan y luego estudió Pedagogía y Derecho en el Instituto de Educación Superior de Bilbao y en la Universidad de Madrid, ambos en España. Junto a otros compañeros de estudios, se unió a los esfuerzos para liberar a Cuba y a Puerto Rico del dominio colonial español y para lograr la abolición de la esclavitud africana. En 1869 partió de Madrid hacia la Ciudad de Nueva York donde se unió a otros exiliados en la Junta Revolucionaria Cubana, la cual luchaba en favor de la liberación de Cuba y Puerto Rico. Tres años después, Hostos viajó a América Latina a recabar apoyo para el Movimiento Libertador. En Perú protestó en contra de la explotación de los inmigrantes chinos. En Chile abogó para que se abrieran las oportunidades educativas a las mujeres, particularmente en leyes y medicina. En Argentina desarrolló una vasta campaña para que se construyera el primer ferrocarril transandino.

El gobierno de Chile estableció una escuela para que Hostos llevara a cabo sus avanzados conceptos de pedagogía. Bajo su liderato, el Liceo Miguel Luis Amunátegui se convirtió en uno de los más eminentes centros de educación de Latinoamérica. Durante ocho años en Chile, escribió currículos ejemplares en español e historia y publicó obras literarias, artísticas y filosóficas.

Al finalizar el dominio español en Puerto Rico, Hostos regresó a luchar nuevamente por la independencia de la isla. En 1898 partió hacia la República Dominicana donde fue nombrado Director del Colegio Central e Inspector General de Instrucción Pública. Hostos falleció en la República Dominicana en agosto de 1903.

Eugenio María de Hostos es el autor de obras tan renombradas como: Ley General de la Enseñanza Pública, Historia de la Pedagogía, Comentarios en Torno a la Pedagogía y Reformas en la Enseñanza del Derecho.

La vida, la obra y los ideales de Eugenio María de Hostos sirven como legado e inspiración para todos los estudiantes del colegio.
Eduación Bilingüe: DECLARACIÓN DE NORMAS Y PROCEDIMIENTOS

El Colegio Comunal Eugenio María de Hostos tiene como misión ofrecer programas profesionales y de artes liberales rigurosos que lleven a la consecución de empleos significativos y bien remunerados o a la continuación exitosa de estudios más avanzados. Parte fundamental de la misión del Colegio es ofrecer oportunidades educativas bilingües y un ambiente multicultural que fomenta la apreciación de la diversidad cultural, el aprendizaje de un segundo idioma y el crecimiento intelectual. Nuestra meta principal es capacitar a todos nuestros estudiantes en el conocimiento del idioma inglés.

Los principales beneficiarios del programa bilingüe de Hostos son los estudiantes hispanos adultos que están aprendiendo inglés. Para ingresar al programa, estos estudiantes deben llenar los requisitos de ingreso estipulados por la Universidad de la Ciudad de Nueva York (por ejemplo, tener el diploma de escuela secundaria o GED, en concordancia con la Política de Ingreso Libre del Estado de Nueva York). Por lo general, es posible que el 50 por ciento de los estudiantes del primer año de Hostos necesite participar del programa bilingüe para facilitar su transición a los cursos profesionales y de contenido que se imparten en inglés. Para estos estudiantes, el modelo ofrece un método educativo pedagógicamente sólido y práctico, diseñado para proporcionarles acceso a la preparación profesional, a las oportunidades para una participación significativa en la vida sociocultural e intelectual del Colegio, al progreso dirigido a completar exitosamente sus estudios, y a la preparación para continuar estudios más avanzados. Los estudiantes del programa bilingüe siguen una secuencia de cursos académicamente rigurosa y bien estructurada, la cual los prepara, al momento de graduarse, para alcanzar el dominio de las destrezas académicas en inglés que se necesitan para tener éxito en la educación universitaria y en la fuerza laboral.

Los estudiantes reciben apoyo de una gran gama de servicios bilingües (orientación académica, consejería, asesoría, tutoría e instrucción suplementaria), mediante prácticas administrativas de apoyo bilingües, diversas y frecuentes actividades culturales que reenfuerzan el aprendizaje en dos idiomas, y una biblioteca bilingüe que alberga una extensa colección de materiales en inglés y español.
El modelo de enseñanza bilingüe consta de cuatro componentes: (1) un programa de Enseñanza del Inglés como Segundo Idioma (ESL), (2) cursos para desarrollar las destrezas en español, (3) cursos de contenido impartidos en español, y (4) cursos intensivos, diseñados para fomentar el aprendizaje del inglés y la adquisición de destrezas en la escritura de dicho idioma. De acuerdo con su actual implementación, los cuatro componentes funcionan de la siguiente manera:

**El Programa de Inglés como Segundo Idioma (ESL)**

Este componente ofrece una secuencia de cursos intensivos para fomentar el desarrollo integrado de las destrezas en el inglés, así como un Programa Intensivo de Inglés como Segundo Idioma. Hay tres niveles en la secuencia de cursos de ESL: básico (ESL 1315 y 1320), intermedio (ESL 1325) y avanzado (ESL 1330). Actualmente, los cursos de ESL tienen una duración de 10.5 horas por semana y un valor de 2.5 créditos.

Al estudiante típico del primer año que ingresa al nivel básico de ESL se le ofrece el curso de ESL de 10.5 horas, un curso de desarrollo en español (Spa 2221), o matemáticas (Math 1604), de ser necesario, un curso —el cual es requisito— de Orientación y Planificación Académica (SSD 1000) y otras tres a cinco horas de clase de cursos de contenido. En el nivel básico, todos los cursos de contenido podrán tomarse en español (excepto en el Programa Intensivo de ESL). En el nivel intermedio de ESL (ESL 1325), un estudiante típico debe tomar el curso de ESL y por lo menos un curso de contenido a nivel universitario en inglés, para que de ese modo la mitad o más de sus clases sean en inglés. En el nivel avanzado de ESL (ESL 1330), un estudiante típico debe tomar el curso de ESL y por lo menos dos cursos de contenido en inglés. Por lo general, se espera que la suma total de horas de clase tenga un valor, en créditos, igual a un programa de estudios completo. Esto es particularmente importante para los estudiantes que son elegibles para recibir asistencia económica. Una vez que el estudiante complete la secuencia de ESL, se espera que tome todos sus cursos en inglés, excepto en los cursos de lenguas modernas o en estudios Latinoamericanos y del Caribe, los cuales se imparten en español.

El Programa Intensivo de ESL se ofrece tanto de día como de noche, y funciona como un modelo de inmersión en el inglés; es decir, la enseñanza de contenido y todas las actividades se dan en inglés. Mediante un proceso de evaluación y de entrevistas personales, el programa recluta a estudiantes académicamente preparados y capacitados a nivel universitario en su idioma materno. Los estudiantes deben comprometerse a llevar 25 horas de clase por semana y a cumplir con un número substancial de asignaciones para la casa.

**Cursos de desarrollo en español**

El componente para el desarrollo de destrezas en español se basa en investigaciones bien establecidas que prueban la existencia de un vínculo directo entre la solidez de las destrezas de los adultos en su idioma materno y su capacidad para aprender un segundo idioma. De este modo, a los estudiantes hispanos que ingresan por la primera vez se les da un examen de ubicación en español. Aquellos que necesiten instrucción adicional para fortalecer sus destrezas en español deberán tomar cursos en su idioma materno como base para desarrollar sus destrezas en el segundo idioma. El Colegio ofrece un curso de desarrollo en español (Spa 2221) diseñado con este propósito y que el estudiante típico debe tomar durante su primer semestre. Luego, el estudiante podrá tomar otros cursos en español para perfeccionar aún más sus destrezas en dicho idioma mientras continúa adquiriendo las destrezas en el inglés.

**Cursos de contenido en español**

Varios cursos de contenido a nivel universitario se ofrecen en español en los niveles introductorios de cada disciplina y en algunos programas profesionales como parte de una transición planificada a los cursos de contenido impartidos exclusivamente en inglés. El contenido curricular de cada uno de estos cursos es igual a su equivalente en inglés. La teoría que sustenta este método es que los estudiantes cuyo primer idioma es el español pueden adquirir las destrezas y el conocimiento necesarios para lograr éxito en cursos de contenido a nivel avanzado en el idioma que más dominan, mientras continúan mejorando sus destrezas en el inglés.
Cursos intensivos en inglés

Mediante este componente, los estudiantes adultos reciben cursos de contenido intensivos en varias disciplinas, los cuales fomentan el aprendizaje de un segundo idioma y el desarrollo de destrezas en la escritura. Estos cursos son impartidos por profesores que incorporan sistemáticamente diversas tareas lingüísticas en sus métodos pedagógicos, tales como lectura y escritura estructuradas, asignaciones orales, evaluaciones basadas en la escritura, asignaciones para utilizar la biblioteca, guías de recursos, así como glosarios y bibliografías bilingües. Los cursos intensivos se imparten en inglés y los estudiantes reciben asistencia de tutoría para ayudarles a completarlos con éxito. Este componente se basa en investigaciones que sugieren que el aprendizaje de un segundo idioma se logra más eficazmente cuando se lo estudia en contextos significativos. Las destrezas lingüísticas que se aplican en marcos más exigentes a nivel cognoscitivo y basados en contenido, tienen más probabilidad de convertirse en parte natural del bagaje lingüístico que posee una persona adulta en un segundo idioma.

Hacia la consecución del bilingüismo para todos los estudiantes

Los estudiantes de Hostos que ingresan al Colegio hablando un solo idioma y que poseen una base académica más sólida y una mayor capacitación en el inglés, también se benefician del programa bilingüe porque su implementación contribuye a fomentar un ambiente de aprendizaje intelectualmente estimulante y en cual pueden apreciar diversas culturas e idiomas. Para este grupo, compuesto por muchos hispanos de segunda generación, el modelo ha fomentado el aprendizaje del español o una mayor capacitación en dicho idioma. El dominio de este idioma añade valor a su preparación profesional en un mundo que requiere que tanto trabajadores como estudiantes estén capacitados en más de un idioma.

El Colegio Comunal Hostos continuará desarrollando su programa bilingüe para mantener su posición como el Colegio preferido por muchos adultos de la Ciudad de Nueva York, que desean enriquecerse mediante la adquisición de dos idiomas: el español y el inglés.
El Colegio Comunal Hostos ha estado activo en la implementación de su plan maestro desde 1988. El plan consiste en un gran proyecto de construcción con el cual expandirá el espacio que ya tiene a su disposición y mejorará los programas educativos y los servicios que el Colegio proporciona a sus estudiantes y a la comunidad. La expansión se ha llevado a cabo con la terminación de los edificios del “East Academic Complex” y el “Savoy Manor” en 1994 y 1997, respectivamente.

En la actualidad, el Colegio ocupa varias estructuras ubicadas en la calle 149 y la avenida Grand Concourse en el Bronx. Uno de estos edificios, localizado en el 475 de Grand Concourse, alberga los programas de higiene dental, la Academia Hostos-Lincoln, la clínica dental, varios laboratorios de química y biología, oficinas administrativas y salones de clase. Esta estructura será renovada según la fase 3B del plan maestro del Colegio y representará la fase final del programa de reconstrucción. Adjunto e integrado al edificio del 475 de Grand Concourse, se encuentra el edificio “Shirley J. Hinds Allied Health and Science Complex”. Inaugurado en diciembre de 1990, ha recibido más de cinco premios por su arquitectura. En él se encuentran la biblioteca, sumamente moderna, con un sistema bibliográfico computarizado, y laboratorios ultramodernos para los programas en tecnología radiológica, química, biología, física y tecnología de laboratorio médico. A los estudiantes de los programas de salud se les ofrecen prácticas en clínicas y hospitales afiliados a dichos programas. El Centro Infantil de Hostos, licenciado por el Estado de Nueva York y con capacidad para 60 niños, también se encuentra en este edificio.

El edificio ubicado en el 500 de Grand Concourse alberga salones de clase, oficinas académicas y administrativas, el centro de computación administrativa y las oficinas de servicios médicos. Esta estructura está siendo preparada para renovarla totalmente, incluyendo una adición de dos pisos. Su renovación comenzará tan pronto como se aprueben los fondos necesarios.

El “East Academic Complex”, inaugurado en el otoño de 1994 con más de 279,000 pies cuadrados, está adjunto al edificio 500 de Grand Concourse. Esta estructura alberga los programas de administración de empresas y contabilidad, procesamiento de datos y ciencias secretariales, los departamentos de humanidades en estudios latinoamericanos y del Caribe, estudios africanos, artes visuales e interpretativas, lenguas modernas, el departamento de educación física y numerosas oficinas de organizaciones y clubes estudiantiles. Además de estos departamentos, el edificio es sede de diez laboratorios ultramodernos de microcomputadoras, estudios de arte y de danza, un gimnasio, centros para hacer ejercicio y una piscina de gran tamaño. También hay dos teatros con capacidad para 950 y 350 respectivamente, una galería de arte con características de museo y una moderna librería. Un puente aéreo peatonal conecta esta estructura con el edificio “Allied Health” a través del Grand Concourse, conectando las secciones este y oeste del recinto.

Para proporcionar espacio temporal durante la renovación del edificio 500 de Grand Concourse, una nueva estructura, el edificio “Savoy Manor”, fue inaugurada en el verano de 1997. Este edificio está localizado en el 120 este de la calle 149, en la esquina suroeste de dicha calle y la avenida Walton. Esta estructura consta de más de 43,000 pies cuadrados y alberga las oficinas del Registrador, Tesorería, Asistencia Económica, Negocios, Admisiones y Reclutamiento y Consejería.
El Colegio Comunal Hostos ofrece programas que conducen a los títulos de grados asociados en Artes (A.A.) y en Ciencias (A.S.) que preparan a los estudiantes para trasladarse a colegios de cuatro años al graduarse de Hostos. También se ofrece el título de Grado Asociado en Ciencias Aplicadas, (A.A.S.), que prepara a los estudiantes para carreras específicas y un Programa de Certificado en Procesamiento de Palabras. En el caso de las ciencias médicas, el número de créditos que debe tomarse para obtener el Grado Asociado en Ciencias Aplicadas (A.A.S.), depende del campo que se elija: en Higiene Dental, 70 créditos; en Tecnología de Laboratorio Médico, 60; en Enfermería, 67; en Tecnología Radiológica, 64.5. Además, los requisitos para la certificación y la licenciatura imponen restricciones adicionales al tiempo requerido para completar los programas.

Los candidatos al título de Grado Asociado en Artes (A.A.), toman cursos de artes y de ciencias. Estos incluyen cursos de Psicología y Ciencias Sociales, Inglés, Matemáticas, Estudios Africanos, Estudios Latinoamericanos y del Caribe, Lenguas Modernas, Filosofía y Artes Visuales e Interpretativas.

Los candidatos al título de Grado Asociado en Ciencias (A.S.) siguen un programa académico similar a los que aspiran al título de Grado Asociado en Artes, pero con mayor énfasis en las matemáticas o las ciencias. Además, las lenguas modernas no son requisito para el Grado Asociado en Ciencias (A.S.).

Los candidatos al título de Grado Asociado en Ciencias Aplicadas (A.A.S.) concentran sus estudios en programas que conducen a profesiones como Administración de Empresas y Contabilidad, Higiene Dental, Educación Preescolar, Gerontología, Tecnología de Laboratorio Médico, Microcomputadoras, Enfermería, Estudios Paralegales, Administración Pública, Tecnología Radiológica y Ciencias Secretariales. En conformidad con los reglamentos del Comisionado de Educación del Estado de Nueva York, se requiere que el estudiante apruebe un mínimo de 32 créditos en las aulas del Colegio Hostos.

Los veteranos que ingresan al primer año en Hostos deberán tomar los cursos de Educación Física requeridos por los respectivos programas académicos.

**AVISO IMPORTANTE SOBRE CAMBIOS POSIBLES**

"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 esto pueda causar."

**Currículos Inscritos en el Registro del Departamento de Educación del Estado de Nueva York como Programas Certificados**

(La matrícula en programas que no están inscritos o no hayan sido aprobados conlleva la descalificación para recibir ciertas becas).

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<tr>
<th>Currículo</th>
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<td>Gerencia de Oficina Médica</td>
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Requisitos para Obtener un Título

Los títulos de Grado Asociado en Artes (A.A.) y Grado Asociado en Ciencias (A.S.)

Cada uno de los títulos arriba mencionados requiere un mínimo de 60 créditos dentro de los cuales estén incluidos los créditos específicos de cada materia de estudios que se indican a continuación. Aquellos que deseen continuar sus estudios hacia la consecución de un bachillerato en artes o ciencias deben comunicarse con un orientador de la Unidad de Consejería, con el jefe del departamento académico correspondiente o con el coordinador del programa correspondiente en Hostos, para informarse con respecto a la concentración de los estudios y el proceso a seguir para efectuar el traslado. Aquellos estudiantes que deseen trasladarse a un colegio de cuatro años y continuar sus estudios hacia la consecución de un título en una carrera no incluida en el currículo de Hostos, pueden consultar con un consejero de la Oficina para el Desarrollo del Estudiante para informarse con respecto a los posibles programas de estudio. Los estudiantes deberán cumplir con los siguientes requisitos:

Distribución de Créditos por Título

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<th>A.A.</th>
<th>A.S.</th>
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<tbody>
<tr>
<td>Inglés</td>
<td>12 créditos</td>
<td>12 créditos</td>
</tr>
<tr>
<td>Psicología y Ciencias Sociales*</td>
<td>12 créditos</td>
<td>6 créditos</td>
</tr>
<tr>
<td>Lenguas Modernas</td>
<td>6 créditos**</td>
<td>Ninguno</td>
</tr>
<tr>
<td>Matemáticas</td>
<td>6 créditos</td>
<td>12-14 créditos</td>
</tr>
<tr>
<td>Artes Visuals e Interpretativas, Estudios Africanos o Estudios Latinoamericanos y del Caribe</td>
<td>6 créditos</td>
<td>3 créditos</td>
</tr>
<tr>
<td>Educación Física y Atletismo</td>
<td>2 créditos</td>
<td>2 créditos</td>
</tr>
</tbody>
</table>

| Ciencias Naturales y Físicas | 8 créditos | 24 créditos*** |
| Electivos                    | SEGUIII SE REQUIERA |
| Total                        | 60 créditos | 60 créditos |

(requeridos para obtener el título)

Es posible que además de los requisitos arriba expuestos y como parte del modelo bilingüe de transición, los estudiantes tengan que tomar Inglés como Segundo Idioma, y cursos remediales de Matemáticas y Español para llenar los requisitos de idioma, matemáticas y/o del programa de iniciativa preparatoria del Colegio (CPI). Dependiendo del nivel de preparación del estudiante y en concordancia con la misión del Colegio con respecto a la educación bilingüe, éstos pueden incluir cursos de Inglés, Matemáticas, Psicología y Ciencias Sociales, Bellas Artes y/o Lenguas Modernas. Dependiendo de su preparación y del nivel donde se lo ubique, el estudiante podría necesitar estos créditos adicionales para ingresar a los programas conducentes a la consecución de un título.

*Los estudiantes que son elegibles para recibir asistencia económica estatal y federal, deben estar conscientes de que existen límites en el número de semestres para los cuales son elegibles para recibir ayuda económica.

NOTA: Las tres cuartas partes del currículo conducente al título de Grado Asociado en Artes (A.A.) han de incluir cursos de las artes liberales y las ciencias. La mitad del currículo conducente al título de Grado Asociado en Ciencias (A.S.) ha de incluir cursos de las artes liberales y las ciencias. El número de créditos requerido para el título de Grado Asociado en Ciencias (A.S.) dependerá del nivel de preparación del estudiante en las matemáticas.

*Se permite que tres de estos créditos se tomen en administración pública.

**Una vez que se haya elegido un idioma, se sugiere que el estudiante tome seis (6) créditos en dicho idioma, ya que otras instituciones universitarias por lo general no aceptan el traslado de menos de seis créditos.

***Doce (12) a dieciséis (16) créditos en una ciencia: biología, química o física, más ocho (8) créditos en otra ciencia.
La Oficina de Admisiones y Reclutamiento exhorta a los estudiantes que desean ingresar al Colegio Hostos a comunicarse con un consejero para discutir sus metas educativas universitarias. El Consejero les ayudará a examinar sus objetivos, evaluar los requisitos de los programas que se ofrecen en Hostos y a considerar las diferentes oportunidades profesionales.

Cómo solicitar ingreso

Se exhorta a todos los solicitantes, incluyendo a los oyentes, a que soliciten ingreso directamente a la Oficina de Admisiones y Reclutamiento. Se puede obtener una solicitud en las siguientes oficinas:

**Oficina de Admisiones y Reclutamiento**

120 Este de la Calle 149
Oficina 210D
Bronx, Nueva York 10451
(718) 518-4401

**Oficina Central de Servicios de Admisiones**

101 Oeste de la Calle 31 (6to. piso)
Nueva York, NY 10001
(212) 947-4800

**Visitás al recinto universitario**

Los estudiantes de escuela superior, de traslado y de las agencias de la comunidad que deseen ingresar a Hostos podrán visitar el recinto universitario durante los días de visita que el Colegio programa durante el año. Los estudiantes también pueden dirigirse a los diferentes departamentos y programas para solicitar un permiso de visita. Las giras por el recinto, programadas para todos los viernes de cada mes, deben hacerse mediante cita previa.

**Ingresos**

Los estudiantes se clasifican en dos grupos:

**Estudiantes matriculados.** Estos pueden solicitar ingreso como estudiantes del primer año o de traslado que desean ingresar a un programa académico específico y conducente a la consecución de un título.

**Estudiantes oyentes.** Estos pueden matricularse en cursos que conceden créditos, pero no están matriculados oficialmente en un programa conducente a la consecución de un título. Los créditos obtenidos por estos estudiantes podrán ser transferidos a un programa conducente a la consecución de un título.

**Solicitud de ingreso**

Todo solicitante que desee ingresar a Hostos tiene la responsabilidad de llenar la solicitud correcta. De lo contrario, puede haber demoras en el procesamiento de la solicitud y el estudiante tendrá que pagar cuotas adicionales. El estudiante debe asegurarse de leer las intrucciones con cuidado y de entregar toda la documentación necesaria. Para recibir más información sobre la solicitud de ingreso, los estudiantes que hayan estudiado fuera de los Estados Unidos deberán referirse a la “Information for International Undergraduate Applicants”, de CUNY.

Hay tres tipos de solicitudes:

**Solicitud para ingresar por primera vez:**

Los estudiantes sin créditos universitarios deben completar una Solicitud de Estudiante del Primer Año de CUNY indicando a Hostos como primera opción.

La solicitud requiere lo siguiente:

**Copia oficial de la transcripción de notas obtenidas en la escuela superior**

1. El certificado de equivalencia (General Equivalency Diploma/GED) con una puntuación de 225 o más (no se aceptará un certificado de escuela superior ni un diploma I.E.P.)
2. El original del diploma de escuela superior

3. Un giro postal de $40 por concepto de cuota de solicitud hecho a nombre de University Application Processing Center (UAPC)

**Transferencia de créditos**

Los estudiantes pueden transferir créditos obtenidos en otras instituciones universitarias acreditadas de los Estados Unidos o del extranjero, siempre y cuando los cursos que hayan tomado sean comparables a los que ofrece el Colegio Comunal Hostos. Estos créditos son evaluados por el Evaluador de Créditos de la Oficina de Admisión y Reclutamiento antes o durante el primer semestre de asistencia a clases. Sólo se aceptarán créditos por cursos que se hayan tomado en instituciones acreditadas por una de las comisiones acreditadoras regionales. El máximo número de créditos transferibles es 30. Se pueden aceptar créditos de cursos cuyas notas finales sean por lo menos de "C".

**Consecución de un segundo título**

Los estudiantes podrán solicitar ingreso a Hostos para conseguir un segundo título, siempre y cuando éste sea diferente al obtenido anteriormente. Los solicitantes deben llenar una Solicitud de Admisión de Traslado y enviar las transcripciones oficiales de todas las instituciones universitarias donde hayan estudiado a la atención de “Second Degree Status”, Oficina de Admisiones y Reclutamiento.

**Solicitud de estudiantes oyentes**

Los estudiantes que no deseen obtener un título universitario pero que deseen tomar cursos en Hostos pueden ingresar en calidad de oyentes. Estos estudiantes han de solicitar el ingreso directamente a la Oficina de Admisiones y Reclutamiento. Podrán matricularse en cualquier curso que deseen, siempre y cuando haya cupo.

Para solicitar ingreso en calidad de oyente se requieren los siguientes documentos:

1. Diploma y transcripción de escuela superior o el certificado de equivalencia GED con una puntuación de 225 o más (no se aceptará un certificado de escuela superior ni un diploma I.E.P.)

2. Transcripciones oficiales de todas las otras instituciones universitarias acreditadas a las cuales haya asistido.

3. Giro postal de $50 por concepto de cuota de solicitud hecho a nombre de University Application Processing Center. Aquellos que actualmente estén estudiando en otro colegio de CUNY no tendrán que pagar la cuota de $50.00.
Los estudiantes que toman cursos en calidad de oyentes no califican para recibir asistencia económica.

Estudiantes de edad avanzada

Todos los residentes permanentes de la ciudad de Nueva York que tengan 60 años de edad o más, pueden ser admitidos al completar los procedimientos regulares de ingreso. Las personas de edad avanzada pueden tomar cursos gratuitamente, pagando una cuota de $65 y siempre y cuando haya cupo.

Solicitantes educados en el extranjero

Los solicitantes educados en el extranjero deben someter copias oficiales de las transcripciones de notas de escuela secundaria y, según corresponda, de aquellas instituciones universitarias a las cuales haya asistido. Todas las transcripciones deben estar acompañadas de una traducción al inglés.

Solicitantes de visa de estudiante F-1

La Oficina de Admisiones y Reclutamiento coordina todos los servicios administrativos y de consejería para los estudiantes extranjeros que soliciten una visa de estudiante. Para obtener un certificado I-20 el estudiante deberá financiar el costo de su educación y sus gastos de vivienda. El costo de los estudios es de aproximadamente $9,000 al año. El formulario I-20 se extiende sólo a aquéllos que hayan sido aceptados como estudiantes matriculados a tiempo completo.

Solicitantes extranjeros

Los solicitantes deberán someter los siguientes documentos al consulado de Estados Unidos en sus respectivos países:

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

Solicitantes en los Estados Unidos con Visas B-1 o B2

Los estudiantes deben solicitar un cambio de estatus a la U.S. Immigration and Naturalization Service Office. Los solicitantes deben presentar los siguientes documentos:

- Certificado I-20
- Prueba de solvencia económica
- Formulario I-539 (formulario para solicitar cambio de estatus)
- Registro I-94 de entradas y salidas
- Carta de aceptación del Colegio Comunal Hostos
- Giro de $40 o $50 por concepto de cuota de solicitud
- Solicitud de cambio de estatus de $75 (sujeta a cambio)

NOTA: Es posible que aquellos solicitantes que tengan una visa B1 o B2 que haya expirado no puedan obtener un cambio de estatus y recibir la visa F-1.

Estudiantes de traslado a Hostos con Visa F-1

Los estudiantes que tengan una visa F-1 de otra institución universitaria en los Estados Unidos deben cumplir con los siguientes procedimientos:

- Comunicarse con el consejero de estudiantes extranjeros del colegio al cual asistieron anteriormente
- Someter el certificado I-20 del colegio anterior al Colegio Comunal Hostos
- Someter una nueva declaración notarizada sobre su situación económica al consejero de estudiantes extranjeros de Hostos.

Aquellos estudiantes extranjeros cuyo primer idioma no sea ni el inglés ni el español deberán tomar el Examen de Inglés como Idioma Extranjero (TOEFL) y lograr una puntuación de por los menos 500. Se puede obtener la información sobre el TOEFL escribiendo a:

Test of English as a Foreign Language
Educational Testing Service
Box 899
Princeton, NJ 08541

Un estudiante extranjero con visa F-1 debe consultar con el Consejero de Estudiantes Extranjeros antes de:
1. aceptar empleo
2. salir de los Estados Unidos
3. trasladarse permanentemente a otra institución universitaria 
   o 
4. darse de baja del colegio antes del final del semestre.

Para obtener más información sobre las visas de estudiantes, favor de llamar a la Consejera de Estudiantes Extranjeros:

Nydia Rodríguez-Edgecombe 
Oficina de Admisiones, Sala D-210 
Savoy Manor 
(718) 518-6633

Procedimientos después del ingreso

Requisitos de inmunización y normas con respecto a las notas “WA”

La política de la Universidad de la Ciudad de Nueva York, en conformidad con la ley de salud pública PHL 2165, requiere que para asistir a la universidad, todos los estudiantes que se matriculen por seis o más créditos (créditos por cobrar) y que hayan nacido después del 31 de diciembre de 1956, presenten dos pruebas de vacuna contra el sarampión y una prueba contra las paperas y la rubéola. Para asegurar el pleno cumplimiento de esta regla, el colegio deberá notificar debidamente a los estudiantes respecto a estos requisitos, antes de su ingreso a la universidad.

Para completar el proceso de matrícula y continuar asistiendo al colegio, los estudiantes deberán cumplir con los requisitos mínimos siguientes:

Cumplimiento parcial: Una prueba de vacuna contra el sarampión, paperas y rubéola, más una cita con el médico para la segunda vacuna contra el sarampión. La segunda prueba contra el sarampión debe someterse hacia el día 30avo o 45avo del semestre. Las Oficinas de Admisiones y la del Registrador notificarán a los estudiantes que estén en cumplimiento parcial que sus expedientes académicos, así como su derecho a asistir a clases y a recibir asistencia económica, pueden verse afectados. También existe la posibilidad de incurrir en deuda por concepto de matrícula del semestre anterior al primer día de clases. A estos estudiantes se les enviará una segunda carta después del segundo día de clases, pero antes del 15avo día, informándoles que no tendrán derecho a asistir a clases a partir del 31avo o del 46avo día del semestre. Se les informará también que el colegio les ofrece la oportunidad de vacunarse en el recinto. Los estudiantes podrán presentar la prueba de vacuna hasta el final del semestre.

Los estudiantes que no cumplan con los requisitos mínimos perderán el derecho a asistir a clases y no se les permitirá reincorporarse hasta que cumplan plenamente con los requisitos. En vez de las notas regulares, los estudiantes recibirán una nota administrativa de retiro (“WA”), la cual figurará en su expediente académico.

Hay tres (3) pasos que el estudiante debe dar para cambiar la nota “WA” antes del final del semestre y de ese modo poder reincorporarse a clases y recibir una nota regular.

1. Presentar la prueba de vacuna a la Oficina de Admisiones y Reclutamiento antes del final del semestre (último día de clases).
2. Obtener la autorización del profesor para reincorporarse a la clase.
3. Someter el formulario de cambio de nota a la Oficina del Registrador antes del final del semestre.

Es esencial completar estos tres pasos para cambiar una nota “WA”. Sin embargo, la nota “WA” no se podrá cambiar después del semestre en cuestión. Si los estudiantes no cumplen con los requisitos de inmunización durante el semestre siguiente, las notas “WA” permanecerán en su transcripción como notas permanentes.

Exámenes de ubicación

Antes de la matrícula, los estudiantes deberán tomar exámenes en lectura, escritura y matemáticas para fines de consejería y ubicación académicas. Estos exámenes se utilizan para determinar si el estudiante está preparado para tomar cursos a nivel universitario. A aquellos estudiantes que no estén preparados se les asignará cursos remediales para ayudarles a llenar los vacíos que puedan tener en su preparación académica.
Requisitos de residencia del Estado de Nueva York

A los estudiantes se les asigna un estatus de residencia al ingresar al Colegio. Debido a que el estatus de residencia determina las cuotas de matrícula, los estudiantes deben estipular su clasificación. Si hubiese alguna duda con respecto a su estatus, la responsabilidad de probar que son residentes legales recae sobre los estudiantes. El formulario para probar la residencia legal puede obtenerse en la Oficina de Admisiones y Reclutamiento.

He aquí algunos de los códigos que se utilizan para indicar el estatus de los estudiantes:

- **OK**: Para estudiantes que llenan el requisito de residencia legal para recibir asistencia económica y estatal para costos de matrícula
- **FS**: Para estudiantes ubicados en la categoría de extranjeros que no son elegibles para recibir asistencia estatal para costos de matrícula
- **PP**: Para estudiantes (principalmente extranjeros indocumentados) que poseen prueba de residencia continua en el estado de Nueva York por un (1) año académico antes del primer día del semestre y que son elegibles para recibir asistencia estatal para costos de matrícula, pero no para asistencia económica federal o estatal
- **NV**: No verificado
- **NE**: No elegible/indocumentado, menos de un (1) año de residencia continua en el estado de Nueva York

**NOTA**: Esta no es una lista completa de los códigos de residencia.

Orientación para los estudiantes del primer año

La orientación para los estudiantes del primer año está diseñada para proporcionarles información con respecto al funcionamiento del Colegio Comunal Hostos y para indicarles cómo aprovechar al máximo su experiencia universitaria. Entre los temas que se tratan en la orientación figuran: las normas y los reglamentos de Hostos; las políticas y procedimientos académicos; las responsabilidades del estudiantado y del profesorado; las organizaciones y clubes estudiantiles; los lugares donde uno puede solicitar ayuda para resolver problemas; los servicios de apoyo al estudiante; y cómo utilizar la biblioteca.

Asistencia económica

La Oficina de Asistencia Económica se encarga de administrar los fondos federales y estatales, así como los fondos proporcionados por programas especiales y por el Colegio, con el fin de asegurar que todos aquellos que califiquen tengan la oportunidad de seguir estudios universitarios. Becas, préstamos, oportunidades de empleo y beneficios gubernamentales forman parte de un paquete para ayudar al estudiante a suplir la diferencia entre los costos de matrícula y la contribución que puede hacer el estudiante o su familia. A menos que se indique lo contrario, las adjudicaciones se basan en la necesidad del estudiante. Los fondos federales sólo podrán ser adjudicados a aquellos que mantengan un índice académico satisfactorio y que no estén en incumplimiento de un préstamo estudiantil ni de un reembolso de una beca federal. Aquellos estudiantes que estén en probatoria y que realicen un progreso académico satisfactorio continuarán manteniendo su estatus académico en el Colegio, así como su elegibilidad para asistencia económica. Para más información, véase la sección sobre Asistencia Económica en este catálogo.

Retención

El Colegio ofrece servicios de apoyo para ayudar al estudiante a que progrese en sus estudios universitarios. Dependiendo de su preparación académica anterior y de su progreso académico, es posible que algunos estudiantes requieran servicios de tutoría y consejería para ayudarles a permanecer en el colegio.
Información General

Hostos forma parte de la Universidad de la Ciudad de Nueva York (CUNY). Por tanto, se requiere que todo estudiante que solicita ingreso tome los Exámenes de Evaluación de Destrezas de CUNY en lectura, escritura y matemáticas. Además, los estudiantes cuyo idioma principal no sea el inglés, deberán tomar un examen de ubicación de Inglés como Segundo Idioma.

No se le permitirá matricularse a ningún estudiante que no haya tomado los exámenes de ubicación o que no haya presentado prueba de exención.

Estudiantes que Ingresan al Primer Año

Si bien los resultados de los exámenes de ubicación no afectan el ingreso a Hostos, se utilizan para colocar al estudiante en los cursos de Inglés como Segundo Idioma, en los de lectura, escritura, matemáticas e idiomas extranjeros. A los estudiantes que necesiten cursos remediales o de desarrollo se les dará la oportunidad de volver a tomar los exámenes después de haber completado dichos cursos. Los estudiantes deberán consultar con un consejero para asegurarse de que llenan los requisitos de carreras profesionales específicas.

Estudiantes de Traslado

Es posible que los estudiantes que se trasladen de otro colegio tengan que tomar algunos o todos los exámenes de ubicación. Los estudiantes que se trasladan de otro colegio de CUNY, deberán solicitar que los resultados de sus exámenes de ubicación se envíen al Centro de Evaluación de Hostos. Deberán volver a tomar los exámenes que no hayan aprobado. Los estudiantes que se trasladen de otro colegio deberán tomar los Exámenes de Evaluación de Destrezas de CUNY, en escritura, lectura y matemáticas. Los estudiantes cuyo idioma principal no sea el inglés deberán tomar el examen de ubicación de Inglés como Segundo Idioma, de Hostos.

Exenciones de los Exámenes

Es posible que los estudiantes que ya hayan obtenido un título académico de otra institución universitaria, estén exentos de tomar los exámenes de ubicación. Aquellos estudiantes que hayan obtenido un título en un país que no sea angloparlante, deberán tomar el examen de ubicación de Inglés como Segundo Idioma (ESL). Debe notarse, sin embargo, que el progreso en ciertos programas profesionales se mide por los resultados de los Exámenes de Evaluación de Destrezas de CUNY. Por tanto, sería aconsejable que los estudiantes tomen los exámenes para determinar la secuencia de cursos apropiada para sus carreras profesionales.

Exámenes Requeridos para la Graduación

Para graduarse de un colegio comunal del sistema universitario de CUNY, los estudiantes deberán pasar el Examen de Evaluación de Escritura de CUNY. Además, es posible que la Junta de Síndicos de la Universidad de Nueva York requiera que los estudiantes pasen satisfactoriamente otras medidas de capacitación. Por tanto, los estudiantes deben obtener, de sus consejeros académicos y/o del Centro de Ubicación, información actualizada sobre los exámenes requeridos para graduarse.

Exámenes Requeridos para Trasladarse a un Colegio de Cuatro Años de CUNY

Los estudiantes que se trasladen a un colegio de cuatro años de CUNY, deberán pasar los tres Exámenes de Evaluación de Destrezas de CUNY antes de ingresar a dicho colegio. Por consiguiente, los estudiantes reciben consejería para tomar y aprobar los exámenes de CUNY en escritura, lectura y matemáticas, antes de solicitar el traslado.
Reingreso

Todo estudiante que desee efectuar el reingreso debe permanecer ausente del Colegio por un período mínimo de un (1) semestre o su equivalente del calendario académico. Para ello se requiere que el estudiante haya gestionado una licencia oficial que justifique dicha ausencia. La solicitud para el reingreso deberá radicarse en la Oficina del Registrador un mes antes del primer día de clases y ser convalidada con el pago de una cuota de $10.00. Los estudiantes que estudiaron en otra universidad después de haber estudiado en el Colegio Hostos deberán someter una transcripción oficial de créditos de la otra institución antes de que se considere el reingreso con estatus avanzado.

Se requiere que los estudiantes en probatoria o que hayan sido suspendidos consulten con la Oficina de Orientación al momento de solicitar el reingreso. Aquellos que estén ausentes con licencia, no podrán matricularse en cursos que otorguen créditos en ninguna otra unidad de la Universidad.

Oyentes

Todo aquel que desee tomar cursos en calidad de oyente, es decir, sin que le interese recibir un título, deberá llenar una “Solicitud de Estatus Como Oyente” (Application for Nondegree Status). Los estudiantes matriculados en otra universidad, podrán solicitar ingreso a cualquier curso, en calidad de oyentes, siempre y cuando haya cupo. Sin embargo, deberán asegurarse de que dichos cursos sean aceptados por su universidad. Las solicitudes se pueden conseguir en la Oficina de Admisiones y Reclutamiento.

Reingreso de oyentes

Los estudiantes oyentes que no han asistido al Colegio por uno o más semestres deberán solicitar el reingreso. Todas las solicitudes de reingreso tienen que estar en los archivos de la Oficina del Registrador un mes antes de la matrícula y ser convalidadas con el pago de una cuota de $10.00.

Estudiantes con permiso de otros colegios de CUNY

Los estudiantes matriculados en otros colegios de CUNY deberán completar la Solicitud de Permisos de CUNY con la Oficina del Registrador en su Colegio y obtener todas las aprobaciones necesarias. Los estudiantes se podrán matricular en cualquier curso y cuando haya cupo.

Otros estudiantes con permiso

Los estudiantes de otras instituciones que no pertenezcan al sistema de CUNY deberán solicitar el Estatus como Oyente a la Oficina de Admisiones antes de matricularse. Los estudiantes se podrán matricular en los cursos siempre y cuando haya cupo.

Licencia por motivos de salud

Los estudiantes que deseen retirarse del Colegio por motivos de salud, después de la fecha límite oficial, pueden obtener el formulario de licencias especiales en la Oficina de Orientación, sala D-102. Las peticiones de licencia por enfermedad son revisadas por un consejero y aprobadas por el Director de Servicios de Consejería. Sin embargo, los estudiantes son responsables por los costos de matrícula.

Cantidad máxima de créditos

La cantidad máxima de créditos que se le permite tomar a un estudiante no habrá de exceder 18 créditos o una combinación de 18 créditos o su equivalente a cobrar. Los cursos de los laboratorios de ciencias, los de las clínicas y los de educación física serán contados como créditos.

Cualquier excepción a esta regla deberá ser aprobada por el Decano de Asuntos Académicos. Los estudiantes que soliciten una excepción deberán presentar su transcripción de créditos más reciente. Hay dos razones por las cuales se conceden excepciones:
1. Que el estudiante haya aprobado 18 créditos académicos o su equivalente a cobrar durante el semestre anterior.

2. Que un estudiante que no está en probatoria necesite créditos adicionales para cumplir con los requisitos de graduación.

Se cobrará una cuota de estudio acelerado a los estudiantes que estén tomando una cantidad de créditos que exceda el límite de 18 créditos por semestre establecido por el Colegio.

Expedientes

La Oficina del Registrador es el lugar donde se guardan los expedientes académicos de los estudiantes. El personal de la Oficina del Registrador le proporcionará al estudiante la información relacionada con su expediente académico y referirá a aquellos estudiantes que necesiten asistencia acudencial al oficial indicado del Colegio. A continuación, se enumera diversos asuntos pertinentes a los expedientes académicos de los estudiantes y se describe los servicios que están a disposición de los estudiantes, la facultad y el personal no docente.

Tarjeta y número de identificación

Cuando un estudiante solicita ingreso a Hostos, se le pide que provea su número de Seguro Social. Este número pasa a ser su número de identificación en el Colegio. Este número se emplea para evitar que los expedientes se archiven equivocadamente y para que el Colegio pueda utilizar sus servicios de procesamiento de datos a fin de mantener al día dichos expedientes. El acceso al banco de datos se realiza utilizando el número de identificación del estudiante. El empleo del número de Seguro Social elimina la necesidad de asignarle al estudiante otro número de identificación.

Transcripciones y declaraciones certificadas

Para obtener una transcripción, los estudiantes deberán completar la solicitud de transcripción, la cual está disponible en la Oficina del Registrador y cuyo costo es de $4.00. Sin embargo, las transcripciones que se soliciten para ser enviadas a otro recinto de CUNY son gratuitas. Se exhorte a que las transcripciones se soliciten con tiempo.

Las transcripciones académicas nunca se envían automáticamente, ya sea para propósitos de traslado, empleo o cualquier otra razón. A fin de proteger la naturaleza confidencial de los expedientes académicos, nunca se expide una transcripción a menos que ésta se solicite formalmente.

Las declaraciones certificadas, requeridas para casos en que se necesite probar la asistencia actual o anterior al Colegio, se obtienen sin cargo alguno al llenar la solicitud que está disponible en la Oficina del Registrador.

Notificación de cambio de nombre y/o de dirección

Cualquier cambio de nombre y/o de dirección deberá ser notificado al Colegio mediante un formulario que está disponible en la Oficina del Registrador. En el caso de que se solicite cambio de nombre por matrimonio, la estudiante deberá notificar al Colegio e indicar si prefiere conservar el apellido de soltera en todos sus expedientes universitarios. En el caso de que el cambio de nombre y apellido se deba a una intervención de la corte, los estudiantes deberán presentar la orden de la corte al notificar dicho cambio. Dicha orden les será devuelta.

Decreto Federal de 1974 sobre la Privacidad y el Derecho a la Educación

El Decreto Federal de 1974 sobre la Privacidad y el Derecho a la Educación, así como los reglamentos en conformidad con dicha ley, garantizan al estudiante los siguientes derechos:

1. A ser notificado sobre los tipos de expedientes que mantiene el colegio con respecto a su persona, y sobre la información que éstos contienen.

2. A ser notificado sobre el nombre y el cargo de cada funcionario responsable de mantener cada tipo de expediente, de las personas que tienen acceso a los mismos, y el propósito por el cual tienen acceso a ellos.

3. A ser notificado sobre la política del Colegio con respecto a la revisión y eliminación de dichos expedientes.

4. A ser notificado sobre los procedimientos
que sigue el Colegio para otorgar al estudiante el derecho a tener acceso a sus expedientes.

5. A ser notificado sobre el procedimiento a seguir para impugnar el contenido de sus expedientes.

6. A ser notificado sobre el costo en que incurriría por solicitar copias de sus expedientes.

7. A ser notificado sobre todos los derechos y requisitos adicionales estipulados por el Decreto Federal de 1974 sobre la Privacidad y el Derecho a la Educación y por los reglamentos allí promulgados.

Toda la información arriba expuesta puede obtenerse en la Oficina para el Desarrollo del Estudiante, sala C-330, de 9:00 a.m. a 5:00 p.m., de lunes a viernes.

En general, no se dará información por teléfono con respecto a ningún estudiante o ex-alumno a ningún individuo u organización. En el caso de que un empleador potencial solicite información por escrito sobre un estudiante, se le informará si éste recibió un título o no. El Colegio no proporcionará ninguna otra información sobre el estatus de un estudiante a menos que éste la solicite por escrito.

Unicamente el estudiante interesado tiene derecho a solicitar información sobre su expediente y a autorizar por escrito el que ésta se le dé a un tercero. Este consentimiento puede ser retirado o modificado en la Oficina del Registrador de 10:00 a.m. a 4:00 p.m. de martes a viernes.

Notas: Lo que antecede es un resumen de los derechos estudiantiles que se garantizan bajo el Decreto Federal de 1974 sobre la Privacidad y el Derecho a la Educación. La Junta de Síndicos de la Universidad de la Ciudad de Nueva York ha emitido una declaración más detallada con respecto al acceso que se puede o no tener a los expedientes estudiantiles.

Permiso para asistir a otra institución

Todo estudiante que desee tomar cursos como visitante en otra institución deberá adquirir un catálogo de la institución donde desea estudiar y cumplir con los requisitos de ingreso a la misma. Además, debe pasar por la Oficina del Registrador para conseguir el permiso para asistir a otro colegio. Dicho permiso deberá ser aprobado por el jefe del departamento o el coordinador pertinente, quien verificará que los cursos a tomarse en la otra institución tienen equivalencia con los cursos de Hostos y pueden aplicarse a los requisitos del currículo. De este modo, se asegura que el estudiante recibirá crédito hacia la consecución del diploma en Hostos. El permiso deberá validarse en Tesorería con el sello del colegio antes de que el estudiante asista a la otra institución.

Traslado a otra institución

Los estudiantes que deseen solicitar el traslado a otra institución, deberán comunicarse con la misma y cumplir con los requisitos que ésta imponga. El estudiante debe solicitar que se envíe una transcripción de créditos de Hostos como prueba de su estatus como estudiante junto con su solicitud de ingreso. Todas las preguntas relacionadas con cualquier información específica deben dirigirse a la Oficina de Admisiones de la institución a la cual el estudiante está solicitando ingreso. Los estudiantes de Hostos que estén considerando trasladarse deben comunicarse con su consejero del colegio para discutir la conveniencia de su traslado antes de tomar una decisión final. Los estudiantes también deben ver a los consejeros académicos a fin de obtener ayuda en la solicitud de su traslado y para prepararse para el proceso. Es necesario que todos los estudiantes de traslado, con excepción de aquellos que se trasladen al graduarse de Hostos, obtengan un permiso para ausentarse del colegio.

Nota: El 5 de abril de 1976, la Junta de Educación Superior pasó la siguiente resolución:

"POR TANTO, todo estudiante que se traslade a las divisiones superiores de un colegio de cuatro años, ya sea desde las divisiones inferiores del mismo o de un colegio comunal perteneciente al sistema universitario o desde otra institución fuera de dicho sistema, deberá presentar pruebas, en conformidad con las normas establecidas por la Cancillería de la Universidad, de que ha adquirido los conocimientos básicos necesarios para cumplir con los rigores del trabajo en las distintas disciplinas académicas".

Permiso para ausentarse

Cualquier estudiante que, luego de consultar con su consejero, decida hacer los trámites para ausentarse de Hostos, deberá solicitar el permiso por
escrito. El propósito de hacer dicho trámite de forma oficial es para que conste en el expediente, ofrecerle la posibilidad de regresar al Colegio con relativa facilidad, y determinar claramente los términos de la futura matrícula y asistencia económica del estudiante. Los formularios para solicitar este permiso están disponibles en la Oficina del Registrador.

Reingreso luego de una suspensión

Todo estudiante que haya sido suspendido y que desee regresar al Colegio una vez cumplidas las condiciones estipuladas en el momento de su suspensión, deberá solicitar el reingreso en la Oficina del Registrador por lo menos un mes antes de la fecha de matrícula para el semestre pertinente.

Cambio de currículo

Los estudiantes que deseen cambiar su carrera y/o sus objetivos educativos, deberán presentarse en la Oficina del Registrador. También deberán consultar lo con el coordinador de su programa y obtener el permiso del coordinador del programa al cual desean trasladarse.

Solicitud de graduación

La solicitud de graduación debe radicarse por lo menos seis meses antes de la fecha de graduación. Esto le dará la oportunidad al personal de la Oficina del Registrador de revisar los expedientes del solicitante para asegurarse de que ha cumplido con los requisitos para graduarse. Aquellos estudiantes que soliciten tarde no podrán ser incluidos en los comicios.
GASTOS Y CUOTAS DE MATRÍCULA

Residentes del Estado de Nueva York

Estudiantes a nivel de grado asociado (incluye a los matriculados antes del 1ro. de junio de 1992, a aquellos que ingresaron al primer año y a los trasladados de otras instituciones que no pertenecen al sistema de CUNY y que ingresaron en o después del 1ro. de junio de 1992)
Matriculados a tiempo completo: $1,250.00 por semestre
Matriculados a tiempo parcial: $105.00 por crédito o su equivalente a cobrar

Estudiantes a nivel de grado asociado (otros no incluidos anteriormente)
Oyentes...............................$120.00 por crédito o su equivalente a cobrar
Cuota para personas de edad avanzada:...... $65.00 por semestre o sesión

Todos los estudiantes (incluyendo a los oyentes y los de edad avanzada)
Cuota de Servicios Consolidados: $5.00 por semestre o sesión

Estudiantes no residentes del Estado de Nueva York y extranjeros

Estudiantes a nivel de grado asociado (incluye a los matriculados antes del 1ro. de junio de 1992, a aquellos que ingresaron al primer año y a los trasladados de otras instituciones que no pertenecen al sistema de CUNY y que ingresaron en o después del 1ro. de junio de 1992)
Matriculados a tiempo completo: $1,538.00 por semestre
Matriculados a tiempo parcial: $130.00 por crédito o su equivalente a cobrar

Estudiantes a nivel de grado asociado (otros no incluidos anteriormente)
Oyentes...............................$175.00 por crédito o su equivalente a cobrar

Todos los estudiantes (incluyendo a los oyentes y los de edad avanzada)
Cuota de Servicios Consolidados:.............$5.00 por semestre o sesión

Residente es aquél que ha mantenido su residencia principal en el estado de Nueva York por doce meses consecutivos o más, inmediatamente antes del primer día de clases del semestre para el cual se determina la residencia, y quien asegura su intención de vivir y mantener su residencia principal en la Ciudad de Nueva York.

Un estudiante a tiempo completo es aquél que lleva doce (12) créditos o su equivalente, o más, cada semestre.

Un estudiante a tiempo parcial es aquél que lleva menos de doce (12) créditos o su equivalente, cada semestre.

Aquellos estudiantes que tomen más de 18 créditos por semestre, tendrán que pagar una cuota adicional por concepto de "estudios acelerados" según las normas siguientes:

Cuotas por estudios acelerados:

Más de 18 créditos.......................... Cuota
2 créditos o menos.......................... $100.00
Más de 2, pero menos de 4 o el equivalente.......................... $230.00
Más de 4, pero menos de 6 o el equivalente.......................... $460.00
Más de 6................................................. $690.00

Esta cuota aplica únicamente a los semestres regulares. No están sujetos al pago de dicha cuota los cursos que se tomen durante el receso de invierno, la sesión de verano o durante épocas que no caen dentro del año académico tradicional.

Esta cuota no aplica a los oyentes que pagan por cada crédito sin importar la cantidad de créditos que tomen. Esta cuota es aplicable a estudiantes residentes y a no residentes por igual.
El costo de la matrícula se determina dependiendo de si el estudiante escoge un programa a tiempo completo o a tiempo parcial, si éste es residente o no del estado de Nueva York y cuál es su estatus con respecto a sus estudios.

El importe de la matrícula será aplicable a todas las sesiones del año académico, sin importar su duración, y está sujeto a cuotas especiales que podrá establecer la Junta de Síndicos de la Universidad.

Se les cobrará la cuota de residentes a los hijos de los miembros permanentes de la Junta de Síndicos o a los hijos de un miembro de dicha junta, fallecido o jubilado, que hubiese trabajado por cinco años o más con sueldo anual, o a los hijos de los empleados de la ciudad de Nueva York o de una agencia municipal que tengan que vivir fuera de la ciudad de Nueva York para llevar a cabo sus obligaciones profesionales.

La cuota de residentes se aplicará a los estudiantes de otros colegios o universidades que extiendan la cuota de residentes a estudiantes de intercambio que pertenezcan a un colegio del sistema de CUNY. Deberán presentar evidencia de calificaciones educativas satisfactorias y se requiere la aprobación de la Presidencia de dicho colegio de CUNY.

**Cuotas especiales**

**Para todos los estudiantes, sin excepción**

**Solicitud de ingreso**
$40.00..........................Estudiantes de primer año (no hay devolución)
$50.00..........................Estudiantes de traslado

**Cuota por actividades estudiantiles**

<table>
<thead>
<tr>
<th>A tiempo completo</th>
<th>A tiempo parcial</th>
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</thead>
<tbody>
<tr>
<td>Semestre de Otoño</td>
<td>$20.00.............$13.00</td>
</tr>
<tr>
<td>Semestre de Primavera</td>
<td>$20.00.............$13.00</td>
</tr>
<tr>
<td>Semestre de Verano</td>
<td>$13.00...............$13.00</td>
</tr>
</tbody>
</table>

**Cuota del Senado Estudiantil Universitario**
$85..............................$ .85

**Cuota de Servicios Consolidados**
$5.00.............................$ 5.00

**Transcripciones**..........................$ 4.00
(las transcripciones que han de enviarse a otros colegios de CUNY son gratuitas)

**Recargo por matrícula tardía**..............$15.00

**Cambio de programa**..........................$10.00

**Duplicado de la tarjeta de identificación** $ 5.00

**Reingreso**.................................$10.00

**Recargo por incumplimiento de deuda**......$15.00

**Recargo por procesamiento de cheques devueltos**...........$15.00

**Exámenes especiales**

| Primer examen | $15.00 |
| Cada examen adicional | $ 5.00 |
| Estudiantes de edad avanzada | $65.00 |
| Maestros cooperadores | $25.00 |
| Duplicado del diploma | $15.00 |

**Devolución del importe de la matrícula**

Toda devolución de los cargos de matrícula que aparecen en el catálogo del Colegio y en los materiales de matrícula, tanto los pagados en efectivo como los pagados por giro postal, se rige por las Tasas de Devolución establecidas por la Junta de Síndicos de la Universidad de la Ciudad de Nueva York. Todas las devoluciones están sujetas al examen de las cuentas estudiantiles por parte del Colegio. Al completarse este examen, las devoluciones autorizadas serán remitidas a los estudiantes por cheque.

**Sesiones de Otoño y Primavera**

<table>
<thead>
<tr>
<th>Sesión de Otoño</th>
<th>Sesión de Primavera</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baja oficial antes del inicio de las clases, exceptuando los cursos de verano</td>
<td>100% 100%</td>
</tr>
</tbody>
</table>

**Baja oficial para matricularse en otro recinto de la Universidad de la Ciudad de Nueva York durante ese semestre**

| 100% |

**Baja oficial durante la primera semana después de iniciarse las clases**

| 75% |

**Baja oficial durante la segunda semana después de iniciarse las clases**

| 50% |

**Baja oficial durante la tercera semana después de iniciarse las clases**

| 25% | Nada |
Baja oficial después de haber finalizado la tercera semana de clases

Nada

Devoluciones prorrateadas para los estudiantes que reciben becas según el "Title IV" del Reglamento Federal

Por favor, tome nota de que su responsabilidad de pago de matrícula puede verse afectada por los cambios recientes en las regulaciones federales.

El monto de la matrícula, por el cual son responsables aquéllos que asisten a Hostos por primera vez y reciben la asistencia económica que concede el Título IV del Reglamento Federal (Pell, FSEOG, College Work Study, Stafford y/o Préstamos Perkins), pudiera verse reducido si el estudiante no asiste por lo menos un 60% del semestre.

Si surge una devolución como resultado de una reducción de su deuda, ésta será devuelta al fondo del programa federal correspondiente y/o al estudiante, en conformidad con una fórmula establecida por el gobierno federal.

NOTA: El número de devoluciones permitidas a un estudiante está sujeto a las condiciones establecidas por el Colegio. Los pagos por concepto de matrícula y las cuotas están sujetos a cambio sin previo aviso, en cualquier momento y por decisión de la Junta de Síndicos de la Universidad de la Ciudad de Nueva York. Si ocurre un aumento en el costo de la matrícula o de las cuotas, los pagos ya hechos al Colegio se considerarán como pagos parciales. Se notificará a los individuos afectados respecto a las cantidades, fechas y métodos de pago requeridos.
ASISTENCIA ECONÓMICA

Lo siguiente representa información recientemente adquirida y/o revisada con respecto a los programas de asistencia económica para los estudiantes del Colegio Comunal Hostos. Reemplaza toda la información que figura en el catálogo del Colegio Hostos del año 1995-1996.

El Colegio Comunal Hostos ofrece los siguientes programas de asistencia económica: las becas Pell (FPG), la Becas Federal Suplementaria para Oportunidades Educativas (FSEOG), el Programa Federal de “Work Study” (FWS), los Préstamos Federales Perkins (FPL), el Programa Federal de Asistencia para la Matrícula (TAP), el Programa de Asistencia a Estudiantes a Tiempo Parcial (APTS), y el Programa “College Discovery” (CD).

Las becas son fondos que no tienen que devolverse.

El programa de estudio y trabajo provee oportunidades de empleo para ayudar a los estudiantes a costearse los estudios.

Los préstamos son obligaciones financieras y conllevan pago.

Información general

La Oficina de Asistencia Económica proporciona una gran variedad de servicios al estudiante, desde ayuda para llenar los formularios hasta información sobre empleos. Suministra servicios a un promedio de 4,500 estudiantes cada semestre y proporciona a los estudiantes de Hostos más de catorce millones de dólares en ayuda económica por año. Se ofrece consejería sobre ayuda económica mediante talleres de grupo realizados durante todo el año académico. También se provee consejería individual, para la cual hay que hacer una cita. La literatura relacionada con la ayuda financiera al estudiante está disponible en la Oficina de Asistencia Económica. Se exhorta a los estudiantes a aprovechar estos servicios y a obtener más información llamando al (718) 518-6555.

Criterios de elegibilidad

En términos generales, el estudiante debe estar matriculado, mantener un buen índice académico, así como un progreso académico satisfactorio. No puede deber un reembolso de la Beca Federal Pell (FPG) o de la Beca Federal Suplementaria para Oportunidades Educativas (FSEOG), ni estar en incumplimiento de pagos de ningún Préstamo Federal para la Educación de la Familia (FFEL), de un Préstamo Federal Directo, un Préstamo Perkins, etc.

Necesidad económica

En general, la asistencia económica se adjudica en base a la necesidad del estudiante. La necesidad es la diferencia entre los gastos educativos del estudiante --incluyendo, pero sin limitarse a ello-- los costos y cuotas de matrícula y libros, y la cantidad de dinero que el estudiante y/o su familia puedan pagar. Para los programas de asistencia federal a estudiantes, se utiliza una fórmula aprobada por el gobierno federal para calcular la cantidad que se espera que una familia pague por gastos educativos. Esto se conoce como la Contribución Familiar Esperada (EFC). Esto asegura que haya equidad en el proceso de adjudicación financiera en todo el sistema de CUNY.

Los estudiantes impedidos

Los estudiantes impedidos que incurran en gastos educativos adicionales deberán comunicarse con el consejero de rehabilitación vocacional.

Estimado general de gastos educativos anuales para el año académico 1997-98

<table>
<thead>
<tr>
<th>Item</th>
<th>Estimado</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matrícula</td>
<td>$2,500.00</td>
</tr>
<tr>
<td>Libros</td>
<td>550.00</td>
</tr>
<tr>
<td>Cuotas</td>
<td>51.70</td>
</tr>
<tr>
<td>Transportación</td>
<td>810.00</td>
</tr>
<tr>
<td>Gastos personales</td>
<td></td>
</tr>
<tr>
<td>(incluyendo almuerzo)</td>
<td>4,609.00</td>
</tr>
<tr>
<td>Vivienda</td>
<td>3,527.00</td>
</tr>
<tr>
<td>Cuota Consolidada</td>
<td>10.00</td>
</tr>
</tbody>
</table>

Ciudadanía

El estudiante deberá ser ciudadano de los Estados Unidos o un residente permanente de los Estados Unidos que posea una visa 1-151, 1-551 o 1-551C.
para ser elegible para asistencia económica. Aquellos individuos que residen en los EE.UU. con Visa de Estudiante F1, F2, J1 o J2 no son elegibles para recibir ayuda federal.

Estudiantes de traslado

Cuando un estudiante se traslada de una institución a otra, la asistencia económica no se transfiere automáticamente con el traslado. Los procedimientos varían dependiendo del programa particular de asistencia al estudiante y del momento en que ocurra el traslado.

Método de selección

Actualmente, existen dos formularios básicos de solicitud utilizados para procesar las solicitudes de ayuda al estudiante. La solicitud de Renovación de Asistencia Federal al Estudiante (FAFSA) se utiliza para determinar la elegibilidad del estudiante para la beca Federal Pell. La solicitud TAP/APTS y el Formulario de Asistencia Suplementaria de CUNY se utilizan para procesar tanto la ayuda institucional como los programas del Estado de Nueva York. Se requiere un mínimo de seis semanas para procesar las solicitudes. Es responsabilidad del estudiante revisar la información en la solicitud, llenarla debidamente y enviarla por correo al agente encargado de procesarla. Las fechas límites y los procedimientos de los programas se anuncian en el tablero de anuncios de la Oficina de Asistencia Económica. Favor de referirse a éstos para estar al día y/o para informarse de los cambios legislativos.

Programas Federales

Normas académicas federales

Para recibir la Asistencia Federal al Estudiante (Título IV) se requiere que los estudiantes mantengan un progreso académico satisfactorio hacia la consecución de un título. El estudiante debe mantener el índice académico requerido (GPA) para mantener el estatus de probatoria en la institución. Después de estar dos años matriculado en el Colegio, el estudiante debe mantener un promedio de por lo menos "C", su equivalente o un índice académico consonante con los requisitos de graduación. El estudiante también debe acumular créditos conducentes a su título académico de acuerdo con las normas siguientes:

1. El número de créditos intentados no debe exceder el 150% de los créditos normales requeridos para obtener el título
2. El número de créditos es igual o mayor de dos tercios de créditos intentados
3. El número de créditos acumulados es igual o mayor de 0.875 multiplicado por los créditos intentados menos 21 créditos.

Se evaluará al estudiante mediante las normas arriba mencionadas al finalizar el semestre de primavera. Los estudiantes que estén por debajo de los estándares requeridos podrán apelar. Los estudiantes que desee apelar deberán, primero, recibir consejería y obtener ayuda de la Oficina de Asistencia Económica.

Los créditos intentados son aquéllos que figuran en el expediente del estudiante. Los créditos acumulados son créditos que el estudiante ha aprobado para completar el programa académico. Las notas “W” (WA, WF y WU), “F”, “R”, los “Incompletos”, los cursos transferidos y los repetidos que aparezcan en la transcripción de notas de un estudiante son considerados como créditos intentados. Los estudiantes que deseen un segundo título deben obtener la aprobación de su estatus para recibir asistencia estudiantil federal (Título IV), utilizando el número de créditos aceptados hacia el segundo título como créditos intentados acumulados y créditos acumulados aprobados.

Asistencia Federal al estudiante (Título IV)

Se les permite a los beneficiarios de esta ayuda un máximo de treinta créditos en cursos remediales. Los cursos de ESL quedan excluidos de esta regla.

Documentación general requerida

Al solicitar asistencia económica, el estudiante debe tener ciertos documentos. La(s) planilla(s) de contribuciones federales (“Income Tax”) es el documento más importante. Otros documentos incluyen los formularios de Seguro Social, récords de asistencia pública, la tarjeta de residencia y prueba de que el solicitante es independiente. Las solicitudes de asistencia económica están sujetas a un Sistema Federal de Revisión por medio del cual los estudiantes son seleccionados para documentar la exactitud de la información sometida por el solicitante. En algunos casos, los solicitantes
pueden ser sometidos a un proceso de verificación donde se les pida documentación sobre porciones principales de su formulario de asistencia económica, con el propósito de establecer su exactitud y racionalidad. El no cumplir con el proceso de verificación resultará en que el estudiante sea declarado inelegible para recibir asistencia federal estudiantil (Título IV).

Programas Federales de asistencia al estudiante

Becas Pell

Los estudiantes matriculados en uno o más créditos serán considerados para adjudicación. Las adjudicaciones se prorratean de acuerdo a: el estatus de matrícula del estudiante, basado en las asignaciones de fondos federales, el costo de asistencia al colegio y el EFC del solicitante. Las adjudicaciones a los solicitantes elegibles fluctúan aproximadamente de $400 a $2,700. Todos los requisitos previamente mencionados aplican. Comuníquese con Pell al (319) 337-5665.

Programas de Asistencia Institucional

Los tres programas tratados en esta sección se llaman Programas de Asistencia Institucional porque son administrados directamente por CUNY y por la Oficina de Asistencia Económica de Hostos. Los requisitos previamente mencionados aplican. Si bien cada programa es diferente, tienen las siguientes características en común:

• La cantidad de ayuda que reciba el estudiante depende de su necesidad económica, la cantidad de otra asistencia que recibirá y la disponibilidad de fondos en el colegio. Una vez que se agoten todos los fondos del programa, se podrán hacer más adjudicaciones de dicho programa.

• Cada colegio determinará sus propias fechas límites para solicitar la asistencia institucional.

• No hay garantía de que a un estudiante se le otorgará asistencia, aun si demuestra necesidad económica o si recibió ayuda anteriormente.

• En general, los estudiantes deben estar matriculados en por lo menos seis créditos por semestre.

Beca Federal Suplementaria para Oportunidades Educativas (FSEOG)

La FSEOG se ofrece a estudiantes con necesidades excepcionales. Se les da prioridad a los estudiantes con Contribuciones Familiares Esperadas (EFC) bajas y a los estudiantes que reciben las Becas Federales Pell. La FSEOG no tiene que devolverse. Las cantidades a otorgarse se basan en la disponibilidad de fondos. Basadas en las adjudicaciones federales, los costos de los estudios y la EFC del solicitante, las adjudicaciones a los solicitantes elegibles varían aproximadamente de $100 a $4,000.

Programa Federal de Estudio y Trabajo (“Work Study”)

El Programa Federal de Estudio y Trabajo (FWS) proporciona oportunidades de empleo a los candidatos calificados. El programa fomenta el servicio a la comunidad y proporciona fondos para ayudar a pagar los gastos educativos. Existe una gran variedad de experiencia de trabajo disponible para estudiantes interesados en trabajar fuera del recinto universitario. Los empleos en el recinto son limitados y están sujetos a los requisitos federales, por los cuales debe conseguirse de otras fuentes la misma cantidad de fondos recibidos. Basadas en las adjudicaciones federales, los costos de los estudios y la EFC del solicitante, las cantidades otorgadas a los solicitantes elegibles fluctúan aproximadamente de $400 a $2,000.

Préstamos Federales Perkins

El Préstamo Federal Perkins es un préstamo a bajo interés (5%) para estudiantes de bachillerato con necesidades económicas excepcionales. Los Préstamos Federales Perkins se hacen a través de CUNY y de la oficina de Asistencia Económica de Hostos. Basadas en las adjudicaciones federales, los costos de los estudios y la EFC del solicitante, las cantidades otorgadas a los solicitantes elegibles fluctúan aproximadamente de $800 a $3,000.
La Universidad de la Ciudad de Nueva York es el prestamista y el préstamo se hace con fondos gubernamentales. Si el estudiante prestatario toma menos de seis créditos en un semestre o se da de baja, tiene derecho a un período de gracia de seis meses antes de comenzar a efectuar los pagos. El período de pago se puede extender por un período de diez años. Se pueden otorgar diez años adicionales a discreción de la institución, si el prestatario así lo solicita. Esta extensión aplica a los préstamos que se hayan hecho después del 1ro. de octubre de 1980 de acuerdo con las regulaciones del Departamento de Educación. No se requiere efectuar ningún pago hasta los primeros tres años de Servicio Militar activo en los EE.UU., o servicios en el Cuerpo de Paz, Vista o un programa nacional similar. Esto también se aplica a los prestatarios con dependientes incapacitados o minusválidos. Los que tomen préstamos por primera vez después del 1ro. de julio de 1987, tienen nueve meses para comenzar a efectuar los pagos.

Programas de asistencia al estudiante del Estado de Nueva York

Criterios de elegibilidad

Además del requisito de ciudadanía previamente mencionado, los solicitantes de asistencia estudiantil deben ser residentes del Estado de Nueva York, tener ingresos tributables por debajo de una cantidad determinada y mantener un índice académico satisfactorio.

Normas académicas

Para recibir asistencia estatal, los estudiantes deben cumplir tanto con las normas académicas previamente mencionadas como con las normas del estado. En vigor desde el año académico 1995-96, se les permitirá a los estudiantes tomar un máximo de seis semestres (tres años) de TAP. Los estudiantes matriculados en el programa “College Discovery” están exentos de esta regla de tres años.

Seguimiento del programa

Se requiere que los estudiantes completen el mínimo de créditos/ créditos equivalentes por cobrar estipulados para cada semestre:

<table>
<thead>
<tr>
<th>No. de semestre</th>
<th>% de cursos completados</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0%</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>

Para calificar para las Becas TAP

<table>
<thead>
<tr>
<th>No. de semestre</th>
<th>Mínimo de créditos acumulados</th>
<th>Mínimo de índice académico (GPA)</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>
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<tr>
<td>4</td>
<td>18</td>
<td>1.20</td>
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<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 actualizada sobre el índice académico satisfactorio

Recientemente, el Gobernador Pataki enmendó el reglamento del rendimiento académico para recibir asistencia económica. En vigor desde el año académico 1996-1997, los estudiantes del estado de Nueva York que reciban ayuda económica deberán haber obtenido, al término de su segundo año de estudio, un promedio de por lo menos “C” o su equivalente. Más información será divulgada por el recinto del Colegio tan pronto como la Oficina de Asistencia Económica sea notificada por la Corporación de Servicios para la Educación de Nueva York (NYSHESE).
para recibir asistencia estatal durante el semestre siguiente.

Aquellos estudiantes que no cumplan con las normas anteriores pero que puedan demostrar que circunstancias excepcionales de fuerza mayor causaron un impacto negativo en su rendimiento académico, serán elegibles para una exención para una sola ocasión. Las exenciones serán consideradas si existe una probabilidad razonable de que el estudiante recobrará el índice académico requerido y de que podrá proporcionar documentación para justificar su apelación. Los estudiantes que deseen solicitar una exención del TAP deberán, primero, recibir consejería y obtener ayuda de la Oficina de Asistencia Económica.

Todos los cursos remediales se considerarán como créditos por cobrar —si bien la parte académica del curso representada por la porción que lleva los créditos cuenta hacia el título— y se podrán pagar con fondos de la asistencia económica.

**Tipos de programas**

**Programa de Asistencia para la Matrícula (TAP)**

El Programa de Asistencia para la Matrícula (TAP) proporciona ayuda en la matrícula a estudiantes matriculados a tiempo completo. El estudiante deberá estar matriculado en doce créditos o más por el semestre. Las adjudicaciones se basan en el ingreso neto tributable (sujeto a impuestos) de la familia. La Corporación de Servicios para la Educación Superior del Estado de Nueva York (NYSHESC) le notifica directamente al solicitante sobre su estatus. Basada en las adjudicaciones estatales, esta ayuda fluctúa aproximadamente de $100 a $2,250 por año.

Los estudiantes que solicitan con tiempo y presentan su notificación de TAP antes de la fecha de matrícula asignada, recibirán crédito hacia el costo de su matrícula. Los estudiantes que no hayan recibido notificación de TAP a tiempo tendrán que pagar el costo de la matrícula al momento de matricularse. La Oficina Estudiantil de Cuentas por Cobrar notificará por correo al estudiante sobre su reembolso de TAP. Comuníquese con TAP al (518) 474-5642.

**Programa Suplementario de Asistencia para la Matrícula (STAP)**

El Programa Suplementario de Asistencia para la Matrícula fue creado para proporcionar asistencia adicional a estudiantes que requieren trabajo académico remediial. En vigor para el año académico 1997-98, la STAP estará disponible para aquellos que reciban estos beneficios por primera vez y que estén matriculados en un programa de verano remediial que confiera créditos.

**Programa de Asistencia para Estudiantes a Tiempo Parcial (APTS)**

Los estudiantes que piensen matricularse en 3 a 11.5 créditos por cobrar y que no hayan utilizado los seis semestres de su beca TAP son elegibles para solicitar la APTS. A diferencia de la STAP y la TAP, los cuales son programas reglamentarios, los fondos del Programa APTS son limitados y se administran directamente a través de CUNY y de la Oficina de Asistencia Económica de Hostos. No se otorgará más ayuda de este programa una vez que se agoten todos los fondos. Basada en las adjudicaciones estatales, esta beca puede fluctuar de $90.00 a $575.00 por semestre.

**Otros programas estatales de asistencia económica**

- **Becas Regentes para Hijos de Veteranos (CV) y la Beba para Hijos de Oficiales de Corrección**
  Comuníquese con NYSHESC al (518) 473-7087 para información y/o solicitud.

- **Beca Conmemorativa para Hijos y Cónyuges de Policías y Bomberos Fallecidos**
  Comuníquese con NYSHESC al (518) 473-7087 para información y/o solicitud.

- **Asistencia Estatal para Indígenas Americanos**
  Comuníquese con NYSHESC al (518) 474-0537 para información y/o solicitud.

- **Programa de Asistencia de Matrícula para Veteranos de Vietnam**
  Comuníquese con NYSHESC al (518) 473-7087 para información y/o solicitud.
Beca del Cuerpo de Servicio de Salud del Estado de Nueva York
Comuníquese con NYSHESC al (518) 473-7019 para información y/o solicitud.

Programa de Becas de Honor Robert C. Byrd, Programa de Becas para Maestros Paul Douglas y Programa Nacional de Estudios en Ciencias
(Con fondos federales)
Comuníquese con NYSHESC al (518) 473-5705 para información y/o solicitud.

Programas especiales

El Programa “College Discovery” (CD)
Este es un programa especial que proporciona asistencia en consejería, tutoría y ayuda económica a estudiantes elegibles. El programa está limitado a aquéllos que hayan sido admitidos al Colegio como estudiantes de “College Discovery”. Basadas en los fondos de la ciudad y en las adjudicaciones, estas becas fluctúan aproximadamente de $340 a $1,000. Para más información, comuníquese con la Oficina de “College Discovery” al (518) 518-6691.

Programa de Asistencia Pública
A partir del otoño de 1997, el Programa de Oportunidades del Colegio para Prepararse para los Empleos (COPE) ofrecerá sus servicios a todos los estudiantes que reciben asistencia pública, con excepción de aquéllos que pertenezcan al programa REACH*. Para información sobre los servicios de COPE, llame al (718) 518-4363 o vaya a la oficina de COPE, Sala A-107. Los estudiantes deben estar atentos a los boletines de COPE con respecto a los cambios que puedan ocurrir durante el año académico sobre los requisitos para recibir becas de empleo o de cuidado de niños. La información será anunciada a medida que se reciba. Los estudiantes deben aprovechar las sesiones de consejería ofrecidas por WEP y TRE’s, las cuales se realizan antes de la matrícula para cada sesión. En estas sesiones los estudiantes pueden hacer preguntas y recibir información actualizada.

El Programa de Trabajo
Los estudiantes de HRA recién ingresados y aquéllos que ya pertenecen a este programa podrán asistir al colegio, pero a partir del otoño de 1997, tendrán que cumplir con la asignación de trabajo de 20 horas semanales bajo el Programa de Experiencia Laboral (WEP) ofrecido a los estudiantes de AFDC: aquéllos que sí podrán graduarse dentro de los próximos 12 meses; aquéllos que tienen 20 horas semanales de “work-study; y aquéllos que tienen 20 horas semanales de internado o trabajo clínico (los estudiantes que estén a punto de completar las 20 horas semanales de “work study” o de internado, deben comunicarse con el personal de COPE). Para más detalles e información respecto a exenciones adicionales, incluyendo las de la HRA, comuníquese con la oficina de COPE.

Gastos Relacionados a Entrenamiento (TRE’s)
La Administración de Recursos Humanos (HRA) proporciona becas suplementarias para transporte y cuidado de niños (TRE’s) a los estudiantes que reciben asistencia pública y que cumplen con los estándares de acumulación de créditos. Estos estándares, así como el plazo de tiempo en que los estudiantes pueden recibir las becas TRE’s, están siendo revisados. Actualmente, sin embargo, continúan siendo los mismos, según fueron publicados para 1996-97, con una excepción: los estudiantes que están realizando el WEP o un substituto de éste conjuntamente con el trabajo académico, tendrán que completar solamente un mínimo de la mitad del número de créditos que necesita un estudiante a tiempo completo para seguir recibiendo las becas TRE’s (por supuesto que los estudiantes podrán tomar la cantidad de créditos que deseen). Además, los estudiantes elegibles para recibir las becas TRE’s, las recibirán, por lo general, tanto para sus estudios como para el WEP.

* El programa REACH, que ofrece asistencia a un reducido grupo de estudiantes de Servicios Humanos y para la Salud de la HRA, se encuentra en la Oficina A-307, extensión 4107.
Adjudicación de Notas y Normas Académicas

El Colegio Comunal Hostos utiliza letras para indicar las notas y determinar el nivel de logro académico del estudiante en cada curso. El sistema de notas es el siguiente:

<table>
<thead>
<tr>
<th>Notas</th>
<th>Logro</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excelente</td>
</tr>
<tr>
<td>90-100%</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Bueno</td>
</tr>
<tr>
<td>80-89%</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Satisfactorio</td>
</tr>
<tr>
<td>70-79%</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Aprobado</td>
</tr>
<tr>
<td>60-69%</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Fracasado</td>
</tr>
<tr>
<td>menos de 60%</td>
<td></td>
</tr>
</tbody>
</table>

Otras Notas

**I - Incompleto.** Esta nota indica que los objetivos de un curso no han sido cumplidos debido a razones de peso y que existe una expectativa razonable de que el estudiante completará los requisitos antes de la finalización del siguiente semestre académico.

**W – Baja sin penalidades.** Esta nota indica que el estudiante se dio de baja por razones válidas y que lo hizo a tiempo y habiendo realizado un trabajo satisfactorio hasta el momento de darse de baja, previo a la octava semana del semestre.

**WU – Baja extraoficial.** Se otorga por ausencia a clases. Reemplaza las notas NC asignadas antes de 1980. Es equivalente a una “F” y se incluye en los cómputos del índice académico (GPA).

**WA – Los estudiantes nacidos en o después del 1ro. de enero de 1957, ya sea que estén matriculados hacia la consecución de un título o como oyentes, que se matrículen en seis o más créditos/créditos por cobrar, deben presentar prueba de inmunización contra el sarampión, las papas y la rubéola. Se otorgará una nota administrativa no punitiva (WA) a aquellos estudiantes que sean excluidos de las clases por razones de incumplimiento con la Ley de Inmunización del Estado de Nueva York (PHL 2165).**

**R – Se confiere en los cursos de desarrollo (cursos remediales con crédito y horas extras) y en los cursos remediales (sin crédito).** Se otorga una “R” cuando el estudiante no ha alcanzado un mínimo de capacitación en el curso, pero sí ha satisfecho las tres condiciones siguientes:

- a. Presentó un récord satisfactorio de asistencia.
- b. Cumplió satisfactoriamente con todas las asignaciones del curso.
- c. Realizó un progreso satisfactorio según los objetivos de rendimiento del curso.

La nota “R” es una nota no punitiva y no se incluye en el cómputo del índice académico (GPA). Se otorga una sola vez por curso excepto en los casos de ENG 1300, ENG 1301 y ENG 1306, donde, debido al examen de escritura de CUNY, la nota “R” se confiere dos veces.

**P – Aprobado.** Esta nota se otorga en los cursos SSD 1000 ( Orientación Académica), ENG 1306 (Taller de Desarrollo de Destrezas en Inglés), y Talleres de Repetición en ESL, Matemáticas y Español, así como en los Talleres Preparatorios para estudiantes de Primer Año, en ESL, Matemáticas y Español.

**(F) – Las notas en paréntesis indican que han sido excluidas del cómputo del índice académico (GPA).** Estas notas se basan en la política de CUNY, efectivas desde el 1ro. de septiembre de 1990:

“Cuando un estudiante de nivel subgraduado recibe la nota “F” o una nota administrativa no aprobatoria, y subsecuentemente dicho estudiante vuelve a tomar el curso y recibe la nota “C” o más, la nota inicial “F” no será computada en el índice académico. La “F” permanecerá en la transcripción. El número de créditos no aprobados que pueden borrarse del cómputo del índice académico estará limitado a 16 durante el tiempo que el estudiante esté matriculado en cualquiera de los colegios del Sistema Universitario de la Ciudad de Nueva York”.

**FIN – Fracasado debido a notas “I”** (Incompleto). Los estudiantes que no completen los requisitos del curso antes de la finalización del siguiente semestre académico, recibirán la nota FIN.
Asistencia a Clase

Los estudiantes del Colegio Comunal Hostos tienen la obligación de asistir a todas las clases en las cuales se han matriculado. Se permite un número limitado de ausencias cuando:

1. El profesor asigne una actividad alterna relacionada con el curso (por ejemplo, internados o asignaciones independientes), o
2. El estudiante haya sido asignado a una actividad de investigación que culmine en un proyecto escrito que rebase lo que normalmente cubre el curso.

Se supone que, en tales casos, el estudiante y el profesor se reunirán regularmente y que el profesor estará al tanto del progreso realizado por el estudiante y de los problemas que el estudiante encuentre en el transcurso de sus estudios.

Los profesores deberán mantener récords de asistencia. Cada departamento académico tiene la autoridad para elaborar, dentro de los parámetros generales establecidos por el Colegio, procedimientos específicos respecto a la asistencia a clases.

NOTA: A los estudiantes que no hayan asistido a clases por lo menos una vez durante las tres primeras semanas se les considerará como ausentes y recibirán la nota "WU". Aquellos que asistan por lo menos una vez durante las tres primeras semanas, pero que no asistan una vez ya sea en la cuarta o quinta semanas debido a circunstancias especiales, podrían recibir la nota "WU" a menos que haya evidencia de que se han mantenido al día con los requisitos del curso y tengan la recomendación de un consejero antes de regresar a clases.

La Lista de Honor

La Lista de Honor incluye a aquellos estudiantes que han obtenido notas sobresalientes. Para integrar la Lista de Honor, los estudiantes deben llenar ciertos requisitos, como:

(a) haber aprobado en el transcurso de un año, 24 créditos o más en el Colegio Comunal Hostos
y
(b) haber obtenido un índice académico de 3.0 o más, sin tener notas de "D" o de "F" durante ese mismo año.

Sociedad de Honor Phi Theta Kappa

La Phi Theta Kappa, entidad nacional honoraria para estudiantes de colegios comunales, fue fundada en 1908. El ingreso a dicha organización premia la excelencia académica. Los criterios para el ingreso son establecidos por la organización conjuntamente con los colegios individuales.

El Capítulo Alpha Kappa Tau de la Phi Theta Kappa, fue fundado en Hostos en 1985. La selección de estudiantes para ingresar en este Capítulo se realiza anualmente y para calificar, los estudiantes deben llenar los siguientes requisitos:

a. Estar matriculados en Hostos.
b. Haber aprobado un mínimo de 15 créditos al finalizar el semestre académico previo al ingreso a la organización.
c. Haber completado dos semestres en el Colegio con un índice acumulativo de por lo menos 3.5.
d. Haber completado por lo menos dos semestres de inglés o de inglés como segundo idioma, o haber alcanzado el nivel de ENG 1302 si fue ubicado inicialmente en un curso por debajo del 1302 al ser admitido al Colegio.
e. Haber completado satisfactoriamente cualquier curso donde obtuvo la nota de "I" o haber repetido satisfactoriamente (o aprobado el examen de CUNY) en casos donde hubiese recibido previamente una nota de "R".
f. Haber demostrado, según el criterio de la facultad, excelencia académica así como cualidades morales dignas de encomio.

Los estudiantes deben pagar una cuota única de iniciación de $32 y proporcionar una carta de recomendación de un miembro de la facultad.

Probatoria, Suspensión y Procedimientos de Apelación

Los estudiantes que no logren alcanzar el nivel académico requerido serán puestos en probatoria por el plazo de un semestre. Los estudiantes en probatoria que no logren alcanzar el nivel académico requerido durante el semestre siguiente serán suspendidos del Colegio.
Los estudiantes que sean suspendidos podrán apelar al “Committee on Academic Standards and Awards”, el cual considerará cada caso individualmente y concederá o negará la apelación correspondiente.

Probatoria limitada

El “Committee on Academic Standards and Awards” determinará el número máximo de créditos que se le permitirá tomar a un estudiante suspendido cuya apelación haya sido concedida, basándose en su historial académico.

Negación automática

No se les concederá una prórroga de la probatoria a aquellos estudiantes que opten por utilizar el proceso de apelación, pero que según el Comité no tienen probabilidad de alcanzar el mínimo nivel requerido en su índice académico (GPA).

Evaluación semestral

Al comienzo de cada semestre se revisarán los expedientes de los estudiantes en probatoria. Los que no hayan alcanzado el índice académico mínimo requerido serán suspendidos.

Normas para el reingreso

Los estudiantes suspendidos bajo negación automática y que han sido readmitidos luego de un semestre de ausencia, tendrán un plazo de sólo dos semanas para alcanzar el índice académico mínimo requerido y así poder continuar asistiendo al Colegio.

Normas para continuar asistiendo al Colegio

La siguiente tabla indica el índice académico mínimo que debe obtenerse en niveles específicos durante los estudios y la tasa de progreso satisfactorio que se espera que el estudiante obtenga en cada bloque de créditos o de créditos acumulados por cobrar:

<table>
<thead>
<tr>
<th>Créditos acumulados</th>
<th>Índice académico mínimo</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 ó más</td>
<td>2.00</td>
</tr>
<tr>
<td>13-24</td>
<td>1.75</td>
</tr>
<tr>
<td>25 ó más</td>
<td>2.00</td>
</tr>
</tbody>
</table>
El Colegio Comunal Hostos cree en el desarrollo del pensamiento crítico para que sus estudiantes se beneficien mejor del proceso educativo. Obtener un título del Colegio Hostos implica que el individuo conoce el material de estudios. Con la convicción de que el proceso educativo conlleva el estimular a los estudiantes a pensar y a dilucidar los problemas que confrontan, la comunidad del Colegio Comunal Eugenio María de Hostos habrá de castigar a todo estudiante que haya obtenido sus notas de manera fraudulenta. El proceso a seguir, cuando ocurre una investigación al respecto, se explica más adelante en la sección III de este texto. Los tres tipos más comunes de falta de honradez académica son: el fraude, el plagio y el soborno.

A. Fraude

En el contexto colegial, cometer fraude significa representar como propio el trabajo ajeno. Tanto la facultad como los estudiantes tienen la obligación de mantener la integridad de esta institución al no participar directa ni indirectamente en actos de fraude y de desalentar tal práctica. Se incurre en fraude cuando ocurre una de las siguientes situaciones, pero sin limitarse a ellas.

1. Copiar un examen o asignación y presentarlos como propios.
2. Procurar y distribuir por anticipado las respuestas a un examen.
3. Colaborar sin autorización en la confección de un trabajo y entregarlo como producto único del esfuerzo propio.
4. Utilizar sin autorización escritos, notas, libros u otros materiales durante un examen.
5. Presentar como propio un trabajo escrito, por encargo, de otra persona o que una persona tome un examen en sustitución de otra.
6. Presentar sin el consentimiento del profesor un trabajo por el cual ya se ha obtenido crédito en otro curso.

B. Plagio

El plagio es una forma de fraude y ocurre cuando, aun sin intención de hacerlo, no se le adjudica crédito a una fuente o fuentes por las ideas, el lenguaje, los conceptos, etc., a los cuales se hace referencia en un trabajo. Por lo tanto, constituye plagio el reclamar como propio el trabajo intelectual o artístico de otro.

Se incurre en plagio cuando ocurre una de las siguientes situaciones, pero sin limitarse a ellas.

1. Cita y/o parafraseo del texto de un trabajo sin dar crédito al autor o autores.
2. Incorporación de ideas de otra persona al trabajo propio sin dar crédito ni documentar la fuente.

C. Soborno

En el contexto colegial, el soborno consiste en la oferta, la promesa o la dádiva de artículos de valor, tales como dinero o regalos, a un individuo que ocupa una posición de autoridad, es decir, profesores, administradores o miembros del personal no docente, con el propósito de influenciar su conducta o criterio a favor de un estudiante. Se considera como intento de soborno la oferta de favores sexuales a cambio de una nota, puntuación en un examen o de cualquier otro favor de índole académica. La petición u oferta de favores sexuales a cambio de una nota, puntuación en un examen o de cualquier otro favor de índole académica se tratará en conformidad con los procedimientos estipulados cuando ocurre un hostigamiento sexual. Dichos procedimientos se explican en otra sección de este catálogo y en el Manual del Estudiante.

Con respecto a la integridad académica, se incurre en el acto de soborno cuando ocurre una de las siguientes situaciones indicadas, pero sin limitarse a ellas.

1. Procurar y distribuir las respuestas a un examen, a cambio de un favor o favores.
2. La oferta de artículos de valor a cambio de un favor o favores de índole académica.
II. La responsabilidad de la facultad, de los examinadores o “proctors” y de los estudiantes

Con el propósito de no comprometer negativamente el proceso educativo o la integridad del título académico, la facultad, los examinadores y los estudiantes están en la obligación de mantener, respaldar e imponer las normas de integridad académica vigentes en el colegio.

A. La responsabilidad de la facultad y de los examinadores o “proctors”

1. La facultad está en la obligación de informar a sus alumnos con respecto a las normas de la política en torno a la integridad académica que rigen en el colegio, al comienzo de cada semestre.
2. La facultad o los examinadores o “proctors”, han de proteger dichas normas dentro de su jurisdicción, en todo momento.
3. Todo miembro de la facultad que sea acusado de violar las normas de la política con respecto a la integridad académica, puede estar sujeto a las estipulaciones del Artículo #7 (debido proceso académico) del reglamento de CUNY.
4. Todo examinador que sea acusado de violar las normas de la política con respecto a la integridad académica, puede estar sujeto a una acción disciplinaria.

B. La responsabilidad de los estudiantes

1. Todo trabajo presentado por un estudiante ha de ser producto de su propio esfuerzo.
2. Se requiere que en todo trabajo, examen o proyecto asignado en clase, presentado por un estudiante, aparezcan documentadas las fuentes de referencia.
3. Todo estudiante ha de seguir las instrucciones del profesor o del examinador con respecto a los materiales que se permiten en el salón de examen.
4. El estudiante tiene la obligación de obtener la autorización del profesor o del examinador de curso para utilizar programas de computadora o calculadoras, al contestar las preguntas durante un examen.
5. Ningún estudiante ha de prestar ni recibir ayuda alguna como tampoco comunicarse con otro durante el transcurso de un examen.
6. Ningún estudiante ha de intentar obtener o repartir ningún examen, anticipándose a la repartición de éste por parte de un examinador.
7. Todo trabajo de laboratorio debe ser completado en éste, a menos que el profesor indique lo contrario.
8. Ningún estudiante ha de presentar un mismo trabajo a otro profesor sin el consentimiento previo del segundo.

III. Procedimiento a seguir cuando se viola la integridad académica

A. Todo estudiante bajo sospecha de violar el reglamento que rige las normas de integridad académica será notificado por su profesor sobre el particular y por escrito, excepto en las siguientes situaciones:

Cuando quien ofrece el examen se percata de que ocurrió la violación luego de éste haberse ofrecido. Durante la corrección del examen o el transcurso del proceso de cotejo, en cuyo caso se referirá la querella a la persona encargada de coordinar dicho proceso, quien a su vez notificará al estudiante.

Si el caso involucra la retoma de las secciones de matemáticas o de lectura del “CUNY Skills Assessment Test”, éste será referido, por escrito, por el profesor o instructor o examinador a la persona encargada de la Oficina de Evaluación, quien deberá informar al estudiante. El referido ha de incluir la infracción incurrida, una explicación que respalde la querella, el castigo que se recomienda por dicha infracción e información en torno al proceso de recurso de apelación (la definición de la frase “días de clase” se encuentra en la parte III. F de esta sección del catálogo). La carta, escrita en español y en inglés, ha de ser enviada dentro del plazo de diez (10) días de clases, a partir de la fecha en que se sospecha que ocurrió la infracción. Copia de la carta ha de enviarse al jefe del departamento que ofrece el curso, al decano de Asuntos Académicos y al decano de estudiantes.

B. El decano de estudiantes, o su representante, discutirá el contenido de la carta con el estudiante acusado de infringir el reglamento.

C. Si el estudiante acusado niega haber cometido la infracción que se le imputa o rechaza el castigo recomendado, deberá presentar un recurso de apelación dentro de un plazo de diez (10) días de
clases, en el cual solicitará que el jefe del departamento pertinente examine el caso. Luego de consultar con el decano de Asuntos Académicos y con el decano de estudiantes, o sus respectivos representantes, y basándose en pruebas convincentes, éste tomará una decisión al respecto y asignará el castigo. Entonces, el jefe del departamento pertinente notificará al estudiante por escrito de su decisión, dentro de un plazo de diez (10) días de clases. Se harán de enviar copias de la carta de notificación al estudiante, al decano de Asuntos Académicos y al decano de estudiantes o a sus respectivos representantes y, además, al instructor o profesor, o al jefe o coordinador del departamento en cuestión, o a la Oficina de Evaluación. Si el estudiante acusado no responde dentro del plazo requerido, su silencio implicará aceptación tanto de los cargos como del castigo.

D. Si el estudiante acusado queda insatisfecho con la decisión del jefe del departamento, entonces puede apelar el caso, dentro de un plazo de diez (10) días de clases, al comité de normas académicas del senado colegial. Dicho comité habrá de referir el caso a su subcomité de ética académica para que éste rinda un fallo.

E. Si se determina que se ha cometido una infracción, el subcomité habrá de decidir cuál será el castigo, que pudiera ser o no el recomendado por el profesor, el oficial de evaluación o el jefe de departamento. El decano de estudiantes hará, entonces, de notificar por correo certificado al estudiante acusado, de la decisión del subcomité, dentro de un plazo de diez (10) días de clases. Copia de dicha carta se incluirá en el expediente del estudiante que guarda la Oficina del Registrador por espacio de dos semestres o hasta que éste se gradúe, dependiendo de lo que ocurra primero, exceptuando el caso de un estudiante próximo a graduarse, en cuyo caso no recibirá su título hasta tanto no se esclarezca el asunto.

F. La expresión “días de clases,” en el contexto de este documento, excluye únicamente los domingos y días feriados que caen dentro del período durante el cual está vigente el contrato de la facultad. Esto es, los que comienzan el 30 de agosto y terminan el día de la graduación, inclusive. Por lo tanto, un caso puede continuar durante el receso de invierno, pero si no se ha concluido aún al llegar el día de la graduación, habrá de continuarse el primer día del semestre de otoño siguiente, o sea, el 30 de agosto.

G. Todo estudiante que sea hallado culpable por segunda vez de infringir las normas de integridad académica, estará sujeto a un proceso disciplinario según lo exige el artículo XV en sus secciones 15.3 a 15.5 del reglamento de la Junta de Síndicos de CUNY. Dicho proceso disciplinario puede llevar a una suspensión o expulsión del colegio.
Orientación Académica

A cada estudiante se le asigna un miembro de la facultad que sirve como orientador académico del estudiante. Por lo menos una vez por semestre, todo estudiante debe reunirse con su orientador. Los orientadores académicos revisan su progreso académico y los ayudan a preparar el programa académico del semestre siguiente. Cuando el estudiante expresa su predilección por un programa de estudios en particular, se le asigna un orientador académico que guarde una estrecha relación con dicho programa. Para matricularse cada semestre, el estudiante debe presentar prueba de que ha recibido orientación académica.

Compañeros Orientadores

Los compañeros orientadores son estudiantes seleccionados cuidadosamente que son entrenados y supervisados por el Director de Orientación Académica. Estos estudiantes están capacitados para ofrecer consejería y asesoramiento académico a otros estudiantes durante el transcurso del año. Los estudiantes pueden hacer uso de los servicios de los compañeros orientadores para planificar su programa académico y revisar su progreso en detalle. Los compañeros orientadores se encuentran en el Centro para el Desarrollo del Estudiante, Edificio Savoy, Sala 101C, que los estudiantes pueden visitar para hacer preguntas y recibir información sobre cualquier proceso o procedimiento del Colegio.

Traslado

Los estudiantes que deseen trasladarse a un colegio de cuatro años deben consultar con los compañeros orientadores y con sus respectivos consejeros académicos para que les asistan con la selección de la institución y del programa y concentración que desean, así como también con el proceso de solicitud y traslado. Existe una amplia variedad de catálogos de universidades, manuales y solicitudes en la Oficina de Orientación Académica a disposición de los estudiantes.

Servicios de Desarrollo de Carreras

Los Servicios de Desarrollo de Carreras ofrecen consejería, información sobre carreras, talleres sobre empleos, recomendaciones para empleos a tiempo parcial y a tiempo completo, y otros talleres relacionados.

Además, el programa de Servicios de Desarrollo de Carreras ofrece un programa para asistir a los estudiantes a desarrollar sus planes profesionales. También posee una biblioteca de recursos de carreras que incluye libros, videocassettes y cintas de audio que tratan asuntos vocacionales.

Se exhorta a los estudiantes a que visiten la oficina de Desarrollo de Carreras para obtener más información sobre las oportunidades disponibles para ellos. La exploración y desarrollo de carreras son partes esenciales de la educación que se imparte en el Colegio Hostos. Los servicios del programa están disponibles para todos los estudiantes, los egresados y la facultad.

Posibilidades de Empleo

Los estudiantes que se gradúan de los programas de Artes Liberales y de Ciencias (grados de A.A. o A.S) se trasladan a un colegio de cuatro años o ingresan al mundo laboral inmediatamente después de graduarse. Muchos egresados que continúan sus estudios a tiempo parcial buscan empleos con compañías que ofrecen becas de estudio para sus empleados. Los que recibieron sus títulos con concentración en artes liberales o en ciencias y que obtuvieron empleo a tiempo completo al graduarse, están desempeñándose en los sectores público y privado en posiciones tales como asistentes de casos, asistentes paralegales, gerentes de ventas, representantes de clientes y de cuentas, gerentes de servicios al cliente, agentes de seguros, gerentes de bancos, y en diversas posiciones de servicio civil dentro de las áreas de corrección y recursos humanos. Los egresados de los Programas Ocupacionales (grado A.A.S.) tienen la opción de
Continuar sus estudios en un colegio de cuatro años a tiempo parcial o completo, así también como la de conseguir empleo inmediatamente. Un buen número de graduados buscan empleo con compañías y agencias que proporcionan becas de estudio a aquellos empleados que desean continuar sus estudios. Los egresados de los Programas Ocupacionales han encontrado empleo en las siguientes áreas:

CONTABILIDAD: especialista en preparación de planillas de impuestos, contador/a, asistente de contador, agente de seguros
ADMINISTRACIÓN DE EMPRESAS: gerente, asistente de personal
JUSTICIA PENAL: paralegal, recopilador/a de datos, especialista en información
PROCESAMIENTO DE DATOS: asistente de computación, analista de programación, operador/a de computadoras, programador/a
HIGIENE DENTAL: higienista dental
EDUCACIÓN PREESCOLAR: maestro/a auxiliar, asistente en el cuidado infantil, asistente de maestro/a bilingüe
TECNOLÓGIA DE LABORATORIO MÉDICO: tecnólogo/a médico/a, técnico/a de laboratorio médico
ENFERMERÍA: enfermero/a registrado/a
ADMINISTRACIÓN PÚBLICA: varias posiciones dentro de los gobiernos de la ciudad, estatal y federal, y en agencias sin fines de lucro
TECNOLÓGIA RADIOLÓGICA: tecnólogo/a en radiología
CIENCIAS SECRETARIALES: secretario/a ejecutivo/a, secretario/a médico/a, asistente administrativo, gerente de oficina, procesador/a de palabras, taquígrafo/a

El Colegio Comunal Hostos tiene un estudiantado muy diverso. Sus egresados han utilizado su educación para ingresar a una gran variedad de ocupaciones. Muchos han continuado sus estudios y hoy día ejercen profesiones tales como la abogacía, medicina y la educación. Son abogados, médicos y miembros de la facultad de un gran número de universidades. Enseñan en el sistema de educación pública y tienen cargos ejecutivos en agencias públicas y compañías privadas. Muchos egresados tienen negocios propios. Todos han utilizado su educación universitaria para abrirse nuevas oportunidades, para desarrollar las destrezas de comunicación y cuantitativas que están en tanta demanda en el área metropolitana, y para adquirir una mejor comprensión de la sociedad en que viven y trabajan.

Programa de Internado de Negocios

Los estudiantes de Contabilidad, Administración de Empresas, Procesamiento de Datos y Ciencias Secretariales deben participar en un programa de internado de negocios durante su último semestre para graduarse. Son ubicados en más de 40 compañías participantes. Los estudiantes trabajan de 10 a 25 horas semanales durante un semestre y, en muchos casos, a tiempo completo durante el verano. El internado capacita al estudiante para desarrollar destrezas requeridas por el mercado y le enseña el ambiente real que existe en empleos específicos.

College Discovery

"College Discovery" es un programa de la Universidad de la Ciudad de Nueva York (CUNY), que funciona con fondos especiales. Para ser elegible, los solicitantes al mismo deben satisfacer ciertos requisitos antes de ingresar al Colegio. Los estudiantes del programa "College Discovery" reciben ayuda económica para cubrir costos de matrícula, libros y otros gastos relacionados con los estudios. Una vez hayan obtenido su grado asociado, los estudiantes del programa "College Discovery" pueden trasladarse a un programa "SEEK" perteneciente a un Colegio de CUNY de cuatro años. La unidad de "College Discovery", en cooperación con otras unidades de la División para el Desarrollo del Estudiante, ofrece una gran variedad de programas innovadores a toda la comunidad del Colegio.

NOTA: El programa "College Discovery" exige requisitos de ciudadanía y de residencia de un año en la ciudad de Nueva York. En el caso de que un estudiante no sea ciudadano, pero que llene los requisitos de residencia, el estudiante deberá tener estatus de inmigrante (el cual incluye a personas que han recibido visa de residencia permanente o estatus de refugiado o de libertad bajo palabra).

Servicios Médicos

La Oficina de Servicios de Salud está ubicada en el salón, B-115, teléfono: (718) 518-6541. Los siguientes servicios están disponibles a los estudiantes:
• Exámenes físicos rutinarios y para propósitos de diagnóstico
• Tratamiento de emergencia y de primeros auxilios
• Consejería en tópicos generales de salud
• Talleres sobre importantes tópicos de salud

Se hacen referidos a las agencias de servicios de salud de la Ciudad de Nueva York, la cual proporciona servicios tales como radiografías (Rayos X) del pecho, inmunizaciones, cuidado prenatal y análisis de sangre. La Oficina de Servicios también provee exámenes gratuitos de diabetes mellitus, tuberculosis, hipertensión y embarazo. También cuenta con una máquina para electrocardiogramas.

Se ofrece consejería y exámenes de SIDA para cualquier estudiante que solicite este servicio. La Oficina de Servicios cuenta con una amplia selección de panfletos y manuales sobre una gran variedad de asuntos relacionados con la salud, los cuales están a disposición de los estudiantes de Hostos.

El personal de servicios médicos se compone de un médico durante el día y de una enfermera durante la noche. Las horas de oficina se anuncian cada semestre. El médico del Colegio estará también disponible a través de la enfermera del Colegio de 8:00 a.m. a 4:30 p.m. Se necesita una cita para un examen físico. Se proporcionan medicamentos gratuitos a los estudiantes de Hostos.

Inmunización: A partir del 1ro. de agosto de 1990, la Ley de Salud Pública 214 requiere que todos los estudiantes universitarios que nacieron en o después del 1ro. de enero de 1957, deben ser vacunados para poder asistir a clases. Los que soliciten ingreso al Colegio Comunal Hostos y los estudiantes que ya están matriculados deben presentar un certificado de vacunación contra el sarampión, las papas y la rubéola. El certificado de vacunación debe ser firmado por un médico u otro proveedor de servicios médicos, y contener la siguiente información:

Sarampión, dos dosis (administradas después de los 12 meses de edad).
Papera, una dosis (administrada después de los 12 meses de edad).
Rubéola, una dosis (administrada después de los 12 meses de edad).

Nótese que las vacunas contra el sarampión, las papas y la rubéola pueden administrarse por separado o de forma combinada tales como: sarampión, papera, rubéola (MMR), o sarampión y rubéola (MR). Los formularios del certificado de inmunización están disponibles en la Oficina de Servicios de Salud. Para información sobre las exenciones médicas y religiosas, por favor llame al (212) 349-2664.

Centro Infantil del Colegio Hostos

El Centro Infantil del Colegio Hostos ofrece un programa preescolar bilingüe y multicultural que proporciona un ambiente sano y educativamente estimulante a un número de hasta 60 niños en edad preescolar durante el día y a 20 niños durante la noche. Las horas de funcionamiento son de 7:30 a.m. a 10:00 p.m. de lunes a jueves y de 7:30 a.m. a 2:00 p.m. los viernes.

El programa ha sido diseñado tomando en cuenta las necesidades de desarrollo del niño. Incluye juegos creativos, música, danza, juegos de bloques, artes, matemáticas, actividades multiculturales, lectura, interacción de grupo y actividades individuales. Los niños también participan en excursiones por la vecindad, la ciudad y en programas interdepartamentales.

Actualmente, el Centro ofrece servicios sólo a los niños de los estudiantes matriculados en Hostos. Dichos servicios se proporcionan según el orden de llegada y en casos de emergencia. Hay una lista de espera muy extensa debido al gran número de estudiantes que tienen hijos. Debido a que el Centro cuenta con un espacio limitado el tiempo mínimo de espera es de tres semestres.

El Centro está licenciado por el Departamento de Salud de la Ciudad de Nueva York. Los servicios de emergencia sólo están disponibles durante el período de matrícula. También se puede solicitar los servicios de emergencia de acuerdo a necesidades especiales. El costo de la matrícula está basado en el número de horas que pasan los niños en el Centro. Hay subsidios disponibles para estudiantes elegibles.

Centro para los Derechos de la Mujer y del Inmigrante (CPDMI)

El CPDMI es un proyecto orientado hacia el estudiante y la comunidad del Colegio Comunal Hostos, y está diseñado para facilitar y habilitar al individuo mediante la lucha por los derechos legales
y civiles, la educación y el servicio directo.
El CPDMI fue establecido en septiembre de 1988 por miembros del estudiantado, la facultad y la administración que reconocieron las necesidades especiales de la mujer y del inmigrante. Con la ayuda del New York Community Trust, el Centro recibió servicios de abogados voluntarios, asesores de la facultad y estudiantes.

El CPDMI proporciona asesoría legal gratuita, consejería y servicios de apoyo en áreas que son de preocupación particular para la mujer y el inmigrante.

Actualmente, el CPDMI ofrece los siguientes servicios:

CONSEJERÍA SOBRE LAS LEYES DE FAMILIA: Violencia doméstica, órdenes de protección, acompañamiento a las mujeres a la Corte de Familia, derechos de visitas, custodia y otros documentos legales.
SERVICIOS SOCIALES: Defensa ante las agencias del gobierno en asuntos relacionados con la vivienda, la salud y los beneficios públicos. También proporciona servicios que se ofrecen en las escuelas.
CONSEJERÍA SOBRE LAS LEYES DE INMIGRACIÓN: Peticiones de familiares, naturalización, referidos a agencias sin fines de lucro en asuntos relacionados con la deportación, la amnistía y las traducciones de documentos legales.
SEMINARIOS PARA ESTUDIANTES Y LA COMUNIDAD: Talleres sobre violencia doméstica, leyes de inmigración, vivienda, autoestima y motivación.

Horario:
Lunes a viernes, de 9:00 a.m. a 5:00 p.m.
Para más información, favor de llamar al (718) 518-4311.

Consejería Personal y Académica
La unidad de consejería proporciona consejería académica y personal a los estudiantes. El proceso de consejería comienza cuando el estudiante es admitido a la Universidad. Se asiste a los estudiantes a dirigir y explorar los retos personales y académicos que confrontan como estudiantes universitarios.

Un estudiante que no sepa a dónde dirigirse para obtener asistencia debe comunicarse con la unidad de consejería para información y orientación. Los consejeros proveen un ambiente de apoyo en el cual los estudiantes puedan ocuparse de asuntos de índole académica, problemas familiares, reducción del estrés, la toma de decisiones, resolución de conflictos y otras preocupaciones personales. Hay consejería individual disponible para los estudiantes que busquen un ambiente privado y personal en el que puedan hablar de temas de importancia que les preocupe.

Se ofrece consejería individual y de grupo a los estudiantes que tengan problemas personales, académicos, familiares, sociales, médicos o de otra índole. El personal de consejería también da referidos a agencias o instituciones fuera del Colegio.

La unidad de consejería mantiene una estrecha relación de apoyo con la facultad de la institución, la cual está disponible como recurso.

SSD1000 Orientación Colegial y Planificación Académica
0 créditos 1:5 horas
Este es un curso obligatorio para todos los que ingresan al colegio por primera vez, excepto para los que son admitidos directamente a los programas profesionales. Se expone a los estudiantes a información que intente contestar preguntas relacionadas con grados académicos, programas académicos, índice académico, probatoria académica y retención. Las unidades específicas en el curso SSD1000 se concentran en temas tales como destrezas de estudio, tomar notas, solución de problemas, autoestima, el uso del tiempo disponible para los estudios, el uso de la biblioteca y la preparación de monografías. En todas las sesiones del curso se abordan los factores de motivación que afectan la retención del estudiante en la universidad.

Servicios para Estudiantes Impedidos
Para garantizar que se cumpla la letra y el espíritu de la Sección 504 del Acta de Rehabilitación de 1973 y el Acta de Americanos con Impedimentos de 1990, el Colegio cuenta con una Oficina de Servicios para Estudiantes Impedidos. Localizada en el Centro para el Desarrollo del Estudiante, en el Edificio Savoy, oficinas 101J y 101K, ésta es una fuente de
información, consejería, recomendaciones y otros servicios especializados para dichos estudiantes. Las horas de oficina varían cada semestre. Para información sobre las horas vigentes, llame al (718) 518-6702.

Los estudiantes elegibles pueden recibir una variedad de servicios que incluyen consejería y asesoramiento previos al ingreso, matrícula prioritaria, exámenes de ubicación especiales, consejería continua relacionada con la educación y las carreras, así como asistencia sobre arreglos para conseguir lectores, tomando notas, libros de texto grabados e instrucción y exámenes alternativos. Una estrecha relación con la facultad permite la implementación de estos servicios a los estudiantes.

Se mantiene un enlace con los Servicios Vocacionales y Educativos para los Individuos con Impedimentos y la Comisión para los No-Videntes y con Impedimentos Visuales para ayudar a los estudiantes a determinar si son elegibles para recibir servicios de rehabilitación y para asegurarse de que los estudiantes auspiciados reciban apoyo mientras progresan hacia sus objetivos educativos y profesionales. Además, se mantiene una relación similar con aquellas agencias y organizaciones de la comunidad que proporcionan servicios de apoyo, de rehabilitación y entrenamiento en la lucha por los derechos de los impedidos.

El Colegio cuenta con una gran variedad de equipo especial y tecnología de apoyo que están, disponibles para estudiantes con impedimentos visuales y para los no-videntes, así como para aquellos que tienen dificultades de aprendizaje para utilizar las manos. Los servicios de salud de Hostos garantizan que los estudiantes con problemas médicos puedan recibir los servicios de emergencia que necesiten. Véase en este catálogo la sección referente a la Biblioteca para obtener información sobre la Oficina de Recursos para Estudiantes Impedidos.

Una estrecha relación de trabajo con los Servicios para la Vida Independiente del Bronx y otros centros para la vida independiente de personas con impedimentos constituyen grupos de apoyo para asistir a los estudiantes con una amplia gama de problemas relacionados con los impedimentos. Frecuentemente, estos grupos llevan a cabo actividades dentro del recinto universitario. El Colegio cuenta también con un plan de evacuación de emergencia para asistir a los estudiantes impedidos a abandonar los edificios del Colegio en caso de emergencia.

Refiérase a otras secciones de este catálogo para informarse sobre la Política antidiscriminatoria del Colegio y sobre los Procedimientos para el manejo de las querellas de estudiantes impedidos.

Actividades Estudiantiles

Las actividades extracurriculares son parte integral de la vida estudiantil en el Colegio Hostos. La Oficina de Actividades Estudiantiles asiste a los estudiantes, los clubes y las organizaciones en el recinto universitario en la coordinación de los programas intelectuales, culturales, sociales y recreativos, a fin de complementar el aprendizaje que ocurre diariamente en el salón de clases y para contribuir al desarrollo personal de cada individuo. En el recinto existen clubes y organizaciones que auspician actividades académicas, étnicas y deportivas. Sus programas incluyen oradores invitados, foros, talleres, conciertos y actividades culturales. Estos programas reflejan el trasfondo étnico y los intereses de los estudiantes. El Director de Actividades Estudiantiles trabaja muy de cerca con el Gobierno Estudiantil para desarrollar actividades estudiantiles. Estas actividades fomentan la interacción de grupo y proporcionan un marco dentro del cual se puede desarrollar el liderato estudiantil. Durante el año académico se reserva un período de dos horas semanales para tales actividades. Los miembros de la facultad y el personal no docente sirven como asesores a los clubes y organizaciones. La Oficina de Actividades Estudiantiles está ubicada en el salón C-371, (718) 518-6561.

Asuntos Relacionados con los Veteranos

Los veteranos y sus dependientes tienen derecho a una variedad de beneficios. Todos los estudiantes que deseen recibir los beneficios educativos bajo las estipulaciones de la ley del G.I. (G.I. Bill) o certificado de elegibilidad para veteranos de Vietnam, el Golfo Pérsico, Malasia y la Guardia Nacional, deben presentarse a las oficinas de la Administración de Veteranos 245 de la calle West Houston Nueva York, NY 10014, antes de matricularse para asegurarse de que
obtendrán el "certificado de elegibilidad". El solicitante deberá entonces entregar el "Certificate of Release"/Formulario de Baja del Servicio Activo (DD2384/2384-1). El recibo de los beneficios toma aproximadamente de 8 a 10 semanas desde el momento en que el veterano recibe el Formulario de Certificación de Matrícula (22-1999). Los veteranos que soliciten beneficios deberán documentar el hecho de que han prestado servicios en el ejército, su estado civil y el número de dependientes que sostienen. Es necesario que todo veterano y los dependientes de veteranos matriculados en Hostos se presenten a la Oficina de Asuntos del Veterano antes del comienzo de cada sesión (esto es, en septiembre, enero y junio) para iniciar el estatus de matrícula para veteranos y dependientes de éstos. Se requiere que los veteranos y sus dependientes obtengan las firmas de sus profesores todos los meses como verificación de su asistencia a clases. Se proporciona referidos para consejería personal y académica en la Oficina de Servicios de Consejería. Hay un Club de Veteranos en el recinto universitario. Para más información, comuníquese con la Oficina de Actividades Estudiantiles.

Para obtener los formularios de asistencia, las solicitudes y más información, vea al Representate de Asuntos del Veterano, en la oficina C-330.
Misión

La Biblioteca tiene como misión, proporcionar servicios de apoyo para las distintas necesidades académicas y culturales del Colegio Comunal Hostos, suministrando una amplia colección de materiales impresos y no impresos. Sus recursos están diseñados para brindar apoyo a la filosofía del Colegio Hostos con respecto a sus objetivos bilingües y multiculturales.

Recursos

Los recursos de la Biblioteca incluyen una colección de libros, periódicos, revistas y materiales audiovisuales tales como películas, grabaciones en video y cintas, transparencias, micropelículas y microfichas. La Colección de Archivos documenta la historia del Colegio. Más de 20 terminales, ubicadas en diferentes secciones de la biblioteca, proporcionan acceso a Internet, CUNY+ (el sistema bibliográfico integrado de la Universidad de la Ciudad de Nueva York), a periódicos, revistas y a otras bases de datos.

Mediante préstamos interbibliotecarios, los miembros de la facultad pueden solicitar libros y artículos que no se encuentran en la colección de Hostos. Además, por medio de la Tarjeta de Cortesía METRO, los estudiantes, profesores y personal del Colegio, pueden utilizar materiales pertenecientes a otras bibliotecas participantes del área metropolitana. Los profesores y estudiantes de Hostos, que tengan tarjeta de identificación válida, pueden sacar materiales directamente de otras bibliotecas de CUNY y devolverlos de la misma forma. También pueden utilizar las bibliotecas pertenecientes a la red de la “New York Metropolitan Reference and Research Library Agency” (METRO). A través de un acuerdo especial, los estudiantes del programa de “Allied Health” pueden utilizar la Biblioteca del Hospital Lincoln, localizada cerca del Colegio. Esta oportunidad es vital para las necesidades educativas de aquellos estudiantes que están matriculados en este programa.

La biblioteca ofrece un Programa de Instrucción que incluye orientación sobre el uso de la Biblioteca, así como minitalleres. Las charlas sobre el funcionamiento de la Biblioteca se ofrecen a través del curso SSD1000 (Orientación y Planificación Académica), ofrecido por el Departamento de Consejería, tanto en inglés como en español. Este curso es requisito para todos los estudiantes que ingresan al primer año.

Centro Audiovisual

El centro audiovisual se encuentra en la Sala A309. Los estudiantes o miembros de la facultad y del personal no docente que deseen utilizar el centro audiovisual deben reservar un día antes. El centro alberga una amplia variedad de equipos audiovisuales y otros materiales relacionados, tales como películas, videos, cintas, discos y cassettes. Los servicios del centro están disponibles a individuos y a grupos.

Centro de Recursos para Estudiantes Impedidos

El Centro de Recursos para Estudiantes Impedidos se encuentra en la Sala 208C y se utiliza para tutoría, exámenes y entrenamiento para servicios tecnológicos. Es también un lugar donde los lectores pueden trabajar con estudiantes que tengan problemas con la vista. La sala alberga aparatos especializados tales como una máquina Xerox de lectura para estudiantes no videntes, televisores de circuito cerrado que producen textos impresos en letras grandes, así como computadoras con letras grandes y que funcionan con mandatos orales. Los estudiantes que estén interesados en recibir estos servicios, deben comunicarse con la Oficina de Servicios para Estudiantes Impedidos; Edificio Savoy D-101-J y K, (718) 518 4454/4459.

Circulación

Los libros se prestan por 21 días y pueden renovarse por tres semanas adicionales, si nadie más los solicita. El número máximo de préstamos que se puede efectuar es de tres. Todos los materiales prestados deberán ser devueltos, a más tardar, el
ídimo día de exámenes. Los siguientes materiales no se prestan: libros de referencia, materiales en reserva, materiales del archivo, periódicos, revistas, folletos y materiales audiovisuales.

**Materiales en Reserva**

Los materiales que se encuentran en reserva pueden utilizarse en la biblioteca por un período de dos horas. En algunos casos, siempre que se consulte con un miembro de la facultad, estos materiales podrán llevarse a la casa desde las 8:00 p.m., de lunes a jueves, y a las 4:00 p.m. los viernes y sábados. Hay que devolverlos durante la primera hora de la mañana del día siguiente en que la Biblioteca abra sus puertas. No se puede llevar a la casa aquellos materiales de los cuales hay una sola copia, incluyendo las copias de los profesores. Para obtener materiales en reserva los usuarios deberán firmar la tarjeta de pagos y dejar su tarjeta de identificación.

**Multas**

**Materiales de circulación general:** Diez centavos por cada día después de vencidos (incluidos los días en que la Biblioteca está cerrada) hasta el máximo de su precio.

**Materiales en reserva:** Un dólar y veinte centavos ($1.20) por la primera hora de retraso hasta el máximo de su precio.

**Materiales mutilados:** Se cobrará la multa hasta el día en que se informe que el material ha sido mutilado, más una cantidad que será determinada según la naturaleza y magnitud del daño, sin que exceda el costo de su precio. Habrá un cargo adicional de $10.00 por concepto de procesamiento.

**Materiales perdidos:** Se cobrará por el precio del material, más $10.00 por concepto de procesamiento.

**Ubicación**

La Biblioteca se encuentra en el tercer piso del Edificio Shirley J. Hinds, 475 de Grand Concourse, Sala A308.

**Horario (Otoño y Primavera)**

- lunes a jueves: 9:00 a.m. - 9:00 p.m.
- viernes: 9:00 a.m. - 5:00 p.m.
- sábado: 10:00 a.m. - 5:00 p.m.
- domingo: CERRADA

La biblioteca ofrece horas adicionales de servicio durante el período de exámenes finales.
La Oficina para la Educación de la Comunidad y de Adultos ofrece oportunidades educativas, vocacionales y de desarrollo personal diseñadas para responder a las necesidades de las comunidades del sur del Bronx, el Bronx y el alto Manhattan. Algunos de nuestros cursos son gratuitos; la mayoría de ellos puede tomarse a un costo razonable. Le invitamos a unirse a las miles de personas que han disfrutado del ambiente familiar y de la excelencia académica que han hecho de Hostos una institución única dentro de los colegios comunales.

Para información, llame al (718) 518-6656

Personal de la Oficina para la Educación de la Comunidad y de Adultos:

Laurel N. Huggins, Directora
Juanita Feliciano, Asistente Administrativa
Betsy Rodríguez, Reclutadora/Voluntaria de VISTA
(718) 518-6656

Fatiha Makloufi, Coordinadora
Programa Preparatorio Preuniversitario ESL
(718) 518-6657

El Programa de Educación Básica para Adultos

El Programa de Educación Básica para Adultos (ABE) es un programa gratuito, diseñado para aquellos que buscan el mejoramiento de sus destrezas en lectura, escritura y matemáticas y para los que desean prepararse para ingresar a una institución universitaria. El Programa ABE ofrece cursos de lectura, matemáticas, lectura en español, inglés como segundo idioma y cursos preparatorios para tomar los cursos conducentes al certificado de equivalencia (GED). Los cursos de pre-GED se imparten a un nivel más bajo al de los cursos de GED. Todos los participantes se prepararán para tomar los cursos conducentes al certificado de equivalencia.

Para información, comuníquese con Ann Bourgois, Coordinadora, o con Jeannette Díaz, Consejera, al (718) 518-4236.

El Programa Preparatorio Preuniversitario de Inglés como Segundo Idioma (ESL)

El Programa Preparatorio Preuniversitario de Inglés como Segundo Idioma es un programa gratuito en el que no se conceden créditos y que se ofrece a aquellos estudiantes que tienen poco o ningún conocimiento de inglés. Este es un programa que ofrece cursos intensivos en comunicación oral y escrita, pensamiento crítico, redacción y estilo en español y nociones generales de computadoras y sus aplicaciones. Los cursos pueden tomarse por el día o por la noche.

Para más información, comuníquese con Fatiha Makloufi al (718) 518-6657.
Siguiendo el concepto del Middle College, la Academia de Ciencias Hostos-Lincoln, con sede en el Colegio Comunal Hostos, surgió como resultado de un esfuerzo conjunto entre la Junta de Educación de la Ciudad de Nueva York y el sistema de la Universidad de la Ciudad de Nueva York. Los estudiantes son admitidos directamente de escuelas secundarias intermedias, localizadas en el Bronx y en el alto Manhattan. Los alumnos de la Academia participan de un programa académico de cuatro años, con miras a tomar el Examen de la Junta Regente del Estado de Nueva York. Ellos utilizan al Colegio como recurso, tanto para la instrucción escolar como de modelo y taller, con el propósito de enriquecer su experiencia educativa y para prepararse para la vida estudiantil universitaria.

Los estudiantes pueden tomar cursos universitarios al completar las destrezas requeridas y las pueden “poner en reserva” hacia la adquisición de un Grado Asociado. No hay costos de matrícula para estos cursos universitarios. Para solicitar ingreso a la Academia Hostos-Lincoln los alumnos deben llamar al (718) 518-4333 y llenar dos solicitudes: una para ingresar a la escuela superior y la otra para entregar al orientador escolar de la Academia. Para calificar, el solicitante deberá haber alcanzado un nivel de conocimiento de matemáticas y lectura igual o cercano al grado en el cual se encuentra. Los alumnos de la Academia Hostos-Lincoln son miembros de la comunidad colegial y pueden utilizar todos los recursos del Colegio, incluyendo la biblioteca, los laboratorios de ciencias y los centros de escritura e idiomas. También pueden ser miembros de los clubes y participar en las actividades deportivas y creativas. A todos los egresados de la Academia se les garantiza el ingreso automático al Colegio Comunal Eugenio María de Hostos.

Programas y cursos especiales

La Academia de Ciencias Hostos-Lincoln está dedicada a fomentar la participación de las familias y de la comunidad en las actividades de la escuela. Para dicho propósito, la Academia Hostos-Lincoln cuenta con un Programa de Participación de los Padres, que se lleva a cabo los sábados. Los padres y los miembros de la comunidad participan en cursos de computadoras, inglés como segundo idioma, GED (en inglés y español) y en cursos para hacer vidrios de colores. Dichos padres disponen de servicios para el cuidado de niños de cuatro años y mayores de cuatro. Los padres ofrecen su tiempo como voluntarios, proporcionando tutoría en cursos tales como matemáticas y español. Los padres se desempeñan también como mentores.

Con el objeto de lograr un alto éxito en cursos especiales (“Regents”) y proporcionar un lugar exento de peligros para los estudiantes, la Academia Hostos-Lincoln ofrece un día más extenso y un programa de tutoría de todo el año en materias académicas, de 3:00 p.m. a 5:00 p.m. La tutoría para PSAT y SAT se ofrece los sábados de 10:00 a.m. a 2:30 p.m. Durante el invierno, la semana del Presidente y el receso de primavera, se ofrecen actividades tales como educación física, fabricación de vidrios de colores, teatro, computadoras, ajedrez, CPR y debate. Además, se ofrece tutoría para todas las materias académicas durante las vacaciones.

En el verano hay un programa de 5 a 6 semanas para todos los estudiantes del primer año. El propósito de este programa es proporcionar un ambiente de apoyo para aliviar la ansiedad y la aprensión que sienten muchos estudiantes cuando ingresan a la escuela secundaria. Los estudiantes aprenden las destrezas de pensamiento crítico, lectura analítica y solución de problemas. El programa incluye actividades para enriquecer las destrezas en matemáticas, ciencias, inglés, computadoras y solución de conflictos.

Aparte del currículo que enfatiza el desarrollo de las destrezas en matemáticas y ciencias, los alumnos pueden tomar cursos, tanto a nivel de escuela superior como universitario, de artes plásticas e interpretativas, de computación y de administración de empresas.

Profesorado y personal de la Academia Hostos-Lincoln

Michele Cataldi, Director
Nick Mazzarella, Director Asistente
Susan Levi-Palmiotto, Decana
Daisy Molina, Consejera
Vicky Sanacore, Jefa del Departamento de Inglés
Vidal Pabón, Asesor del Colegio
Ubicado en el primer piso del “East Academic Complex”, el Centro para las Artes y la Cultura de Hostos añade una importante dimensión a la experiencia universitaria. El Centro presenta artistas de renombre nacional e internacional; presenta también tanto a artistas locales de amplia trayectoria como a artistas que están comenzando sus carreras. El Centro tiene como misión convertirse en fragua de nuevas corrientes artísticas. Por consiguiente, ha establecido un programa para artistas individuales que se compone de comisiones y residencias. La serie para niños presenta conciertos para más de 15,000 alumnos de las escuelas públicas, y el nuevo programa educativo de su galería presentará el mundo de las artes visuales a miles de alumnos más. Por último, uno de los componentes más importantes del Centro, la Compañía de Repertorio Hostos, galardonada con muchos premios, presenta dos a tres producciones teatrales por temporada.

El Centro Hostos goza de locales y equipo de tecnología altamente avanzada. Estos locales, que se inauguraron en 1994, albergarán en la temporada en curso más de 150 actividades culturales y académicas. A través de los años, el Centro ha presentado y expuesto la obra de artistas tales como Rubén Blades, Dizzie Gillespie, Eddie Palmieri, Dance Theatre of Harlem, Antonio Martorell, Faith Ringold, Celia Cruz, Marc Anthony, the Barrio Boyzz y Lucecita Benítez.
Es política del Colegio Comunal Hostos de la Universidad de la Ciudad de Nueva York reclutar, retener y ascender a sus empleados afirmandose en una política antidiscriminatoria con respecto al origen racial, la religión, el origen nacional, la incapacidad física, la edad, el género, las preferencias sexuales, el estado civil, la minusvalía o el estatus como veterano de la guerra de Vietnam.

Dicha política existe en cumplimiento con los requisitos de la Orden Ejecutiva Federal #11246, según enmendada; la Ley de Paga Egalitaria, de 1963; los Títulos VI y VII de la Ley de los Derechos Civiles, de 1964; el Título IX, de la enmienda de 1972 a la Ley de Educación; la Ley Contra la Discriminación Debido a la Edad, de 1967; las Secciones 503 y 504 de la Ley de Rehabilitación, de 1973; la Ley que ampara el regreso a la vida civil de los combatientes en Vietnam, promulgada en 1972 y en 1974; la Ley de Educación Vocacional y la Ley que define y protege a los italoamericanos como personas que forman parte de una minoría étnica y que, por lo tanto, califican para los beneficios adjudicados por la acción de una política antidiscriminatoria.

Como resultado de la auditoría realizada por el Departamento de Auditorías de los Derechos Civiles del Estado de Nueva York, el Colegio Comunal Hostos ha recibido altos elogios por la composición pluralista de su profesorado y su personal no docente.

El Colegio se ha comprometido a cumplir con su obligación con los estudiantes, a fin de ofrecer acceso, en lo que a los programas educativos y a los servicios al estudiantado respecta, de forma equitativa sin ejercer discriminación alguno con respecto al origen racial, la religión, el origen nacional, la incapacidad física, la edad, el género, las preferencias sexuales, el estado civil, la minusvalía o el estatus como veterano en la guerra de Vietnam. Como patrono que ofrece oportunidades de empleo a todos por igual, actuando en conformidad con la legislación federal y como institución docente, el Colegio Comunal Hostos apoya la política antidiscriminatoria y reconoce su responsabilidad de mantener, dentro de su recinto, un ambiente en donde el hostigamiento sexual no exista para sus estudiantes, la facultad o el personal no docente.

Nuestro funcionario institucional para el cumplimiento de la política de afirmación contra el discriminación es el Profesor Louis Browne, quien además se encarga de implementar y supervisar el Programa de Acción Afirmativa del Colegio. Su teléfono es el (718) 518-4139 y se encuentra en la oficina A507 del 475 de Grand Concourse.
DECLARACIÓN SOBRE LA POLÍTICA ANTIDISCRIMINATORIA

El Colegio Comunal Eugenio María de Hostos es una Institución de Acción Afirmativa y Oportunidades Igualitarias. El Colegio no discrimina por motivos de edad, sexo, orientación sexual, ciudadanía, religión, raza, color, origen nacional o étnico, incapacidad, estado civil, o contra los veteranos de las fuerzas armadas para conceder el ingreso a los estudiantes, dar empleo, garantizar el acceso a los programas y en la administración de la política educativa.

El Profesor Louis Browne es el Oficial de Acción Afirmativa del Colegio y coordinador del Título IX, el cual prohíbe la discriminación por motivos de sexo en los programas educativos que reciben ayuda federal. Su oficina está situada en el edificio A- 507, y su número de teléfono es (718) 518-4139.

DECLARACIÓN SOBRE LA SEGURIDAD AMBIENTAL EN EL COLEGIO

El Colegio Comunal Eugenio María de Hostos, como parte del sistema Universitario de la Ciudad de Nueva York, se preocupa por que el ambiente para el personal y los estudiantes en la planta física de la institución sea sano y sin peligros. También se preocupa por salvaguardar dicho ambiente para así cumplir con los requisitos estipulados por los reglamentos establecidos por la ciudad y el estado de Nueva York y por el Gobierno Federal. Con tal propósito se ha establecido la Oficina para la Seguridad y la Sanidad Ambientales. El encargado de dicha oficina tiene la responsabilidad de educar al personal y a los estudiantes con respecto a las medidas de seguridad que deben tomarse en los laboratorios y con los materiales biológicos, así como también, de cumplir con el derecho que tienen los empleados y los estudiantes de conocer si hay o no materiales nocivos, como el asbestos, en el aire de los interiores de los edificios del Colegio.

Para más información, comuníquese con:
Sr. Eugene Hamond, Encargado
Oficina para la Seguridad y la Sanidad Ambientales
471 Walton Avenue
Bronx, NY 10451
Tel: (718) 518-6746
De acuerdo con el Capítulo 191 y conforme al Artículo 129a de la Ley de Educación de 1969, la Junta de Síndicos de CUNY ha adoptado normas y reglamentos que rigen la conducta del orden público en los recintos de la Universidad y en otras dependencias colegiales que se utilizan con propósitos educativos.

Normas y Reglamentos para el Mantenimiento del Orden Público Conforme al Artículo 129A de la Ley de Educación

La tradición de la Universidad como santuario de la libertad académica y como centro de debate intelectual deberá ser respetada celosamente. El significado fundamental de ese santuario radica en la protección de las libertades intelectuales, que son las siguientes: el derecho de los profesores a enseñar, el de los estudiosos a dedicarse al progreso del conocimiento, el de los estudiantes a aprender y expresar sus opiniones, libres todos, de presiones o intervenciones externas. Estas libertades pueden existir únicamente en un ambiente de respeto mutuo, civismo y confianza entre el profesorado y los estudiantes, y sólo cuando los miembros de la comunidad universitaria están dispuestos a aceptar la disciplina y la reciprocidad, como las condiciones sobre las cuales descansa esa autonomía intelectual.

La libertad académica y el santuario que proporciona el recinto universitario se extiende a todos aquellos que comparten dichos objetivos y responsabilidades. Sin embargo, éstos no amparan a aquellos que subordinen la libertad intelectual para fines políticos, o violen las normas de conducta establecidas para proteger esa libertad. Contra ellos, la Universidad tiene el derecho a la defensa propia. Conforme a ello, las siguientes normas y reglamentos deberán ser observados en todos y cada uno de los colegios de CUNY, y serán administrados según los requisitos del proceso legal establecido, tal y como se estipula en los Estatutos de la Universidad de la Ciudad de Nueva York.

Con respecto a la ejecución de estas normas y reglamentos, nótese que los estatutos de la Universidad de Nueva York estipulan que:

LA PRESIDENCIA, con respecto a su recinto educativo específico:

“a. Tiene la responsabilidad de conservar e incrementar la excelencia general y académica del colegio que esté bajo su jurisdicción...”

“b. Es asesora y oficial ejecutivo de la Junta y, como tal, ejerce la supervisión inmediata, con todo el poder a su discreción, para instrumentar los estatutos, las resoluciones y las normas de la Junta, las resoluciones legales de todos los comités de la Junta, y las pautas, programas y resoluciones legales de aquellos planteles y estudiantes, a los que éstas sean pertinentes”.

“c. Ejerce superintendencia general sobre todos los asuntos, los funcionarios, los empleados y los estudiantes de su colegio...”

I. Reglamentos

1. Ningún miembro de la comunidad académica podrá obstruir intencionalmente, ni en ningún modo habrá de impedir el ejercicio de los derechos de otro. Tampoco habrá de obstaculizar el proceso educativo en la planta física del colegio, ni los derechos de aquellos individuos que deseen hacer uso de los servicios que ofrece la institución.

2. Cualquier persona que desobedezca las directrices legalmente emitidas por los representantes de la universidad o del colegio, estará expuesta a sanciones. A los miembros de la comunidad académica se les exige mostrar su tarjeta de identificación cuando así lo requiera un oficial de la institución.

3. Se prohíbe la ocupación de y/u obstaculización, sin autorización, de cualquier dependencia universitaria con el propósito de mudar, remover o utilizar equipo o materiales pertenecientes a la universidad o al colegio.

4. Se prohíbe robar y/o dañificar cualquier propiedad universitaria, así como también la propiedad de persona alguna dentro del recinto universitario.

5. Todo miembro de la comunidad académica o visitante tiene el derecho de expresarse sin
temor a que sus opositores le agredan física o verbalmente. Los ya mencionados individuos se abstendrán de emplear lenguaje o acciones que conduzcan a la violencia en contra de manifestantes o aquéllos contra quienes se manifiesta o contra los espectadores de una manifestación.

6. Se tomarán medidas contra aquéllos que se encuentren sin autorización en el recinto de la universidad o del colegio y cuya presencia obstruya y/o impida a otros el libre ejercicio de sus derechos, los procesos educativos y/o la planta física de la institución, o los derechos de aquéllos que deseen participar en cualquiera de las actividades en el plantel.

7. Se prohíbe la conducta escandalosa e indecente en cualquier dependencia de la universidad o del colegio.

8. Se prohíbe portar rifles, escopetas u otras armas de fuego, así como la posesión dentro del recinto universitario de cualquier otro instrumento o material que pueda utilizarse para causar daño físico a personas o a edificios en el recinto de la Universidad o del Colegio, sin tener la debida autorización por escrito de las autoridades universitarias.

9. Se prohíbe cualquier acción o situación en que, intencional o irresponsablemente, se ponga en peligro el bienestar mental o físico, o que conduzca al consumo obligado de alcohol o de drogas, con el propósito de llevar a cabo la iniciación de estudiantes novatos en una organización estudiantil.

10. Se prohíbe la fabricación, la distribución, el despacho, la posesión, o el uso de drogas ilegales u otras substancias controladas, por parte de los empleados y los estudiantes de la universidad o del colegio. Todo empleado de la universidad o del colegio deberá notificar al Director de Personal, de cualquier condena judicial por una violación al estatuto criminal de drogas ocurrida en el centro de trabajo, no más tarde de cinco días después de tal convicción.

II. Castigos

1. Todo estudiante que de modo alguno demuestre una conducta prohibida por las reglas #1 a la #9 se expondrá a las sanciones que se han de enumerar y definir más adelante en el apéndice: amonestación, advertencia, censura, probatoria disciplinaria, restitución, suspensión, expulsión, denuncia a las autoridades civiles, remoción física.

2. Todo miembro de la facultad, de la administración o del personal custodio, con permanencia o sin ella, que demuestre una conducta prohibida por las reglas #1 a la #9, se expondrá a las sanciones que se han de enumerar y definir más adelante en el apéndice: advertencia, censura, restitución, multas que no excedan el límite permitido por la ley o por el sistema de CUNY, suspensión después de celebrarse una vista, expulsión y/o arresto por parte de las autoridades civiles y, de conducirse de manera prohibida por la regla #10, se le obligará a participar en un programa de rehabilitación. Además, en el caso de que un miembro de la facultad, de la administración o del personal de mantenimiento, con permanencia o sin ella, demuestre una conducta prohibida por las reglas #1 a la #10, tiene el derecho a ser procesado de acuerdo con las estipulaciones de la Ley de Educación y de los reglamentos pertinentes que rigen el Código de Servicio Civil.

3. Todo visitante, concesionario o invitado que de modo alguno demuestre una conducta prohibida por las reglas #1 a la #9, se expondrá a la cancelación de su concesión para operar en el recinto y/o a expulsión y/o arresto.

4. A toda organización que haya autorizado la conducta prohibida por las reglas 1-9, se le anulará el permiso para funcionar en el recinto. Los castigos 1-4 se sumarán a cualquier otro castigo estipulado por la ley o por la Junta de Síndicos de la Universidad de Nueva York.

III. Apéndice: Definición de las Sanciones

A. AMONESTACIÓN. Se le informa oralmente al transgresor de que ha violado los reglamentos de la universidad o del colegio.

B. ADVERTENCIA. Se le informa al transgresor, oralmente o por escrito, que de continuar su conducta indebida dentro del plazo de tiempo que se indica en el aviso, ello podría acarrear medidas disciplinarias más severas.
C. CENSURA. Reprimenda por escrito por violar una regla específica, incluyendo la posibilidad de sanciones disciplinarias más severas en el caso de que ocurra una sentencia por violar dicha regla universitaria o colegial, dentro del plazo de tiempo especificado en la notificación.

D. PROBATORIA DISCIPLINARIA. Notificación por escrito de la exclusión de privilegios o de participar en actividades extracurriculares de la Universidad o del Colegio durante el período de tiempo especificado en la notificación.

E. RESTITUCIÓN. Devolución obligatoria por daños causados a la propiedad universitaria o colegial o por su apropiación indebida. Esta puede pagarse prestando servicios para la reparación o mediante la compensación por los daños causados.

F. SUSPENSIÓN. Al transgresor se le envía notificación por escrito, en la cual se le informa que se le suspende de asistir a clases y de los privilegios y la participación en actividades universitarias o colegiales, dentro del plazo de tiempo especificado en la notificación.

G. EXPULSIÓN. El transgresor pierde su estatus de estudiante. Las condiciones para su reingreso, de ser permitidas, serán estipuladas en la orden de expulsión.

H. DENUNCIA A LAS AUTORIDADES CIVILES

I. REMOCIÓN FÍSICA

POR CUANTO SE DECLARA que copia de estas Reglas será remitida a la Junta Regente del Estado de Nueva York y al Comisionado de Educación.

POR CUANTO SE ORDENA que el texto de estas Reglas será incluido en todos y cada uno de los catálogos de la Universidad o del Colegio.

Sección 15.3
Proceso Disciplinario contra Estudiantes

a. Todo cargo, acusación o alegato presentado contra un estudiante y que, de ser probado, amerite acción disciplinaria, debe someterse por escrito detallada y prontamente a la Oficina del Decano de Estudiantes por el individuo, organización o departamento que formula dichos cargos.

b. La notificación por escrito de los cargos será entregada por el Decano de Estudiantes, ya sea personalmente o mediante correo certificado, dirigido a la dirección del estudiante que figura en los archivos del colegio y deberá incluir lo siguiente:

1. Descripción detallada y completa de los cargos, incluyendo las reglas que se le acusa de violar y los posibles castigos por tal violación.

2. Hora, lugar y fecha de entrevista con un orientador de la oficina del Decano de Estudiantes, o con un miembro de la facultad que éste asigne.

3. Información al estudiante con respecto a sus derechos y a las consecuencias que se pueden derivar de una vista.

A. Advertencia indicando que todo cuanto diga en esa entrevista podrá usarse en su contra en una vista legal fuera del Colegio y que por lo tanto, podrá tener un asesor legal presente.

B. Indicación de que puede guardar silencio sin la presunción de culpabilidad.

C. Información al estudiante a los efectos de que el consejero no puede declarar en su contra con respecto a la conversación que ocurra durante la entrevista.

c. Durante la entrevista en la Oficina del Decano de Estudiantes con el consejero o con el miembro de la facultad asignado por el Decano, se observará el procedimiento siguiente:

1. Se hará todo esfuerzo necesario para hallar una solución por consentimiento mutuo, con respecto a las acusaciones y, cuando la situación lo amerite, llegar a un acuerdo con respecto a la acción disciplinaria que se ha de tomar.

2. De llegarse a un acuerdo, el consejero rendirá un informe con respecto a sus recomendaciones al Decano de Estudiantes para, a la vez, confirmar lo recomendado y notificar al querellante.
3. De no llegarse a un acuerdo, o por solicitud del estudiante o del querellante, o si el estudiante no comparece, se fijará una vista ante el Comité Disciplinario del Colegio.

d. Se notificará al estudiante, por escrito, con respecto a la fecha hora y lugar de la vista y las particularidades de los cargos. La notificación de la audiencia le será entregada por lo menos cinco días antes de la fecha fijada para que ésta ocurra, a menos que el estudiante dé su consentimiento para que ésta se realice con mayor prontitud. En la notificación, se le informará al estudiante con respecto a su derecho de comparecer a la vista acompañado por un abogado y testigos.

e. Durante la audiencia ante el Comité Disciplinario del Colegio se observará el siguiente procedimiento:

1. El estudiante será instruido sobre los cargos específicos. Si éste se declara culpable se le ofrecerá una oportunidad para que explique sus actos antes de que el Comité decida cuál será el castigo. Si se declara inocente o guarda silencio, la vista seguirá su curso y la parte acusadora tendrá primero el uso de la palabra. Ambas partes tienen derecho de presentar evidencia y contrainterrogar a los testigos.

2. Se recopilará un expediente de cada vista disciplinaria ya sea utilizando una transcripción estenográfica, una grabación, o algún otro medio similar. Todo estudiante sujeto a acción disciplinaria tiene derecho a una copia gratuita de dicho expediente, si así lo solicita.

3. El estudiante acusado tiene el derecho de elegir si la vista se lleva a cabo a puertas cerradas o no. Sin embargo, si una mayoría dentro del Comité estima que de efectuarse la vista ante el público se afectará el proceso adversamente o se interrumpirá su progreso, tendrá la prerrogativa de elegir unilateralmente la celebración de la vista a puertas cerradas.

f. El estudiante recibirá una copia de la decisión del Comité. La misma será final si éste no la apela.

g. El Comité Disciplinario del Colegio se compone de un total de siete (7) miembros: tres (3) miembros del claustro, tres (3) estudiantes y una (1) presidencia. Los profesores se seleccionan al azar de entre seis (6) miembros electos anualmente por el profesorado entre aquellos que ostenten el rango de profesor. Los estudiantes se seleccionan al azar de entre seis (6) miembros electos anualmente y en cuya elección podrán participar todos los estudiantes matriculados en el Colegio. En caso de que el panel del profesorado o el del estudiantado, o ambos, no fuesen electos, la Presidencia seleccionará a los estudiantes y los profesores que habrán de servir en el Comité. Ningún miembro del Comité podrá formar parte de él por más de dos veces consecutivas. La Presidencia del Comité se elige entre los miembros de éste y tendrá la facultad de votar en caso de empate. El quorum se constituye cuando dos (2) miembros del profesorado y dos (2) del estudiantado se encuentran presentes. Aquellos que vayan a participar en la vista en calidad de testigos o que estén involucrados en la formulación de los cargos, o que vayan a participar en los procedimientos de apelación, o cualquiera que tenga un interés directo en el desenlace de la vista, no califican para integrar el Comité. Un abogado de la Oficina de Asesores de la Junta podrá estar presente para actuar como asesor legal del Comité.

Sección 15.4 - Apelaciones

La decisión del Comité Disciplinario del Profesorado y del Estudiantado podrá ser apelada ante la Presidencia del Colegio, la cual podrá confirmar o reducir el castigo, pero no aumentarlo. Su decisión será final, excepto en casos de despidos o suspensiones por más de un semestre. Una decisión de despido o suspensión por más de un término podrá ser apelada ante el Comité pertinente de la Junta de Síndicos de la Universidad. Cualquier apelación bajo esta sección se hará por escrito dentro de los quince días subsiguientes a la entrega de la decisión. Este requisito podrá diferirse por la Presidencia o el Comité de la Junta, según sea el caso, por una causa justificada. Si la Presidencia del Colegio fuere una de las partes en la disputa, sus funciones con respecto a una apelación serán desempeñadas por un oficial de la Universidad designado por el Canciller.
Normas con Respecto a las Drogas, el Tabaco y las Bebidas Alcohólicas

Se prohíbe vender o regalar bebidas alcohólicas a cualquier persona que muestre estar impedida por los efectos del alcohol o una hora antes del cierre de una actividad que se lleve a cabo dentro del recinto del Colegio. Para poder vender vino o cerveza en el recinto universitario, es necesario llenar el formulario de la Comisión de Bebidas Alcohólicas (ABC), que se obtiene en la Oficina de Actividades Estudiantiles.

Reglamento con Respecto al Fumar en el Recinto Universitario

La Junta de Síndicos de la Universidad de la Ciudad de Nueva York adoptó un reglamento por el cual se prohíbe fumar, después del primero de enero de 1995, en todos los edificios de la Universidad, ya sean alquilados o de su propiedad. Durante el semestre de otoño de 1994, el Senado del Colegio Comunal Hostos votó abrumadoramente en favor de la resolución de la Junta. En dicha resolución se afirma que “La Universidad de la Ciudad de Nueva York, el más grande sistema universitario del país, está comprometida a fomentar la salud y el bienestar de su facultad, estudiantes y personal. Los peligros contra la salud causados por el consumo de tabaco están bien documentados y directamente vinculados a la muerte de aproximadamente 390,000 norteamericanos por año...” En un documento suplementario a la resolución se indica que “los significativos peligros contra la salud asociados con el humo de cigarillos tanto para fumadores como para no fumadores, demostraban claramente la necesidad de crear un medioambiente libre de humo dentro de la Universidad.” El Colegio Comunal Hostos apoya dicha prohibición y se adhiere firmemente al cumplimiento de esta política.

Sanciones

Se prohíbe la fabricación, la distribución, la posesión y el uso ilegal de drogas o de cualquier otra sustancia controlada, así como el uso sin autorización de bebidas alcohólicas por estudiantes o empleados en el recinto universitario (TITULO 21, Código de los EE.UU. 801, ET. SEQ. y la Ley de Salud Pública 3306 del estado de Nueva York). Representa una violación del Código Penal 260.40 del estado de Nueva York cuando un individuo aparece en público bajo la influencia de narcóticos u otra droga que no sea alcohólica en un estado tal que ponga en peligro su propia persona, a otros individuos o la propiedad, o que moleste a aquéllos que se encuentren a su alrededor. También se viola la Ley 260.20(d) (4) del estado de Nueva York, cuando se vende o regala bebidas alcohólicas a menores de veintiún años de edad. Los estudiantes deberán cumplir con dichos reglamentos estatales y federales y con las Normas de Conducta que figuran en la Guía Estudiantil.

Cualquier estudiante o empleado que viole las normas y reglamentos estipulados estará sujeto a una acción disciplinaria. Las sanciones pueden incluir la amonestación, advertencia, censura, probatoria, restitución, suspensión, expulsión y/o querella ante las autoridades civiles. Las reglas y los reglamentos están claramente definidos en la Guía Estudiantil.

Todo estudiante que tenga dificultades relacionadas con el alcohol o con la dependencia de cualquier sustancia química será referido al Decano de Estudiantes o a la Oficina de Consejería por miembros del personal docente, o podrá buscar ayuda directamente. El Decano de Estudiantes podrá tomar acción disciplinaria o recomendar que el estudiante se reúna con un consejero para referirlo a organizaciones de autoayuda o a agencias apropiadas fuera del Colegio.
CREENCIAS RELIGIOSAS

La Ley Educativa del Estado de Nueva York, Sección 224-a

Aquellos estudiantes que, por motivos religiosos, se ausenten de clases durante ciertos días tienen derecho a hacerlo bajo la protección del estatuto del Estado de Nueva York pertinente al derecho a la educación que expresa lo siguiente:

1. A ninguna persona se le expulsará o se le ha de negar el derecho a matricularse en una institución universitaria debido a que sus creencias religiosas le prohíban asistir a clases, tomar un examen o completar un requisito de estudios durante un día en particular.

2. Todo estudiante matriculado en una institución universitaria que, por motivo de sus creencias religiosas, no pueda asistir a clase, tomar un examen o completar un requisito de estudios durante un día en particular, ha de ser excusado.

3. El profesorado, y los funcionarios administrativos de una institución universitaria tienen la obligación de ofrecer la oportunidad de reponer clases, de tomar un examen o completar un requisito de estudios en una fecha alterna para todo estudiante que no pueda estar presente en una fecha en particular debido a las exigencias de sus creencias religiosas. La institución ofrece a sus estudiantes dicha oportunidad sin cargo alguno.

4. Si se ofrecen clases o exámenes, o si se ha de reponer una clase o cumplir con un requisito de estudios el día viernes después de las 4:00 p.m., o durante el día sábado, los mismos serán ofrecidos durante otros días siempre y cuando ello sea posible y práctico. No habrá cargo alguno al estudiante por tomar dichas clases, exámenes y requisitos que se lleven a cabo durante esos días.

5. Al cumplir con las disposiciones de la Sección 224a de la ley educativa del Estado de Nueva York, la facultad y la administración universitaria actuarán de buena fe. Ningún estudiante habrá de sufrir consecuencias adversas por reclamar la protección de lo dispuesto por dicha sección de la ley.

6. Todo estudiante que sea objeto de agravio por la alegada negativa, por parte de cualquier miembro del claustro o de la administración, a cumplir de buena fe con las disposiciones de la Sección 224a de la ley educativa, tiene el derecho de radicar una querella ante la corte superior del condado en el cual se encuentra localizada la institución.

6a. Copia de dicha sección de la ley será incluida en el catálogo donde figuran los cursos ofrecidos por las instituciones universitarias localizadas en el Estado de Nueva York.

7. La frase “institución universitaria”, según se define en la Sección 224-a de la ley educativa del Estado de Nueva York, se refiere a los recintos que se encuentran bajo la jurisdicción de la Junta Regente de la Universidad del Estado de Nueva York y bajo la jurisdicción de la Junta de Síndicos de la Universidad de la Ciudad de Nueva York.
Política de la Universidad de la Ciudad de Nueva York contra el Hostigamiento Sexual

(Por favor, tome nota: El Colegio Comunal Hostos se adhiere a la nueva política respecto al hostigamiento sexual aprobada por la Junta de Síndicos de CUNY el 26 de junio de 1995. Esta reemplaza la política anterior sobre el hostigamiento sexual.)

Es política de la Universidad de la Ciudad de Nueva York el fomentar un ambiente académico y de trabajo cooperativo en el cual exista el respeto mutuo entre los estudiantes, la facultad y el personal de la Universidad. El hostigamiento de índole sexual contra empleados o estudiantes es incompatible con este objetivo y va en contra de la política de la Universidad, la cual estipula la igualdad de oportunidades académicas y de empleo, sin hacer distinciones de edad, sexo, orientación sexual, ciudadanía o condición como extranjero, religión, raza, color, origen nacional o étnico, incapacidad y estado civil o como veterano. El hostigamiento sexual es ilegal bajo las Leyes Federales, Estatales y de la Ciudad, y no será tolerado dentro de la Universidad.

La Universidad, mediante sus colegios, difundirá esta política y tomará otras medidas para instruir a la comunidad universitaria acerca del hostigamiento sexual. La Universidad establecerá procedimientos para asegurar que las investigaciones sobre alegatos de hostigamiento sexual se realicen con prontitud, justicia y en forma completa y confidencial, y que se tome la acción correctiva y/o disciplinaria que corresponda a las circunstancias, una vez que se haya determinado la veracidad de los alegatos. Se exhorta a los miembros de la comunidad universitaria que creen haber sido afectados bajo esta política, a reportar los alegatos de hostigamiento sexual lo más pronto posible. Las demoras en reportar actos de hostigamiento sexual podrían dificultar las investigaciones por parte del Colegio.

a. Conducta Prohibida

Representa una violación de la política de la Universidad el que cualquier miembro de la comunidad universitaria se involucre en actos de hostigamiento sexual o tome represalias contra cualquier miembro de la comunidad universitaria por formular alegatos de hostigamiento sexual, por radicar una querella, o por participar en cualquier procedimiento para determinar si ha habido hostigamiento sexual.

b. Definición de Hostigamiento Sexual

Para efectos de esta política, el hostigamiento sexual se define como insinuaciones sexuales indeseables, solicitudes de favores sexuales, otros tipos de comunicación oral o por escrito, o contacto físico de naturaleza sexual cuando:

(1) se solicita, implícita o explícitamente, la sumisión de una persona a dicha conducta como condición de obtención de empleo o de posición académica;
(2) el rechazo o sumisión a dicha conducta se utiliza como criterio para tomar decisiones académicas o laborales que afecten a esa persona; o
(3) dicha conducta conlleva el propósito o tiene el efecto de interferir irrazonablemente con el rendimiento laboral o académico de una persona, o de crear un ambiente académico o de trabajo intimidante, hostil o ofensivo.

El hostigamiento sexual puede ocurrir entre personas de diferente sexo o del mismo sexo. Si bien el hostigamiento sexual por lo común explota una relación entre individuos de diferentes jerarquías (tales como miembros de la facultad o del personal y estudiantes, supervisores y empleados, o profesores con permanencia y sin permanencia), también puede ocurrir entre individuos de igual jerarquía (como, por ejemplo, entre condiscípulos o colegas), o en algunas circunstancias incluso cuando parece que el hostigador tiene menos jerarquía que la víctima (por ejemplo, un estudiante que hostigue sexualmente a un miembro de la facultad). La falta de intención para incurrir en hostigamiento sexual puede ser pertinente –pero no será un factor determinante— para establecer si ha ocurrido tal conducta.
c. Ejemplos de Hostigamiento Sexual

El hostigamiento sexual puede ser de distintas formas. El utilizar la reacción de una persona a quien se le solicita favores sexuales como base para tomar una decisión académica o de trabajo, constituye una forma de hostigamiento sexual. Ejemplos de este tipo de hostigamiento sexual (conocido como hostigamiento *quid pro quo*) incluyen, pero sin limitarse a ello, lo siguiente: solicitar o exigir favores sexuales a cambio de oportunidades académicas o de empleo (tales como dar empleo, ascensos, notas o recomendaciones); someter notas, evaluaciones académicas y de trabajo injustas o inexactas, o negar adiestramiento, ascensos o acceso a cualquier oportunidad académica o de empleo porque las insinuaciones sexuales fueron rechazadas.

Otros tipos de conducta de naturaleza sexual indeseable pueden constituir también una forma de hostigamiento sexual, si son lo suficientemente graves como para crear —según consideración de la persona hostigada o de cualquier otra persona razonable— un ambiente académico intimidante, hostil o ofensivo. Ejemplos de este tipo de hostigamiento sexual (conocido como hostigamiento de ambiente hostil), incluyen, pero sin limitarse a ello, lo siguiente:

- comentarios, bromas o chistes de índole sexual;
- comentarios discriminatorios de índole sexual, epígrafes degradantes, declaraciones despectivas o cualquier otro tipo de abuso verbal;
- comentarios gráficos o sugestivos sobre la indumentaria o el cuerpo de un individuo;
- indagaciones o conversaciones sobre actividades sexuales;
- presión para que la persona acepte invitaciones sociales, para reunirse en privado, salir o tener relaciones sexuales;
- cartas u otro material escrito que contengan sugerencias sexuales;
- contacto físico de cariz sexual, gestos gráficos o sexualmente sugestivos, acorralar, pellizcar, besar o acariciar;
- relaciones sexuales coaccionadas o ataque sexual.

d. Relaciones Consensuales

El salir con personas y las relaciones amorosas o sexuales que podrían ser apropiadas en otras circunstancias conllevan peligros inherentes cuando ocurren entre un miembro de la facultad, un supervisor u otro miembro de la comunidad universitaria y cualquier persona bajo su responsabilidad profesional. Estos peligros pueden incluir: que un estudiante o empleado se sienta coaccionado a entrar en una relación no deseada porque él o ella teme que el rehusar entrar en dicha relación le afectará adversamente en su educación o empleo; que puedan surgir conflictos de intereses cuando a un miembro de la facultad, un supervisor u otro miembro de la comunidad universitaria se le requiera evaluar el trabajo de una persona con la cual está involucrado románticamente o tomar decisiones personales o académicas con respecto a ella; que estudiantes o empleados puedan percibir que un condiscípulo o colega involucrado en una relación de índole romántica recibiría una ventaja injusta; y que si la relación termina de manera no amigable, cualquiera de las partes desee tomar acción para hacerle daño a la otra parte. Los miembros de la facultad, supervisores y otros miembros de la comunidad universitaria que tengan bajo su responsabilidad profesional a otras personas, deben estar conscientes de que cualquier relación de índole romántica o sexual con un estudiante o empleado por quien tengan tal responsabilidad, podría crear dudas sobre la reciprocidad de la relación y resultar en que se formulen cargos por hostigamiento sexual. Por las razones arriba expuestas, dichas relaciones son enérgicamente desalentadas.

Para efectos de esta sección, un individuo tiene “responsabilidad profesional” por otro individuo en la Universidad si él o ella desempeña funciones que incluyen, pero que no se limitan a ello, la enseñanza, consejería, otorgamiento de notas, asesoramiento, evaluación, contratación para empleos, supervisión. Incluye también el tomar decisiones y dar recomendaciones que confieren beneficios como ascensos, asistencia económica, subvenciones u otro tipo de remuneración, o que puedan afectar a otras oportunidades académicas o laborales.

e. Libertad Académica

Esta política no debe interpretarse de manera que constituya una interferencia con la libertad académica.

f. Acusaciones Falsas y Malintencionadas

Los miembros de la comunidad universitaria que
presenten querellas falsas y malintencionadas de hostigamiento sexual —a diferencia de los alegatos que, incluso si son erróneos, se hacen de buena fe— estarán sujetos a medidas disciplinarias.

**g. Procedimientos**

La Universidad elaborará procedimientos para implementar esta política. El/la President/a de cada colegio que forma parte de la Universidad, el Canciller Auxiliar de la Oficina Central y el Decano de la Facultad de Leyes tendrán la responsabilidad fundamental de supervisar los procedimientos para que se cumpla con esta política en sus respectivos recintos de la Universidad. Además, se requiere que cada decano/a, director/a, jefe/a de departamento, oficial ejecutivo/a, administrador/a, o cualquier otra persona con responsabilidad de supervisión, reporte cualquier querella de hostigamiento sexual al individuo o individuos que sean designados en los procedimientos. Se requiere que todos los miembros de la comunidad universitaria cooperen en cualquier investigación de una querella de hostigamiento sexual.

**h. Cumplimiento**

La Universidad dispone de una amplia gama de medidas correctivas y penalidades en casos de incumplimiento de esta política. Después de haberse seguido los procedimientos disciplinarios pertinentes, aquellos estudiantes, profesores o miembros del personal que hayan quebrantado esta política, estarán sujetos a varias sanciones, incluyendo la cesantía del empleo y la expulsión permanente de la Universidad.

_Efectivo 1ro. de octubre de 1995_

_Universidad de la Ciudad de Nueva York_

_535 East 80th Street_

_New York, New York 10021_
PROCEDIMIENTO PARA EL MANEJO DE LAS QUERELLAS DE ESTUDIANTE IMPEDIDOS

El estatuto IX de las enmiendas a la Ley Federal Educativa dispone que: “Ninguna persona, por razón de su sexo, puede ser excluida de participar de beneficios, ni ser objeto de discrimen, en ningún programa educativo o actividad que reciba subvención del gobierno federal...”. Las disposiciones de dicho estatuto se aplican al ingreso a una institución educativa, a la consecución de vivienda, a la matrícula en cursos y a otras actividades relacionadas con el proceso educativo, como la consejería, la asistencia económica, la concesión de becas y el derecho a los beneficios de seguros médicos y de otros seguros estudiantiles. La sección 504/ADA de la Ley de Rehabilitación de 1973 prohíbe la discriminación contra los impedidos. El Colegio ha establecido los siguientes procedimientos para gestionar querellas relacionadas con el estatuto IX y la sección 504. Estos están a disposición de todo estudiante que alegue haber sido objeto de discrimen, por ser impedido o por su género, en violación a la sección 504, al estatuto IX o a los reglamentos que instrumentan cualquiera de esas leyes. En un proceso relacionado con una querella por violación al estatuto IX o a la sección 504 no se ventilará ninguna otra querella.

1. Querellas informales

   a. Se exhorta al estudiante a discutir su querella con el supervisor de la oficina involucrada. Todo supervisor que reciba una querella bajo la jurisdicción de esta sección está en la obligación de investigarla y contestarla, por escrito, al querellante.

   b. Si el querellante no está satisfecho con el resultado de la gestión del supervisor, podrá presentar una querella informal al Decano de Estudiantes o a su representante, quien intentará encontrar una solución satisfactoria para ambas partes. Cualquier acuerdo, cancelación o disposición de la querella en esta etapa informal no constituirá un precedente para resolver querellas similares en el futuro.

   c. Los supervisores, el Decano de Estudiantes o su representante, mantendrán un expediente de cada querella informal, en la cual se incluye el nombre del querellante, la naturaleza de la querella, y la fecha y naturaleza de la resolución, si hubo alguna.

2. Querellas formales

   a. Todas las querellas formales se habrán de radicar ante el coordinador de los asuntos concernientes a la sección 504/ADA. Estas querellas se someterán por escrito haciendo uso de un formulario que se encuentra en la Oficina del Decano de Estudiantes. Dicha gestión se podrá hacer personalmente o por correo certificado dentro de un plazo de treinta (30) días luego de ocurridos los hechos. Todo intento por obtener una solución informalmente no extenderá este período de tiempo. El haber radicado una querella formal no excluye los intentos para lograr una solución informal. Si la querella es entregada personalmente, se emitirá un recibo. El mismo constituye prueba de radicación. El querellante deberá establecer el remedio que solicita y la parte o partes involucradas. Las querellas deben dirigirse a:

       Section 504/ADA Coordinator
       Hostos Community College
       475 Grand Concourse
       Bronx, NY 10451

   b. El coordinador de los asuntos concernientes a la sección 504/ADA investigará la querella y le enviará su decisión por escrito al querellante y al oficial administrativo de más alto rango del área en donde se suscitó la querella, dentro de un plazo de catorce (14) días hábiles. Si la queja surge dentro de la División para el Desarrollo del Estudiante, la presidencia asignará a otra persona para que la investigue.

   c. En conferencia con el coordinador de los asuntos concernientes a la sección 504/ADA y al estatuto IX, el querellante puede presentar pruebas que incluyan casos que respaldan su querella. El objetivo de la conferencia es darle la oportunidad al querellante para que demuestre que se ha violado la sección 504 o el estatuto IX.
Eugenio María de Hostos Community College

Professor Salvatore Martino
Chairperson, Allied Health Sciences

The Allied Health Science Department offers four career programs: Dental Hygiene, Medical Laboratory Technology, Nursing, and Radiologic Technology. A rewarding career in preventive health and medicine awaits those who choose dental hygiene, medical laboratory technology, 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 Applied Sciences (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 Department offers a two and three consecutive semester preparatory Dental Hygiene course of study for those students who do not meet the regular entrance requirements. These courses offer students the opportunity to develop requisite reading, writing, and mathematics skills; acquire a science background; develop study habits; upgrade their academic standing (GPA); and take pertinent and enriching liberal arts courses geared toward facilitating their entrance into the 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 Department 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, dental 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 G.P.A. of 2.0 does not guarantee progression into the Dental Hygiene Program.

Transfer Students

Any student wishing to transfer from another college must make an appointment with the Admissions Office personnel (718) 518-6633 and/or Dental Hygiene faculty (718) 518-4234 to have their 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 Department and a retention recommendation will be made.

Grading System

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

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

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 acquitted or dismissed.

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

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>Credits</th>
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First Year*

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<td>Clinical Dental Hygiene Practice I</td>
<td>2.0</td>
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<tr>
<td>DEN 5302</td>
<td>Oral Anatomy and Physiology (Lecture and Laboratory)</td>
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<tr>
<td>DEN 5303</td>
<td>Head and Neck Anatomy</td>
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<td>Anatomy and Physiology I</td>
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<tr>
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<td>DEN 5310</td>
<td>Clinic</td>
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</tr>
<tr>
<td>DEN 5308</td>
<td>Clinical Dental Hygiene Practice II</td>
<td>1.5</td>
</tr>
<tr>
<td>DEN 5334</td>
<td>Oral Embryology and Histology</td>
<td>1.5</td>
</tr>
<tr>
<td>BIO 3910</td>
<td>Anatomy and Physiology II (Lecture and Laboratory)</td>
<td>4.0</td>
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<tr>
<td>DEN 5318</td>
<td>Oral Microbiology (Lecture and Laboratory)</td>
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<tr>
<td>CHE 4018</td>
<td>Organic Chemistry</td>
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<td>DEN 5316</td>
<td>Dental Radiology I: Basic Concepts (Lecture and Laboratory)</td>
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### Summer Credits

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<tr>
<td>DEN 5317</td>
<td>Dental Radiology II: Technique and Interpretation (Lecture and Laboratory)</td>
<td>2.0</td>
</tr>
<tr>
<td>DEN 5315</td>
<td>Nutrition</td>
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<tr>
<td>CPR**</td>
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### SECOND YEAR

#### Third Semester Credits

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<tr>
<td>PSY 1032</td>
<td>Introduction to Psychology</td>
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</tr>
<tr>
<td>DEN 5329</td>
<td>Advanced Clinical Dental Hygiene Practice</td>
<td>1.5</td>
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<tr>
<td>DEN 5324</td>
<td>Periodontology</td>
<td>1.5</td>
</tr>
<tr>
<td>DEN 5320</td>
<td>General and Oral Pathology</td>
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<tr>
<td>DEN 5327</td>
<td>Dental Health Education</td>
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#### Fourth Semester Credits

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<tr>
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<tr>
<td>SOC 1232</td>
<td>Introduction to Sociology</td>
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<tr>
<td>DEN 5331</td>
<td>Ethics, Jurisprudence and Practice Management</td>
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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>
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<td>DEN 5330</td>
<td>Dental Specialties</td>
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<tr>
<td>DEN 5325</td>
<td>Pharmacology</td>
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<tr>
<td>DEN 5333</td>
<td>Senior Seminar</td>
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**Total Credits for Degree**: 70.0*

*Those 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** - Considered part of the curriculum and taught as an eight-hour day seminar during the summer.

**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
4 credits (6 equated), 13 hours clinical practice
Prerequisites: All first semester courses
Corequisites: All third 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), 13 hours clinical practice
Prerequisites: All first 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), 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
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 second semester courses
Corequisites: All summer 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 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 New York University Dental School.

**Advisory Committee***

Mr. Dennis Gardner  
930 Grand Concourse, #10G  
Bronx, NY 10451

Dr. Stuart Hirsch  
New York University Dental Center  
421 First Avenue  
New York, NY 10010

Dr. Hilton Hosannah  
Charles Drew Neighborhood Health Center  
1080 Bushwick Avenue  
Brooklyn, NY

Mrs. Dorothy C. Johnson  
1020 Grand Concourse, #20C  
Bronx, NY 10451

Dr. H. Jinda Khurana  
First District Dental Society  
800 Fifth Avenue  
New York, NY 10021

Dr. Martin Kirschenbaum  
2500 Johnson Avenue  
Bronx, NY

Dr. Marlene Klyvert  
560 Riverside Drive  
New York, NY 10027

Dr. Dorothy Mark  
Greater Metropolitan Dental Society  
3511 Barnes Avenue  
Bronx, NY 10462

Ms. Lily Newman  
NYC Dental Hygiene Association  
2919 Brock Avenue  
Bronx, NY 10469

Ms. Janet Stanalad  
77 East 12 Street  
New York, NY 10003

Dr. Ira Sturman  
Bronx County Dental Society  
142-42 Bayside Avenue  
Flushing, NY 11354

Dr. Frank Williams  
Oral-Facial Surgery  
Lincoln Medical and Mental Health Center  
234 East 149 Street  
Bronx, NY 10451

*All Dental Hygiene Faculty are Advisory Committee members.

**Estimate of Expenses for Prospective Dental Hygiene Students**

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

Estimates of required expenditures are as follows:

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

<table>
<thead>
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<th>Item</th>
<th>Cost</th>
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<td>White Shoes</td>
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<td>Perio Models</td>
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**Second Semester**

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**Total Estimate**: $1,040.00
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<td>SADHA/SNDHA/SHDA Dues</td>
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<td>SADHA/SNDHA/SHDA Dues</td>
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<td>Clinic Supplies</td>
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**Grand Total $3,005.00**

(SADHA = Student American Dental Hygienists Association)

(SNDHA = Student National Dental Hygienists Association)

(SHDA = Student Hispanic Dental Association)

**NOTE:** Students applying for financial aid should include these expenses. The grand total of $3,005 can make a significant financial impact.

**DENTAL HYGIENE FACULTY AND STAFF**

Selena James, Professor and Coordinator, R.D.H., B.S., M.Ed.

Anita Cunningham, Professor, R.D.H., B.S., M.S.

Sammy J. Seals, Professor, B.S., D.D.S.

Mary Errico, Associate Professor, A.A.S., B.A., D.D.S.

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

Ernestine Leach, Senior College Laboratory Technician, R.D.H., A.A.S., B.S.

Joy Pérez, CUNY Office Assistant, A.A.S.
MEDICAL LABORATORY TECHNOLOGY

Medical Laboratory Technology (clinical laboratory science) deals with the performance of laboratory analyses used in the diagnosis and treatment of disease, and the maintenance of health. Medical laboratory personnel are responsible for the performance of these tests. The physician utilizes these test results for assistance in the diagnosis, treatment, and prevention of diseases. Physicians rely upon the knowledge, skills, and integrity of the medical technologist for the accuracy and validity of the test results.

The Medical Laboratory Technology Program provides training for the student in the basic skills required for a career in medical technology. The Program emphasizes both the basic sciences and clinical laboratory sciences. In addition to the courses offered at Hostos, the student will study and work 1,000 hours in an approved hospital laboratory under the supervision of Hostos faculty and hospital personnel. Upon the completion of the required courses and the hospital training, the student receives the Associate in Applied Sciences (A.A.S.) degree. Students could also be eligible to sit for nationally certifying examinations such as the Clinical Laboratory Technician (CLT) given by the National Certifying Agency for Medical Laboratory Personnel.

Goals of the Medical Laboratory Program

The Medical Laboratory Technology Program seeks to prepare students to function competently in a clinical laboratory and to undertake the responsibilities associated with clinical laboratory sciences. Upon graduation from the program the student should be able to:

- Demonstrate an understanding of the terms, facts, principles, and trends related to the study of clinical laboratory science.
- Possess the practical skills necessary for the performance of clinical laboratory tests and procedures.
- Demonstrate the competencies needed to perform laboratory tests accurately and precisely.
- Become an effective member of the health care team.

Progress Criteria for MLT Program

All candidates for the MLT Program requiring remediation, as determined by CUNY placement tests, must complete all needed remediation in writing, reading, and mathematics before starting the pre-clinical sequence.

Pre-Clinical Sequence

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<th>Credits</th>
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<tr>
<td>CHE 4000, 4002/4102</td>
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<tr>
<td>ENG 1302</td>
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<td>MAT 1628</td>
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<td>HLT 6524</td>
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<tr>
<td>MLT 5901</td>
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Criteria for Progression into the Clinical Phase of the MLT Program

In order to progress to the clinical MLT courses, students must complete the pre-clinical sequence with a minimum GPA of 2.5.

Transfer Students

Students transferring into the MLT program must complete all remediation and/or the pre-clinical sequence with a minimum GPA of 2.5 before taking any clinical courses.

Students can transfer into the MLT program with advanced standing provided that they have completed the pre-clinical sequence or the equivalent with a GPA of 2.5.

Students transferring into the MLT program should consult with the MLT advisor.

Program of Study Leading to A.A.S. Degree in Medical Laboratory Technology

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts &amp; Sciences</td>
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<tr>
<td>Urban Health Studies</td>
<td>2</td>
</tr>
<tr>
<td>Medical Laboratory Technology</td>
<td>24</td>
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<td><strong>Total Credits for Degree</strong></td>
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FIRST YEAR.

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIO 3902</td>
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<tr>
<td>General Biology I</td>
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<tr>
<td>(Lecture and Laboratory)</td>
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</table>
MLT 5901 FUNDAMENTALS OF MEDICAL LABORATORY TECHNOLOGY
2 credits, 2 hours lecture
The student will describe the field of medical technology, laboratory organization, the role and function of the medical technician as a member of the health care team, the laws and regulations that govern the clinical laboratory, collection and handling of specimens for laboratory analysis, and safety procedures for the clinical laboratory.

MLT 5909 HEMATOLOGY & COAGULATION
4 credits, 2 hours lecture, 6 hours laboratory
Prerequisites: CHE 4033/4133 or CHE 4002/4102; BIO 3904
The student will perform routine hematological tests, standard blood-banking techniques, and basic coagulation tests. The student will also demonstrate standard routine methods of analysis on urine, physical, microscopic, and chemical tests.

MLT 5910 CLINICAL CHEMISTRY
4 credits, 2 hours lecture, 6 hours laboratory
Prerequisites: CHE 4034/4134 or CHE 4004/4104; MLT 5909
The student will perform standard current biochemical determinations using both manual techniques and some automated procedures.

MLT 5914 INTRODUCTION TO IMMUNOLOGY & SEROLOGY
2 credits, 1 hour lecture, 2 hours laboratory
Prerequisite: BIO 3912
Introduction to immunology and the application of immunological principles to serological testing. The student will study the immune response in relation to the diagnosis of disease states, laboratory methods for detecting antigen-antibody reactions, and develop skills in the performance of serological and immunochemical procedures.

MLT 5916 MEDICAL MICROBIOLOGY
4 credits, 2 hours lecture, 4 hours laboratory
Prerequisite: BIO 3912
The student will examine, describe, and classify microorganisms of medical importance. The student will cultivate and identify the organisms in the laboratory using the standard methods of identification.

MLT 5918 HISTOLOGY
4 credits, 2 hours lecture, 4 hours laboratory
Prerequisites: CHE 4033/4133 or CHE 4002/4102; BIO 3904
The student will process tissue in paraffin and frozen
sections for microscopic examination. The student will study and identify cells, tissues, and organs from human and animal sources.

MLT 5920 & 5922 HOSPITAL LABORATORY PRACTICE
2 credits each
Prerequisite: Completion of medical laboratory courses
The student will perform the standard laboratory tests which s/he learned in the College laboratory in a hospital setting.

Ancillary Expenses for Medical Laboratory Technology Students

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Coat</td>
<td>$25.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$25.00</strong></td>
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</table>

Medical Laboratory Technology Program
Affiliations
The Hostos Community College Medical Laboratory Technology Program is affiliated with the following hospitals and medical centers:

- Bronx Lebanon Hospital
- Harlem Hospital and Medical Center
- Lincoln Medical and Mental Health Care

MEDICAL LABORATORY TECHNOLOGY FACULTY AND STAFF

Winsome DaCosta, Assistant Professor and Coordinator, B.S., M.S., D.A., M.T. (ASCP), C.L.S. (NCA)

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.
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 science, and nursing courses encompassing both lecture and clinical settings.
• 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 CUNY Reading Tests and also be exempt from or take MAT 1622.
• 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, and permission of the Nursing Coordinator.
• Completion of courses with a general grade point average of 2.5.
• A minimum grade of 2.0 is required in every nursing and required course.
• 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. Liability insurance must be documented for clinical placement.

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

<table>
<thead>
<tr>
<th>Pre-Clinical Sequence</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1302 Expository Writing</td>
<td>3</td>
</tr>
<tr>
<td>BIO 3906 Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>PSY 1037 Lifespan Development of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>NUR 7000 Introduction to Concepts and Principles in Nursing</td>
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</table>

FIRST YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 1303 Literature and Composition</td>
<td>3</td>
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<tr>
<td>BIO 3908 Anatomy &amp; Physiology II</td>
<td>4</td>
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<tr>
<td>NUR 7001 The Scientific Basis of Nursing Practice I</td>
<td>7</td>
</tr>
<tr>
<td>NUR 7002 Pharmacology I</td>
<td>2</td>
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SECOND YEAR

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>CUB 3130 Ethnicity, Health, and Illness</td>
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</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>CUB 3124 Social Problems of the Minority Community</td>
<td>3</td>
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<tr>
<td>HLT 6515 Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>NUR 7004 The Scientific Basis of Nursing Practice III</td>
<td>7</td>
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</table>

It is possible to take the NLCEX-PN after Semester III.

<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MAT 1690 Computer Literacy</td>
<td>3</td>
</tr>
<tr>
<td>NUR 7005 The Scientific Basis of Nursing Practice IV</td>
<td>7</td>
</tr>
<tr>
<td>NUR 7006 Issues and Trends in Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Subtotal 13</td>
</tr>
</tbody>
</table>

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
Corequisites: ENG 1302; BIO 3906; PSY 1037
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 of care, communicator, teacher, and member of the profession. 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 multiple roles of the Associate Degree Nurse, as well as legal and clinical issues in the nursing process.

NUR 7001 THE SCIENTIFIC BASIS OF NURSING PRACTICE I
7 credits, 4 hours lecture, 12 hours laboratory
Prerequisites: NUR 7000; ENG 1302; BIO 3906; PSY 1037
Corequisites: ENG 1303; BIO 3908; NUR 7002
Utilizing the principles of growth and development, the student will learn the biopsychosocial assessment of basic human needs. Emphasis will be on the promotion of wellness where there is an alteration in meeting these needs. 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 and legal issues, culture and ethnicity, and adaptation to the urban community.

NUR 7002 NURSING PHARMACOLOGY I
2 credits, 2 hours lecture
Prerequisites: NUR 7000; ENG 1302; BIO 3906; PSY 1037
Corequisites: ENG 1303; BIO 3908; NUR 7002
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 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
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, and ethnicity and adaptation to the urban community.

NUR 7004 THE SCIENTIFIC BASIS OF NURSING PRACTICE III
7 credits, 4 hours lecture, 12 hours laboratory
Prerequisites: NUR 7102; NUR 7003; BIO 3912
Corequisites: CUB 3130 or 3124; HLT 6515
The student will learn to identify responses to illness and provide appropriate nursing processes and biopsychosocial responses common in these age groups. 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, and ethnicity and adaptation to the urban community.
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 and legal issues, culture and ethnicity and adaptation 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.

Ancillary Expenses for Nursing Students
National League for Nursing Pre-Nursing Examinations $40.00
Nursing Program
NLN End of Course Exams for all students $80.00
Uniforms 80.00
Shoes 45.00
White Hose 10.00
Class Pin 65.00
Instruments and Carry Case 65.00
National Student Nurse Association 30.00
Mosby Assessment Test 50.00
NCLEX-RN Licensure Exam 232.00
GRAND TOTAL $677.00

Description of the Simulated Laboratory
Trailer #5 is the location of the simulated nursing laboratory. Available for nursing students, it provides a realistic hospital environment for patient care and skills development in a simulated laboratory. The laboratory has a combination classroom/audiovisual center and three 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 and anatomical simulators, and other broad faculty directed activities.

Clinical Facilities
Hebrew Home for the Aged at Riverdale
Jack D. Weiler Hospital of the Albert Einstein College of Medicine, Montefiore Medical Center
Kingsbridge Home Hospital for the Aged
Morningside House
Lincoln Medical and Mental Health Center
Mount Sinai Hospital
Our Lady of Mercy Medical Center
St. Barnabas Medical Center
Bronx Lebanon Hospital

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
Annamae Hayden, Graduate, Hostos Community College
Jeannette Marrero, Deputy Executive Director Nursing and Patient Care Services, Lincoln Medical and Mental Health Center
Evelyn Montecer, Director, Staff Development
Lincoln Medical and Mental Health Center

Peggy Powell, Executive Director
Home Care Associates Training Institute

Hamide Suleyman, Graduate,
Hostos Community College

Joan Trendler, Associate Vice President
Nursing Services, Morningside House

NURSING
FACULTY AND STAFF

Elizabeth L. Errico, Professor and Coordinator, R.N.,
B.S., M.A., Ph.D.

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

Nieves Aguilera, Associate Professor, R.N., B.S.,
M.A.

Margaret Brady, Assistant Professor, R.N., B.S.N.,
M.S.N.

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

Carol Hilliard, Assistant Professor, R.N., B.S., M.S.

Marie McGillicuddy, Associate Professor, R.N.,
B.S.N., M.S.N., Ph.D.

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

Irma N. Colón, College Laboratory Technician,
A.A.S.

Joan Passalacqua, CUNY Administrative Assistant

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 new energized laboratory, and in clinical experiences at affiliated 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 throughout 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 behavioral 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 as an entry level radiographer 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%.
6. Achieve course completion rates of not less than 75%.
7. Have graduates earn their degrees within three years after entrance to the college.
8. Achieve a job placement rate of not less than 75%.
9. Achieve a 75% pass rate on the national credentialing examination.

The program goals are designed to measure the following student learning outcomes that will ensure that graduates can successfully:

1. Apply knowledge of imaging principles and concepts to produce diagnostic radiographs.
2. Demonstrate knowledge of the principles of radiation protection, radiographic technique, positioning and anatomy in the production of optimal quality radiographs.
3. Provide patient care essential to medical imaging procedures.
4. Demonstrate problem solving skills, critical thinking skills, and communication skills that contribute to effective professional practice.
5. Practice within the profession’s legal and ethical boundaries to meet the healthcare needs of patients.
6. Perform routine radiographic procedures competently and safely.

**Criteria for Progression into the Clinical Phase of the Radiologic Technology Program**

The Radiologic Technology Program can only accept a limited number of students each year into the clinical phase of the program. This number is mandated by the Program’s accrediting agency: The Joint Review Committee on Education in Radiologic Technology (J.R.C.E.R.T.). Each September, sixty students progress to the clinical phase of the program. If more than sixty qualify, the students with the highest Grade Point Average will be selected.

In order to progress into the clinical phase of the program, the student must meet the following criteria:

1. Minimum Grade Point Average is 3.0.
2. Successful completion of 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 provide documentation of disposition to the Bureau of Radiologic Technology and submit a Pre-Application Review of Eligibility to the American Registry of Radiologic Technologists during the first semester in the program. 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 a New York State License.

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

| Liberal Arts                  | 22.0 |
| Radiologic Technology        | 40.5 |
| **Total Credits for Degree** | **62.5** |

Pre-Clinical Sequence

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 1622 Elementary Algebra</td>
<td>2.0</td>
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<tr>
<td>ENG 1302 Expository Writing</td>
<td>3.0</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>
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<td>Elective Liberal Arts</td>
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**Spring Trimester**

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<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>
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<tr>
<td>XRA 5121 Radiation Protection</td>
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<tr>
<td>XRA 5122 Clinical Radiography I</td>
<td>1.0</td>
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<tr>
<td>XRA 5213 Contrast Media</td>
<td>1.0</td>
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<tr>
<td>ENG 1303 Literature &amp; Composition</td>
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**Summer Trimester**

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>XRA 5123 Clinical Radiography II</td>
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<tr>
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**SECOND YEAR**

**Fall Trimester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>XRA 5211 Radiation Biology</td>
<td>1.0</td>
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<tr>
<td>XRA 5214 Clinical Radiography III</td>
<td>2.5</td>
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<tr>
<td>XRA 5215 Special Procedures</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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**Spring Trimester**

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>XRA 5212 Pathology</td>
<td>2.0</td>
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<tr>
<td>XRA 5218 Imaging Modalities</td>
<td>1.0</td>
</tr>
<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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<tr>
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**Summer Trimester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>XRA 5216 Seminar</td>
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<tr>
<td>XRA 5220 Clinical Radiography V</td>
<td>2.5</td>
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<tr>
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<td><strong>4.5</strong></td>
</tr>
</tbody>
</table>

**Total Credits for Degree** | **62.5**

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 remedial/developmental courses to fulfill language, math, and/or college preparatory initiative (CPI) requirements. These may include courses in English, math, natural sciences, behavioral and social sciences, fine arts, and/or modern languages, depending on the student's level of preparation, and in congruence with the College's bilingual mission. Depending on the preparation and placement of the student, these additional credits may be necessary for progress in degree programs.

*Students eligible for state and federal financial aid should be alerted to the fact that there are limits in the number of semesters for which they are eligible to receive aid.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>XRA 5111 RADIologic SCIENCE I &amp; Lab</td>
<td>2.5</td>
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</tbody>
</table>

**Corequisite:** XRA 5217

The student will identify the basic principles of radiographic exposures and image formation as well as the chemistry of the processing solutions, darkroom accessories, and the composition of the radiographic film and film holders.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>XRA 5112 PROFESSIONAL PRACTICE ISSUES IN DIAGNOSTIC IMAGING</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**Corequisite:** XRA 5217

The student will identify professional practice issues in diagnostic imaging in the context of the contemporary health care environment. Students will also be introduced to basic concepts in radiation safety.
XRA 5113 RADIOGRAPHY I
2.5 credits, 3 hours lecture, 1.5 hours lab
Corequisite: XRA 5115
The student will identify and perform the basic radiographic positions of the body.

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

XRA 5116 RADIOGRAPHIC SCIENCE II
2.5 credits, 3 hours lecture, 1.5 hours lab
Prerequisite: XRA 5111
The student will identify the advanced concepts of radiographic exposure, preparation, and use of technique charts, and be introduced to radiographic equipment calibration.

XRA 5118 RADIOGRAPHY II
2.5 credits, 3 hours lecture, 1.5 hours lab
Prerequisite: XRA 5113
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
The student will identify the principles of radiation protection, the interaction of X-rays with matter, quantities and units of radiation.

XRA 5122 CLINICAL RADIOGRAPHY I
1 credit (3 equated), 8 hours hospital practice
Prerequisites: XRA 5111; XRA 5113; XRA 5121
The student will apply the basic radiographic procedures under the direct supervision of a qualified radiologic technologist.

XRA 5123 CLINICAL RADIOGRAPHY II
3 credits (12 equated), 40 hours hospital practice
Prerequisites: XRA 5122; XRA 5121
The student will apply the basic radiographic procedures under the direct supervision of a qualified radiologic technologist.

XRA 5211 RADIATION BIOLOGY
1 credit, 1.5 hours lecture
Prerequisite: XRA 5121
The student will identify the biological effects of ionizing radiation.

XRA 5212 PATHOLOGY
2 credits, 3 hours lecture
Prerequisite: HLT 6524
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 5121
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), 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 SPECIAL PROCEDURES
1 credit, 1.5 hours lecture
Prerequisite: XRA 5213
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
The student will be exposed to several guest lecturers who will speak on a variety of topics related to radiography. The student will be required to participate in a comprehensive review of all material covered in previous technical courses.

XRA 5217 RADIOLOGIC PHYSICS
2 credits, 3 hours lecture
Corequisites: XRA 5111; MAT 1622
The student will examine the physics of radiographic equipment, especially the circuitry, accessories, image intensification, optics, and fundamentals of preventive maintenance.
XRA 5218 IMAGING MODALITIES
1 credit, 1.5 hours lecture
The student will identify advanced radiographic procedures, fundamentals of optics and imaging, and new emerging modalities.

XRA 5219 CLINICAL RADIOGRAPHY IV
2.5 credits (6 equated), 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), 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
Prerequisites: MAT 1622; XRA 5111; 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 Students

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Textbooks</td>
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<tr>
<td>Uniforms</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>approximately $965.00</strong></td>
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</table>

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

Mr. Cedric Brown, R.T.
Memorial Sloan Kettering Cancer Center

Mr. Arthur Carosi, R.T.
Weiler Hospital, Albert Einstein Medical College

Ms. Maricel Cruz, R.T.
Saint Barnabas Hospital
Mr. Simeon Dujon, R.T.
Bronx Lebanon Medical Center

Dr. Marie Gade, Medical Advisor
Saint Barnabas Hospital

Mr. Richard Maldonado, R.T.
Mount Sinai Medical Center

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.


Salvatore Martino, Professor, B.A., M.P.S., M.S.Ed., Ed.D., R.T., L.R.T.

Geraldine Ruiz, Professor, B.S., M.A., R.T., L.R.T.

Robert Lippincott, Clinical Coordinator, M.S., R.T., L.R.T.

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

Elizabeth Vargas, CUNY Office Assistant, A.A.S.
BEHAVIORAL AND SOCIAL SCIENCES

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.

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 aggressive, 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 lifespan. 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
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 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, and 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
Prerequisite: SOC 1232, PSY 1032
Corequisite: ENG 1302
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 students will be exposed to an in-depth analysis of the diverse ethnic and racial structure of the urban community. They will explore the different aspects of multi-pluralism, but also looking for common experiences, theories of assimilation, amalgamation, prejudice and discrimination would 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
Prerequisite: ESL 1325
Corequisite: ESL 1330
Students will learn the research methods and scope of the "behavioral sciences" disciplines. Students will learn the discipline's points of view on various issues (ethnicity, poverty, welfare, etc.), leading them to analyze 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 the 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. 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 households, 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 population.

**History**

**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.

POL 4707 POLITICAL SYSTEMS OF LATIN AMERICA
3 credits, 3 hours
This course analyzes and compares the history and political structures of capitalism and socialism in Latin America. Case studies include Brazil and Cuba.

PUBLIC ADMINISTRATION
(includes Public Administration and Criminal Justice)

This program involves organization and management for public agencies, private business, and corporations, including civil service and criminal justice. The Public Administration curriculum is designed to prepare men and women with the foundation for employment in management; supervisory or executive positions in one of the many career areas available in the public sector at the federal, state, county, and municipal levels of government; in the private sector, in various areas of small business and corporate and industrial organizations; and in community organizations. The student completing the Public Administration sequence, including a language and science requirement, will also be prepared to transfer to a four-year college to pursue a bachelor's degree.

Students successfully completing the requirements of this program shall be eligible to receive an Associate in Applied Science (A.A.S.) degree.

The objectives of this program are to educate individuals to become meaningfully employed in public, private, and community organizations, including civil service; to provide them with a practical understanding and background so that they can successfully, creatively, and effectively work in either the public or private sector; and to obtain promotions in these areas.

Comprising 60 credits, this program requires students to complete a minimum of 27 credits in Public Administration and/or Criminal Justice, the balance to be distributed among liberal arts courses and electives.

Upon graduation, the student will be qualified to seek employment in various civil service, corporate, bureaucratic, or public service organizations.
The following represents the requirements for the A.A.S. degree in Public Administration:

<table>
<thead>
<tr>
<th>Liberal Arts &amp; Sciences</th>
<th>Credits</th>
</tr>
</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>
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<tr>
<td>Humanities</td>
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<tr>
<td><strong>Subtotal</strong></td>
<td><strong>25</strong></td>
</tr>
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</table>

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

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

Electives may be chosen from the above Public Administration and Criminal Justice courses in order to meet the total credits required for the A.A.S. degree.

It is strongly urged that elective credits be taken from the Public Administration and Criminal Justice selection of courses. For students transferring to a senior college, three credits in modern languages are recommended.

| Total Credits for Degree | 60 |

**Suggested Program of Study**

**A.A.S. Degree - Public Administration**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ENG 1302</td>
<td>Expository Writing</td>
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<tr>
<td>ADM 2502</td>
<td>Fundamentals of Public Administration</td>
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<tr>
<td>Elective</td>
<td>ADM</td>
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<tr>
<td>Elective</td>
<td>Humanities</td>
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<th>Second Semester</th>
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<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</td>
<td>ADM</td>
</tr>
<tr>
<td>Elective</td>
<td>Behavioral &amp; Social Sciences</td>
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<th>Second Year</th>
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<tr>
<td>Third Semester</td>
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<td>ADM</td>
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<tr>
<td>Elective</td>
<td>ADM</td>
</tr>
<tr>
<td>Elective</td>
<td>Behavioral &amp; Social Sciences</td>
</tr>
<tr>
<td>Elective</td>
<td>ADM 2519 is recommended for students pursuing the Criminal Justice concentration</td>
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<table>
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<tr>
<th>Fourth Semester</th>
<th>Credits</th>
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<tr>
<td>Elective</td>
<td>ADM 2508 recommended</td>
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<tr>
<td>Elective</td>
<td>ADM</td>
</tr>
<tr>
<td>Elective</td>
<td>Behavioral &amp; Social Sciences</td>
</tr>
<tr>
<td>Elective</td>
<td>ADM recommended</td>
</tr>
<tr>
<td>Elective</td>
<td>ADM recommended</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
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</tr>
</tbody>
</table>

**Total Credits for Degree**

| 60 |
ADM 2502 FUNDAMENTALS OF PUBLIC ADMINISTRATION AND MANAGEMENT
3 credits, 3 hours
Recommended Prerequisite: SPA 2221 for Spanish section
Recommended Corequisite: ESL 1325 for Spanish section OR ENG 1300 or 1301 for English section (pending approval)
The student will examine the basic concepts and processes of organization, leadership, decision-making, and information flow as they are applied in the public sector.

*ADM 2503 CAREER PLANNING IN THE PUBLIC SECTOR
1 credit
The student will learn about the various types of public employment located in the diverse domestic and international sectors of government in order to become familiar with the potential job market and its infinite possibilities. The student will learn to recognize personal interests, and be guided in building and achieving career goals which are meaningful, realistic, and afford the highest levels of motivation and achievement. The student will prepare a job resume and become familiar with questions appearing on typical job application forms. The student will demonstrate knowledge of pre-employment personnel practices and interview techniques. The student will be introduced to the standard type of “skills tests” in employment sectors. Offered spring semester.

ADM 2504 SUPERVISION
3 credits, 3 hours
Recommended Corequisite: ADM 2502; ENG 1300 or 1301 (pending approval)
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; ENG 1300 or 1301 (pending approval)
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 (pending approval)
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 s/he 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
Recommended Corequisite: ADM 2502; ENG 1300 or 1301 (pending approval)
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; ENG 1300 or 1301 (pending approval)
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
Recommended Corequisite: ENG 1300 or 1301 (pending approval)
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

**Recommended Prerequisite:** ADM 2502 or 2504

**Recommended Corequisite:** ENG 1302

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 (pending approval)

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

**Recommended Corequisite:** ENG 1300 or 1301 (pending approval)

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

**Recommended Corequisite:** ENG 1300 or 1301 (pending approval)

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 (pending approval)

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

**Recommended Prerequisite:** ADM 2502 or LEG 8500

**Recommended Corequisite:** ENG 1302 (pending approval)

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  
**Recommended Prerequisite:** SPA 2221 for Spanish section  
**Recommended Corequisite:** ESL 1325 for Spanish section OR ENG 1300 or 1301 for English section (pending approval)  
Fundamentals of current immigration and nationality law in the United States, its history, and proposals for change.

**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 (pending approval)  
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:

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<thead>
<tr>
<th>Liberal Arts &amp; Sciences</th>
<th>Credits</th>
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<tr>
<td>English</td>
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<td>Mathematics</td>
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<td>Behavioral and Social Sciences</td>
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<td>Natural Sciences</td>
<td>4</td>
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<tr>
<td>Humanities</td>
<td>3</td>
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<tr>
<td>Computer Applications (recommended, pending approval)</td>
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**Paralegal Studies**  
30

**Total Credits for Degree**  
60
Suggested Program of Study
A.A.S. Degree - Paralegal Studies

**FIRST YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
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<tr>
<td>ENG 1302 Expository Writing</td>
<td>3</td>
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<tr>
<td>MAT 1632 Introductory College Math</td>
<td>3</td>
</tr>
<tr>
<td>LEG 8500 Introduction to Legal System</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2522 Law and Social Change</td>
<td>3</td>
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**Introduction to Legal Specialty:**

| ADM 2525 Immigration Law OR          |         |
| ADM 2526 Family Law OR               |         |
| ADM 2527 Public & Employee Benefit Law |        |

**Subtotal** 15

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<td>ENG 1303 Literature and Composition</td>
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<tr>
<td>LEG 8510 Law Office Systems</td>
<td>3</td>
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<tr>
<td>Elective Behavioral &amp; Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>MSS Computer Applications</td>
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</table>

**Advanced Legal Specialty:**

| LEG 8525 Advanced Immigration Law OR |         |
| LEG 8526 Advanced Family Law OR     |         |
| LEG 8527 Advanced Public & Employee Benefit Law |        |

**Subtotal** 15

**SECOND YEAR**

<table>
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<th>Third Semester</th>
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<tr>
<td>LEG 8540 Practicum I</td>
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<tr>
<td>LEG 8530 Legal Research and Writing I</td>
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<td>Elective Humanities</td>
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<td>Elective Behavioral &amp; Social Sciences</td>
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**Subtotal** 16

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<tr>
<td>LEG 8550 Hearing and Trial Advocacy</td>
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<tr>
<td>LEG 8542 Legal Practicum II</td>
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<tr>
<td>LEG 8532 Legal Research and Writing II</td>
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<td>Elective Behavioral &amp; Social Sciences</td>
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</table>

**Subtotal** 14

**Total Credits for Degree** 60

ADM 2522 LAW AND SOCIAL CHANGE
3 credits, 3 hours
**Recommended Prerequisite:** ADM 2502 or LEG 8500
**Recommended Corequisite:** ENG 1302 *(pending approval)*
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
**Recommended Prerequisite:** SPA 2221 for Spanish section
**Recommended Corequisite:** ESL 1325 for Spanish section OR ENG 1300 or 1301 for English section *(pending approval)*
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
**Recommended Prerequisite:** SPA 2221 for Spanish section
**Recommended Corequisite:** ESL 1325 for Spanish section OR ENG 1300 or 1301 for English section *(pending approval)*
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 agency which enforce and administer the law. The student will review the law 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
**Recommended Prerequisite:** SPA 2221 for Spanish section
**Recommended Corequisite:** ESL 1325 for Spanish section OR ENG 1300 or 1301 for English section *(pending approval)*
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 1300 or 1301
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
Corequisite: ENG 1300 or 1301
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 1300 or 1301
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, 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 1300 or 1301
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 1300 or 1301
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; LEG 8510; ADM 2525, 2526, or 2527
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 8530; LEG 8525, 8526 or 8527
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 participation and attendance at the group meetings.

**LEG 8543 LEGAL PRACTICUM II**
3 credits, 3 hours
Prerequisite: LEG 8540;
Corequisites: LEG 8550; LEG 8532
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
Prerequisites: LEG 8530; LEG 8525 or 8526 or 8527
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**

Oliver Crespo, Chairperson and Associate Professor, Behavioral Sciences, B.A., M.S.W., M.A., Ph.D.

Felix Cardona, Assistant Professor, Coordinator, Public Administration and Paralegal Studies, B.A., J.D.

Marta Rivera, Lecturer, Coordinator, Behavioral Sciences, B.A., M.A., M.A.

Peter Roman, Professor, Coordinator, Social Sciences, B.A., M.A., Ph.D.

Linda Anderson-Henry, 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.

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 Wernick, Associate Professor, Public Administration, B.A., J.D.

Jacqueline Ruiz, CUNY Office Assistant

Nanette Díaz, CUNY Office Assistant
Eugenio María de Hostos Community College

BUSINESS

The Business Department offers programs of study in Accounting, Business Administration, Microcomputers for Business, and Secretarial Science. 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 a Word Processing (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 (C.P.A.).

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

<table>
<thead>
<tr>
<th>Liberal Arts &amp; Sciences</th>
<th>20</th>
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<tbody>
<tr>
<td>Business Core</td>
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<tr>
<td>Accounting</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total Credits for Degree</strong></td>
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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 in or have completed MAT 1622 (Elementary Algebra).

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

<table>
<thead>
<tr>
<th><strong>Liberal Arts &amp; Sciences</strong></th>
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<tbody>
<tr>
<td>English</td>
<td>6</td>
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<tr>
<td>Mathematics</td>
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</tr>
<tr>
<td>Social and Behavioral Sciences</td>
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<td>Humanities</td>
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<td>Natural Sciences</td>
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<tr>
<td>Physical Education</td>
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**Business Core**

| BUS 1802 | Introduction to Business | 3 |
| ACC 1852 | Financial Accounting     | 4 |
### A.A.S. in Accounting: Recommended Sequence for the Accounting Option

#### FIRST YEAR

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>ENG 1302</td>
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<tr>
<td>MAT 1628</td>
<td>3</td>
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<tr>
<td>MSS 5602</td>
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**Total Credits for First Semester**: 15

#### SECOND YEAR

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<td>ENG 1303</td>
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<td>CIP 2308</td>
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**Total Credits for Second Semester**: 15

**Total Credits for Degree**: 60

### A.A.S. in Accounting: Recommended Sequence for the Taxation Option

#### FIRST YEAR

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<td>MAT 1628</td>
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**Total Credits for First Semester**: 15

#### SECOND YEAR

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<td>ENG 1303</td>
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<td>ACC 1852</td>
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**Total Credits for Second Semester**: 15

**Total Credits for Degree**: 60
### Fourth Semester

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<tr>
<td>ACC 1867</td>
<td>Tax Preparation Program (offered during spring semester only)</td>
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<tr>
<td>ACC 1868</td>
<td>Federal Business Taxes</td>
<td>3</td>
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<td>ACC 1869</td>
<td>New York City &amp; State Business Taxes</td>
<td>3</td>
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<td>ACC 1855</td>
<td>Managerial Accounting</td>
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<tr>
<td>BUS 1809</td>
<td>Business Law I</td>
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</tbody>
</table>

**Subtotal** 14

**Total Credits for Degree** 60

### ACC 1852 PRINCIPLES OF FINANCIAL ACCOUNTING

(formerly Principles of Accounting I)

4 credits, 3 hours lecture, 3 hours lab

**Prerequisites:** BUS 1802; MAT 1622

**Corequisite:** ENG 1300

The student will become familiar with the recording process and acquire an understanding of the accounting cycle. The student will learn the techniques of recording transactions in special journals, summarizing the transactions, adjusting and closing the accounts, and preparing the financial statements. The student will study accounts receivable and payable, merchandise inventory, plant assets, and analyze and record various transactions involving prepaid expenses and accrued liabilities. The student will be introduced to accounting systems and basic internal control procedures and to corporate and partnership forms of business organization, including the nature and formation of a corporation, stock transactions, elements affecting retained earnings, and long-term liabilities and investments in stocks and bonds. The need and preparation of the statement of cash flow is covered along with basic analytical procedures and tools for financial statement analysis and reporting of unusual events. Basic theoretical concepts and principles are also explored. Microcomputers will be used in the laboratory to solve problems and prepare practice sets.

### ACC 1855 MANAGERIAL ACCOUNTING

(replaces ACC 1854 Principles of Accounting II)

4 credits, 3 hours lecture, 3 hours lab

**Prerequisite:** ACC 1852

The student will study in detail the techniques and methods of managerial accounting. 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. A microcomputer practice set will be used in the laboratory.

### ACC 1856 INTERMEDIATE ACCOUNTING I

3 credits, 3 hours lecture, 1.5 hours lab

**Prerequisite:** ACC 1855

The student will increase the ability to analyze and interpret accounting data as a result of having an in-depth study of accounting concepts which apply to cash, receivables, inventories, investments, property
and equipment, and intangibles. There will be a detailed discussion of the statement of cash flow.

**ACC 1866 FEDERAL PERSONAL INCOME TAXES**  
*3 credits, 3 hours lecture*  
**Prerequisite:** ACC 1855  
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 1867 TAX ASSISTANCE PROGRAM**  
*1 credit*  
**Prerequisite:** 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 1868 FEDERAL BUSINESS INCOME TAXES**  
*3 credits, 3 hours lecture*  
**Prerequisite:** ACC 1855  
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 1869 NEW YORK CITY AND STATE BUSINESS TAXES**  
*formerly ACC 1860*  
*3 credits, 3 hours lecture*  
**Prerequisite:** 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.

**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 Data Processing, 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 &amp; Sciences</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total Credits for Degree</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

**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 (Intermediate English as a Second Language) or ESL 1384 (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

### Third Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 1855</td>
<td>Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<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>Elective</td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>(ENV 4014 recommended)</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
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<td><strong>15</strong></td>
</tr>
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</table>

### Fourth Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 1812</td>
<td>Principles of Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1815</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1816</td>
<td>Internship</td>
<td>1</td>
</tr>
<tr>
<td>VPA 3612</td>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>PSY 1086</td>
<td>Industrial &amp; Organizational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Physical Education</td>
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</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
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</table>

**Total Credits for Degree:** 60

---

A.S. in Business Administration (Recommended Course Sequence)

### First Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1302</td>
<td>Expository Writing</td>
<td>3</td>
</tr>
<tr>
<td>MAT 1628</td>
<td>Pre-Calculus</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1802</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Social Science</td>
<td></td>
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<tr>
<td>(ECO 4643 recommended)</td>
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<td>3</td>
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<tr>
<td><strong>Subtotal</strong></td>
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### Second Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 1303</td>
<td>Literature &amp; Composition</td>
<td>3</td>
</tr>
<tr>
<td>MAT 1682</td>
<td>Introduction to Probability &amp; Statistics</td>
<td></td>
</tr>
<tr>
<td>ACC 1852</td>
<td>Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BUS 1809</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>CIP 2308</td>
<td>Introduction to Data Processing</td>
<td>3</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

**Total Credits for Degree:** 60

---

**BUS 1802 INTRODUCTION TO BUSINESS**

*3 credits, 3 hours lecture/1.5 hours lab*

**Prerequisite:** MAT 1604

**Corequisites:** For sections in English, ENG 1300 or ENG 1301. For sections in Spanish, students must 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 items, 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*

**Prerequisite:** ACC 1852

The student will learn the skills needed by a personal financial counselor. Topics will include consumer credit, budgets, home ownership, insurance, pensions, investing, taxes, and wills and trusts. Computer spreadsheets and case studies will be used.
BUS 1809 BUSINESS LAW I
3 credits, 3 hours
Prerequisite: BUS 1802
The 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 lecture
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 lecture
Prerequisite: ACC 1855
Corequisite: MAT 1628
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 lecture
Prerequisite: ACC 1855
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 lecture
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 1816 BUSINESS INTERNSHIP SEMINAR
1 credit, 6 hours
Prerequisites: Completion of 16 credits in Business and permission of the Coordinator. The student will be in the last semester of the A.S. in Business Administration Program and will be enrolled in or have completed ENG 1302.
Students will apply classroom theory and techniques to assigned work situations through departmentally selected part-time experience in the business administration field. Employers or the College will provide work sites. Evaluation of the experiential learning experience will be based on student reports and weekly conferences between the work supervisor and the departmental 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.

DATA PROCESSING
The Data Processing Unit offers a Microcomputers for Business Program that 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**

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

| Business                              |         |
| BUS 1802                              | 3       |
| MSS 5664                              | 3       |

| Data Processing                       |         |
| CIP 2308                              | 3       |
| CIP 2310                              | 4       |
| CIP 2312                              | 4       |
| CIP 2314                              | 4       |
| CIP 2318                              | 2       |
| CIP 2330                              | 3       |

**Any eight credits may be taken from:**

CIP 2320; CIP 2336; CIP 2338; CIP 2340 | 8
CIP 2350 | 6

**Subtotal** | 40

**Total Credits for Degree** | **60**

*Additional courses may be added to this list.

---

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

**FIRST YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
</tr>
</thead>
</table>
| ENG 1302       | Expository Writing | 3
| MAT 1628       | Pre-Calculus | 3
| CIP 2308       | Introduction to Data Processing | 3
| BUS 1802       | Introduction to Business | 3
| VPA 3612       | Fundamentals of Public Speaking | 3
| **Subtotal**   | **15** |

<table>
<thead>
<tr>
<th>Second Semester</th>
<th></th>
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</thead>
</table>
| ENG 1303        | Literature & Composition | 3
| PED             | Elective | 1
| CIP 2310        | Computer Programming | 4
| CIP 2312        | Microcomputer Applications I | 4
| CIP 2318        | Advanced Microcomputer Concepts | 2
| **Subtotal**    | **14** |

**SECOND YEAR**

<table>
<thead>
<tr>
<th>Third Semester</th>
<th></th>
</tr>
</thead>
</table>
| CIP 2314       | Microcomputer Applications II | 4
| CIP 2320       | COBOL Programming I | OR
| CIP 2336       | Pascal Programming | OR
| CIP 2338       | C Programming | 3-4
| MSS 5664       | Computerized Office Communications | 3
| ECO 4643       | Principles of Macroeconomics | 3
| **Subtotal**   | **13-14** |

<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th></th>
</tr>
</thead>
</table>
| CIP 2330        | Operating Systems | 3
| CIP 2320        | COBOL Programming I | OR
| CIP 2336        | Pascal Programming | OR
| CIP 2338        | C Programming | OR
| CIP 2340        | System Analysis and Design | 4-5
| Electives       | Liberal Arts & Sciences | 4
| **Subtotal**    | **11-12** |

<table>
<thead>
<tr>
<th>Fifth Semester</th>
<th></th>
</tr>
</thead>
</table>
| CIP 2350       | Internship | 6
| **Subtotal**   | **6** |

**Total Credits for Degree** | **60**
CIP 2308 INTRODUCTION TO DATA PROCESSING
3 credits, 3 hours lecture
Prerequisites: MAT 1604; ESL 1325 or ENG 1301
Corequisites: MAT 1622; ESL 1330
The student will describe the basic elements of a data processing system in terms of input/output methods, devices, processing, and storage components. The student will explain how computers can be utilized in a typical business situation. Students will be able to prepare basic flow charts showing how individual components of a computer system can be applied to a typical business problem such as accounts receivable and inventory control. Offered in English and Spanish.

CIP 2310 COMPUTER PROGRAMMING
4 credits, 3 hours lecture, 3 hours laboratory
Prerequisites: MAT 1622; ESL 1330 or ENG 1301; CIP 2308
Corequisites: MAT 1624; ENG 1300
This course will introduce the student to a programming language, such as BASIC or Pascal, and structured programming techniques. Students will develop business application programs utilizing structured program development procedures. Particular emphasis will be placed on problem identification, solution design, and program coding. Additionally, students will be introduced to the mechanics for file development and utilization, as well as the operation of various systems. Extensive use of the laboratory facilities is expected.

CIP 2312 MICROCOMPUTER APPLICATIONS I
4 credits, 3 hours lecture, 3 hours laboratory
Prerequisites: CIP 2308; ESL 1330; MAT 1624
Corequisites: ENG 1300 or 1301; CIP 2310 or permission by the CIP coordinator
Students will gain an understanding of microcomputer operating system commands. Students will survey various word processing software and discuss the advanced capabilities of these software. Students will study advanced concepts of spreadsheets and will practice the use of these concepts by solving business problems actually encountered in the field. Students will learn to write, use, and apply macros. They will also be required to consult software and system manuals on various projects in order to enhance problem solving skills. Students will be required to complete team projects that will require conferences with the instructor to assess their progress. Students are expected to make use of the laboratory facilities a minimum of ten hours per week in addition to class instruction.

CIP 2314 MICROCOMPUTER APPLICATIONS II
4 credits, 3 hours lecture, 3 hours laboratory
Prerequisite: CIP 2312
Basic and advanced concepts of data base management software will be emphasized. Using real business problems, students will learn the capabilities and features of several popular data base software. Students will be required to use software manuals to implement commands not introduced in class. Students will be required to complete team projects which will require conferences with the instructor to assess progress. Extensive use of the laboratory is expected.

CIP 2318 ADVANCED MICROCOMPUTER CONCEPTS
2 credits, 1 hour lecture, 3 hour laboratory
Prerequisites: CIP 2308; ESL 1330 or ENG 1301; MAT 1622
Corequisite: MAT 1624
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, PC Tools, etc.; software selection, installation and upgrade; directory creation and management; hard disk management; and troubleshooting, and telecommunications concepts. Extensive use of laboratory facilities outside class is expected.

CIP 2320 COBOL PROGRAMMING I
4 credits, 3 hours lecture, 3 hours laboratory
Prerequisites: CIP 2310; ESL 1330
Corequisites: ENG 1300 or 1301
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 2322 COBOL PROGRAMMING II
3 credits, 3 hours lecture
Prerequisite: CIP 2320
Corequisite: ACC 1872
This course allows the programmer with a beginning knowledge of COBOL language to develop a mastery of ANSI COBOL. Emphasis is on creating and maintaining tape and disk files. Good programming structure and documentation are required. Debugging and error correcting techniques developed by analysis of program dumps are conducted. Extensive use of the computer facilities are expected.

CIP 2326 COMPUTER OPERATIONS
4 credits, 3 hours lecture, 3 hours laboratory
Prerequisite: CIP 2308
Corequisite: ENG 1300
The operation of computer systems with special attention given to computer systems organization, operation of peripheral devices and terminals, and scheduling and documentation are studied. Students will be required to demonstrate their operational skills at the Computer Center.

CIP 2330 OPERATING SYSTEMS
3 credits, 3 hours lecture
Prerequisites: Any programming course such as CIP 2336 or 2338; ESL 1330; MAT 1624
Corequisite: ENG 1300 or 1301
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 2332 ASSEMBLER LANGUAGE
3 credits, 3 hours lecture
Prerequisites: CIP 2320; ENG 1302
This is an introduction to machine language. Topics such as register, data representation, and storage allocation are introduced and reinforced through programming examples. The assembly process is discussed and programming problems provide experience with the Assembler Language. Instructions are given in the area of data movement, comparing and branching, and fixed point binary arithmetic are also included.

CIP 2334 RPG PROGRAMMING
3 credits, 3 hours lecture
Prerequisite: CIP 2320
This course demonstrates how problems stated in business terminology can be solved using Report Program Generation. A sound understanding of the features of RPG is acquired. The student will develop experience in problem solving through class problems and individual projects. Emphasis will be placed on flowcharts, coding, debugging, and problem documentation. Extensive use of the laboratory facilities outside class is expected.

CIP 2336 PASCAL PROGRAMMING
3 credits, 3 hours lecture
Prerequisites: CIP 2310; ENG1300; MAT 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; ENG1300; MAT1628
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 2312; ESL 1330; MAT 1624
Corequisite: ENG 1300 or 1301
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.

SECRETARIAL SCIENCE
The Secretarial Science Program offers Executive (Administrative Assistant) and Medical (Medical Office Manager) options leading to an A.A.S. degree. A Word Processing (Office Assistant) Certificate program is also offered. Upon graduation from either of these options or completion of the certificate program, students are prepared for employment in the business world and some areas of the allied health field. An internship program has been added to provide students with job related experiences.

Course content incorporates the latest technology and software programs. Students acquire office and computer skills as they learn business and computer terminology. Students also become familiar with several software programs, learn to format and process documents, learn and apply word processing software commands, and develop English, reading, and critical thinking skills. Students enhance their communications skills and learn the work attitudes essential for successful employment in the area of office support services.

Students may take Secretarial Science 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 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 Executive (Administrative Assistant) or Medical (Medical Office Manager) option, students will receive an A.A.S. degree from the Secretarial Science Program and will be prepared for employment in the area of office support services within the business world or allied health field or will be able to transfer to a four-year college. Upon completion of the Word Processing (Office Assistant) Certificate Program, students will be prepared for entry-level employment in the area of office support services.

All students are invited to participate in the Secretarial Science Club and/or join Collegiate Secretaries International. Awards are given at the honors convocation ceremony at the end of the year to outstanding Secretarial Science students.

The goals and objectives of the Secretarial Science 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, and desktop publishing 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, particularly in the field of business education.
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 Secretarial Science 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 examination 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 Secretarial Science

<table>
<thead>
<tr>
<th>Liberal Arts &amp; Sciences</th>
<th>20 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Behavioral &amp; Social Sciences Elective</td>
<td>(ADM 2512 recommended)</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>(VPA 3612 recommended)</td>
</tr>
<tr>
<td>Natural Science Elective</td>
<td>(BIO 3902 recommended)</td>
</tr>
<tr>
<td>Health &amp; Human Services Elective</td>
<td>(PED recommended)</td>
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</table>

<table>
<thead>
<tr>
<th>Business Core</th>
<th>20 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 1802</td>
<td>Introduction to Business</td>
</tr>
<tr>
<td>ACC 1852</td>
<td>Financial Accounting</td>
</tr>
<tr>
<td>CIP 2308</td>
<td>Introduction to Data Processing</td>
</tr>
<tr>
<td>CIP 2312</td>
<td>Microcomputer Applications I</td>
</tr>
<tr>
<td>MSS 5602</td>
<td>Computer Applications for Document Processing</td>
</tr>
<tr>
<td>MSS 5656</td>
<td>Communications and Procedures for the Electronic Office</td>
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</table>

<table>
<thead>
<tr>
<th>Office Core</th>
<th>9 credits</th>
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</thead>
<tbody>
<tr>
<td>MSS 5604</td>
<td>Document Formatting and Production</td>
</tr>
<tr>
<td>MSS 5664</td>
<td>Computerized Office Communications</td>
</tr>
<tr>
<td>MSS 5670</td>
<td>Computer Software for Document Processing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Executive (Administrative Assistant) Option</th>
<th>11 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSS 5606</td>
<td>Processing Documents for Business</td>
</tr>
<tr>
<td>MSS 5632</td>
<td>Office Skills for Business</td>
</tr>
<tr>
<td>MSS 5634</td>
<td>Secretarial Science Internship</td>
</tr>
<tr>
<td>MSS 5671</td>
<td>Desktop Publishing and Spreadsheets</td>
</tr>
</tbody>
</table>

| OR | |
|----| |

<table>
<thead>
<tr>
<th>Medical (Medical Office Manager) Option</th>
<th>11 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSS 5650</td>
<td>Medical Office Management</td>
</tr>
<tr>
<td>MSS 5651</td>
<td>Medical Billing and Insurance</td>
</tr>
<tr>
<td>MSS 5634</td>
<td>Secretarial Science Internship</td>
</tr>
<tr>
<td>MSS 5658</td>
<td>Processing Medical Documents</td>
</tr>
</tbody>
</table>

| Total Credits for Degree | 60 |
### WORD PROCESSING (OFFICE ASSISTANT) CERTIFICATE PROGRAM
(recommended sequence)

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
<th>First Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1302</td>
<td>Expository Writing</td>
<td>3</td>
</tr>
<tr>
<td>MSS 5604</td>
<td>Document Formatting and Production</td>
<td>3</td>
</tr>
<tr>
<td>MSS 5656</td>
<td>Communications and Procedures for the Electronic Office</td>
<td>3</td>
</tr>
<tr>
<td>MSS 5670</td>
<td>Computer Software for Document Processing</td>
<td>3</td>
</tr>
<tr>
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| **Total Credits for Certificate** | **27** |

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<th><strong>EXECUTIVE (ADMINISTRATIVE ASSISTANT) OPTION</strong> (recommended sequence)</th>
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| **Total Credits for Degree** | **60** |

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

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**MSS 5602 BASIC COMPUTER APPLICATIONS FOR DOCUMENT PROCESSING**  
(formerly Elementary Keyboarding I)  
3 credits, 4 hours  
**Prerequisite:** ESL 1320 or registered in ESL 1381  
The student will acquire basic computer skills requisite for success in an office environment. The student will learn computer terminology, format, and process documents using word processing software, compose at the computer, and develop English skills. The student will be required to key a minimum of 25 wpm for three minutes.

**MSS 5604 DOCUMENT FORMATTING AND PRODUCTION**  
(formerly Intermediate Keyboarding II)  
3 credits, 4 hours  
**Prerequisite:** MSS 5602 or equivalent skill as demonstrated on a proficiency examination  
The student will demonstrate the ability to format unarranged documents, such as manuscripts, outlines, tables, two-page letters, and other documents using word processing and other software. The student will compose documents at the computer and will work in teams on projects. The student will be required to key a minimum of 35 wpm for five minutes.

**MSS 5606 PROCESSING DOCUMENTS FOR BUSINESS**  
(formerly Advanced Keyboarding III)  
3 credits, 4 hours  
**Prerequisite:** MSS 5604 or equivalent skill as demonstrated on a proficiency examination  
The student will demonstrate the ability to format business documents, such as, accounting projects, legal papers, medical and technical materials using word processing and other software. Students will work in teams to complete projects and will expand composing skills at the computer. The student will key a minimum of 45 wpm for five minutes.

**MSS 5632 OFFICE SKILLS FOR BUSINESS**  
(formerly Office Simulation)  
3 credits, 3 hours  
**Prerequisite:** MSS 5632  
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 SECRETARIAL SCIENCE 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**  
(formerly Computer Applications for Administrative Assistants I)  
3 credits, 4 hours  
**Prerequisite:** MSS 5602  
The student will have hands-on experience on computers and become familiar with the use of software applications including spreadsheets, integrated software, and electronic mail. 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 software.
MSS 5671 DESKTOP PUBLISHING AND SPREADSHEETS
(formerly Computer Applications for Administrative Assistants II)
3 credits, 4 hours
Prerequisite: MSS 5670
The student will demonstrate the ability to utilize the features of desktop publishing to integrate text and graphics in a document. The student will gain knowledge of techniques required to produce documents such as flyers, brochures, invitations, newsletters, and other documents, as well as create their own publications. Students will design and implement basic spreadsheet applications.

BUSINESS FACULTY AND STAFF

Bibiano Rosa, Associate Professor, Chairperson, Business, B.A., M.B.A., J.D.

Riccardo Boehm, Associate Professor, Coordinator, Accounting and Business Administration, B.A., M.B.A.

Julio Gallardo, Professor, Coordinator, Data Processing, Licenciado en Física, M.S., Ph.D.

Sharon Hill Jones, Assistant Professor, Coordinator, Secretarial Science, B.A., M.A.T.

Faye L. Carson, Assistant Professor, Secretarial Science, B.S., M.S., Ph.D.

George Cheng, Assistant Professor, Data Processing, B.B.A., M.S.

Joyce Dunston, Assistant Professor, Data Processing, B.A., M.B.A.

Sandy Figueroa, Assistant Professor, Secretarial Science, B.S., M.S.

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

Pauline Helen Mosley, Instructor, Data Processing, B.S., B.S., M.S.

Patricia Parzych, Professor, Secretarial Science; B.S., M.S.

Hector Rivera, Assistant Professor, Accounting and Business Administration, B.A., M.B.A., C.P.A.

Fred Soussa, Professor, Accounting and Business Administration, B.A., M.B.A., C.P.A.

Kathleen Engram, College Laboratory Technician, Secretarial Science, B.A., M.S.

Carol Huie, College Laboratory Technician, Data Processing, A.A.S., B.S.

Rosa E. Colón, CUNY Secretarial Assistant, A.A.S.

Ellie P. Stewart, CUNY Office Assistant

Marietta Thorne, CUNY Office Assistant
The primary goals of the English curriculum are threefold: first, to provide course sequences for foreign-language students which successfully carry them through the transition from their native languages into English; second, to provide career students with a liberal arts perspective through the offering of electives in literature and language; third, to contribute to the transfer process of liberal arts students by offering courses which are accredited in other institutions.

To complete English program courses successfully, students are required to demonstrate their achievement of course objectives through essay tests, written reports, quizzes, and other measures of assessment. The English faculty and tutorial staff work closely with the students by providing diagnostic and tutorial services.

On the basis of performance on the CUNY Skills Assessment Tests, the entering student will be advised as to whether s/he may register for: (1) Freshman Composition (ENG 1302, Expository Writing); or (2) the developmental Libra Program (ENG 1301, Core English). Students who identify themselves as foreign language speakers are placed in the ESL Program according to results on an in-house test.

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

**English Program**

For entering students who pass the CUNY Writing Assessment Test with a combined score of eight (8), 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 1340 to ENG 1360.

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 received a combined score of eight or higher on their CUNY Writing Assessment Test. No student can graduate without completing this course and a minimum of twelve credits in English.

**Libra Program**

For entering students who do not pass the CUNY Writing Assessment Test with a combined score of eight (8) 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 the CUNY Reading Assessment 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:
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.

### English as a Second Language (ESL) Program

Entering students whose native language is other than English and who take the ESL Placement Examination, or whose CUNY Writing Assessment Test essays are referred to and scored by the ESL Placement Committee, may take a 15 to 17 credit sequence in English to complete the requirements for the A.A. and A.S. degrees. 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:

- 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 either Basic ESL I (ESL 1315) or Basic ESL II (ESL 1320) are required to complete Expository Writing (ENG 1302) for graduation.

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 class work 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 (6 equated), 9 hours
- ESL 1383 Intensive ESL Reading and Conversation I - 2 credits (4 equated), 6 hours

#### Level IIA
- ESL 1382 Intensive ESL Writing and Language Workshop II - 3 credits (6 equated), 9 hours
- ESL 1384 Intensive ESL Reading and Conversation II - 2 credits (4 equated), 6 hours

#### Level IIB
- ESL 1386 Intensive ESL Writing and Language - 3 credits (6 equated), 9 hours
- ESL 1388 Intensive ESL Reading and Conversation - 2 credits (4 equated), 6 hours
In addition, content courses include selected courses in mathematics, word processing, 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.

**English Department**

**Basic Skills Support Services**

Students may use the support laboratories and centers for independent work in conjunction with course assignments. These support services are designed to help students practice and increase their proficiency in English through individual instruction and small group or class instructional activities.

**ESL/Modern Languages Laboratory**

The ESL/Modern Languages Laboratory, furnished with the most modern audio-lingual equipment, offers students the tools needed to improve their aural-oral second language skills. Taped dialogues and pattern drills are the key to this approach. The lab provides services to ESL 1315, 1320, 1325, and 1330 students and to more advanced English students as well. A student can attend a lab session as a "walk-in" student or with his/her ESL class.

**ESL Writing Laboratory**

The ESL Writing Laboratory offers ESL 1315, 1320, and 1325 level students tutorial schedules for two hours a week. During these sessions, tutors work to develop students' 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/her own pace in writing in the second language. Students are served on a first-come first-served basis as space, time, and tutorial budget permit.

**The Writing Center**

The Writing Center provides an opportunity for students who need additional instruction to improve their writing skills. Students are tutored on a personal basis by qualified, well-trained tutors. Students registered for ESL 1330, ENG 1300, ENG 1301, ENG 1302, ENG 1303, or advanced English courses may be referred to the Writing 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 Writing Center reports to the English instructors on each student's attendance and progress. In this way, the Writing Center supplements classroom instruction.

**ESL PROGRAM COURSES**

**ESL 1315 BASIC ENGLISH AS A SECOND LANGUAGE I**

2.5 credits (5 equated), 10.5 hours  
**Prerequisite:** Placement Test  
ESL 1315 consists of 10.5 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 (5 equated), 10.5 hours  
**Prerequisite:** ESL 1315 or placement through the CUNY Writing Skills Assessment Test  
ESL 1320 consists of 10.5 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, interpretative and critical thinking skills, and will improve their speaking and listening skills.

**ESL 1325 INTERMEDIATE ENGLISH AS A SECOND LANGUAGE**

2.5 credits (5 equated), 10.5 hours  
**Prerequisite:** ESL 1320 or placement through the CUNY 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 (5 equated), 10.5 hours

**Prerequisite:** ESL 1325 OR placement through the CUNY 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.

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**SPECIAL WORKSHOPS FOR SUMMER AND INTERSESSION PROGRAMS**

**ESL 1316 BASIC ESL WORKSHOP**

0 credits (1 equated), 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), 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), 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), 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 1381 INTENSIVE ESL WRITING AND LANGUAGE WORKSHOP I**

3 credits (6 equated), 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 (6 equated), 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 (4 equated), 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 (4 equated), 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 (6 equated), 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 (4 equated), 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.
ENGLISH COURSES

ENG 1300 BASIC COMPOSITION
3 credits (5 equated), 6 hours
Prerequisite: ESL 1330
Corequisite: ENG 1396, or continuation in the appropriate ESL reading course. The student may be exempted from ENG 1396 by achieving a satisfactory score on the CUNY Reading Assessment Test.
Suggested Corequisite: VPA 3614
The goal of this course is to give the learner of English as a Second Language the opportunity to engage in writing as a means of communication and expression so that s/he will be able to complete the freshman composition sequence and compete with the native speaker in written English. The student will learn the major rhetorical modes through written essays. Attention will also be given to the language and structures needs of non-native speakers.
Selected essays will be analyzed for structure and meaning. The student may be referred to the Writing Center for additional work by his/her instructor.

ENG 1396 FOUNDATIONS OF CRITICAL READING
1 credit (3 equated), 3 hours
Prerequisite: ESL 1330 or placement into ENG 1300
Corequisite: Continuation in the appropriate ESL/ENG course
The basic assumption of this course is that reading is a problem-solving process which requires a combination of a number of skills and strategies. The purpose of the course is to expose students to more complex prose which will enable them to acquire more advanced language and reading skills so that they are able to solve any problems they may encounter as readers. Some of the language skills emphasized in the course deal with work study, sentence study, paragraph reading and analysis, study of figurative language, and inference of tone, mood, point of view and author's intent. Reading skills include skimming, scanning, understanding of different writing patterns, anticipating outcomes and drawing conclusions. Study skills such as outlining, summarizing, and understanding maps, charts, and graphs will also be included. Writing will be required as part of this course. Classes meet twice a week.

ENG 1397 READING IN THE NATURAL SCIENCES
1 credit (3 equated), 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; reading charts and graphs. The student will develop the ability to use illustrations and diagrams.

ENG 1301 CORE ENGLISH (FOR LIBRA PROGRAM)
3 credits (5 equated), 6 hours
Prerequisite: placement test
Corequisite: ENG 1399, unless exempt
The goal of the course is to give the student the opportunity to master writing skills through extensive writing experiences. The student will learn the major modes of narration, description, and argumentation and demonstrate mastery of the modes through written essays. The course will also include instruction on the structure of language. Selected essays will be analyzed for structure and meaning. The student may be referred to the Writing Center for additional work by his/her instructor.

ENG 1399 DEVELOPMENTAL READING (FOR LIBRA PROGRAM)
1 credit (1 equated), 3 hours
Prerequisite: placement test
Corequisite: ENG 1301, unless exempt
The student will work intensively to develop the ability to organize ideas, increase speed, and improve comprehension, interpretation and retention of facts.

WRITING AND LITERATURE COURSES

ENG 1302 EXPOSITORY WRITING
3 credits, 3 hours
Prerequisite: A combined score of eight (8) or more on the CUNY Writing Assessment Test
This course is an introduction to college-level writing. Students are expected, at entry, to be able to write a short, well-organized and grammatically correct composition. ENG 1302 is designed primarily to increase writing skills so that students
will produce more complex and better structured essays. Grammar, syntax, and usage may be reinforced in class. Primary activities will involve critical thinking; extensive and intensive reading; vocabulary enrichment; argumentative and rhetorical modes; revision and proofreading. A series of assignments will enable students to analyze and respond to the texts they have read, to practice various modes of organization, and to develop their own creativity.

**ENG 1303 LITERATURE AND COMPOSITION**
3 credits, 3 hours
Prerequisite: ENG 1302 or equivalent
This course is designed to introduce students to the techniques of close analytical reading of a variety of literary texts (e.g., short stories, essays, poems, plays, and novels). The course is also intended to develop students' writing and critical thinking skills through a series of papers of varying length on a range of textual features, such as plot, character, setting, point of view, symbolism, irony, and other literary elements and devices. Comparison and contrast of specific topics suggested by the thrust of the readings will form an integral part of the course. At the discretion of the instructor, students may be asked to consult works of literary criticism and incorporate them in their writing.

**ENG 1306 BASIC COMPOSITION WORKSHOP**
0 credits, 1 equated credit, 3 hours
The Basic Composition Workshop provides supportive instruction for students who have repeated ENG 1300 twice and need to improve their writing skills to pass the CUNY Writing Assessment Test (CWAT). It is expected that improvement will occur when students are given increased opportunity to read, speak, listen to and write English, and to focus on error-specific analysis of their written work. In this course students will receive both regular classroom instruction in a workshop setting, and weekly individual tutoring by qualified tutors trained by the Writing Center Coordinator. Tutoring will occur for one full period, once a week, during class time. Students who have repeated ENG 1300 twice without having passed the CWAT must register for this workshop as many times as they need in order to pass the CWAT.

**ENG 1341 TOPICS IN LANGUAGE AND SOCIETY: AN INTRODUCTION**
3 credits, 3 hours
Prerequisite: ENG 1303
This course will introduce students to some of the major issues in the cultural, anthropological, and political aspects of language. Students will be asked to make connections to language issues in their native countries or geographical regions.
*ENG 1342 STUDIES IN FICTION
3 credits, 3 hours
Prerequisite: ENG 1303
Students will develop and demonstrate skills in the analysis of narrative order, point of view, characterization, conflict, and theme through the study of selected works of such major modern writers as Dostoyevski, Mann, Kafka, and Ellison.

*ENG 1346 STUDIES IN DRAMA
3 credits, 3 hours
Prerequisite: ENG 1303
Students will examine the structure and style of modern drama through careful reading of the works of playwrights such as Ibsen, Shaw, Beckett, and Bullins. The understanding of the basic principles of drama will be demonstrated by the successful completion of a term paper which demonstrates the student's analytical skills.

ENG 1348 INTRODUCTION TO CHILDREN'S LITERATURE
3 credits, 3 hours
Prerequisite: ENG 1303
This course will introduce students to the culturally diverse body of children's literature as a field of literary study. After a brief historical introduction in which the development of writing for children is presented within a socio-cultural context, students will read and respond, orally and in writing, to outstanding selections reflecting the multicultural heritage of this literature. Through lecture, class discussion, and supplemental textbook and journal article readings, students will analyze, synthesize, and evaluate readings in folklore, fairy tales, fantasy, poetry, and realistic fiction written for varying developmental levels from pre-school through young adult. As a final project, students will conduct an in-depth author, genre, or cultural study.

*ENG 1350 LATIN AMERICAN LITERATURE IN TRANSLATION
3 credits, 3 hours
Prerequisite: ENG 1303
This course is designed to introduce students to Latin American literature in English translation. The course will examine primarily fiction, short stories, and novels, with the option of including poetry and drama from the perspective of multiculturalism. The course will emphasize both literary analysis and cultural analysis. Students will examine texts for social, racial, and gender issues with the goal of achieving a better understanding of Latin American culture and refining their critical and analytical skills. They will be expected to produce three to five short essays and a long paper utilizing the tools of research.

*ENG 1351 LITERATURE AND PSYCHOLOGY
3 credits, 3 hours
Prerequisite: ENG 1303
Students will study fiction, poetry, and drama by using psychological theory to illuminate characterization, symbols, theme, and narrative strategies. Literary texts will be included that portray archetypal images, identity formation, personal motivation, conflicts in moral decision-making, struggles with authority, and the complexity of intimate relationships.

ENG 1352 SHAKESPEARE
3 credits, 3 hours
Prerequisite: ENG 1303
Students will trace the evolution of the playwright's career and examine Shakespeare's life within the cultural and political influences of his age, through close study of selected Shakespearean histories, comedies, and tragedies. Records, films, and slides will be used as aids to develop appreciation for Shakespearean theater. Students will be encouraged to attend performances of Shakespeare's plays. Development of the student's ability to read and understand the Shakespearean play as drama is a primary objective of the course.

*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. Novelists such as Dreiser, Hemingway, Fitzgerald, Steinbeck, Wright, Ellison, and Bellow will be studied in relation to their cultural milieu and in terms of their relevance to the present.

*ENG 1356 WOMEN IN LITERATURE
3 credits, 3 hours
Prerequisite: ENG 1303
Students will examine the roles women have played in literature from classical times through the present, comparing these historical roles to the current status of women. Attention will also be given to the study
of various little-known women authors. The views of male and female authors toward women will be compared. Students will demonstrate their mastery of the material in reports and a longer study which will include the use of critical sources.

*ENG 1358 LITERATURE OF THE BLACK AMERICAN
3 credits, 3 hours
Prerequisite: ENG 1303
Students will study the experiences of African Americans through the reading and discussion of writers such as Richard Wright, Ralph Ellison, James Baldwin, John Killens, Amiri Baraka, Douglas Turner Ward, and Ed Bullins. Credit will be awarded in either English or Africana Studies.

*ENG 1360 LITERATURE OF SCIENCE FICTION
3 credits, 3 hours
Prerequisite: ENG 1303
This course will introduce students to the study of science fiction as a literary genre. They will study current problems, such as the technological revolution, the population explosion, world famine, and government interference in public life through literary works which deal with visions of possible futures. The readings will combine fiction, poetry, and drama at the instructor's discretion. There will be four to six short papers and a longer research project.

*ENG 1364 LITERATURE AND AGING
3 credits, 3 hours
Prerequisite: ENG 1303
Students will be introduced to the varying representations of aging in literature through poetry, fiction, and drama. They will study the aging process with respect to self-identity, community, and the family within a multicultural context. Students will be required to produce four to six short papers on the subject, as well as a longer research project. This course may be supplemented by the viewing of films.

*ENG 1365 READINGS IN POETRY
3 credits, 3 hours
Prerequisite: ENG 1303
This is an introductory course to poetry in the English language. The student will be introduced to a selection of poems in English which are accessible in terms of language, ideas, and form, and are also generally regarded as classics. The student will read, understand, and learn to discuss and interpret these poems. For this purpose, the student will become familiar with terms which are commonly used in talking about poetry, such as image, metaphor, alliteration, onomatopoeia, pun, rhyme, rhythm, blank verse, free verse, and stanza. (The list is merely illustrative and not meant to be either prescriptive or exhaustive.) However, no knowledge of literary theory or critical scholarship will be required, and only so much of literary history will be emphasized as is necessary to create a context for understanding the poems. Apart from participating in readings and discussions, the student will be expected to write assignments of varying lengths offering explications and critical commentary on selected texts.

ENGLISH FACULTY AND STAFF

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

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

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

Lewis Levine, Lecturer, Intensive ESL Program Coordinator, B.A., M.A.

Aida Ortiz-Ruiz, Lecturer, Chief Reader and Assessment Coordinator; B.A., M.A.

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

Bowman Wiley, Associate Professor, Writing Center Coordinator, B.A., M.A., Ph.D.


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

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

Vermell Blanding, Lecturer, B.A., M.A., M.Ed.

Fred Byron, Lecturer, B.A., M.A.

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

Diana Díaz, Professor, B.A., M.A., Ed.D.

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

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

Audre Grice, Lecturer, A.A., B.S., M.S., M.S.Ed.

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

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

Paul Italia, Associate 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.

Henry Lesnick, Professor, B.A., M.A., Ph.D.

Thomas Mencher, Lecturer, B.A., M.A.

Hilda Mundo-López, Instructor; B.A., M.A., M.Phil.

Jamileo Nibungco, Assistant Professor; B.A., M.A., Ph.D.

Dorothy Pam, Associate Professor, B.A., M.A., M.A., Ph.D.

Merce Pujol, Assistant Professor; B.A., M.A., Ed.D.

Mildred Rabry, Lecturer; B.A. M.A.

Barbara Radin, Assistant Professor; B.A., M.A., Ph.D.

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

Heather Rosario-Sievert, Professor, B.A., M.A., M.Phil., Ph.D.

Remy Rousetzki, Instructor, B.A., M.A.

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

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

Evelyn Silverman, Lecturer, B.A., M.A.

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

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

Silvio Torres-Saillant, Assistant Professor, B.A., M.A., Ph.D.

Halima Toure, Lecturer, B.A., M.A., M.Phil.

Clara Velázquez, Professor, B.A., M.Ed., Ed.D.

Alfredo Villanueva-Collado, Professor, B.A., M.A., Ph.D.

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

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

Diosa Carmona, CUNY Office Assistant

Dolores Pollard, CUNY Office Assistant

Margie Rivera, CUNY Office Assistant, A.A.
HEALTH AND HUMAN SERVICES

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
Prerequisite: ECE 6802
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
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
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

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<th>Minimum Credits</th>
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<td>PSY 1036 Developmental Psychology I</td>
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<td>ENV 4014/6 Environmental Science I and II</td>
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<td>HLT 6503 Interpersonal Relations and Teamwork OR</td>
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<td>HLT 6509 Mental Health</td>
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<td>ECE 6820 Introduction to Special Education OR</td>
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<td>ECE 6821 Parent Education OR</td>
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Total Credits for Degree

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### 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

#### Minimum Credits

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### EARLY CHILDHOOD EDUCATION

All students are required to complete ECE 6802 Introduction to Early Childhood Education before registering for additional Early Childhood courses. In order to register for ECE 6802, 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.

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<td>ECE 6820 Introduction to Special Education OR</td>
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</tr>
<tr>
<td>ECE 6821 Parent Education OR</td>
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<tr>
<td>ECE 6822 Field Experience in Parent Education</td>
<td>not required</td>
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### Total Credits for Degree

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<tr>
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</table>
ECE 6807 CREATIVE ART ACTIVITIES FOR YOUNG CHILDREN
3 credits, 3 hours
Prerequisite: ECE 6802
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
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
The student will plan and organize science and mathematics activities for young children. The student will also prepare materials used to present introductory science and mathematics concepts to young children.

ECE 6813 FIELD EXPERIENCE IN EARLY CHILDHOOD EDUCATION I
3 credits, 1-hr. seminar/8-hr. fieldwork per week
Prerequisites: ECE 6802 and minimum of three additional credits in Early Childhood Education
The student will observe and participate in early childhood programs such as day care centers, kindergarten, and infant care programs. The student will also participate in weekly seminars.

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

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

ECE 6817 BILINGUAL-BICULTURAL EARLY CHILDHOOD EDUCATION
3 credits, 1.5-hr. lecture/5-hr. fieldwork per week
Prerequisite: ECE 6802
The student will demonstrate knowledge of the philosophy, methods, and materials used in bilingual-bicultural early childhood classes. The student will participate in early childhood bilingual programs and attend seminars. This course is offered simultaneously in English and Spanish and is required for all students in the Bilingual Early Childhood Education Program. Students not in the bilingual program must have the instructor’s permission in order to register for this course.

ECE 6818 LANGUAGE ARTS IN A BILINGUAL EARLY CHILDHOOD EDUCATION PROGRAM
3 credits, 1.5-hr. lecture/5-hr. fieldwork per week
Prerequisites: ECE 6802 and ECE 6817
The student will become acquainted with the goals and objectives of the language arts program in an early childhood bilingual classroom as well as become knowledgeable about children’s literature, lesson planning, and developing curriculum 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
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
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
Pre/Corequisites: ENG 1300 or 1301 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
The student will observe and become an active participant in an early childhood education program which emphasizes parental involvement. The student will acquire the skills to coordinate activities for a group of parents in the program.

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

1. Through a service program, the Unit seeks to insure that each student acquires a comprehensive understanding of physical fitness, dynamic health, and leisure living; the ability to identify personal fitness and leisure living needs on a continuing basis; the experience of counseling techniques which explore available options toward meeting individual fitness and leisure living needs; and basic and advanced skills in healthful physical activities of the student's own selection.

2. The Unit offers a program of intramural, recreational, and special activities designed to meet student skills and interests.

3. The Unit offers varsity, intercollegiate athletic programs to meet student needs and interests when feasible.

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

All required physical education modules within the service program are to be taken from among modules PED 0100 to PED 0146.

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

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 0101 ADVANCED ATHLETICS - MEN'S BASKETBALL  
1 credit, 2 hours  
The student will receive credit after he has met pre-established criteria in the activity of intercollegiate basketball.

*PED 0104 ADVANCED ATHLETICS - WOMEN'S CHEERLEADING  
1 credit, 2 hours  
The student will perform the basic jumps and tumbling skills in cheerleading and be able to demonstrate knowledge of basic welcome, sideline, and floor cheers. Learning methods include films, demonstrations, and lab sessions.

*PED 0105 ADVANCED ATHLETICS - WOMEN'S VOLLEYBALL  
1 credit, 2 hours  
The student will receive credit after she has met pre-established criteria in the activity of intercollegiate women's volleyball.

*PED 0106 ADVANCED ATHLETICS - WOMEN'S BASKETBALL  
1 credit, 2 hours  
The student will receive credit after she has met pre-established criteria in the activity of intercollegiate women's basketball.

*PED 0107 ADVANCED ATHLETICS - MEN'S SOCCER  
1 credit, 2 hours  
The student will receive credit after he has met pre-established criteria in the activity of intercollegiate soccer.

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 0132 OUTDOOR WINTER SPORTS
1 credit, 2 hours
The student will perform the basic skills related to the outdoor winter sports of ice skating, downhill and cross country skiing. The student will demonstrate knowledge of the safety measures and use of equipment in each sport.

*PED 0133 HANDBALL, PADDLEBALL
1 credit, 2 hours
The student will develop and demonstrate the skills of handball and paddleball and develop a higher level of physical fitness through participation. This course will meet 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 0135 SLIMNASTICS AND FIGURE CONTROL
1 credit, 2 hours
The student will learn the basic concepts of body development and weight control by means of calisthenics and isometric exercises. A figure and nutrition analysis will be taken of each student. Learning methods include lecture-discussions, films, demonstrations, and lab sessions. This course will meet for two hours per week for one semester.

*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 0150 THEORY AND PRACTICE OF BASKETBALL AND BASEBALL**  
*1 credit, 2 hours*  
**Prerequisite:** *For physical education concentration students only, or by special permission of instructor.*  
The student will analyze and appraise player ability. S/he will identify and define organizational and administrative elements of both sports. In addition, the student will formulate coaching philosophies based on modern concepts of sports and human relationships.

**PED 0157 INTRODUCTION TO MOVEMENT**  
*1 credit, 2 hours*  
**Prerequisite:** *For physical education concentration students only, or by special permission of instructor.*  
The student will perform movement patterns as found in dance, sports, and daily activities. The student will recognize, identify, and define basic concepts of movement.

**PED 0175 GAMES OF LOW ORGANIZATION**  
*1 credit, 2 hours*  
**Prerequisite:** *For physical education concentration students only, or by special permission of instructor.*  
The student will state, recognize, and perform the elements involved in teaching games of low organization. Emphasis will be placed on motor exploration, class orientation, and fundamental game skills. Physical education concentration students will be expected to do fieldwork.

**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.
4. The Urban Health Studies Unit provides interested students with the opportunity to transfer into bachelors degree programs at the senior college level. Students are advised to follow the prescribed articulated curriculum. An articulation agreement with Lehman College has recently been developed for Hostos students who wish to pursue the following degrees: B.S. Degree Program in Services Administration, B.S. Degree Program in Health/N-12, and a B.S. Degree Program in Health Education and Promotion. In addition to meeting the general criteria for transfer to Lehman College and submitting a CUNY transfer application, Hostos students with the Associate of Arts (A.A.) degree and the Associate of Science (A.S.) degree must have a cumulative index of 2.5. For further information on the requirements and recommended sequence of courses, students should consult with the appropriate coordinators of the Health & Human Services Department.

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

First Semester

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<tr>
<th>Course</th>
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<td>HLT 6530</td>
<td>Introduction to Gerontology</td>
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<tr>
<td>HLT 6531</td>
<td>Health Perspectives for the Aging</td>
<td>3</td>
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<tr>
<td>ENG 1302</td>
<td>Expository Writing</td>
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<td>PSY 1032</td>
<td>General Psychology</td>
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<td>PED 0100</td>
<td>Physical Fitness</td>
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Second Semester

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<td>HLT 6503</td>
<td>Interpersonal Relations and Teamwork</td>
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<tr>
<td>HLT 6515</td>
<td>Nutrition</td>
<td>3</td>
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<tr>
<td>ENG 1303</td>
<td>Literature and Composition</td>
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<tr>
<td>SOC 1232</td>
<td>Introduction to Sociology</td>
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<td>MAT 1622</td>
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SECOND YEAR

Third Semester

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<td>PED 0180</td>
<td>Physical Education and Recreation for the Aging</td>
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<td>PSY 1080</td>
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<td>Elective</td>
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<td>SOC 1200</td>
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<td>CUP 3212</td>
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<td>OR</td>
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<tr>
<td>CUP 3218</td>
<td>Caribbean Society and Culture</td>
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<td>HLT 6532</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  
Prerequisite/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  
Prerequisite/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  
Prerequisite/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  
Prerequisite/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  
Prerequisite/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  
Prerequisite/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  
Prerequisite/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
Pre/Requisite: 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
Juan Preciado, Professor and Chairperson, Health and Human Services, 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.
Robert H. Taylor, Associate Professor and Coordinator, Physical Education, B.S., M.A.

Carlos A. Acevedo, Professor, Early Childhood Education, B.A., M.A., Ed.D.

Juan Morales Flores, Assistant Professor, Early Childhood Education, B.A., M.A., Ph.D.

América Trinidad, Lecturer, Physical Education, B.S., M.S.

Gilbert Gómez, College Laboratory Technician, Physical Education, A.A.

Keith M. Hinton, College Laboratory Technician, Physical Education

Leonidas López, College Laboratory Technician, Physical Education, A.S., B.S., M.S.

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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 role 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 a core course in 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.

**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 and its people and the growing social issues which confront African society today. The course will explore the social, political, economic, and intellectual dimensions of African life through a wide variety of readings from the various disciplines of history, anthropology, political science, literature, music, and the arts.

**CUB 3106 THE AFRICAN-AMERICAN EXPERIENCE I**  
(formerly History of African People in the Americas I)  
3 credits, 3 hours  
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 Douglass, 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.

**LATIN AMERICAN AND CARIBBEAN STUDIES**  
Latin American and Caribbean Studies offers a program that introduces students to the various facets of Latin American, Caribbean, and Puerto Rican cultures.

This program is designed to promote and further develop an understanding of the Latin American, Caribbean, and Puerto Rican realities and to motivate involvement with those communities. For the Latin American, Caribbean, and Puerto Rican students, the curricular offerings foster a better understanding and appreciation of their culture and history; and introduce non-Hispanic students to the complexities of the Latin American, Caribbean, and Puerto Rican 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, the Caribbean, and Puerto Rico 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; and 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; 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 OR ENG 1302  
The student will discuss the geography of Hispaniola. The student will 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 effect 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. They 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 and analyze the concepts of society and culture and relate them to Puerto Ricans, 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; 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; 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 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; and discuss possible differences and similarities with the islanders; and 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; will describe the functions of each branch of government and the interrelationship between these branches; will describe and analyze the principal traits of the political culture of the Puerto Ricans, their relation to the historical developments and colonialism; will 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 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 for oral and written literature and 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. S/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-Benitez, 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, Correjjer, 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 Gandía and 20th century novelists such as Laguerre and Soto; explain and discuss the change from an agrarian to an industrial society and its social changes as presented in the works studied; discuss existentialism and nationalism as literary themes in the Puerto Rican novel; compare and contrast techniques and resources used by different authors and trace the development of the genre from Zeno Gandía to contemporary authors. Representative works from Marques, Andreu-Iglesias and Díaz Valcarcel will be studied among others.

CUP 3328 THE PUERTO RICAN ESSAY
3 credits, 3 hours
Prerequisite: SPA 2221 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 costumbrismo as it appears in romantic Puerto Rican theater, the integration of realism by the theatrical movement, the jibaro as a main character, and migration as a dramatic theme. The student will analyze, compare, and contrast works by authors such as Mendez Quiñones, Llorens, Canales, Sierra-Berdecia, Mendez-Ballester, and Marques.

CUP 3334 SURVEY OF PUERTO RICAN DRAMA II
3 credits, 3 hours
Prerequisite: SPA 2221 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 Laguerre, Rechany, Arrivi, Belaval, and others. The student will discuss, analyze, and criticize dramatic works by authors such as Mendez-Ballester, Marques, Marín, and Sánchez; formulate character analysis; indicate recurrent themes and discuss their treatment by different authors; and indicate and discuss the influence of foreign theatrical movements on present-day Puerto Rican drama.
CUP 3342 THE BLACK MAN IN PUERTO RICAN LITERATURE
3 credits, 3 hours
Prerequisite: SPA 2221 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 María B. Benítez to Margot Arce and other contemporary writers. The student will discuss and analyze women as a theme in Puerto Rican literature; analyze their different roles as portrayed in the works of major writers; and trace the evolution of the concept of womanhood in the various literary movements from the 19th through the 20th century.

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

CUP 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 Taíno art and appreciate its various manifestations; compare and contrast Taíno 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 Taíno, 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 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 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, analogies, and fallacies. The examination of the topics discussed will serve to facilitate the application of clear thinking and logical reasoning to the student's mental, verbal, and writing process.

*PHI 3403 INTRODUCTION TO PHILOSOPHY
3 credits, 3 hours
Prerequisites: HUM 3001; ENG 1300 or 1301
Students will analyze and compare the basic ways in which philosophers have interpreted reality and the meaning of life. The basic terminology and concepts used in philosophy will also be introduced. The readings include selections by Aristotle, Plato, Saint Augustine, St. Thomas Aquinas, Erasmus, Machiavelli, Descartes, Rousseau, Mill, Marx, Ortega y Gasset, Sartre, and works in Buddhist and African philosophy.

VISUAL AND PERFORMING ARTS

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

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

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

VPA 3502 ARTS 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 INTRODUCTION TO MUSIC  
3 credits, 3 hours  
The students will analyze, discuss, and define the nature, meaning, and components of music; listen to outstanding works; and identify specific styles, forms, and periods for the purpose of obtaining an overview of the performing art of music. 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 3578 CHORUS  
3 credits, 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  
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 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
FACULTY AND STAFF
Pablo A. Cabrera-Ramirez, Professor and Chairperson, Humanities, Coordinator, Latin American & Caribbean Studies, B.S., M.A.
Patricia Iniguez-Perez, Lecturer, Coordinator, Modern Languages, B.A., M.A., M.Phil.

Edward S. Maynard, Professor, Coordinator, Africana Studies, B.A., M.A., Ph.D., M.Phil., Ph.D.
Magda Vasillov, Professor and Coordinator, Visual and Performing Arts, B.A., M.A.
Alberto J. Bird, Associate Professor, Visual and Performing Arts, B.M., M.M., M.A.
Orlando J. Hernandez, Assistant Professor, Modern Languages, B.A., M.A., Ph.D.
Alvin C. Hollingsworth, Professor, Visual and Performing Arts, B.F.A., M.A.
Isabel Li, Lecturer, Modern Languages, B.A., M.A., M.Phil.
Carmen L. Marin, Lecturer, Latin American & Caribbean Studies, B.A.
Michael C. Mbabuike, Professor, Africana Studies, B.A., M.A., M.Phil., Ph.D.
Maria E. Pimentel, Lecturer, Latin American & Caribbean Studies, B.A.
Robert L. Pucci, Instructor, Visual and Performing Arts, B.A., M.A.
Carmen Clemente, College Laboratory Technician, Modern Languages, A.A.S., B.S.W., M.S.W.
Manuel R. Gomez-Rosa, College Laboratory Technician, Visual and Performing Arts, B.A., M.F.A.
Luis Felipe Melendez, College Laboratory Technician, Visual and Performing Arts, B.A.
Madeline Ramos, CUNY Office Assistant, Modern Languages
Trini Ruiz, CUNY Office Assistant, Visual and Performing Arts, A.A.
Irma Silva, CUNY Office Assistant, Visual and Performing Arts, A.A.
Rafael A. Torres, Jr., CUNY Office Assistant, Humanities
The goal of the mathematics curriculum is twofold:

(1) To provide students enrolled in Business, the Natural Sciences, and Allied Health Programs with the problem-solving skills they need for higher-level work in their careers.

(2) To give students in liberal arts programs a deeper appreciation for the reality of mathematics that lies beyond mere computational skills. The emphasis is 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. Since such models are meant to be illustrations only, the choice can be selective without any change of purpose.

All courses in the Mathematics Department can be offered in English or 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 by mostly bilingual tutors supervised by the Director of the Laboratory.

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

MAT 1604 BASIC MATHEMATICS SKILLS - SCIENCE
1 credit (4 equated), 6 hours
Prerequisite: ESL 1320
Corequisite: ESL 1325
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 (4 equated), 6 hours
Prerequisites: ESL 1320; MAT 1604 or equivalent course OR placement through the CUNY Mathematics Skills Assessment Test
Corequisite: ESL 1325
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 (4 equated), 6 hours
Prerequisites: ESL 1320; MAT 1604 or equivalent course OR placement through the CUNY Mathematics Skills Assessment Test
Corequisite: ESL 1325
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 (4 equated), 6 hours
Prerequisites: ESL 1320; MAT 1622 or equivalent course OR placement through the CUNY Mathematics Skills Assessment Test
Corequisite: ESL 1325
This course provides basic skills in intermediate algebra. Topics: system of linear equations in two or more variables, trigonometry of the right triangle, radicals, the system of complex numbers, graphs of conic sections, and graphs of trigonometric functions.

MAT 1628 PRE-CALCULUS
(formerly College Algebra)
3 credits, 4.5 hours
Prerequisite: MAT 1624 or equivalent course OR placement through the CUNY Mathematics Skills Assessment Test
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 INTRODUCTORY COLLEGE MATHEMATICS I
3 credits, 3 hours
Prerequisites: ESL 1325; MAT 1612, 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 metric system.

MAT 1634 INTRODUCTORY COLLEGE MATHEMATICS II
3 credits, 3 hours
Prerequisites: ESL 1325; MAT 1612, 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
3 credits, 4.5 hours
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
3 credits, 4.5 hours
Prerequisites: ESL 1325; MAT 1642 or equivalent course
Corequisite: 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
3 credits, 4.5 hours
Prerequisites: ESL 1325; MAT 1644 or equivalent course
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, multiple integral with applications.

MAT 1682 INTRODUCTION TO PROBABILITY AND STATISTICS
3 credits, 4.5 hours
Prerequisites: ESL 1325; MAT 1612, 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, 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 a microcomputer. They will enter and run prepared programs.

*MAT 1692 INTRODUCTION TO COMPUTER SCIENCE
3 credits, 4.5 hours
Prerequisite: MAT 1622 or equivalent course
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: MAT 1624 or equivalent course
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
3 credits, 4.5 hours
Prerequisites: ESL 1325; MAT 1642 or a comprehensive Calculus I Test
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, Eigenvalues and Eigenvectors for a linear transformation.

*MAT 1732 NUMBER THEORY
3 credits, 4.5 hours
Prerequisite: Two years of high school algebra, MAT 1634, or passing a qualifying examination
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.

*SPECIAL WORKSHOPS FOR SUMMER AND INTERSESSION PROGRAMS

MAT 1601 BASIC MATHEMATICS SKILLS WORKSHOPS FOR ADVANCED PLACEMENT
0 credit (1 equated), 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, and metric and English systems of measurements.

MAT 1602 BASIC MATHEMATICS SKILLS WORKSHOPS FOR REPEATERS
0 credit (1 equated), 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, and metric and English systems of measurements.
MATHEMATICS
FACULTY AND STAFF

Humberto Cañate, Associate Professor and Chairperson, B.S., M.A., Ed.D.

William Baker, Assistant Professor, B.A., M.A., Ph.D.

Terence Brenner, Associate Professor, B.A., M.A., Ph.D.

Bronislaw Czarnocha, Assistant Professor, M.A., Ph.D.

Isaias DeJesús, Assistant Professor, B.A., M.A.

Leontina Díaz, Lecturer with Doctoral Degree, B.S., M.S., Ed.M., Ed.D.

Aníbal Gallana, Lecturer, B.A., M.A.

Thomas J. Joyce, Assistant Professor, B.A., M.A.

Ricardo López, Assistant Professor, B.S., M.S., M.A., Ed.M., Ed.D.

Daniel Maysonet, Assistant Professor, B.A., M.A., M.S., Ed.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.

Victor Garrido, Senior College Laboratory Technician, B.A., M.S.

Balbina Vásquez-Luciano, CUNY Office Assistant, A.A.
The Natural Sciences Department consists of the Biology Unit and the Physical Sciences Unit. The first offers courses in general biology, anatomy and physiology, and microbiology. The second 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 sciences. In addition, courses are offered for career-oriented programs in the health sciences areas, such as radiologic technology, dental hygiene, pre-nursing, and nursing.

Liberal arts students are required to successfully 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 courses are offered in both English and Spanish.

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

**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 as a science technician.

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

Students interested in planning a concentration in biology should consult the Biology Coordinator.

**Liberal Arts and Sciences Sequence**

- BIO 3902 General Biology I 4 credits
- BIO 3904 General Biology II 4 credits

**Courses for the Allied Health Sciences Programs**

- BIO 3906 Anatomy and Physiology I 4 credits
- BIO 3908 Anatomy and Physiology II 4 credits
- BIO 3909 Anatomy and Physiology I for Dental Hygiene Students 4 credits
- BIO 3910 Anatomy and Physiology II for Dental Hygiene Students 4 credits
- BIO 3912 Microbiology 4 credits

**Recommended A.S. Degree Program in Science**

The suggested program of courses includes two years of biology and a one year sequence in chemistry, for a total of 24 credits in science.

**BIO 3902 GENERAL BIOLOGY I**

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

**Prerequisites:** SPA 2221; 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.

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.

Every student in the Unit, regardless of ultimate career goal, is expected to develop the ability to analyze, synthesize and interrelate ideas, and to express them orally and in writing with clarity and logic.

Students interested in planning a career in physics, chemistry, or engineering are advised to consult with the Physical Sciences Unit Coordinator.

Students intending to continue study in the Physical Sciences should take the following sequence: Fundamentals of Chemistry (CHE 4000), General Chemistry I (CHE 4002/4102), and General Chemistry II (CHE 4004/4104). A.A. degree students can fulfill the science requirements for graduation by completing a year sequence of Environmental Science (ENV 4014 and 4016). Students who have a degree requirement of only 4 credits in the sciences can take Environmental Science I (ENV 4014).
CHE 4002 GENERAL CHEMISTRY I - LECTURE
3 credits, 3-hr. lecture/1-hr. recitation
Prerequisites: CHE 4000 or equivalent, MAT 1628, and ENG 1300 or higher, OR permission from the Unit Coordinator (if math placement is MAT 1642 or higher)
Corequisites: CHE 4102 and ENG 1302 or higher
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 II - 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 4104
The student will explain concepts and solve problems related to chemical kinetics, ionic equilibria in aqueous solution, properties of solutions, oxidation-reduction reactions, electrochemistry, covalent bonding and molecular structure, classes of organic and biochemical compounds and nuclear chemistry. Offered in English only.

CHE 4104 GENERAL CHEMISTRY II - 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 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 organic 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 4034
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 4134
Students will perform experiments illustrating fundamental laboratory procedures and techniques used in organic chemistry. Laboratory course for CHE 4034. Offered in English only.

PHYSICS

*PHY 4302 PHYSICS I
3 credits, 3-hr. lecture/1-hr. recitation
*PHY 4402 PHYSICS I - 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.
PHYSICS II
1997 - 1998

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 electromagnetic waves and optics and state or recognize terms related to the atomic quantum theory. The student will also correlate the failure of the classical theory with the emergence 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
5 credits, 3-hr lecture/2-hr. recitation/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
5 credits, 3-hr lecture/2-hr. recitation/2-hr. lab
Prerequisite: MAT 1644; PHY 4502
Corequisite: MAT 1646
Students will study waves and acoustics, optics, diffraction, electricity, D.C. circuits, magnetism, electromagnetism and their application, power and A.C. circuits, and elements of atomic theory. Offered for transfer students in the physical sciences and engineering. Offered in English only.

ENVIRONMENTAL SCIENCE

ENV 4014 ENVIRONMENTAL SCIENCE I
4 credits, 3-hr lecture/2-hr. lab
The student will analyze data and explain concepts related to the classification of matter, basic principles of atomic structure and bonding, energy sources, and the health-related environmental effects and the social implications and control of major air and water pollutants. Offered in English and Spanish.

ENVIRONMENTAL SCIENCE II

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.

NATURAL SCIENCES

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The University dates from 1847, when the needs of the city for free higher education were first met by the establishment of The Free Academy - now City College - as the result of a public referendum. In 1961, seven municipal colleges, then operated by the Board of Higher Education, became The City University of New York through state legislation.

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Andrades, Adelaida
Custodial Assistant, Facilities
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Degrees and Institutions</th>
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<tbody>
<tr>
<td>Aponte, Michael J.</td>
<td>Custodial Assistant, Facilities</td>
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<tr>
<td>Arias, Rafael</td>
<td>Instructor, English</td>
<td>B.A., University of Santiago, Spain</td>
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<td>Astor, Alexander</td>
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<tr>
<td>Ault, Leslie</td>
<td>Professor, Behavioral Sciences</td>
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<td>Báez, Luis A.</td>
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<td>Báez, Marycruz</td>
<td>Computer Aide, Institutional Research</td>
<td>A.A.S., Hostos Community College</td>
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<td>Baker, William</td>
<td>Assistant Professor, Mathematics</td>
<td>A.A., Duchess Community College; B.A., Syracuse University; M.A., Herbert H. Lehman College; Ph.D., CUNY Graduate Center</td>
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<td>Beckett, Dianne</td>
<td>College Print Shop Assistant, Duplicating</td>
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<td>Benedetto, Rosemary</td>
<td>Assistant Professor, English</td>
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<td>Benitez, Adrian</td>
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<td>Bennett, Maria</td>
<td>Assistant Professor, English</td>
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<td>Bernabe, Arnaldo</td>
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<td>Bernal-Carlo, Amanda</td>
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<tr>
<td>Bernstein, Eric</td>
<td>Maintenance Worker, Facilities</td>
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<td>Boehm, Riccardo</td>
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<td>Bosch, Nancy</td>
<td>Food Service Aide, Hostos Children's Center</td>
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<td>Brady, Margaret</td>
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<td>Branch, Joseph</td>
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<td>Brenner, Terence</td>
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<td>Brown, King</td>
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<tr>
<td>Name</td>
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<tr>
<td>Cabrera-Ramirez, Pablo A.</td>
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<tr>
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<td>Carson, Faye L.</td>
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<tr>
<td>Carter, Darrell</td>
<td>Plant Tender, Engineering</td>
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<tr>
<td>Castillo, Peter</td>
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<td>Chillo, Michael</td>
<td>Plant Tender, Engineering</td>
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<td>Colon, Irma N.</td>
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<tr>
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<tr>
<td>Cruz, Jesusa</td>
<td>College Recruiter, Admissions &amp; Recruitment</td>
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<td>CUNY Office Assistant, Office of the President</td>
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<td>Cruz, Nathaniel</td>
<td>Special Projects Manager, Division of Student Development</td>
<td>University of Puerto Rico; M.A., Lehman College; M.S.Ed., Baruch College</td>
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<td>Director, Admissions and Recruitment and Foreign Student Advisor</td>
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<td>Errico, Elizabeth</td>
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<td>R.N. Diploma, School of Nursing, Misericordia Hospital; B.S.N., Hunter College; M.A., Ph.D., New York University</td>
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<td>Errico, Mary</td>
<td>Associate Professor, Dental Hygiene</td>
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<td>Fernandez-Morales, Carmen</td>
<td>Coordinator, Assessment Center</td>
<td>B.S., Mills College of Education; M.S., City College of New York</td>
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<td>Figueroa, Julio</td>
<td>Substitute College Laboratory Technician, Library</td>
<td>A.A., Hostos Community College</td>
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<td>Assistant Professor, Secretarial Science</td>
<td>A.A.S., Elizabeth Seton College; B.S., M.S., Hunter College</td>
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<td>Assistant Professor, English</td>
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<td>Employment Specialist, COPE</td>
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<td>Substitute Director, Instructional Technologies, Academic Affairs</td>
<td>B.A., Harvard College; Ph.D., North Western University</td>
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<td>Campus Security Officer, Level I</td>
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<td>Lecturer, Mathematics</td>
<td>B.A., Universidad Nacional de Nicaragua; M.A., City College</td>
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<td>Galindo, Felix</td>
<td>Computer Programmer, Office of College Computing</td>
<td>B.A., Touro College; M.S., Lehman College</td>
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<td>Gallardo, Julio</td>
<td>Associate Professor and Coordinator, Data Processing</td>
<td>Licenciado en Fisica, Universidad Nacional de Cordoba, Argentina; M.S., Yeshiva University; Ph.D., St John's University</td>
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<td>Ganz, Ira</td>
<td>College Accountant, Business Office</td>
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<td>Special Assistant to the President, Office of the President</td>
<td>B.A., M.S., City College of New York</td>
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<td>Assistant Professor, Radiologic Technology</td>
<td>B.A., Baruch College; M.P.H., New York University; Ed.M., Teachers, College, Columbia University; R.D.M.S., New York University; Medical College; R.T., New York Hospital, Cornell Medical College; L.R.T., A.R.R.T., State and National Certifications in Radiography and Diagnostic Medical Sonography</td>
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Gillen, John
Assistant Professor, Biology
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Ph.D., CUNY Graduate Center

Goldenberg, Isaac
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Harris, Phyllis
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Hawkins, Sheryl A.
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Haynes, Michael
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Herard, Miguelina
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Heredia, Marilyn
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Hernández, Jose
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Hernández, Orlando J.
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Hernández, Peter
Locksmith, Facilities

Hernández-Márquez, Reineiro
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M.C.R.P., University of California at Berkeley

Hess, Vernika L.
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Hilliard, Carol
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R.N.

Hinton, Keith M
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Hirsch, Linda M.
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M.A., SUNY at Stony Brook;
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Hollingsworth, Alvin C.
Professor, Visual and Performing Arts
B.F.A., M.A., City College of New York

Holmes, Velda
CUNY Administrative Assistant, Office of the President
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Kelley-Gamble, Phyllis T.
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Molina, Luis
Custodial Assistant, Facilities
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<th>Name</th>
<th>Title</th>
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<td>Director, Women's &amp; Immigrants' Rights Services</td>
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<td>Instructor, Data Processing</td>
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<td>Swarthmore College, Queens College, New York University</td>
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<td>Lehman College, New York Institute of Technology</td>
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Smith, Randall
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Smoot, William
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<tr>
<th>Name</th>
<th>Position</th>
<th>Education and Certifications</th>
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<td>Sosa-Martinez, Luz</td>
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<td>Soto, Lisanka</td>
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<td>Soto-Rivera, Dalia</td>
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<td>Sotolongo, Carmelia</td>
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<td>Sotomayor, Jose</td>
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<td>Soussa, Fred</td>
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<td>Stewart, Ellie P.</td>
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<td>C.P.A., New York State</td>
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<td>Stimola, Michael</td>
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<td>Suarez, Carlos</td>
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<td>Taylor, Jr., Thomas A.</td>
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<td>Substitute Instructor, Mathematics</td>
<td>B.S., M.A., Russian People's Friendship University</td>
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<td>Tejeda, Ramon</td>
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<td>Torres, Lourdes</td>
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<td>Troche, Jose A.</td>
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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?

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

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

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

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

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

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

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

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

5. Are student medical records confidential?

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

6. Will students be routinely tested for HIV antibodies?

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

**Personnel Concerns**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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.