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.

Los programas y los requisitos expuestos en este catálogo están sujetos, por necesidad y en todo momento, a cambios sin avisos a la discreción de la administración. Todos los pagos programados por concepto de matrícula y cuotas, están sujetos a cambios sin previo aviso, tras una acción de la Junta de Síndicos independientemente de las cuotas y los costos de matrícula. La información sobre cualquier de estos cambios puede obtenerse en el Decanato de Estudiantes. Además, puede que no se ofrecran, todos los cursos presentados en este catálogo cada semestre.

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 Hispánica de Colegios y Universidades, la Asociación Americana de la Investigación Educativa y de otras organizaciones profesionales y académicas dedicados al progreso de la educación.
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College Calendar

Academic Year 1994 - 1995

Fall 1994 Semester

Monday, August 29 & Wednesday, August 31 -
Friday, September 9
Regular Registration

Monday, September 5
Labor Day - College Closed

Saturday, September 10
First Day of Classes

Monday, September 12
Late Registration

Tuesday, September 13
Administrative Changes in Student Programs

Wednesday, September 14
*Day Classes Only - No Evening Classes

Thursday, September 15
No Classes Scheduled. Drop/Add Day. Administrative Offices Open

Friday, September 16
Final day to add a course

Wednesday, October 5
Final Day to File for February 1995 Graduation

Monday, October 10
Columbus Day - College Closed

Tuesday, November 22
Conversion Day.
Classes to follow Thursday Schedule

Thursday, November 24 - Saturday, November 26
Thanksgiving Recess - College Closed

Wednesday, December 14
Evening Classes Only - No Day Classes

Friday, December 16
Last Day of Classes

Saturday, December 17 - Friday, December 23
Final Examinations and Last Day of the Semester

Saturday, December 24
Winter Recess Begins - No Classes Scheduled

December 24, 26, & 31, 1994 and
College Closed

Studying in the library
Spring 1995 Semester

Monday, January 16
  Martin Luther King Jr.’s Birthday - College Closed

Wednesday, January 25 - Friday, February 3
  Regular Registration

Monday, February 6
  First Day of Classes

Tuesday, February 7
  Late Registration

Wednesday, February 8
  Administrative Changes in Student Programs

Thursday, February 9
  Final Day to Add a Course

Monday, February 13
  Lincoln’s Birthday - College Closed

Monday, February 20
  President’s Day - College Closed

Wednesday, February 22
  Conversion Day.
  Classes to Follow Monday Schedule

Thursday, March 2
  Final Day to File for June and September 1995 Graduations

Tuesday, April 4
  Reading Day.
  No Evening or Day Classes Scheduled

Friday, April 14 - Sunday, April 23
  Spring Recess - No Classes Scheduled.
  Administrative Offices Open

Thursday, May 11
  Reading Day -
  No Evening or Day Classes Scheduled

Saturday, May 20
  Last Day of Classes

Monday, May 22 - Saturday, May 27
  Final Examinations and
  Last Day of the Semester

Monday, May 29
  Memorial Day - College Closed

Thursday, June 1
  COMMENCEMENT

* Students unable to attend class for religious reasons will be excused.
Atrium in the Shirley J. Hinds Allied Health Building
Hostos Community College

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" at 500 Grand Concourse, across from the original site. Also in the same year, Hostos was granted a full and unconditional accreditation following a highly favorable evaluation by the Middle States Association.

The fiscal crisis of the mid-1970s saw 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. During the late 1970s and early 1980s, enrollment at Hostos grew steadily towards its present enrollment of over 4,900 full and part-time students. To meet this strong interest in the College, several temporary buildings were constructed near the two main structures. In 1984, the College Master Plan was approved, resulting in the combined City and State appropriation of $144 million for design, site acquisition, and construction of a new campus. This has resulted in the Shirley J. Hinds Allied Health and Science Building and the East Academic Complex.

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, 42 percent hold doctorates and 57 percent have masters 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 currently states its mission as 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."
Eugenio María de Hostos (1839-1903)

Puerto Rican educator, writer and patriot, Eugenio María de Hostos was born on January 11, 1839 in the island village of Rio Cañas. 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.
The Hostos Approach to Bilingual Education

Bilingual education at Hostos Community College is a planned instructional approach which utilizes both Spanish and English as the medium of instruction. It is based on the premise that students' growth and development are best met when the students are provided with the opportunity to learn in their first language and continue to develop mastery of it as they also develop skills in a second language. Thus, the Spanish-dominant student receives instruction in the Spanish language, takes content courses in Spanish, and, concurrently, develops English language skills through an English as a Second Language (ESL) program. The skills developed in the ESL program enable students to take content courses in English. By the time they graduate, Spanish-dominant students are expected to be able to continue their studies in English at four-year colleges.

In addition, English-dominant students are afforded the opportunity to develop Spanish language competency. Given the inseparable relationship of language and culture, the curriculum consciously fosters multicultural awareness and knowledge. Furthermore, student services, administrative practices and the library, which contains one of the largest collections of Spanish-language texts in the New York metropolitan area, are organized to reinforce the instructional component and are consistent with the goals of the college.

Through the years, Hostos Community College has demonstrated a commitment to bilingual education. That commitment is expressed in terms of a variety of programs which are designed to support the academic program, student services, and extracurricular activities. The aim of the college is to foster a total bilingual-multicultural environment in which students can develop proficiency in English, maintain and develop their abilities in Spanish, and become more appreciative of the different cultural backgrounds of their peers. The college does not seek to replace the languages and cultural values of its students, but rather, to enable them to function comfortably and easily in a variety of sociolinguistic settings.
Facilities

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. With the completion of the East Academic Complex building at the end of the Spring 1994 Semester, the College will have tripled its campus size.

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 on-line 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 with which the programs are affiliated. The Hostos Children’s Center, licensed by the state of New York, is also located in this building and has a capacity of 60 children.

The building at 500 Grand Concourse contains classrooms, academic and administrative offices, counseling and student development offices, as well as other related student service departments, the administrative computing center, and the office of the college physician. This facility is being prepared for a complete renovation, including the addition of two new floors, during the 1995/1996 academic year, with completion projected for the Fall 1998 semester.

The latest building to come on-line is the East Academic Complex, which adjoins the 500 Grand Concourse facility. This building was partially occupied during the Fall 1993 semester and will be in full operation in the Summer of 1994. This facility will house 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 organization and club offices. In addition to these departments the facility will contain 10 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 will also be two theaters, 950 and 350 seats each, 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, tying in the East and West Campuses.

In order to provide swing space during the renovation of the 500 Grand Concourse building a new facility is currently under construction on the site once occupied by the old Savoy Manor Ballroom, located on the northwest corner of 149th Street and Walton Avenue. This facility will come on-line during the Spring 1995 semester, and it will eventually house the offices of the registrar, bursar, financial aid, business, admissions and recruitment, and offices from the division of student development and counseling. This facility will be used throughout the remainder of our Master Plan as a swing-space facility.
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 certificate program: Word Processing. In the health sciences, requirements for certification and licensure impose additional restrictions on the time required to complete the programs.

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

A minimum of 34 credits of the total required in any of the degree programs must be completed at Hostos Community College.

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

Registered Programs Approved by 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>
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<th>HEGIS Code</th>
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<tbody>
<tr>
<td>Accounting</td>
<td>A.A.S.</td>
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</tr>
<tr>
<td>Business Administration</td>
<td>A.S.</td>
<td>5004</td>
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<tr>
<td>Data Processing</td>
<td>A.A.S.</td>
<td>5101</td>
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<tr>
<td>Dental Hygiene</td>
<td>A.A.S.</td>
<td>5203</td>
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<tr>
<td>Early Childhood Education</td>
<td>A.A.S.</td>
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<td>Gerontology</td>
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<tr>
<td>Liberal Arts and Sciences</td>
<td>A.A./A.A.S.</td>
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<tr>
<td>Medical Laboratory Technology</td>
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<td>Microcomputers for Business</td>
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<td>Public Interest Paralegal Studies</td>
<td>A.A.S.</td>
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<td>Radiologic Technology</td>
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<td>Secretarial Science-Executive</td>
<td>A.A.S.</td>
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<td>Secretarial Science-Medical</td>
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<tr>
<td>Undergraduate Nursing</td>
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<tr>
<td>Word Processing</td>
<td>Certificate</td>
<td>5005</td>
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Degree Requirements

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

A minimum of 64 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 Director 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:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>A.A. Credits</th>
<th>A.S. Credits</th>
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</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 (in one language)</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 and 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 (one science for 2 years - biology, chemistry or physics - plus a one-year sequence in a different science)</td>
<td>8 credits</td>
<td>24 credits</td>
</tr>
<tr>
<td>Electives</td>
<td>As Needed</td>
<td>As Required***</td>
</tr>
<tr>
<td>Total</td>
<td>64 credits required for degree</td>
<td>64 credits required for degree</td>
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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.

*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.

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

***The number of credits required for the A.S. degree is dependent upon the student’s level of mathematics preparation.
Admissions

The Admissions and Recruitment Office is usually the first point of contact between the college and prospective students. The office assists applicants in completing their Freshman, Transfer and Nondegree applications. In addition, the office assists students in requesting their official transcripts from high school, college and/or general equivalency scores. Most of the college materials are distributed by this office. College brochures, posters, viewbooks and catalogues are mailed to prospective students, high schools and community agencies upon request. The office notifies prospective students of admission and registration dates.

How to Apply

All applicants, including those for nondegree status, are encouraged to apply directly at the Hostos Recruitment Office. An application may be obtained from the following offices:

Admissions and Recruitment Office
500 Grand Concourse
Room 420
Bronx, NY 10451
(718) 518-6622

Office of Admission Services
101 West 31 Street
New York, NY 10001
(718) 947-4800

Admissions with Degree

Freshman Students
(students with no previous college experience)

Under its open admission policy, The City University of New York will admit all applicants who present a high school diploma or its equivalent. Students applying to the Allied Health programs at Hostos Community College must meet the minimum criteria for acceptance into the program. For the admissions criteria for the various Allied Health programs, please consult the catalogue for the particular program of interest.

The application for admission into the college is evaluated on the basis of the following documents:

1. An original high school diploma from an accredited high school, or the general equivalency diploma (GED) with a total score of 225 or better.
2. The official high school transcript or the official GED scores. (Including a high school transcript with the last grade completed.)
3. A completed admissions application.
4. A $35.00 application fee.

College Preparatory Curriculum

The City University of New York and the New York City Public Schools 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 curriculum for the 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, and
- one year in the visual or performing arts

Transfer/Advanced Standing
(Students with Previous College Work)

Students who have attended another accredited college or university are admitted to Hostos Community College and must meet the following criteria:

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Minimum Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-12</td>
<td>1.50</td>
</tr>
<tr>
<td>13-24</td>
<td>1.75</td>
</tr>
<tr>
<td>25-Upwards</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Generally, advanced standing students will receive transfer credits for grades of “C” and above. A maximum of thirty (30) credits may be applied toward the Associate Degree. Courses completed with grades of “D” or lower than seventy-five percent (75%) are not transferable.

The following documents are required in order to process an advanced standing application:

1. An official high school transcript.
2. An official transcript from all the accredited colleges or universities previously attended.
3. A completed advanced standing application.
4. A $40.00 money order to cover the application fee.
Nondegree Students

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 through the Hostos Admissions and Recruitment Office. They may register for any course for which space is available at the time of registration. To register for courses in English and mathematics, nondegree students must take the CUNY Skills Assessment Test.

All nondegree students wishing to matriculate must apply for matriculation status with the Admissions and Recruitment Office. Credits earned as a nondegree student are generally transferable into degree programs at Hostos or other accredited colleges.

Nondegree students are not entitled to financial aid.

The following documents are required for acceptance as a nondegree student:
1. A completed nondegree application.
2. A $35.00 application fee.
3. Proof of high school graduation, a GED diploma, or college transcript.

Students Educated Abroad

Students who completed their high school or college degree programs outside of the United States, Puerto Rico and the Virgin Islands must submit the following documents when applying:
1. An admissions application.
2. An application fee ($35.00 for freshmen or $40.00 for transfer students).
3. A secondary school diploma.
4. Transcripts from a secondary school, and when appropriate, from any postsecondary schools. Postsecondary school transcripts must come directly from the issuing institution. These documents must be on school letterhead and delivered in a sealed envelope.

Student Visa Applicants

Foreign students are not eligible for financial aid. Applicants are responsible for the payment of all tuition and fees at the time of registration. They must be in a position to finance the cost of their education and living expenses. The cost of a year's education at Hostos, including living expenses, is approximately $9,000.00. An I-20 form is required to obtain a Student Visa. The I-20 form is issued only for students who have been accepted as full-time matriculants.

Applicants whose native language is neither English nor Spanish and who hold a temporary visa 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. The TOEFL examination application and bulletin may be obtained by writing to:

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

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 436
(718) 518-6633

Senior Citizen Students

Bona fide residents of New York City who are 65 years of age or older may be admitted by following the regular admission procedures. Senior Citizens may study tuition free at the College upon the payment of a $50.00 fee on a space available basis.
Skills Assessment Tests

Entering Freshmen

Since Hostos is a unit 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 placement tests in Spanish and English as a Second Language to students for whom English is not their native tongue.

Although they do not affect a student’s admission into Hostos, these tests are used to determine a student’s placement into English as a Second Language, reading, writing, mathematics, and foreign language courses. The CUNY Skills Assessment Test scores are also used as criteria for acceptance into certain career programs.

In some cases, these tests will be used to determine a student’s eligibility for certain Hostos courses, which require a minimum level of reading, writing, mathematics, or foreign language.

Transfer Students: Exemptions

Some students are exempt from taking the placement tests because they have already earned a degree from another college.

It should be noted, however, that certain technical career programs require that a student take and pass these tests before they can be accepted into these programs.

Transfer students who are exempt from taking these exams, or who have passed them at another CUNY college, should contact the Office of Admissions.

Students who do not pass the placement tests at the time they enter Hostos must take the appropriate remedial or developmental courses. They will be given the opportunity to retake these tests after completing these courses.

No student will be permitted to register without taking the placement tests or showing proof of exemption.
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, Room B436, 500 Building.

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 registration 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 Admission's Office prior to registration. Students may register for courses on a space availability basis.

Total Withdrawals for Medical Reasons

Students seeking to withdraw totally from the College for medical reasons may obtain a special leave form through the Counseling Department. Requests for medical leave are reviewed and approved by the College Physician and the Dean of Students.

Maximum Student Course Load

The maximum course load for a student is not to exceed 18 credits or a combination of 18 equated credits. Science laboratories, clinical, and physical education courses will be counted as credits.

Exceptions to this policy must be approved by the Dean of Faculty. Students requesting exceptions must bring their latest transcript. There are two possible reasons for making exceptions:
1. The student completed all 18 credits or 18 equated credits attempted in the previous semester or
2. A student who is not on probation needs additional credits in order to complete graduation requirements.

A fee for accelerated study will be charged for students registered for credits beyond the established college limit of 18 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 supply 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 which 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 in keeping 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 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, the student should report the change and indicate whether she wants to retain her maiden name on all of her college records. In the case of a change of name because of 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 are maintained by the College.
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 your access rights to your student records.
5. To be advised of the procedure for challenging 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 6:00 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 student status unless the student so requests 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 9:00 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.

Graduation Rates

In compliance with students' right to know, the College reports that graduation rates at Hostos compare favorably with those of other CUNY community colleges. The following table provides three-year results for entrants to associate programs.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Associate Degree, Hostos</td>
<td>42</td>
<td>4.9</td>
</tr>
<tr>
<td>2. Associate Degree, Other CUNY</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>3. Transferred to Bachelor's Program</td>
<td>22</td>
<td>2.6</td>
</tr>
<tr>
<td>4. Still enrolled in Associate Program at Hostos</td>
<td>281</td>
<td>32.9</td>
</tr>
<tr>
<td>5. SUBTOTAL</td>
<td>345</td>
<td>40.4</td>
</tr>
<tr>
<td>6. Other Outcomes</td>
<td>508</td>
<td>59.6</td>
</tr>
<tr>
<td>7. TOTAL</td>
<td>853</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Tracked through spring 1993
Foreign Students

Foreign students who are studying on student visas and registering for the first time at Hostos Community College must report to the Office of Admissions after registration in order to initiate an “I-20” form.

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 their 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.

How to 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 for all students transferring, with the exception of those who transfer upon graduation from Hostos, to 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 purposes of filing an application for leave of absence are to clear the students’ record, make it possible for them to return to the College with relative ease, and to set down clearly the terms of the students’ future matriculation and financial aid. When applicable, blank forms are available in 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 of the college.

Change of Curriculum

Students who wish to change their career and/or educational objectives should report to the Office of the Registrar. 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 file an application for graduation. This will provide time for the Office of the Registrar to check the student’s records thoroughly and thus insure his/her graduation. Students are advised to keep this deadline in mind in order to avoid disappointment.
Tuition and Fees

The following tuition schedule is in effect at Hostos Community College:

**New York State Residents**

**Undergraduate** (includes students enrolled prior to 6/1/92 or enrolled as first time freshman or as Non-CUNY transfer students from semester or sessions beginning on or after 6/1/92)

Full-time Matriculated: $1,050 per semester
Part-time Matriculated: $85 per equated credit

**Undergraduate (all others)**

Nondegree: $100 per equated credit
Senior Citizen Fee: $50 per semester or session

All students (including Nondegree and Senior Citizens)

Consolidated Services Fee: $2.00 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: $1,338 per semester
Part-time Matriculated: $104 per equated credit

**Undergraduate (all others)**

Nondegree: $150 per equated credit

All students (including Nondegree and Senior Citizens)

Consolidated Services Fee: $2.00 per semester or session

A resident is one who has had his or her principal abode 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 abode in New York City.

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

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

**Refunds For Tuition Payments**

| Official withdrawal from course before the scheduled opening date of the session | 100% | 100% |
| Official withdrawal from course in order to register at another unit of the City University during that semester | 100% | 100% |
| Official withdrawal within one week after scheduled opening date of the session | 75% | 50% |
| Official withdrawal during second week after scheduled opening date of the session | 50% | 25% |
| Official withdrawal during third week after scheduled opening date of the session | 25% | NONE |
| Official withdrawal after completion of third week after scheduled opening date of the session | NONE | NONE |

Students who stop attending class shall be liable for the full amount of unpaid tuition and fees and shall not be eligible for a refund of previous payments, unless the Registrar's Office is notified in writing in accordance with the above refund schedule. A full (100%) refund of tuition and fees (where applicable) is to be made in the event that: (1) courses are canceled by the college; (2) a student's registration is canceled by the college; (3) withdrawal is made to register at another unit of CUNY.
Students taking in excess of 18 academic credits will be charged a "Fee for Accelerated Study" as per the following:

<table>
<thead>
<tr>
<th>Credits In Excess of 18</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>less than or equal to 2</td>
<td>$75</td>
</tr>
<tr>
<td>greater than 2 but less than or equal to 4</td>
<td>$175</td>
</tr>
<tr>
<td>greater than 4 but less than or equal to 6</td>
<td>$350</td>
</tr>
<tr>
<td>greater than 6</td>
<td>$525</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 his or her 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.

**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, SEOG, College Work Study, Stafford and/or Perkins Loans) may have the amount of their liability decreased if they do not attend at least sixty (60) percent 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.

**Special Fees (For All Students - Matriculated and Nonmatriculated)**

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Fee Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Application for Admission</td>
<td>$35.00</td>
</tr>
<tr>
<td>(not refundable)</td>
<td>$40.00 Transfer Students</td>
</tr>
<tr>
<td>b. Student Activities Fee</td>
<td></td>
</tr>
<tr>
<td>Fall Semester</td>
<td>$20.00</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>$20.00</td>
</tr>
<tr>
<td>Summer</td>
<td>$19.15</td>
</tr>
<tr>
<td>c. Consolidated Services Fee</td>
<td>$2.00</td>
</tr>
<tr>
<td>d. Transcripts (no charge for transcripts sent to colleges of CUNY)</td>
<td>each $4.00</td>
</tr>
<tr>
<td>e. Late Registration</td>
<td>$15.00</td>
</tr>
<tr>
<td>f. Change of Program</td>
<td>$10.00</td>
</tr>
<tr>
<td>g. Duplicate of ID Photo Card</td>
<td>$5.00</td>
</tr>
<tr>
<td>h. Readmission</td>
<td>$10.00</td>
</tr>
<tr>
<td>i. Nonpayment Service Fee</td>
<td>$15.00</td>
</tr>
<tr>
<td>j. Returned Check Processing Fee</td>
<td>$10.00</td>
</tr>
<tr>
<td>k. Special Examinations, First</td>
<td>$15.00</td>
</tr>
<tr>
<td>Each Additional</td>
<td>$5.00</td>
</tr>
<tr>
<td>l. Senior Citizens</td>
<td>$50.00</td>
</tr>
<tr>
<td>m. Cooperating Teachers</td>
<td>$25.00</td>
</tr>
<tr>
<td>n. Duplicate Diploma</td>
<td>$15.00</td>
</tr>
</tbody>
</table>

In addition, students should expect to spend approximately $125.00 per semester for books and supplies.
Hostos Community College offers to its students the following financial aid programs: Federal Pell Grant (FPG), Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work-Study Program (FCWS), Federal Family Loan Program (FFLP) (Formerly Stafford Loan Program), Tuition Assistance Program (TAP), and College Discovery (CD). Aid for Part-Time Students (APTS) awards are available for part-time students.

Grants are gifts of money which do not have to be repaid. Work Study gives the student the opportunity to work and earn the money needed to attend school. Loans are borrowed money which must be repaid with interest.

In applying for aid, it is the student’s responsibility to complete the application forms accurately, and to submit them on time. Further, students should check the status of their applications to be sure that it has been processed. The student must reapply each year for the above programs, since they do not continue automatically from one academic year to the next.

General Information

Eligibility. In general, the student must be enrolled as a regular student, must be making satisfactory progress and be in good standing. The student must not be in default of a Federal Family Loan (National Direct Student Loan) or a Federal Stafford Loan (Guaranteed Student Loan), nor owe a refund on a Federal Pell Grant or Federal Supplemental Educational Opportunity Grant.

Need. In general, student aid is awarded on the basis of need. Need is the difference between the student’s educational expenses - tuition, fees, room, board, books, supplies, and other expenses - and the amount the student and/or his family can afford to pay. The latter amount is determined by a federally approved need analysis performed by the City University on all applications submitted by its students. This insures equity throughout the City University. The size of the awards are determined by The City University, and apply to all of its students.

Handicapped Students. Students incurring extra costs to attend school should have their vocational rehabilitation counselor contact the financial aid administrator at Hostos to coordinate resources.

Citizenship. In general, a student must be a U.S. citizen, U.S. national permanent resident with an alien registration receipt card, or a permanent resident of the U.S. trust territory of the Pacific Islands. More detailed information may be found on the application for aid.

Transfer Students. If you transfer from one school to another, your financial aid does not automatically go with you. You must come to the Financial Aid Office immediately to find out what aid will be available and what steps you must take. You must have your former college send a financial aid transcript to Hostos. Non-receipt of a transcript will interfere with your receiving financial aid. If you have a Federal Pell Grant, you must get a duplicate copy of your student aid report, and submit it to the Financial Aid Office. If you have a TAP award, you must file a change form so that you may continue receiving this award at Hostos.

Federal Programs

For Title IV programs (FPG, FSEOG, FCWS, FFLP), full-time students are expected not only to maintain current GPA standards (see elsewhere in this catalogue), but in addition are required to graduate within a fixed period of three and a half years. Therefore, each year each student’s record will be evaluated against this time period, approximately 18 credits per year. Failure to maintain this standard will result in a loss of Title IV aid until status has been regained. Students denied aid because of unsatisfactory progress may appeal to the appropriate committee. If an appeal is granted, then it is necessary to successfully complete a minimum of 21 credits per academic year to maintain status. Part-time students are permitted a proportionately longer time based on their part-time to full-time ratio.

During this probationary period students who make satisfactory academic progress will continue to maintain their academic standing with the college and their concurrent eligibility for financial aid.
Remedial and ESL Programs

The Federal government now permits a maximum of 30 credits applicable to Title IV aid. Any amount above 30 credits of remedial work cannot count toward Title IV aid. ESL students are permitted up to an additional year of academic work geared toward gaining a greater facility in the English language.

Federal Pell Grants

Application Procedures: Applications and other materials are available through the Financial Aid Office. The completed applications should be submitted for processing according to the directions included with it. A calculated Student Aid Report (SAR) will be sent to the applicant by the federal processor. Based on this, the amount of the applicant's award is determined by the financial aid office at the institution attended. Upon enrollment, funds are paid directly to the applicant on the announced dates.

Methods of Selection of Recipients and Allocation of Awards: Applicants must be enrolled as undergraduate students, at least on a half-time basis, and must need financial assistance to continue their education. Eligibility and award amount are based on need determined by the formula applied to all applicants. The student aid index is calculated by this formula. It was developed by the U.S. Office of Education, and is reviewed annually by Congress. Federal Pell Grant Awards continue to be paid until the student attains the Bachelor's Degree or fails to make satisfactory academic progress.

Award Schedule: The amount of the award will be affected by costs of attendance and full or part-time enrollment status. The Federal Pell Award is not duplicative of State awards.

Rights and Responsibilities of Recipients: The student must continue to make satisfactory academic progress in the program in which they are enrolled. Students must not owe any refund on a Federal Pell Grant or other awards, or be in default on repayment of any student loan.

Before receiving payment, the student must sign the declaration on the SAR that all money received will be used for the costs of attendance only.

Award payments made by check must be picked up by the student within a reasonable time. The institution notifies the student of the availability of the award check, which is distributed by the Bursar's Office.

Federal Supplemental Educational Grants (FSEOG)

Application Procedures: Application is made through the Financial Aid Office. The award and the amount of the award are determined by the City University for all of its students.

Selection of Recipients and Allocation of Awards: The applicant must be (1) in need, (2) enrolled at least half-time as an undergraduate student, and (3) be a U.S. citizen or permanent resident.

Rights and Responsibilities of Recipients: The student must continue to make satisfactory academic progress.

Federal Perkins Loans Program

Application Procedures: Applications are filed through the Financial Aid Office.

Selection of Recipients and Allocation of Awards: Loans are available to students who enroll and are in good standing. Students must be U.S. citizens or permanent residents.

Award Schedule: The award and the amount of the award are determined by the City University for all of its students.

Rights and Responsibilities of Recipients: The current interest rate, payable during the repayment period, is 5 percent on the unpaid principal. Repayment begins six months after graduation or leaving school, and may extend over a period of 10 years. An additional 10 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 three years of active U.S. Military Service, or service in the Peace Corps, Vista, or a similar national program, and also for borrowers with disabled dependents. New borrowers after July 1, 1987 have nine months to begin repayment.

Federal College Work-Study Program (FCWS)

Application Procedures: Application is made through the Financial Aid Office. (Eligibility for FSEOG, FNDSL, and FCWS is determined on the basis of a congressional methodology and by means of the same application form.)

Selection of Recipients and Allocation of Awards: The applicant must be enrolled, a U.S. citizen or permanent resident, and in good academic standing.

Award Schedule: If awarded by the university, the institution arranges jobs on or off campus with public or private agencies. Factors determining how many hours the recipient may work under the program are: financial need, class schedule, academic progress, and health status.

Rights and Responsibilities: Satisfactory academic progress must be maintained.

Federal Family Educational Loan Program (FFELP)

Application Procedures: Students should obtain a loan application from a participating New York State lending institution (bank, credit union, etc.) in their area of perma-
The completed application is presented to the Financial Aid Office. The application is then routed to the lending institution and the Higher Education Services Corporation. A counseling session or an interview, or both, may be required. When the loan is approved, a Master Agreement (promissory note) is signed by the student for the school year beginning in the fall. Funds may not be disbursed earlier than August 1.

**Selection of Recipients and Allocation of Awards:**
To be eligible for a guaranteed loan a student must be enrolled as at least a half-time student.

**Loan Schedule:** An undergraduate may borrow up to $2,526 per class year. The maximum amount that can be borrowed is $12,500. A student may be eligible for a full interest subsidy during the time he/she is in school, and for a following six-month grace period before repayment must begin. An annual insurance premium of 1 percent of the loan amount is payable in full at the time the check is issued.*

**Rights and Responsibilities of Recipients:** A student may borrow at a relatively low interest rate (currently not to exceed 8.25 percent) for new students with no repayment as long as he/she remains enrolled at least half-time, and for six months after he/she ceases to be at least a half-time student. Payment of principal may be deferred further under certain federally approved conditions. Repayment interest increases to 10 percent beginning with the fifth year of repayment.

*Note: Currently, a 3% origination charge is deducted in advance on such a loan.

**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 (FPG, FSEOG, FCWS, FFLP) may have the amount of their liability decreased if they do not attend at least sixty (60%) percent 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.

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**New York State Programs**

**Tuition Assistance Program (TAP)**

**For Full-Time Matriculated Students**

The Tuition Assistance Program (TAP), sponsored by the State of New York, provides tuition assistance to full-time matriculated students (that is, those students enrolled for 12 or more equated credits) depending on their family net taxable income. The minimum award under this program per semester for each student is $50.00. The maximum award for each student is $1012.50 per semester.

**Eligibility for TAP:** The Tuition Assistance Program is an entitlement program. To be eligible for TAP, the applicant must, (1) be a New York State resident and a U.S. citizen or permanent resident, (2) be enrolled full-time and matriculated at an approved New York State postsecondary institution, (3) have a taxable income below certain specified amounts as stated in the application and, (4) maintain satisfactory academic standards.

**TAP Application Procedures and Awards:** Applicants must apply annually. Applications are available in the Financial Aid Office. Before submitting the applications, applicants should review them with the Financial Aid Office.

Students whose applications for TAP are approved will receive an award certificate from the HESC which states the amount of aid for which they are eligible. If this certificate is received before the student’s registration date, tuition will be reduced by the amount stated on the certificate. If the certificate is not received before the beginning of classes, the student will pay the full amount of tuition at the time of registration and will be reimbursed at a later date for the amount of the award.

The amount of the TAP awards is scaled according to the level of study, tuition charge, and net taxable income.

Students receiving TAP must maintain a satisfactory academic standing as determined by New York State regulations. A student who fails to “pursue a program of study” or to “make satisfactory academic progress,” as defined by the New York State Education Department will lose TAP eligibility for the following semester. Therefore, students must meet both of the following minimum standards set by the New York State Education Department:

1. **Pursuit of Program** - a requirement that students complete a certain minimum number of credits/equated credits each semester as specified:

<table>
<thead>
<tr>
<th>To be eligible for TAP Award No.</th>
<th>A student must have completed this number of credits/equated credits for the prior semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>6, 7, 8, 9, 10</td>
<td>12</td>
</tr>
</tbody>
</table>

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*Note: Currently, a 3% origination charge is deducted in advance on such a loan.*
2. Satisfactory Academic Progress - a requirement that students accumulate the following specified minimum total number of credits and achieve the following specified cumulative Grade Point Average to be eligible for the TAP award number indicated:

<table>
<thead>
<tr>
<th>To be eligible</th>
<th>Minimum No. of credits earned</th>
<th>Minimum cumulative Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>1.00</td>
</tr>
<tr>
<td>4</td>
<td>18</td>
<td>1.20</td>
</tr>
<tr>
<td>5</td>
<td>31</td>
<td>1.40</td>
</tr>
<tr>
<td>6</td>
<td>45</td>
<td>1.65</td>
</tr>
<tr>
<td>7</td>
<td>60</td>
<td>1.70</td>
</tr>
<tr>
<td>8</td>
<td>75</td>
<td>1.75</td>
</tr>
<tr>
<td>9</td>
<td>90</td>
<td>1.80</td>
</tr>
<tr>
<td>10</td>
<td>105</td>
<td>1.85</td>
</tr>
</tbody>
</table>

Please Note:
1. Students who withdraw from all courses during a semester will lose eligibility for TAP in the next semester.
2. A student placed on academic probation is considered to be in good academic standing for the purpose of TAP, provided he/she meets the pursuit of program and satisfactory academic progress standards noted above.
3. Loss of TAP Eligibility. Students who fail to meet the standard of academic program pursuit, academic progress, and/or attendance, will lose their TAP eligibility. In addition, any student who registers for courses without having met these standards will be liable and billed for the full amount of their TAP awards.
4. Transfer students or students making a change of curriculum should review their status with an academic counselor in order to insure their TAP/STAP eligibility status.
5. Waiver Policy. Students who can demonstrate that exceptional circumstances beyond their control caused them to have a substandard record may be eligible for a one-time undergraduate waiver of TAP regulations. Waivers will be granted in these exceptional cases only when: (a) there is a reasonable probability that the student will regain good academic standing; (b) the student is able to present full documentation; and (c) the waiver is approved by the Dean of Students. Students who wish to apply for a TAP waiver must have an appointment with the TAP coordinator.

Supplemental Tuition Assistance Program (STAP)

The Supplemental Tuition Assistance Program (STAP), sponsored by the State of New York, was established to provide additional (two semesters) support for undergraduate students who require additional time to complete their education.

There is no application process for STAP. Students apply for TAP, and if they meet STAP requirements the College will notify them of their STAP award.

Who is Eligible for STAP? To be eligible for STAP, students must be residents of New York State, (2) enrolled full-time, (3) matriculated in a degree or certificate program, (4) assessed to be in need of academic remediation, and (5) taking a remedial course load of at least 6 hours, based on their result on the College placement examinations.

To continue STAP eligibility, students must:
1. Complete at least 50% (6 equated credits) of their full-time course work. Grades of "W" and "WU" are not considered as completed, and
2. Receive passing academic grades in at least 50% (6 equated credits) of their full-time coursework, or show appreciable improvement when retested in their remedial skills.

Applicants must apply annually. Applications are available in the Financial Aid Office. Before submitting the applications, applicants should review them with the Financial Aid Office.

College Discovery

This award is limited to students admitted to the College as College Discovery students by the University at the time of admission.

Regents College Scholarships

These scholarships are awarded competitively for full-time college study within New York State. The award is $250 annually, without regard for the amount of tuition due or family income earned. A TAP application must be filed each year in order to be eligible for this program.

Criteria for selection: Includes SAT or ACT scores and certain high school grades. Applications are available at your high school guidance office or:

NYS Higher Education Services Corporation
99 Washington Avenue,
Albany, NY 12255
(518) 473-5642

Regents Professional Education in Nursing Scholarships

These scholarships are awarded competitively for full-time study (12 or more credits) in New York State in an undergraduate program approved for the preparation of registered professional nurses. Eligibility requirements are the same as those for Regents College Scholarships. The award is $250 per year for up to five years. To receive applications contact:

State and Federal Scholarship and Fellowship Unit,
(518) 474-6394
State Aid to Native Americans

Application forms may be obtained from the Native American Education Unit, New York State Education Department, Albany, NY 12230. The applicant must be a member of one of the Native American tribes within New York State and a resident of New York State. The award is $675 per semester for a maximum of four years of full-time study (or five years, where a fifth year is required for completion of degree requirements). Students must submit semester grades at the end of each semester. Contact:

Native American Indian Education Unit
New York State Education Dept.
Room 543
Education Building Annex
Albany, NY 12234
(518) 474-0537

Aid for Part-Time Study (APTS)

This program is for part-time undergraduate study. Part-time means being enrolled for 6-11 credits per semester.

Eligibility:
• have already earned 6 credits
• not have used up TAP eligibility and/or any other state program
• have applied for a Federal Pell Grant
• citizen or permanent resident
• New York State resident
• good academic standing

Award: Amount varies to a maximum of tuition cost.
Applications: Applications are obtained in the Financial Aid Office prior to the beginning of each semester.
Deadline: Last day before Drop/Add period.

Other State Awards

Come to the Financial Aid Office if you think you qualify for any of the following State Awards:
• Health Care and Professional Opportunity Scholarships
• Health Services Corps Scholarships
• Child of Disabled/Deceased Veterans
• Child of Deceased Police/Fire Officer
• Vietnam Veterans Award

Breakdown of Estimated Academic Expenses

<table>
<thead>
<tr>
<th>Expense</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$ 2,100</td>
</tr>
<tr>
<td>Books</td>
<td>$ 500</td>
</tr>
<tr>
<td>Fees</td>
<td>$ 40</td>
</tr>
<tr>
<td>Car fare</td>
<td>$ 675</td>
</tr>
<tr>
<td>Personal Expenses (including lunch)</td>
<td>$ 1,415</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$ 1,500</td>
</tr>
<tr>
<td>Consolidated Fee</td>
<td>$ 4</td>
</tr>
</tbody>
</table>

Note: These figures are estimates furnished by the City University of New York, and they change every year. They are provided here to be used as a guide only. More up-to-date costs are available in the Financial Aid Office.
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 eighth week of the next academic semester. No "I" grades are given in the summer session.

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

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

**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. Presented a satisfactory attendance record.

b. Satisfactorily completed in-class homework assignments.

c. Made 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 and ENG 1301 where, because of the CUNY writing examination, the "R" grade is given twice. Other colleges may assign a punitive value.

Incomplete and Failure Grades

Students should not repeat a course in which an incomplete (I) grade is given. Rather, arrangements should be made with the instructor who granted the incomplete grade to complete the remaining work. If this is not done, the incomplete grade will be changed to a failure (F). If a student registers again for a course in which an (I) was awarded, the (I) will become (F), and the course will appear a second time on the student's transcript with the grade earned.

Language Policy

Entering students whose native language is other than English and who take the ESL Placement Examinations, or whose City University Writing Assessment Test essays are referred to and scored by the ESL Placement Committee, will take a sequence of twelve to fourteen credits in order to complete the requirements for the A.A. and A.S. Degrees depending on the original level of placement and progress.

There are three distinct sequences for ESL students, depending on placement. Each includes an ESL writing and an ESL reading course. In Elementary ESL 1315 and ESL 1320 students are allowed to take seventy-five percent of the course work in Spanish; and in Intermediate ESL 1325 they are allowed fifty percent of their course work to be in Spanish; in Advanced ESL 1330 students are allowed twenty-five percent of their course work to be in Spanish. Once students finish the ESL sequence, they should not take any more course work in Spanish, except where it is appropriate, i.e., courses in Modern Languages or Latin American and Caribbean Studies.

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 equated credits attempted:

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Minimum Cumulative GPA (Index)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 12</td>
<td>1.50</td>
</tr>
<tr>
<td>13 - 24</td>
<td>1.75</td>
</tr>
</tbody>
</table>
Policy on "F" grades

Effective September 1, 1990, the new university policy on "F" grades states the following:

"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 shall be limited to 16 for the duration of the student's undergraduate enrollment in the institutions of The City University of New York."

Attendance

Students at Hostos Community College are required 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, 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 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 collegewide framework.

Note: A student who has not attended class at least once in the first three weeks is considered non-attending, and receives a grade of WU. A student who attends at least once in the first three weeks, but does not attend once in either the fourth or fifth week may receive a WU unless there is evidence that the student has kept abreast of the coursework and plans to return 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) 24 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 in 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 $32 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.

During this probationary period students who make satisfactory academic progress will continue to maintain their academic standing with the college and their concurrent eligibility for financial aid.

Students who are dismissed may appeal to the Committee on Academic Standards and Awards who 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 for 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 extension.

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.
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. The use of 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 from the work(s) of others without creating 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 Catalogue 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 By-laws.
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 Violation 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 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, 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 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 degree until the matter has been resolved.

F. The term "school days" as used 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, that is, August 30th.

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.
Division for Student Development

Academic Advisement

Every student is assigned a faculty member who serves as the student's academic adviser. At least once a semester, all students are to make appointments with their advisers. Advisers review the academic progress of students and help them to 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.

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 College Information Center (Room B-530) where students may drop in to ask questions and receive information regarding any college processes or procedures.

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 counseling, career information, pre-employment workshops, referrals to part-time and full-time jobs, and other career and job related workshops. In addition, the Career Development Services program offers a computer-assisted career guidance program (DISCOVER) to help students develop their career plans. 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 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 to employees.

Liberal Arts 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 management, 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 to seek 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 now lawyers, physi-
cians, 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.

**Business Internship Program**

Students from Accounting, Business Administration, Data Processing 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. Once accepted by a CUNY college, a student cannot apply. 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.

Note: There are currently enforced citizenship, citizenship-related, and residency requirements of one year of New York City residency for College Discovery. 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 such services 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 is given to any student requesting this service. The health service has a large selection of pamphlets and booklets on a wide variety of health issues available to Hostos students.

The health service is staffed by a physician during the day and an evening nurse. 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 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 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 AM to 10:00 PM Monday through Thursday and 7:30 AM to 2:00 PM 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. 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 planned as needed.
Hostos Women's and Immigrants' Rights Center (HWIRC)

The HWIRC 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.

HWIRC was established in September 1988 by concerned students, faculty and administration members 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 advisors 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 groups.

**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 is a required course for all entering freshman, except those admitted directly into career programs. Students are exposed to information which attempts to answer questions relative to academic degrees, academic programs, scholastic index, academic probation and retention. Specific units in the course focus on topics such as study skills, note-taking, 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 met, the College has a Coordinator of Disabled Student Services. The Coordinator is located in room B-538 and can be reached by telephone at (718) 518-6702. Office hours vary each semester. Call for the current hours.

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 testing. 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 rehabilitation services and to ensure that sponsored students receive support as they progress toward their educational and career objectives. In addition, consultation with community agencies that provide supportive services, rehabilitation services, disability rights and advocacy training is a regular part of the program for students.

For low vision and blind students, a variety of special equipment is available. Print enlargement (V-Tek) equipment is located in the Library, the Writing Center, and the Math Labs. Tape recorders, braille, talking calculators and print and braille typewriters are also accessible for student use.

A close working relationship with the College Health Services insures that students with medical problems can receive necessary emergency services, and there is a building evacuation plan to assist mobility-impaired students to evacuate college buildings in the event of an emergency.

**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 to coordinate intellectual, cultural, social and recreational programs in order to expand on the learning of everyday classroom experience 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. During the academic year, the College allocates a two hour period every week to carry on these activities. Faculty and staff members function as advisers to clubs and organizations. The Office of Student Activities is located in Room C-370, (718) 518-4313.

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 must report to the Veterans Administration, 252 Seventh Avenue, New York, New York prior to registering to secure a "certificate of eligibility." The veteran should then report to the College Veteran's Affairs Coordinator with the form. Certification of eligibility and the receipt of benefits take approximately 8 to 10 weeks. Veterans applying for benefits must be able to document their service in the military, marital status, and number of dependents they support. (DD214).

It is necessary for every veteran attending Hostos to report to the Veteran's Affairs Office each successive session (that is, in September, January and June) to initiate a VA Form 21E 1999. Veterans are required to obtain the signatures of their instructors on a monthly basis as evidence of their attendance at classes.

To obtain attendance forms and for further information see the Veterans Affairs Coordinator, Room C-350.

Division For Student Development

Faculty and Staff

Eugenio Barrios, Dean of Students, B.A., M.A.
Peter B. Martin, Associate Dean of Students, B.A., M.A.
Virginia Maldonado, Assistant to the Dean of Students, B.A.
Nelida Crespo, Registrar, B.A., M.A.
Elvis Lockward, Assistant to the Registrar, B.A.
Veronica Mayes, Associate Registrar, B.A., M.A.
Virginia Paris, Director of Counseling Services, B.A., M.A.
Fernando L. Alvarez, Associate Professor, Counseling, B.A., M.A., Ph.D.
Pasquale F. Amendolia, Associate Professor, Counseling, B.A., M.A., M.S.

Nelly Gonzalez, Lecturer, Counseling, B.A., M.Ed.
Felix Ruiz, Lecturer, Counseling, B.A., M.A.
Michael Stimola, Associate Professor, Counseling, Coordinator for Students with Disabilities, B.S., M.A.
Nydia Rodriguez-Edgecombe, Director of Admissions and Recruitment, B.A., M.S.Ed.
Yvette Luyando, Assistant to the Director of Admissions, A.A.S., B.A.
Felicitas Alomar, College Recruiter, A.A.S.
Jesús Cruz, Recruitment, A.A.
Patricia Mabry, Recruiter, B.A.
Joseph Alicea, Director of Financial Aid, A.A., B.A.
Nathaniel Cruz, Assistant Director of Financial Aid, B.A.
Olga Murphy, Financial Aid Counselor, B.A.
Ivette Rivera, Systems Coordinator, A.A.S., B.A.
Marcos Charles, College Physician, Director of Health Services, M.D.
Vilma Brown, Staff Nurse, Health Services, B.S., R.N.
Angel L. Ortiz, Career Counselor, Career Development, B.A., M.S.
Renee Alexander, Job Developer, B.A.
Mercedes Moscat, Program Coordinator, Career Development, B.A.
Carmen Vazquez-Ferrer, Lecturer, Director of College Discovery, B.A.
Camelia Sotolongo, Assistant Director, College Discovery, B.A., M.A.
Laura Garcia, Instructor, College Discovery, B.A., M.S.
Lilia Rosado, Lecturer, College Discovery, B.A., M.A.
Bette Kerr, Professor, Director of Academic Advisement, B.A., M.A., M.A., Ed.D.
Angela Thomas, Assistant Director of Academic Advisement, A.A., B.A., M.Ed., M.A.
Jeffrey Altwater, Coordinator of Recreation and Athletic Services, M.A.
Ayleen Guzmán-Rivera, Director of the Hostos Children's Center, B.S., M.S.
Susan Davila, Assistant Director, Hostos Children's Center, B.A., M.A.
Michelle DeFreitaz, Head Teacher, B.A.
Ethel Nagelberg, Head Teacher, B.A., M.A.
Ruth DelValle, Acting Head Teacher, B.A., M.A.
Magaly Guzman, Assistant Teacher, A.A.
Carmen Perea, Assistant Teacher, A.A.
Maritza Rojas, Assistant Teacher, A.A.
Lillian Jimenez, Assistant Teacher, A.A.
Elena Araya, Director, Hostos Women's and Immigrants' Rights Center, B.A.
Library

Location

The library entrance is located on the third floor of the 475 Grand Concourse building.

Hours

Fall and Spring

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Monday - Thursday</td>
<td>8:00 a.m. - 9:00 p.m.</td>
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<tr>
<td>Friday</td>
<td>8:00 a.m. - 5:00 p.m.</td>
</tr>
<tr>
<td>Saturday</td>
<td>10:00 a.m. - 5:00 p.m.</td>
</tr>
<tr>
<td>Sunday</td>
<td>Closed</td>
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</tbody>
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Resources

The library’s resources include a collection of books, periodicals, newspapers, computer software, and audiovisual materials such as films, video and sound recordings, slides, filmstrips, and microforms. Special attention is directed to the library’s outstanding collection of Spanish translations of English texts and to its microforms collection. Back issues of journals are available on microform.

Online computer terminals located throughout the library provide access to CUNY+, City University’s integrated library system, and to periodical and newspaper databases. *Ethnic NewsWatch*, a multicultural general reference database in Spanish and English, is available via the library’s Local Area Network (LAN) system. Through interlibrary loans, faculty members may request books and articles that are not in the Hostos collection, and through the METRO Courtesy Card, faculty, staff and students may use materials in participating libraries in the metropolitan area.

Audio Visual Center

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

Circulation

Most materials circulate for three weeks and are renewable for an additional three weeks. The following materials do not circulate: reference books, archival materials, periodicals, newspapers, and computer software.

Reserved Materials

Materials on reserve may be used in the library for a two-hour period during the day. Special reserved materials may be borrowed for home use at 8:00 P.M. Monday through Thursday, and at 4:00 P.M. on Friday and Saturday. They are due back by 11:00 A.M. the next day the library is open. Single copies do not circulate for home use.

Fines

General Circulating Books: 10¢ per day

Reserve Books: 50¢ after the first hour and another 50¢ for the day; then 50¢ per day up to a $10.00 maximum.

Damaged Books: Fine to date reported, if overdue, plus an amount to be determined by nature and extent of damage, not to exceed replacement cost, plus processing cost of $5.00.

Lost Books: $5.00 processing charge, plus, if overdue, the accumulated fine to date book was reported lost, plus cost of book.

Copying Services

Coin-operated photocopy machines are available. The fee is 10¢ per copy.

Library Faculty and Staff

Arnold Genus, Assistant Professor, Acting Chairperson, B.S., M.S.

Daniel Dávila, Professor, B.A., M.S., M.A.

Augurio Collantes, Associate Professor, B.S., M.L.S., M.A

Jose Diaz, Associate Professor, B.A., M.S., M.L.S.

Nicolette Fraction, Associate Professor, B.A., M.A., M.L.S.

Ching-leou Liu, Assistant Professor, L.L.B., M.L.S.

Raymond Durant, Senior College Lab Technician, B.A.
The Office of Community and Continuing Education provides educational opportunities and programs (some of which are at no cost to the student) that address the needs and interests of the college community and the community at large. Participants enrolled in the offerings of the Office of Community and Continuing Education generally are seeking to upgrade communication skills, prepare for educational and professional examinations, and sharpen strategies and abilities applicable to personal and career aspirations.

### The Adult Basic English Program

The Adult Basic Education Program is 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 reading classes are taught at a level below that of the GED. Participants, therefore, can learn to read, improve their literacy skills and/or prepare for the GED program.

### The General Equivalency Diploma/College Preparatory Program

The GED Preparatory Program is designed to assist individuals to successfully pass the New York State High School Equivalency Examination at the completion of twelve weeks. Students enrolling in the program are tested to determine their level of preparedness in each of the five areas of the GED examination: Writing Skills, Social Sciences, Science, Interpreting Literature and the Arts, and Mathematics. Performance on the practice tests will determine assignment to a program pertinent to the student’s specific needs in academic preparation and readiness for the official examination. All classes are offered in English and Spanish.

### The Medical Records Apprenticeship Program

The Medical Records Apprenticeship Program is an initiative designed to train and place AFDC participants, 21 years of age or older, as Medical Records apprentices in jobs where career potential is a reality. The course encompasses a fifteen week cycle of instruction and apprenticeship.

### Real Estate Salesperson (Qualifying Preparation Course)

This course is recommended as preparation for the New York State Real Estate Salesperson examination. Topics include: Contracts; Real Estate Instruments, Financing, Valuation and Listing Procedures; Closing and Closing Costs, Law of Agency; License Law and Ethics; Land Use Regulations, Human Rights and Fair Housing and Mathematics. Approved by the New York State Department of Licensing Services.
Real Estate Broker
(Qualifying Preparation Course)

This course, together with New York Real Estate Salesperson’s course, is required of all students who apply for the New York State broker’s license. Topics Include: Operation of a Broker’s Office; General Business Law; Construction; Subdivision and Developments; Lease and Agreement; Liens and Easement; Taxes and Assessment; Condominiums and Cooperatives; Investment Property; Appraisal; Advertising and Rent Regulations. Prerequisite: Students must successfully complete the salesperson course before enrolling in the broker’s course. Approved by the New York State Department of Licensing Services.

NCLEX-RN
Review

This review course is developed to provide the senior nursing student with effective test-taking strategies for analyzing questions and developing expertise in identifying specific relationships needed to successfully pass the NCLEX-RN examination for licensure.

All classes are scheduled in day and evening, from September to June.
Hostos-Lincoln Academy of Science

Hostos-Lincoln Academy of Science at Hostos Community College is a collaboration between the New York City Board of Education and The City University of New York following 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 in 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. All staff are licensed New York City Teachers, Administrators, Paraprofessionals, and Family Assistants.

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, and students are entitled to free lunch and transportation passes, as provided in the criteria established by the New York City Board of Education.

Eligibility for admission to the Hostos-Lincoln Academy is based on completion of the N.Y.C. High School application, and an additional application in their Counselor’s office or by calling (212) 518-4333. Students should have reading and math scores on or close to grade level, and not be in need of Special Education or Bilingual Programs (Limited English Proficient students can be accepted). Students must also be in need of developing their full academic potential as designated by their Intermediate or Junior High School Guidance Counselor. 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 Courses and Programs

Each Hostos-Lincoln Academy student is a member of a guidance oriented "Family Group" class, which allows exploration of various issues, problems, values, and ethics prevalent in young adult society today. In addition, this class is involved with extensive and individualized career exploration, intra and extra curricula activities, speakers, and trips.

The Health and Allied Science field can be explored as either a 3 or 5 unit major sequence. This career and college preparatory program utilizes both high school and college classroom instruction, plus a hospital internship. Individualized career development internships are also available to students at the Museum of Natural History, the Bronx Museum, the Bronx County Courthouse, P.S. 31, and the Hostos Day Care Center. These are designed to enrich the students academic program.

Aside from 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
Susan Levi-Palmiotto, Dean
Nick Mazzarella, Acting Assistant Principal
Elsie Acevedo, Guidance Counselor
The world of the visual and performing arts will be greatly enriched in the fall of 1994 when the curtain rises for the first time over the stage of the new Hostos Center for the Arts.

One of the centerpieces of the new campus at Hostos Community College of The City University of New York, the Center will consist of a museum-grade art gallery, a 350-seat theater, and a 903-seat concert hall. The design for the Hostos Center is the work of the internationally renowned architectural firm of Gwathmey Siegel Associates who have been honored by the New York Arts Commission for the excellence of their design.

The Hostos Culture & Arts Program (soon to be the “Hostos Center”) presented its first season of concerts, exhibitions and workshops in the fall of 1982. Over the years, it has become one of the preeminent multi-arts presenters in the metropolitan area. The Program has presented and exhibited such artists as Ruben Blades, Dizzy Gillespie, Eddie Palmieri, Danny Rivera, The Dance Theatre of Harlem, Ballet Hispánico, Tito Puente, James van der Zee, Celia Cruz, Faith Ringgold, Gilberto Santa Rosa, Antonio Martorell, Ralph Fasanella, and Myrna Baez. The Hostos Center for the Arts will present artists of national and international renown. It will also present emerging and established local artists, and it will offer workshops in drama, folk arts, and dance to community residents. Finally, the Center has established a goal of serving as a forge for new art, and will thus establish an individual artists’ program consisting of commissions and residencies.

In short, the Hostos Center for the Arts will be a place where the artist and audience member can experience and define their identities. Like Hostos Community College, the Center will speak to personal and collective fulfillment and empowerment. In sum, the Hostos Center for the Arts will be a place where the best art is presented, created, and appreciated.
The Latin American Writers Institute

Founded in 1987 by Professor Isaac Goldemberg while teaching at City College, the Latin American Writers Institute (LAWI), has, over its first seven years, become 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 Brújula/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 Latino writers, information regarding job possibilities and contests, and criticism of significant books. Brújula 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 silver anniversary year, LAWI will offer bilingual readings and panel discussions, present the Latino Literature Prize Awards, and hold a major Latino Book Festival in the spring to promote the distribution and sales of books and magazines related to Latin American culture, and to promote 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.

Latin American Writers celebrate first issue of Brújula at Hostos. Plinio Garrido, Xavier Keogh, José Luis Colón Santiago, Isaac Goldemberg, (Director), Professor Alfredo Villanueva-Collado
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 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, 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.

Dr. 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 also may be contacted with complaints of sexual harassment from faculty, staff and students. 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, alienage or citizenship, handicap, veteran or marital status in its students' admissions, employment, access to programs, and administration of educational policies.

Professor Louis Browne is the College Affirmative Action Officer, coordinator for Title IX, which prohibits sex discrimination in federally assisted education programs, and 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.
Statement on Public Order

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

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

The tradition of the university as a sanctuary of academic freedom and center of informed discussion is an honored one, to be guarded vigilantly. The basic significance of that sanctuary lies in the protection of intellectual freedoms: the rights of professors to teach, of scholars to engage in the advancement of knowledge, of students to learn and to express their views, free from external pressures or interference. These freedoms can flourish only in an atmosphere of mutual respect, civility and trust among teachers and students, 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 regulations 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..."

1. RULES

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

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

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

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

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

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

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

8. No individual shall have in his possession a rifle, shot-
II. PENALTIES

2. Any tenured or non-tenured faculty member, or

3. Any visitor, licensee, or invitee, engaging in any mat­

10. The unlawful manufacture, distribution, possession,

1. Any student engaging in any manner in conduct pro­

purpose of initiation into or affiliation with any

or material which can be sued and is intended to

inflict bodily harm on an individual or damage upon

a building or the ground of the University/college.

11. Any student engaged in conduct prohibited under

or material which can be sued and is intended to

9. Any action or situation which recklessly or intentional­

ly 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 work­

place, of any work while under the influence of an

unlawfully obtained controlled substance, is prohib­

ited. Employees of the University must also notify

the College Personnel Director of any criminal drug

stature 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 administrat­
ive 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 treat­
ment or rehabilitation program. In addition, in the
case of a tenured faculty member, or tenured mem­ber or 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 penal­
ty 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 regul­
ation within a period stated in the letter of reprim­
and.

D. DISCIPLINARY PROBATION. Exclusion from
participation in privileges or extracurricular univer­sity activities as set forth in the notice of discipli­
inary 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 oth­
wise 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 incorpo­
rated 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 he/she 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 he/she may say at this meeting may be used against him/her at a non-college hearing; therefore, he/she 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.

4. 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.

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 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, he/she 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.

2. 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

Hostos Community College of the City University of New York is committed to preventing alcohol and other drug related problems among all members of the college community.

Alcoholic Beverages Policy

No alcoholic beverage may be sold or given to anyone under twenty one years of age, nor 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. A permit must be obtained to sell wine and/or beer on campus. An Alcoholic Beverage Commission (ABC) form may be obtained from the Student Activities Office.

Smoking Policy

1. Employees who do not smoke shall be provided with a smoke-free work area.

2. Smoking is prohibited in auditoriums, gymnasiums, classrooms, elevators, hallways, restrooms, employee medical facilities, and rooms or areas containing photocopying or other office equipment used in common by employees, and in University vehicles occupied by more than one person unless all of the occupants of such vehicle agree that smoking may be permitted.

3. Smoking will be prohibited in work areas occupied by more than one employee unless all employees present agree to permit it.

4. Smoking may be permitted in private, enclosed offices, and in enclosed areas occupied exclusively by employees who each request, or do not object to, the designation of the area for smoking, even though such enclosed areas may be visited in the normal course of business by other persons or employees.

5. Smoking is prohibited in conference rooms and meeting rooms, unless each person present in the room consents to smoking therein.

6. Non-smoking areas shall be designated in cafeterias, lunchrooms, and employee lounges. The no-smoking areas shall constitute at least fifty percent (50%) of the seating capacity or floor space, whichever is greater, but shall be expanded to up to seventy percent (70%), depending upon customer demand.

7. Disputes arising under this policy involving employees covered by collective bargaining agreements shall be resolved under the complaint and grievance procedures of their respective collective bargaining agreements. Complaints and disputes involving excluded employees shall be resolved under the University smoking Dispute and Complaint Resolution Procedure.

8. Employees or applicants for employment who exercise, or attempt to exercise, any rights granted under this policy, shall not be subject to retaliatory adverse personnel action, which includes, but is not limited to, dismissal, demotion, involuntary transfer, suspension, disciplinary action, negative performance evaluation, or any action resulting in loss of staff, compensation, or other benefit. The University Office of Faculty and Staff Relations shall establish a procedure to review complaints of ad, inappropriate cases, provide for the adequate redress of an adverse personnel action taken against an employee or applicant in retaliation for the employee’s or applicant’s attempt to exercise his or her rights under this policy.

9. Copies of this policy will be posted and distributed to all current and prospective employees up on request.

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 person less than twenty-one years old. Students are expected to comply with the above Federal and State regulations and Rules of Conduct printed in the Hostos Bulletin (p.34-5).

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 (B-540) 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 regard 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 he/she 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 availing himself of the provisions of this section.

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

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

7. As used in this section, the term “institution of higher education” shall mean schools under the control of the Board of Trustees of the State University of New York or of the Board of Trustees of The City University of New York or any community college.
The College adheres to a policy adopted by the Board of Trustees at its meeting in January 1982 regarding Sexual Harassment.

**Policy**

It is the policy of The City University of New York to prohibit harassment of employees or students on the basis of sex. This policy is related to and is in conformity with the equal employment opportunity policy of the University to recruit, employ, retain and promote employees without regard to sex, age, race, color, or creed. Prompt investigation of allegations will be made on a confidential basis to ascertain the veracity of complaints and appropriate corrective action will be taken.

It is violation of policy for any member of the University community to engage in sexual harassment. It is a violation of policy for any member of the University community to take action against an individual for reporting sexual harassment.

**Policy Guidelines**

A. **Definition**

For purposes of this policy, unwelcome sexual advances, requests for sexual favors, and other verbal or written communications or physical conduct of a sexual nature constitute sexual harassment 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 the 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 performance or creating an intimidating, hostile, or offensive working environment.

B. **Responsibilities**

1. The President of each college is responsible for overseeing compliance with the implementation of this policy.

2. Each dean, director, department chairperson, administrator or other person with supervisory responsibility is responsible within his/her area of jurisdiction for the implementation and dissemination of this policy.

**Procedures**

Students claiming harassment on the basis of sex shall report such harassment to the Dean of Students. Upon receipt of such complaint, the Dean shall make an informal confidential investigation and report his/her findings to the President with appropriate recommendations. The Dean shall consult with the Affirmative Action Officer in this process.

Following receipt of the report, the President may take such further action as he/she deems necessary, including the initiation of disciplinary proceedings.

Allegations of sexual harassment should be made within 30 days of the date of alleged occurrence, except for extenuating circumstances.

Dr. Louis Browne
Affirmative Action Officer
Hostos Community College
475 Grand Concourse
Bronx, NY 10451
(718) 518-4139
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.

Section 504 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. These procedures are 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, he or she 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 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. This filing of a formal grievance does not preclude any attempt to settle this matter on 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 Coordinator
Hostos Community College
475 Grand Concourse
Bronx, NY 10451
(718) 518-6702

b. The Section 504 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 Services, 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 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.
Eugenio María de Hostos Community College

La Biblioteca
El Colegio Comunal Hostos

El Colegio Comunal Eugenio María de Hostos se creo 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 exhortaban al establecimiento de un colegio universitario que llenara las necesidades educativas del sureste del Bronx. La primera clase, constituida por 623 alumnos, comenzo sus labores estudiantiles en septiembre del 1970 en el 475 del Grand Concourse, antiguo lugar de una fabrica de gomas. En junio de 1974 ya el colegio contaba con mas de 2,000 estudiantes. Ese mismo ano, la legislatura estatal aprobo una ley especial con el proposito de aliviar la escasez de espacio en el plantel original. Tambien ese mismo ano, Hostos recibio acreditacion incondicional luego de una evaluacion sumamente favorable por parte de la Asociacion de los estados centrales.

Durante la crisis economica de mediados de la decada del 70, se intento fundir a Hostos con otra institucion, como "medida de ahorro". Dicha medida fue energicamente rechazada por el colegio y la comunidad, lo cual llevo a la legislatura a garantizar, en la ley Landes de educacion superior, aprobada el 9 de junio de 1976, la continuacion de la existencia del colegio. Desde fines de los anos 70 hasta principios de los 80 la matricula aumento consistentemente hasta alcanzar los mas de 4,900 estudiantes, a tiempo completo y a tiempo parcial, que hoy ostenta. Para poder acomodar esa matricula se construyeron varias estructuras provisionales en terrenos aledanos a los dos edificios principales. El plan maestro del colegio se aprobo en 1984, acompanado de una asignacion de fondos de $144 millones para sufragar los gastos de diseno, compra de terreno y construccion de un nuevo recinto. El edificio de ciencias naturales y ciencias medicas Shirley Hinds y el complejo Academico del Este han sido el resultado.

El Colegio goza de la acreditacion de la Asociacion de los estados centrales de universidades y escuelas y de la Junta Regente de la Universidad del Estado de Nueva York. Los curriculos de ciencias medicas estan a su vez acreditados por las agencias pertinentes, incluyendo la Asociacion Dental Americana y el Departamento de Salud del Estado de Nueva York. Cuarenta y dos porciento de la facultad tiene Doctorado y cincuenta y siete porciento tiene maestria. El estudiantado es multicultural con una mayoria.
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 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 por 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 laboraba a favor de la liberación de Cuba y Puerto Rico. Tres años después, Hostos se dirigió a la América Latina a recabar apoyo para el Movimiento Libertador. En Perú protestó por 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 Latino América. 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 la Instrucción Pública. Hostos falleció en la República Dominicana en agosto del 1903.

Él es el autor de obras tan renombradas como: Ley General de la Enseñanza Pública, Historia de la Pedagogía, Moral Social, Comentarios en torno a la Pedagogía y Reformas en la enseñanza del Derecho.

La vida, las obras y los ideales de Eugenio María de Hostos sirven como legado e inspiración para todos los estudiantes del colegio.
Hostos, Una Institución Para la Educación Bilingüe

La educación bilingüe en el Colegio Comunal Hostos es un enfoque de instrucción planificado que utiliza a ambos, el español y el inglés como vehículo de enseñanza. Está basado en la premisa de que como mejor se logra el crecimiento y desarrollo del estudiante es cuando se le provee al estudiante la oportunidad de aprender en su primer idioma y continúa cultivándolo mientras continúa desarrollando destrezas en un segundo idioma. De este modo, el estudiante de habla hispana se instruye en el idioma español, toma cursos de contenido en español y, a la misma vez, desarrolla destrezas en el idioma inglés mediante un programa de inglés como segundo idioma “ESL”. Las destrezas desarrolladas en el programa ESL preparan a los estudiantes para tomar cursos de contenido en inglés. Al momento de graduarse, se espera que los estudiantes de habla hispana puedan continuar sus estudios en inglés en los colegios de cuatro años.

En adición a esto, se le ofrece a los estudiantes angloparlantes la oportunidad de desarrollar dominio del español. Dada la inseparable relación entre el idioma y la cultura, el currículo conscientemente fomenta el conocimiento y la toma de conciencia multicultural. Además, los servicios al estudiante, las prácticas administrativas y la biblioteca, la cual contiene una de las mayores colecciones de textos en idioma español en el área metropolitana de Nueva York, están organizados para reforzar el componente educativo y son consonantes con las metas del Colegio.

A través de los años, El Colegio Comunal Hostos ha demostrado un compromiso hacia la educación bilingüe. Este compromiso está expresado en términos de una variedad de programas diseñados para apoyar el programa académico, los servicios al estudiante y las actividades extracurriculares. El propósito del Colegio es de fomentar un ambiente totalmente bilingüe y multicultural en el cual los estudiantes puedan desarrollar dominio del idioma inglés, mantener y desarrollar sus habilidades en español, y que puedan apreciar mejor los distintos trasfondos culturales de sus compañeros. El Colegio no intenta reemplazar los idiomas ni los valores culturales de sus estudiantes, sino prepararlos para funcionar cómoda y fácilmente en una variedad de ambientes socio lingüísticos.
El Colegio Comunal Hostos ha estado activo en la implementación de su plan maestro desde el 1988. El plan consiste de una gran construcción que expandirá y mejorará los programas educativos y los servicios que el Colegio provee a sus estudiantes y a la comunidad. Al completarse la construcción del edificio del "East Academic Complex", el Colegio habrá triplicado su tamaño.

En la actualidad, el Colegio ocupa varias facilidades en la calle 149 y Grand Concourse en el Bronx. Uno de estos edificios en el 475 de Grand Concourse es donde se encuentran 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 está en itinerario para su completa renovación bajo la fase 3B de nuestro plan maestro y representa el componente final del programa de reconstrucción del Colegio. Adjunto e integrado con el edificio del 475 Grand Concourse se encuentra el edificio "Shirley J. Hinds Allied Health and Science Complex". Esta nueva adición fue dedicada en diciembre del 1990 y ha recibido más de cinco premios arquitectónicos. La estructura contiene una moderna biblioteca con un sistema computadorizado de bibliografía, y laboratorios ultramodernos para los programas del Colegio 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 con estos programas. El centro infantil de Hostos, licenciado por el Estado de Nueva York, también está localizado en este edificio y tiene una capacidad de 60 niños.

El edificio del 500 Grand Concourse contiene salones de clase, oficinas académicas y administrativas, consejería, las oficinas de desarrollo del estudiante, y otras departamentos relacionados de servicio al estudiante, el centro administrativo de computadoras, y la oficina del médico del Colegio. Esta estructura está siendo preparada para renovación total, incluyendo una adición de dos nuevos pisos durante el año académico 1995/1996. Se proyecta que la estructura esté completada para el semestre del otoño del 1998.

El más reciente edificio en proceso de construcción es el "East Academic Complex", el cual está adyacente a la estructura del edificio 500 Grand Concourse. Este edificio estuvo ocupado parcialmente durante el semestre del otoño del 1993 y estará en completa operación durante el verano del 1994. En esta estructura se ubicarán los programas de comercio y contabilidad, procesamiento de datos y ciencias secretariales, los departamentos de humanidades en estudios latinoamericanos y del caribe, estudios africanos, artes visuales y bellas artes, lenguas modernas, el departamento de educación física y numerosas oficinas de organizaciones y clubes estudiantiles. En adición a estos departamentos, la estructura contará con 10 laboratorios ultramodernos de microcomputadoras, estudios de arte y baile, un gimnasio, centros para hacer ejercicio y una piscina universitaria de gran tamaño. También habrán dos teatros con capacidad para 950 y 350 espectadores cada uno, una galería de arte con características de museo, y una moderna librería colegial. Un puente aéreo peatonal conecta este edificio con el edificio "Allied Health" a través del Grand Concourse, conectando las secciones este y oeste del campus.

Para proveer espacio temporal durante la renovación del edificio 500 Grand Concourse, una nueva estructura está al presente bajo construcción en el lugar que fue una vez ocupado por el "Savoy Manor Ballroom", localizado en la esquina noroeste de la calle 149 y la avenida Walton. Esta estructura estará lista durante el semestre de la primavera del 1995 y eventualmente se ubicarán las oficinas del Registrador, Oficina de Pago, las Oficinas de Asistencia Económica, Oficina de Negocios, Oficina de Admisiones y Recrutamiento y la Oficina de Consejería. Esta estructura será utilizada como espacio temporal durante el resto de la duración de nuestro plan maestro.
Los Programas Conducentes a los Títulos de Grado Asociado

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: Procesamiento de Palabras. En el caso de las ciencias médicas, 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 sobre ciencias sociales y del comportamiento, inglés, matemáticas, estudios africanos, estudios latinoamericanos y del caribe, lenguas modernas, filosofía, artes visuales y bellas artes.

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. En adición a esto, 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. escogen los programas con concentración en el campo aplicado. Los campos profesionales en los cuales se ofrecen programas son administración comercial, procesamiento de datos, higiene dental, pedagogía, tecnología de laboratorio médico, enfermería, administración pública, tecnología radiológica, ciencias secretariales, microcomputadoras, gerontología y estudios para legales para el interés público. Para todos y cada uno de los programas ya descritos se requiere que el estudiante apruebe un mínimo de 34 créditos en las aulas de Hostos.

Los veteranos que ingresan al primer año en Hostos tienen que tomar los cursos de Educación Física según las exigencias de sus respectivos programas académicos.

**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 conlleva la descalificación para recibir ciertas becas.

<table>
<thead>
<tr>
<th>Currículo Hegis</th>
<th>Título</th>
<th>Clave</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contabilidad</td>
<td>A.A.S.</td>
<td>5002</td>
</tr>
<tr>
<td>Administración comercial</td>
<td>A.S.</td>
<td>5004</td>
</tr>
<tr>
<td>Microcomputadoras</td>
<td>A.A.S.</td>
<td>5101</td>
</tr>
<tr>
<td>Higiene dental</td>
<td>A.A.S.</td>
<td>5203</td>
</tr>
<tr>
<td>Educación preescolar</td>
<td>A.A.S.</td>
<td>5503</td>
</tr>
<tr>
<td>Gerontología</td>
<td>A.A.S.</td>
<td>5506.20</td>
</tr>
<tr>
<td>Artes liberales y ciencias</td>
<td>A.A./A.A.S.</td>
<td>5649</td>
</tr>
<tr>
<td>Tecnología de laboratorio médico</td>
<td>A.A.S.</td>
<td>5205</td>
</tr>
<tr>
<td>Enfermería</td>
<td>A.A.S.</td>
<td>5208.10</td>
</tr>
<tr>
<td>Administración Pública</td>
<td>A.A.S.</td>
<td>5508</td>
</tr>
<tr>
<td>Tecnología Radiológica</td>
<td>A.A.S.</td>
<td>5207</td>
</tr>
<tr>
<td>Secretarial ejecutivo</td>
<td>A.A.S.</td>
<td>5005</td>
</tr>
<tr>
<td>Secretarial médico</td>
<td>A.A.S.</td>
<td>5214</td>
</tr>
<tr>
<td>Estudios paralegales para el interés público</td>
<td>A.A.S.</td>
<td>5099</td>
</tr>
<tr>
<td>Procesamiento de palabras</td>
<td>Certificado</td>
<td>5005</td>
</tr>
</tbody>
</table>
Requisitos para obtener un título

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

Cada uno de los títulos arriba mencionados requiere un mínimo de 64 créditos dentro de los cuales estén incluidos los créditos específicos de cada materia de estudios, que se indican a continuación.

<table>
<thead>
<tr>
<th></th>
<th>Grado Asociado en Artes</th>
<th>Grado Asociado en Ciencias</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inglés</td>
<td>12 créditos</td>
<td></td>
</tr>
<tr>
<td>Ciencias del Comportamiento y Sociales **</td>
<td>12 créditos 6 créditos</td>
<td></td>
</tr>
<tr>
<td>Lenguas Modernas (estudio de un idioma únicamente)</td>
<td>6 créditos* Ninguno*</td>
<td>12-14 créditos</td>
</tr>
<tr>
<td>Matemáticas</td>
<td>6 créditos</td>
<td></td>
</tr>
<tr>
<td>Artes Visuales e Interpretativas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estudios Africanos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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>
<tr>
<td>Ciencias Naturales y Físicas</td>
<td>8 créditos</td>
<td>24 créditos</td>
</tr>
<tr>
<td>Electivas</td>
<td>12 créditos</td>
<td>Según se requiera***</td>
</tr>
<tr>
<td>Total</td>
<td>64 créditos</td>
<td>64 créditos</td>
</tr>
</tbody>
</table>

Aquellos que deseen continuar sus estudios hacia la consecución de un bachillerato deben comunicarse con un orientador de la unidad de consejería, o con el jefe del departamento académico correspondiente, o con el director del programa correspondiente en el colegio, para informarse con respecto a la concentración de los estudios y el proceso a seguir para efectuar el traslado.

Nota al calce: Tres cuartas partes del currículo conducente al título de Grado Asociado en Artes (A.A.S.) ha 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.

*Se sugiere que se tomen seis (6) créditos en el lenguaje elegido puesto que otras instituciones universitarias no aceptan el traslado de una cantidad menor de créditos en un idioma.

**Se permite que tres de estos créditos se tomen en Administración Pública.

***La cantidad de créditos requeridos del estudiante que desea el título de A.S., depende de su preparación previa en matemáticas.
Oficina de Admisiones

La Oficina de Admisiones y Reclutamiento es usualmente el primer punto de contacto entre el colegio y los futuros estudiantes. La oficina asiste a los solicitantes a llenar las solicitudes para los estudiantes que entran de primer año, los estudiantes de traslado y los oyentes. En adición a esto, la oficina asiste a los estudiantes a solicitar las transcripciones oficiales de la escuela secundaria, universidad y/o los resultados de los exámenes generales de equivalencia. Se les envían folletos, afiches, manuales y catálogos del Colegio a los futuros estudiantes, escuelas secundarias y a las agencias de la comunidad si así lo solicitan. La oficina notifica a los futuros estudiantes sobre su admisión y fechas de matrícula.

Cómo solicitar
Todo solicitante, incluyendo a los oyentes, se le exhorta a que solicite directamente a la Oficina de Reclutamiento de Hostos. Se puede obtener una solicitud en las siguientes oficinas:

Admissions and Recruitment Office
500 Grand Concourse
Oficina 420
Bronx, NY 10451
(718) 518-6622

Office of Admission Service
101 West 31 Street
New York, NY 10001
(212) 947-4800

Admisión de estudiantes que desean obtener un título universitario

Solicitud para ingresar por primera vez (estudiantes sin experiencia universitaria previa)
La política de <<Open Admissions>> del Sistema Universitario de la ciudad de Nueva York dice que se aceptará a todo solicitante que presente un diploma de escuela superior o certificado de equivalencia. Lo que deseen ingresar al programa de Ciencias Médicas deben cumplir requisitos específicos para ser aceptados. Para informarse sobre las condiciones para admisión en el programa de Ciencias Médicas, favor de referirse al índice de éste catálogo.
La solicitud de admisión se evaluará a base de lo siguiente:
1. El original del Diploma de escuela superior acredita-
   da o un certificado de equivalencia (General Equivalency Diploma -GED) con una puntuación mínima de 225.
2. Copia oficial de la transcripción de notas obtenidas en la escuela superior o la puntuación oficial del G.E.D.
3. Solicitud de admisión debidamente llenada.
4. $35.00 de cuota de solicitud.

Currículo preuniversitario
La Universidad de la Ciudad de Nueva York, está impulsando, en conjunto con el sistema de instrucción pública de la ciudad, un currículo preuniversitario para los alumnos de escuela secundaria. Dicho currículo consiste de lo siguiente:
- cuatro años de inglés
- tres años de matemáticas
- cuatro años de estudios sociales
- dos años de un idioma extranjero
- dos años de una ciencia con laboratorio
- un año de arte visual o arte dramático
Estudiantes que se trasladan de otra institución universitaria

(Advanced Standing)
(Estudiantes con experiencia universitaria previa)

Los que hayan cursado estudios en otros colegios o universidades acreditadas de la región, pueden ser admitidos al Colegio de la Comunidad Hostos si llenan los siguientes requisitos:

<table>
<thead>
<tr>
<th>Créditos Intentados</th>
<th>Índice Académico</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-12</td>
<td>1.50</td>
</tr>
<tr>
<td>13-24</td>
<td>1.75</td>
</tr>
<tr>
<td>25 o más</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Las notas de “C” o más son transferibles. Para el grado asociado se acepta un máximo de 30 créditos transferidos de otra institución. Las calificaciones de “D” o de una puntuación menor de 75% no son transferibles.

Los siguientes documentos son necesarios para solicitar ingreso dentro de la categoría de <<Advanced Standing>>:

1. Solicitud de <<Advanced Standing>> debidamente llenada.
2. Transcripciones oficiales de escuela superior.
3. Transcripciones oficiales de todas las otras instituciones universitarias a las cuales haya asistido.
4. Giro postal de $40.00 por concepto de cuota de solicitud.

Oyentes

Los que no deseen obtener un título universitario pero deseen tomar cursos en Hostos pueden ingresar en calidad de oyentes. Han de solicitar el ingreso directamente a la oficina de admisiones. Podrán matricularse en cualquier curso que deseen, siempre y cuando haya cupo. Se requiere que hayan aprobado el examen de ubicación de CUNY en inglés y en matemáticas antes de matricularse en cursos que ofrezcan esas materias.

Para cambiar su status de matrícula deberá aprobar seis créditos en Hostos y luego solicitar admisión como estudiante con crédito a la Oficina de Admisiones y Reclutamiento. Los créditos acumulados como oyente se pueden acreditar a cualquiera de los programas de grado asociado en Hostos, o en otros colegios con acreditación. Los estudiantes que toman cursos en en calidad de oyentes no califican para recibir asistencia económica.

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

1. Solicitud debidamente llenada.
2. Cuota de solicitud por la cantidad de $35.
3. Diploma de escuela superior o su equivalente, el <<G.E.D.>>, o transcripción de créditos universitaria.

Solicitantes graduados en el extranjero

Los solicitantes que poseen diploma de escuela superior o un título universitario fuera de los Estados Unidos, fuera de Puerto Rico o de las Islas Vírgenes deberán presentar los documentos siguientes:

1. Solicitud de admisión debidamente llenada.
2. Cuota de solicitud acompañando la solicitud de: $35,00 para los que solicitan ingreso al primer año y $40,00 para los que se transfieren de otras instituciones.
3. Diploma o certificado de escuela superior.
4. Transcripción de las notas de escuela superior o de otra institución universitaria.

Las transcripciones de otra institución habrán de remitirse directamente desde esa institución. Dichos documentos se aceptarán únicamente si se entregan en papel timbrado, de la institución de partida, y si se reciben en un sobre sellado.

Solicitantes de visa estudiantil

Los estudiantes extranjeros no son elegibles para asistencia económica

Los solicitantes son responsables del pago de la matrícula. Tienen que estar en posición de financiar el costo de su educación y sus gastos de vivienda. El costo de la educación en el Colegio Hostos, incluyendo los gastos de vivienda es de aproximadamente $9,000,00. Se requiere un formulario I-20 para obtener una visa de estudiante. El formulario I-20 se le extiende solo a aquellos estudiantes que han sido admitidos como matriculados a tiempo completo.

Los solicitantes cuyo primer idioma no es ni inglés ni español y tienen una visa temporaria se les requiere tomar el Exámen de Inglés Como Idioma Extranjero (TOEFL) y lograr una puntuación de por lo menos 500 en el exámen. La solicitud y el boletín del exámen TOEFL se puede obtener escribiendo a:

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

Para más información sobre visas de estudiantes, favor de llamar o hacer una cita para ver a la Asesora de Estudiantes Extranjeros:

Ms. Nydia Rodríguez-Edgecombe
Admissions Office, Room 436
(718) 518-6633

Estudiantes de edad avanzada

Todo solicitante de 65 años o más, con residencia permanente en la ciudad de Nueva York, puede ingresar a Hostos utilizando el mismo procedimiento que siguen otros solicitantes residentes en la ciudad. Pueden tomar cursos gratuitamente, pagando una cuota de $50.00 siem-
Los Exámenes De Ubicación

Los que ingresan al primer año

Ya que el Colegio Hostos es una unidad de la Universidad de la Ciudad de Nueva York (CUNY), el Colegio requiere que los estudiantes tomen el exámen de ubicación de CUNY en lectura, escritura y matemáticas. En adición a esto, el Colegio Hostos administra exámenes de ubicación en español e "Inglés Como Segundo Idioma" (ESL) a los estudiantes los cuales el inglés no es su primer idioma.

Aunque estos no afectan la admisión del estudiante al Colegio Hostos, los resultados de los exámenes de ubicación más bien sirven para colocar al estudiante de "Inglés Como Segundo Idioma" (ESL) en los cursos de lectura, escritura, matemáticas e idiomas extranjeros. Los resultados del exámen de ubicación de CUNY también son utilizados como criterio para aceptación a ciertos programas de carreras.

En algunos casos, estos exámenes se utilizan para determinar la elegibilidad de un estudiante a ciertos cursos de Hostos que requieren un nivel mínimo de lectura, escritura, matemáticas o lengua extranjera.

Estudiantes de Traslado: Excenciones

Algunos estudiantes están exentos de tomar los exámenes de ubicación porque ya han obtenido un grado académico de otra universidad.

Sin embargo, debe notarse que ciertos programas de carreras técnicas requieren que un estudiante tome y apruebe estos exámenes antes de ser aceptados a estos programas.

Los estudiantes de traslado que están exentos de tomar estos cursos, o que los han aprobado en otro Colegio de CUNY deben comunicarse con la Oficina de Admisiones.

Los estudiantes que no aprueben los exámenes de ubicación al momento de ingresar al Colegio Hostos tienen que tomar los cursos remediales apropiados. Se les dará la oportunidad de volver a tomar estos exámenes después de haber completado estos cursos.

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

**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 habrá de radicarse en la Oficina del Registrador un mes antes del primer día de clases y convalidado con el pago de una cuota de $10.00.

Los estudiantes que estudiaron en otra universidad después de haber estudiado en el Colegio Hostos deben someter una transcripción oficial de créditos de la otra institución antes de considerar la readmisión con estatus avanzado. Los estudiantes en probatoria o suspensos se les requiere consultar con la Oficina de Orientación a la vez que solicitan el reingreso. Aquellos que estén ausentes, con licencia, no podrán matricularse en ningún otra unidad de la Universidad.

**Oyentes**  
Todo aquel que desee tomar cursos en calidad de oyente deberá solicitar, llenando una “Solicitud de Estatus Como Oyente”. Si está matriculado en otra universidad, podrá asistir a clase en calidad de oyente, siempre y cuando haya cupo. Sin embargo, los estudiantes deben asegurarse de que tales cursos sean aceptados en su universidad. Las solicitudes se encuentran en la Oficina de Reclutamiento, oficina #B-436, del 500 de Grand Concourse.

**Readmisión de Oyentes**  
Los estudiantes oyentes que no han asistido al Colegio por uno o más semestres deben solicitar readmisión. Todas las solicitudes de readmisión tienen que estar en los archivos de la Oficina del Registrador con un mes de anterioridad a la matrícula y 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 deben completar la Solicitud de Permisos de CUNY con la Oficina del Registrador en su Colegio y obtener todas las aprobaciones apropiadas. Los estudiantes se podrán matricular siempre y cuando haya cupo.

**Otros Estudiantes con Permiso**

Los estudiantes de otras instituciones que no pertenezcan al sistema de CUNY deben solicitar el Estatus de 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**

La solicitud de licencia por enfermedad se obtiene en la Oficina de Orientación. Las peticiones de licencia por enfermedad son revisadas y aprobadas, conjuntamente, por el Médico del Colegio y por el Decano de Estudiantes.

**Cantidad máxima de créditos**

La cantidad máxima, de créditos, permitida a cada estudiante, no habrá de exceder a los 18 créditos o a una combinación de 18 créditos actuales y equivalentes, por semestre. Los créditos de los laboratorios de ciencias, los de las clínicas y los de los cursos de educación física cuentan como tales. Cualquier excepción a ésta regla deberá contar con el visto bueno del Decano de Asuntos Académicos. La solicitud de excepción deberá estar acompañada de la transcripción de créditos más reciente. Hay dos razones por las cuales se condece:

1. Que el estudiante haya aprobado 18 créditos durante el semestre anterior.
2. Que un estudiante, que no está en probatoria, necesita dichos créditos adicionales para llenar los requisitos de graduación.

Se cobrará una cuota de estudio acelerado a los estudiantes matriculados en una cantidad de créditos más allá del límite de 18 créditos 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 proveerá al estudiante la información relacionada con su expediente académico y referirá a aquellos estudiantes que necesiten asistencia adicional al oficial indicado del Colegio.

Tarjeta u número de identificación

Cuando un estudiante solicita admisión a Hostos, se le requiere que provea su número de Seguro Social. Este número pasa a ser su número de identificación en el Colegio. El propósito para utilizar dicho número es evitar el extravío de documentos y facilitar el acceso para el procesamiento de datos, al mantener al día dicho expediente. La información dada al banco de datos se hace utilizando el número de identificación del estudiante. La utilización del número de Seguro Social evita asignar otro número adicional, como identificación del estudiante.

Transcripciones y declaraciones certificadas

Para obtener una transcripción de créditos, complete la solicitud de transcripción la cual está disponible en la Oficina del Registrador. Cuesta $4.00 por transcripción. Sin embargo, las transcripciones que se soliciten para ser enviadas a otro recinto de CUNY son gratuitas. Se exhorta a que las transcripciones se soliciten con tiempo.

Los expedientes académicos nunca se envían automáticamente, ya sea para propósitos de traslado, empleo o cualquier otra razón. Con el propósito de proteger la naturaleza confidencial de los expedientes académicos nunca se expide una transcripción a menos que ésta se solicite formalmente, acompañada de una declaración que sirva como prueba de asistencia al colegio.

Las declaraciones certificadas para casos como para probar la asistencia presente o pasada al Colegio se obtienen, libres de cobro, al llenar una solicitud 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 cambio de nombre debido a un cambio en el estado civil, deberá notificarse al Colegio e indicar si prefiere conservar el apellido de soltera en sus expedientes universitarios. En el caso de que el cambio de nombre y apellido se deban a una intervención de la corte, el o la estudiante debe presentar la orden de la corte informando dicho cambio. La documentación le será devuelta.

Estatuto federal de 1974 sobre la privacidad y el derecho a la educación

El Estatuto Federal de 1974, que trata sobre la privacidad y el derecho a la educación, garantiza lo siguiente a cada estudiante:
1. A conocer cuantas clases de expedientes mantiene el colegio, con respecto a sí mismo, la información que estos contienen.
2. A conocer el nombre y la posición que ocupa cada empleado del colegio que tiene la responsabilidad de mantener al día cada clase de expediente, las personas que tienen acceso a los mismos, y con qué propósitos tienen acceso a ellos.
3. A conocer la política del colegio, con respecto a la revisión y eliminación de documentos en dichos expedientes.
4. A conocer la política del colegio con respecto a los procedimientos que garantizan que el estudiante tendrá acceso a sus expedientes.
5. A conocer el procedimiento a seguir para impugnar el contenido de los expedientes con respecto a su persona.
6. A conocer el gasto que se incurriera, si hubiese alguno, por copiar el contenido de sus expedientes.
7. A conocer todos los derechos y requisitos adicionales que operan bajo el Estatuto Federal de 1974, con respecto a la privacidad y los derechos del estudiante y los reglamentos allí promulgados.

Toda la información arriba expuesta puede obtenerse en la Oficina de Desarrollo del Estudiante, salón C330, entre 9:00 A.M. y 6:00 P.M., de lunes a viernes en horas de clase.

Bajo ninguna circunstancia se dará información por teléfono con respecto a ningún estudiante o ex-alumno a ningún individuo u organización. En el caso de que un patrono potencial solicite información sobre un estudiante, por escrito, se le informará exclusivamente si éste asiste o asistió al Colegio o no.

Únicamente 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 9:00 A.M. a 4:00 P.M. de martes a viernes.

Nota al calce: Lo que antecede es un resumen de los procedimientos que garantizan que el estudiante tendrá acceso a sus expedientes. La Junta de Síndicos ha publicado los reglamentos allí promulgados.

Estatuto Federal de 1974 sobre la privacidad y el derecho a la educación

El Estatuto Federal de 1974, que trata sobre la privacidad y el derecho a la educación, garantiza lo siguiente a cada estudiante:
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3. A conocer la política del colegio, con respecto a la revisión y eliminación de documentos en dichos expedientes.
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5. A conocer el procedimiento a seguir para impugnar el contenido de los expedientes con respecto a su persona.
6. A conocer el gasto que se incurriera, si hubiese alguno, por copiar el contenido de sus expedientes.
7. A conocer todos los derechos y requisitos adicionales que operan bajo el Estatuto Federal de 1974, con respecto a la privacidad y los derechos del estudiante y los reglamentos allí promulgados.

Toda la información expuesta puede obtenerse en la Oficina del Registrador, entre 9:00 A.M. y 6:00 P.M., de lunes a viernes en horas de clase.
de CUNY. La siguiente tabla provee los resultados por un período de tres años para los ingresados a los programas de grados asociados.

<table>
<thead>
<tr>
<th>Resultados</th>
<th>Frecuencia</th>
<th>Porcentaje</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Grado Asociado, Hostos</td>
<td>42</td>
<td>4.9</td>
</tr>
<tr>
<td>2. Grado Asociado, otro Colegio de CUNY</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>3. Traslado a programas de bachillerato</td>
<td>22</td>
<td>2.6</td>
</tr>
<tr>
<td>4. Continuar matriculados en los programas de Grados Asociados de Hostos</td>
<td>281</td>
<td>32.9</td>
</tr>
<tr>
<td>5. Subtotal</td>
<td>345</td>
<td>40.4</td>
</tr>
<tr>
<td>6. Otros Resultados</td>
<td>508</td>
<td>59.6</td>
</tr>
<tr>
<td>7. TOTAL</td>
<td>853</td>
<td>100</td>
</tr>
</tbody>
</table>

### Permisos para ausentarse

Cualquier estudiante que, luego de consultar con su consejero, decida hacer los trámites para ausentarse de Hostos, deberá solicitarla por escrito. El propósito de hacer dicho trámite de forma oficial es para que conste en el expediente, hacerle posible regresar al Colegio con relativa facilidad, y determinar claramente los términos de la futura matrícula y asistencia económica del estudiante.

### Reingreso luego de una suspensión

Todo estudiante que haya sido suspendido y que desee regresar al Colegio una vez cumplidas las condiciones impuestas 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

Todo estudiante de Hostos tiene la oportunidad de cambiar sus objetivos educativos. Aquellos que deseen hacerlo deben consultarlos con el coordinador de su programa y obtener el permiso del coordinador del programa al cual desean trasladarse. Entonces, habrán de formalizar el cambio solicitándolo en Oficina del Registrador.

### Solicitud de Graduación

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

El siguiente itinerario de costo de matrícula es el que está en efecto en el Colegio Comunal Hostos:

**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, que ingresaron en o antes del 1ro de junio de 1992).

- A tiempo completo: $1,050.00 por semestre
- A tiempo parcial: 85.00 por crédito equivalente
- Estudiantes a nivel de grado asociado (el resto)
  - Oyentes: $100.00 por crédito o equivalente
  - Cuota para personas de edad avanzada: 50.00 por semestre o sesión

Todos los estudiantes (incluyendo a los oyentes y las personas de edad avanzada)

- Cuota Consolidada de Servicios: 2.00 por semestre o sesión

**Los no residentes en el Estado de Nueva York y los 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 que ingresaron en o antes del 1ro de junio de 1992).

- A tiempo completo: $1,338.00 por semestre
- A tiempo parcial: 104.00 por crédito equivalente
- Estudiantes a nivel de grado asociado (el resto)
  - Oyentes: 150.00 por crédito equivalente
  - Todos los estudiantes(incluyendo a los oyentes y los de edad avanzada)
  - Cuota Consolidada de Servicios: $2.00 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, verificada como cierta y quien asegura su intención de mantener dicha residencia.

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

Un estudiante a tiempo parcial es aquél que lleva once (11) créditos o menos, cada semestre.

Esta cuota aplica únicamente a los semestre regulares. No están sujetos al pago de dicha cuota, los cursos que se tomen durante el transcurso del receso de invierno, la sesión de verano o durante épocas que no caen dentro del año académico tradicional. Tampoco aplica a los oyente, quienes pagan por crédito equivalente no obstante la cantidad de crédito que tomen. Se aplica a 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 su estatus con referencia a sus estudios.

El importe de la matrícula rige en todas las sesiones del año académico, no obstante su duración y está sujeto a los condiciones impuestas de la Junta de Síndicos de la Universidad.
Devolución del importe de la matrícula

La devolución del importe de la matrícula está sujeta a las estipulaciones de devolución que aparecen en la tabla anterior. La devolución total, el 100%, del importe de matrícula se hace cuando:

1. el colegio haya cancelado los cursos
2. el colegio haya cancelado la matrícula del estudiante.
3. el estudiante efectúa una baja oficial para matricularse en otro recinto del sistema de CUNY.

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

<table>
<thead>
<tr>
<th>Más de 18 créditos:</th>
<th>Cuota</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 créditos o menos</td>
<td>$75.00</td>
</tr>
<tr>
<td>Más de 2, pero 4 o menos</td>
<td>$175.00</td>
</tr>
<tr>
<td>Más de 4, pero 6 o menos</td>
<td>$350.00</td>
</tr>
<tr>
<td>Más de 6</td>
<td>$525.00</td>
</tr>
</tbody>
</table>

Devoluciones prorrataeas para los estudiantes que reciben becas según la sección IV o Title IV, del reglamento federal

Su responsabilidad de pago de matrícula puede verse afectada por ciertas enmiendas hechas al reglamento federal.

El monto de la matrícula, por el cual son responsables aquellos que asisten a Hostos por primera vez y que reciben la asistencia económica que concede la sección IV del reglamento federal Pell, SEOG, College/Work/Study, Stafford y o "Préstamos Perkins," puede verse reducido si se ausentan de clase por lo menos un 60% del semestre. Si surge una devolución, como resultado de que se determine una reducción del pago de matrícula, ésta será devuelta al fondo del programa federal correspondiente o al estudiante, según una fórmula establecida por el gobierno federal.

Nota al calce: La cantidad de devoluciones permitidas a un estudiante están sujetas a las condiciones establecidas por el colegio. Los montos de la matrícula y de las cuotas están sujetas a cambio sin previo aviso, en cualquier momento y por decisión de la Junta de Síndicos del sistema de CUNY. Si ocurre un aumento en el precio de la matrícula y en las cuotas adicionales, los pagos ya hechos se consideran pagos parciales y se notificará a los individuos afectados por dichos cambios.

Gastos adicionales a los de matrícula

Gastos adicionales que se deben pagar por concepto de libros y otros materiales.
Asistencia Económica

El Colegio Comunal Hostos ofrece los siguientes programas de asistencia económica: las becas Pell, la Federal Supplemental Educational Opportunity Grant o FSEOG, la Federal College Work/Study o FCWS, el Programa Federal de Préstamos de Familia “Carl Perkins” o FNDSL y el Federal Family Education Loans o FFEL; las becas del Tuition Assistance Program o (TAP), el “Supplemental Tuition Assistance Program” o TAP, el “College Discovery Program” o CD. Las becas CAP y APTS se le confieren a los que se matriculan a tiempo parcial. Las becas son dádivas, los préstamos son dinero a crédito que tiene que devolverse con intereses.

El programa de estudio y trabajo le da al estudiante la oportunidad de ganar el dinero necesario para asistir al colegio.

La responsabilidad de llenar las solicitudes correctamente, de entregarlas a tiempo y de darle seguimiento al proceso recae sobre el solicitante. La solicitud de asistencia económica debe renovarse todos los años.

El programa de Federal College Work/Study le paga al estudiante por su trabajo y así puede sufragar, parcialmente, los gastos de sus estudios.

Información General*

¿Quién califica? Para recibir asistencia económica el estudiante deberá estar matriculado, mantener un buen promedio académico y acumular créditos según lo establecido por los reglamentos de la Universidad. Además, no ha de adeudar ninguno de los préstamos antes mencionados ni adeudar la devolución correspondiente por concepto de alguna de las becas Pell o FSEOG.

Necesidad económica

En general, la asistencia económica se ofrece en base a la necesidad del estudiante. La necesidad es la diferencia entre los gastos educativos del estudiante - costos de matrícula, cuotas, gastos de vivienda, libros, equipo y otros gastos - y la cantidad de dinero que el estudiante y/o su familia puedan pagar. La cantidad se determina por un análisis que hace la Universidad de la Ciudad de Nueva York aprobado por el gobierno federal a todas las solicitudes sometidas por sus estudiantes. Esto asegura la equidad a través de toda la Universidad. La cantidad de las ayudas las determina la Universidad, y esto aplica a todos los estudiantes.

Los Estudiantes Impedidos

Los estudiantes lisiados que incurran en gastos adicionales para asistir a clases, deberán solicitar asistencia económica por medio de su consejero de rehabilitación vocacional.

Ciudadanía: En términos generales, el estudiante deberá ser ciudadano de los Estados Unidos o residente permanente en los Estados Unidos continentales o en el Territorio en Fideicomiso de las Islas del Pacífico. La información más detallada se encuentra en la solicitud de asistencia económica.

Estudiantes de Traslado

Cuando un estudiante se traslade un colegio a otro, ésta no es transferida automáticamente con éste. Debe venir a la Oficina de Asistencia Económica de Hostos para informarse sobre la asistencia disponible y los pasos a tomar. Su institución de procedencia debe enviarle una transcripción de asistencia económica a Hostos. El no recibir tal transcripción puede interferir con su asistencia económica. Si tiene una beca federal Pell, debe conseguir un duplicado de su informe de asistencia y someterlo a la Oficina de Asistencia Económica. Si tiene una beca TAP, debe llenar un formulario de cambio para continuar recibiendo esta beca en Hostos.

*Los cambios en los reglamentos emitidos por los gobiernos federal y estatal pueden hacer obsoletas varias declaraciones en los formularios. Entérese en la Oficina de Asistencia Económica de la más reciente información.

Los programas de asistencia económica establecidos por el gobierno federal

Los estudiantes que reciben asistencia económica bajo los auspicios de los programas conocidos como de Título IV tienen que mantener un buen índice académico (véalo en todas partes de este catálogo) y tomar por lo menos 18 créditos por año para continuar recibiendo. Además, tienen que concluir sus estudios en el transcurso de un período no mayor de tres años y medio. De no cumplir con los mencionados requisitos, pierden los beneficios del Programa Título IV. Aquellos que han perdido dichos beneficios debido al incumplimiento con los requisitos pueden recurrir a un proceso de apelación al comité apropiado. De ganar la apelación, el estudiante
se verá obligado a tomar un mínimo de 21 créditos por año académico para mantener el estatus. A los que estudian a tiempo parcial se les permite extender su tiempo de estudios proporcionalmente.

Durante el período de probatoria, los estudiantes que demuestren un progreso satisfactorio continuarán su estatus académico con el colegio y su elegibilidad para ayuda financiera.

**Los programas remediales y de “ESL” (inglés como segundo idioma)**

El gobierno federal ahora permite un máximo de 30 créditos aplicable hacia la ayuda del programa Título IV. Cualquier cantidad mayor de 30 créditos de trabajo remedial no puede contar hacia la ayuda del programa Título IV. A los estudiantes del programa “ESL” se les permite hasta un año adicional de trabajo académico para adquirir un mayor dominio del idioma inglés.

**Las Becas Federales Pell**

**Proceso de solicitud:** Las solicitudes se obtienen en las oficinas de Asistencia Económica y en ellas se incluyen las instrucciones para llenarlas. En respuesta, el solicitante recibirá la aceptación o el rechazo a su solicitud por medio de una hoja, conocida con las siglas de SAR o Student Aid Report. Si la solicitud es aceptada, el estudiante recibe los fondos directamente.

**Métodos de selección de los solicitantes y de la asignación de fondos:** La elegibilidad y el momento de la asignación de fondos depende de la necesidad económica del solicitante y se determina utilizando una fórmula que se instrumenta por mandato de la U.S. Office of Education y se revisa anualmente en el Congreso de los Estados Unidos. El solicitante deberá estar matriculado a tiempo completo o a tiempo parcial, en un programa conducente al bachillerato o al título de grado asociado y demostrar que depende de la asistencia económica para poder continuar sus estudios. Los que reciben becas Pell, continúan recibiendo los fondos hasta que completen el bachillerato o no cumplan con las condiciones para recibirlos.

**Plan de adjudicación:** La cantidad que se confiere depende de los gastos que se incurran por asistir a clases y del estatus de matrícula del estudiante.

**Derechos y Responsabilidades de los becados por la “Pell:”** demostrar progreso académico de acuerdo a las exigencias de la beca, no tener deudas pendientes con el programa Pell, ni con ninguna otra beca, ni haber desfalcado ningún préstamo de estudios.

**Antes de recibir los fondos, el estudiante debe firmar una declaración que aparece en la hoja “SAR,” en la cual se compromete a utilizar dichos fondos exclusivamente para gastos relacionados con los estudios. Los becados recibirán los pagos directamente.**

**Becas suplementarias (FSEOG)**

**Procedimiento de Solicitud:** Las solicitudes se radican en la Oficina de Asistencia Económica. La adjudicación de fondos y la determinación de la cantidad que se confiere depende de la necesidad económica del solicitante, su horario de clases, su progreso académico y su estado de salud.

**Selección de solicitantes y asignación de fondos:** deberá estar matriculado, ser ciudadano de los Estados Unidos o residente permanente y mantener un progreso académico.

**Adjudicación:** Cuando la universidad es la otorgadora de los fondos, la propia institución gestiona el empleo del estudiante en el recinto o fuera de él en agencias privadas o públicas. Para determinar si un estudiante puede trabajar bajo los auspicios de este programa se toma en consideración su necesidad económica, su horario de clases, su progreso académico y su estado de salud.

**Derechos y responsabilidades:** mantener un progreso académico satisfactorio.

**Préstamos “Stafford” (FGSL)**

**Procedimiento de solicitud:** La solicitud se entiende en una institución bancaria, cooperativa de crédito dentro del Estado de Nueva York o en la Oficina de Asistencia Económica. Una vez llenada, la solicitud se entrega a la oficina de Asistencia Económica quien a su vez la envía a una institución bancaria participante y a la “Higher Education Services Corporation” (HESC). A veces, se requiere que el solicitante asista a una entrevista o a una sesión de consejería o a ambas. Una vez se aprueba el préstamo, el estudiante firma su obligación de pagarlos.

Dicho documento entra en vigor en el otoño del año académico y los fondos no pueden comenzar a utilizarse hasta el 1ro de agosto.

Para calificar deberá estar matriculado por lo menos a tiempo parcial.

Un estudiante de bachillerato o de grado asociado puede recibir un máximo de $2,526 por año académico. La cantidad máxima total que se puede tomar prestada es de $12,500 y puede calificar para una prórroga en el pago de los intereses mientras esté estudiando y durante
los primeros seis (6) meses siguientes al momento de comenzar los pagos. Una prima anual de seguro de 1% es pagadera al momento de recibir el cheque*.

Derechos y responsabilidades de los prestatarios: La tasa de interés de los préstamos Stafford es relativamente baja (al presente, esta no excede el 8.25%) para estudiantes nuevos que no adeuden préstamos anteriores, siempre y cuando permanezcan matriculados con seis (6) créditos o más; y por seis (6) meses más una vez cesen de estudiar. El pago del principal puede ser diferido bajo ciertas condiciones aprobadas por el gobierno federal. Al quinto año de pago, el interés aumenta a 10%.

*Nota al calce: Al presente se deduce un 3% de recargo de origen en tal préstamo.

Reembolsos Prorateados para los Recipientes del Programa Título IV: Nótese que los cambios recientes en las regulaciones federales pueden afectar su cantidad sobrante de costo de matrícula en el colegio.

Los estudiantes de primer año que reciben ayuda económica de Título IV (FFG, FSEOG, FCWS, FELP) se les reducirá su sobrante si el pago del principal puede ser diferido bajo ciertas condiciones aprobadas por el gobierno federal. Al quinto año de pago, el interés aumenta a 10%.

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Los estudiantes de primer año que reciben ayuda económica de Título IV (FFG, FSEOG, FCWS, FELP) se les reducirá su sobrante si el pago del principal puede ser diferido bajo ciertas condiciones aprobadas por el gobierno federal. Al quinto año de pago, el interés aumenta a 10%.

Los programas estatales TAP para los que estudian a tiempo completo

Las becas TAP son para estudiantes matriculados a tiempo completo y ofrecen asistencia con el pago de matrícula a estudiantes que llevan 12 créditos o más dependiendo del ingreso familiar. La cantidad mínima conferida cada semestre es de $50,00. La cantidad máxima para cada estudiante es de $1,012.50 por semestre.

Requisitos para la TAP: Para ser elegible, el solicitante debe, (1) ser un residente del Estado de Nueva York y ciudadano americano o residente, (2) estar matriculado a tiempo completo en una institución post-secundaria reconocida del Estado de Nueva York, (3) tener un ingreso anual mínimo según lo especifica la solicitud y (4) mantener un índice académico satisfactorio.

Proceso de solicitud y adjudicación: Se debe solicitar anualmente. Las solicitudes están disponibles en la Oficina de Asistencia Económica. Antes de someterlas, los solicitantes deben llevarlas a revisar a la la Oficina de Asistencia Económica.

Las que califican un certificado de HESC en el cual se indica la cantidad a recibir. Si el certificado se recibe antes de la fecha de matrícula se le resta a dicha cantidad la que aparece en el certificado. Si el certificado se recibe después de la fecha de matrícula, el estudiante es responsable del pago total de matrícula y se le devolverá la cantidad indicada en el certificado durante el transcurso del semestre.

La cantidad a recibir por TAP se determina de acuerdo a una escala tomando en consideración el nivel de estudio, el costo de matrícula y el ingreso neto.

El reglamento del Estado de Nueva York con respecto a las becas TAP establece que un estudiante que no mantiene el promedio académico acumulativo especificado para ser elegible para la beca TAP pierde su elegibilidad. Dicha prórroga se concede una sola vez y sólo por un semestre cuando: (a) demuestre que tiene la intención de mejorar su índice académico; (b) puede documentar el por qué no cumplió con los requisitos de la beca; (c) recibió el visto bueno del Decano de Estudiantes. Aquellos estudiantes que deseen un aplazamiento deben consultar con el coordinador de TAP.

### Tabla 1

<table>
<thead>
<tr>
<th>Número de fase</th>
<th>Créditos/suministros completados de la beca TAP hasta el semestre anterior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>6, 7, 8, 9, 10</td>
<td>12</td>
</tr>
</tbody>
</table>

Progreso Académico Satisfactorio - es requisito que el estudiante acumule el total mínimo especificado de créditos para lograr el siguiente promedio académico acumulativo especificado para ser elegible para el número de fase indicado:

### Tabla 2

<table>
<thead>
<tr>
<th>Número de fase de la beca TAP</th>
<th>Cantidad mínima de créditos acumulados</th>
<th>Índice acumulativo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>1.00</td>
</tr>
<tr>
<td>4</td>
<td>18</td>
<td>1.20</td>
</tr>
<tr>
<td>5</td>
<td>31</td>
<td>1.40</td>
</tr>
<tr>
<td>6</td>
<td>45</td>
<td>1.65</td>
</tr>
<tr>
<td>7</td>
<td>60</td>
<td>1.70</td>
</tr>
<tr>
<td>8</td>
<td>75</td>
<td>1.75</td>
</tr>
<tr>
<td>*9</td>
<td>90</td>
<td>1.80</td>
</tr>
<tr>
<td>*10</td>
<td>105</td>
<td>1.85</td>
</tr>
</tbody>
</table>

Nota al calce:  
1. Aquellos estudiantes que se dan de baja total durante un semestre no califican para TAP el semestre siguiente.  
2. Se considera que un estudiante que ha sido puesto en probatoria aún califica para TAP si cumple con los requisitos expuestos en la tabla 2.  
3. Aquellos estudiantes que no cumplen con los requisitos para continuar recibiendo la TAP pierden su elegibilidad. Si se matricula a pesar de haber perdido la elegibilidad, tendrá que pagar el importe total de la matrícula de su bolsillo.  
4. Los estudiantes transferidos de otras instituciones o que deseen cambiar sus programas de estudios, deberán consultar con un consejero académico para asegurarse de no perder su beca TAP/STAP al hacer dichos cambios.  
5. Cuando un estudiante demuestra que su expediente académico no cumple con los requisitos por causas excepcionales y ajenas a su voluntad puede solicitar el aplazamiento o prórroga de la beca TAP. Dicha prórroga se concede una sola vez y sólo por un semestre cuando: (a) demuestre que tiene la intención de mejorar su índice académico; (b) puede documentar el por qué no cumplió con los requisitos de la beca; (c) recibió el visto bueno del Decano de Estudiantes. Aquellos estudiantes que desean un aplazamiento deben consultar con el coordinador de TAP.
"Supplemental Tuition Assistance Program" STAP

Es éste un programa que ofrece asistencia económica adicional por dos semestres más a los estudiantes que califican y que necesitan tiempo adicional para concluir sus estudios.

No existe un proceso de solicitud para STAP. El estudiante solicita la beca TAP, y si cumplen con los requisitos de la STAP el Colegio le notificará de su aceptación a la STAP.

¿Quién califica para STAP?

Para recibir STAP el solicitante deberá ser residente del Estado de Nueva York, (2) estar matriculado a tiempo completo, (3) ser participante de un programa que tenga como meta la consecución de un título o un certificado, (4) necesitar tomar cursos de remedio y (5) llevar, por lo menos, seis (6) horas de cursos de remedio, dependiendo de la puntuación obtenida en el examen de ubicación.

Se califica para recibir la beca STAP si:

1. Ha aprobado al menos un 50% o 6 créditos equivalentes de los cursos tomados el semestre anterior. Las notas “W” y “WU” se consideran como incompletos.
2. Ha demostrado progreso significativo al repetir los exámenes que miden sus destrezas en matemáticas, inglés, ciencias y español.

Se debe solicitar cada año. Las solicitudes están disponibles en la Oficina de Asistencia Económica. Antes de someter las solicitud, el estudiante debe llevarla a revisar a la Oficina de Asistencia Económica.

College Discovery (CD)

CUNY adjudica ésta beca a estudiantes que ingresan al Colegio por primera vez como estudiantes de "College Discovery".

Becas conferidas por la Junta Regente o "Regents College Scholarships"

Se califica para las becas de la Junta al solicitar TAP basándose en las puntuaciones obtenidas en el SAT y en las notas obtenidas en la escuela superior. Se adjudican para estudiantes universitarios a tiempo completo en una institución dentro del Estado de Nueva York y consisten de un estipendio anual de $250, sin tomar en cuenta el costo de matrícula ni el ingreso familiar.

Las solicitudes se obtienen en la Oficina de Orientación de la escuela superior más cercana o escribiendo a:

NYS Higher Education Services Corporation
99 Washington Avenue
Albany, NY 12255
(518) 473-5642

Becas para estudios de enfermería:

Estas becas se adjudican competitivamente para estudios a tiempo completo (12 créditos) por año en la carrera de enfermería a nivel de bachillerato en una institución dentro del Estado de Nueva York. Las normas de selección son las mismas que se utilizan para adjudicar las becas de la Junta de Regentes. La cantidad del estipendio es de $250, al año por un máximo de cinco (5) años. Para solicitar llame a:

State and Federal Scholarship and Fellowship Unit
(518) 474-6394

Asistencia económica para los indígenas Native Americans:

Esta ayuda económica por medio de beca proviene de fondos estatales. El solicitante debe pertenecer a una de las naciones con orígenes en el estado de Nueva York y además residir dentro del estado de Nueva York. Consiste de un estipendio anual de $675 por semestre por un plazo no mayor de cuatro (4) años de estudios a tiempo completo, o por cinco (5) años, cuando los éstos requieren un quinto año para llenar los requisitos de la carrera. Los becados deberán remitir un informe de sus notas al final de cada semestre. Para solicitar escriba a:

Native American Indian Education Unit
New York State Education Dept., Room 543
Education Building Annex, Albany, NY 12234
(518) 474-0537

Becas para estudiar a tiempo parcial o APTS

Se otorgan a estudiantes matriculados con 6 a 11 créditos por semestre.
Requisitos:
- Haber aprobado 6 créditos
- No ser beneficiario de ninguna otra beca estatal
- Ser ciudadano o residente permanente de los Estados Unidos
- Residir en el Estado de Nueva York
- Mantener un índice académico satisfactorio.

La cantidad del estipendio varía y puede cubrir, hasta el máximo del importe de la matrícula. La fecha límite para solicitar es el día de hacer cambios en el programa, al finalizar el período de matrícula o drop/add.

Otras becas estatales

Consulte con el personal de la Oficina de Asistencia Económica si cree que califica para cualquiera de las becas estatales siguientes:
- las Becas para Health Care and Professional Opportunity
- Becas conferidas por el "Health Services Corps"
- Becas para los hijos de veteranos impedidos o fallecidos
- Becas para los hijos de policías o bomberos fallecidos
- Becas para los veteranos de Vietnam.

Estimado de gastos anuales

Matrícula $ 2,100.
Libros $500.00
Cuotas $40.00
Transportación $675.00
Gastos personales (incluyendo almuerzos) $1,415.00
Mantenimiento $1,500.00
Cuota consolidada $4.00

Nota al calce: Estas cifras son estimados provistos por la Universidad y están sujetas a cambio cada año. Para más información consulte con el personal de la Oficina de Asistencia Económica.
Normas y Procedimientos Académicos

**Adjudicación de Notas y Normas Académicas**

El Colegio Comunal Hostos determina el logro académico mediante el uso de letras. El sistema de notas es el siguiente:

<table>
<thead>
<tr>
<th>Nota</th>
<th>Logro</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excelente</td>
</tr>
<tr>
<td>B</td>
<td>Bueno</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactorio</td>
</tr>
<tr>
<td>D</td>
<td>Deficiente</td>
</tr>
<tr>
<td>F</td>
<td>Fracasadado</td>
</tr>
</tbody>
</table>

**Otras notas**

- **I** Incompleto. Indica que aunque el estudiante ha hecho un trabajo satisfactorio no ha cumplido con los objetivos de un curso debido a razones de peso y que existe una expectativa razonable de que el estudiante completará los requisitos, antes de la octava semana del siguiente semestre. No se debe repetir un curso en el que se haya recibido “I,” pues de no cumplir con los requisitos del curso en el cual se obtuvo “I” ésta se convertirá en “F.” Si el estudiante se matricula de nuevo en un curso en el que haya recibido una “I,” ésta se convertirá en “F” y el curso aparecerá una segunda vez en la transcripción de créditos del estudiante con la nota recibida. No se otorga “I” para cursos tomados durante la sesión de verano.

- **W** Baja sin penalidades. Esta nota indica que el estudiante se dio de baja por razones válidas y que en efecto ha realizado éste procedimiento a tiempo, a pesar de haber hecho un trabajo satisfactorio en el curso correspondiente, previo a la octava semana del semestre.

- **WU** Baja extraoficial. Se otorga por ausencia a clases sin baja oficial. Esta reemplaza a la nota de NC asignada antes del 1980. Es equivalente a “F” y se incluye en los cómputos del índice académico.

- **R** Se confiere en los cursos remediativos que conllevan crédito. Se otorga “R” cuando el estudiante no ha alcanzado un nivel mínimo de destreza a la vez que ha satisfecho las tres condiciones siguientes:
  a. asistencia satisfactoria.
  b. cumplimiento con todas las asignaciones;
  c. progreso satisfactorio según los objetivos del curso.

La nota “R” es una nota no punitiva, y no se incluye en el cálculo del índice académico. Ésta nota se otorgará una vez por curso excepto en el caso de ENG 1300 y ENG 1301 en los que, por causa del examen de escritura, “R” se puede otorgar dos veces. Otros recintos universitarios pueden darle un valor negativo.

**Incompletos y “F”**

El estudiante no debe repetir un curso donde se ha otorgado una nota de incompleto (I). Por el contrario, se deben hacer arreglos con el profesor que le otorgó el incompleto para completar el trabajo restante. Si esto no se hace, el incompleto será cambiado por una nota de Fracasadado (F). Si un estudiante se matricula en un curso donde se le ha otorgado un Incompleto (I), el (I) se convertirá en una (F), y el curso aparecerá por segunda vez en su transcripción de créditos.

**Normas Referentes al Idioma**

Los nuevos estudiantes cuyo primer idioma no es el inglés y que han tomado los exámenes de ubicación “ESL”, o cuyo ensayos del examen de evaluación de escritura de la Universidad so referidos a y evaluados por el Comité de Ubicación de “ESL”, tomarán una secuencia de doce a catorce créditos para completar los requisitos de los grados A.A. y A.S., dependiendo del nivel original de ubicación y progreso.

Existen tres secuencias distintas para los estudiantes “ESL”, dependiendo de su ubicación. Cada una incluye un curso de curso “ESL” de escritura y de lectura. En los cursos elementales ESL 1315 y ESL 1320 se le permite al estudiante tomar el setenta y cinco porciento y otro porcentajes, en el curso intermedio ESL 1325 un cincuenta porcento; en el curso avanzado ESL 1330 un veinticinco porcent. Una vez el estudiante termina la secuencia “ESL”, no deben tomar más cursos en español, excepto donde sea apropiado, ej. los cursos en lenguas modernas o estudios latinoamericanos o del caribe.

**Retención de estudiantes**

La tabla siguiente indica el índice académico mínimo necesario para continuar matriculado/a en el Colegio y llegar a graduarse.

<table>
<thead>
<tr>
<th>Créditos aprobados</th>
<th>Índice académico</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-12</td>
<td>1.50</td>
</tr>
<tr>
<td>13-24</td>
<td>1.75</td>
</tr>
<tr>
<td>25 o más</td>
<td>2.00</td>
</tr>
</tbody>
</table>
Normas con Respecto a las Notas de “F”

Efectivo el 1ro de septiembre de 1990, las nuevas normas de la universidad con respecto a las notas de “F” son las siguientes:

“Cuando se le otorga a un estudiante a nivel de grado asociado o bachillerato una nota de “F” o una nota administrativa de fracaso, y el estudiante vuelve a tomar el curso de forma subsiguiente y recibe una nota de “C” o más alta, la nota inicial de “F” ya no será computada para efectos del promedio académico. La “F” permanecerá en la transcripción. El número de créditos fracasados que se pueden eliminar del promedio académico se deben limitar a 16 por la duración de su matrícula a nivel de grado asociado o bachillerato en las instituciones de la Universidad de la Ciudad de Nueva York.

Asistencia a clase

La asistencia a clase es esencial. Se permiten un número limitado de ausencias cuando:

1. el profesor asigne una actividad alterna relacionada con el curso.
2. el estudiante haya sido asignado a una actividad investigativa que culmine en un proyecto escrito que rebase lo que cubre el curso.

En tales casos el estudiante y el profesor se reunirán regularmente y el profesor estará al tanto del adelanto hecho por el estudiante y de los problemas que vaya identificando y solucionando en el transcurso de sus estudios.

El estudiante que no haya asistido por lo menos una vez al curso durante las tres primeras semanas del semestre será considerado ausente del curso y recibirá la nota de WU. Los estudiantes que asistan por lo menos una vez durante las tres primeras semanas, pero que no asistan ni una sola vez, ya sea durante la cuarta o la quinta semana, recibirán una WU, a menos que exista evidencia de que se mantuvo al tanto del trabajo realizado en el curso y que, además, haya expresado la intención de regresar a clase.

La lista de honor

La lista de honor incluye a aquellos estudiantes que han obtenido notas sobresalientes. Para integrar esa lista de honor, se ha de haber aprobado 24 créditos o más en el Colegio Comunal Eugenio María de Hostos en el transcurso de un año y haber obtenido un índice académico de 3.5 o más, sin tener notas de “D” o de “F” durante ese mismo año.

Phi Theta Kappa

La Phi Theta Kappa, entidad nacional honoraria fundada en 1908, está integrada por estudiantes con notas sobresalientes que cursan estudios en colegios de dos años. El ingreso a dicha organización premia la excelencia académica. Los criterios para el ingreso están establecidos por la organización conjuntamente con los colegios individuales. El capítulo de la Phi Theta Kappa en el Colegio Comunal de Hostos, Alpha Kappa Tau, se fundó en 1985. 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 aprobado dos semestres en el Colegio con un índice acumulativo de 3.5 o más.
d. haber aprobado dos semestres de inglés o de inglés como segundo idioma; o haber alcanzado el nivel de ENG 1302, si fué inicialmente ubicado en un curso por debajo del 1302 al ser admitido al Colegio.
e. haber eliminado satisfactoriamente cualquier nota de “I” o haber repetido satisfactoriamente (o aprobado el examen de CUNY) en casos donde se haya otorgado previamente una nota de “R.”
f. haber demostrado excelencia académica además de poseer cualidades éticas y morales dignas de elogio.

Los estudiantes deben además pagar una cuota única de iniciación junto con una carta de recomendación de un profesor.

Probatoria, suspensión y procedimiento de apelación

Los estudiantes que no logren mantener el promedio requerido para su nivel sepondrán en probatoria por el plazo de un semestre. Los que no satisfagan los requisitos de la probatoria durante el semestre siguiente a ésta tendrán que darse de baja de la Universidad. El comité que rige las normas académicas considerará las apelaciones individuales y las concederá o negará según los méritos de cada caso.

Probatoria limitada

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

Denegación automática

Se le negará la extensión a la probatoria a aquellos estudiantes que apelen y con respecto a quienes el Comité haya determinado que no podrán alcanzar el índice académico mínimo requerido.

Evaluación semestral

Al comienzo de cada semestre se revisan los expedientes de los estudiantes en probatoria. Los que no hayan cumplido con las condiciones de la probatoria serán suspendidos permanentemente.

Reingreso

Aquellos que reingresan, luego de un semestre de ausencia por suspensión, tendrán un plazo de dos semestres para subir el promedio al nivel requerido y así poder continuar asistiendo al Colegio.
Integridad Académica

I. Introducción

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 ni directa o indirectamente en actos de fraude y la de desalentar tal práctica. Se incurre en el fraude cuando ocurre una de las siguientes situaciones pero, no están limitadas a éstas.

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

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 reclamar como propio el trabajo intelectual o artístico de otro.

Se incurre en plagio cuando ocurre una de las siguientes situaciones pero, no están limitadas a éstas.

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, puede ser profesor, administrador o 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 naturaleza académica. La petición u oferta de favores sexuales a cambio de una nota, puntuación en un examen, o de cualquier otro favor de naturaleza académica se tratará conforme a los procedimientos indicados cuando ocurre un hostigamiento sexual. Dichos procedimientos se explican en otra sección de este catálogo y en la Guía Estudiantil.

Con respecto a la integridad académica, se incurre en el acto de soborno cuando ocurre una de las siguientes situaciones indicadas pero, no están limitadas a éstas.

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 naturaleza académica.
II. La Responsabilidad de la facultad, de los examinadores o "proctors" y de los estudiante.

Con el propósito de no comprometer negativamente, ni el proceso educativo, ni 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 (debid0 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 el producto de su propio esfuerzo.
2. Se requiere que, en todo trabajo, examen o proyecto asignado en clase, presentado por un estudiante, aparezcan acreditadas 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 el visto bueno 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 este, 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 percate 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 el dicho proceso, quien a su vez le 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 ésta sección del catálogo). La carta, escrita en español y en inglés, ha de ser enviada dentro del plazo de diez (10) días de clase 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 clase 1, 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 clase 1. Se han de enviar copias de la carta de notificación al estudiante, al decano de asuntos académicos y al decano de estudiantes o 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, puede entonces, apelar el caso dentro de un plazo de diez (10) días de clase 1, 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 determinara 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 habrá entonces, de notificar al estudiante acusado, por correo certificado, de la decisión del subcomité, dentro de un plazo de diez (10) días de clase 1. 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 este se gradúe, 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 clase,” 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, 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 la 15.5 del reglamento de la Junta de Síndicos de CUNY. Dicho proceso disciplinario puede conducir a una suspensión o expulsión del colegio.
División de Desarrollo del Estudiante

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, todo estudiante deben mostrar 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 Asesoramiento Académico. Estos estudiantes están capacitados para ofrecer consejería y asesoramiento académico extenso 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 están localizados en el Centro de Información del Colegio (Salón B-530) donde los estudiantes pueden pasar para hacer preguntas y recibir información sobre cualquier proceso o procedimiento del Colegio.

Traslado

Los estudiantes que desean trasladarse a un colegio de 4 años deben consultar a los compañeros orientadores y a 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 Consejería 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, referidos a empleos a tiempo parcial y a tiempo completo, y otros talleres relacionados.

Además, el programa de Servicios de Desarrollo de Carreras ofrece un programa guía computadorizado (DISCOVER) para asistir a los estudiantes a desarrollar sus planes de carreras. También tiene una biblioteca de recursos de carreras que incluye libros, videocassettes, audio cassettes sobre tópicos de carreras.

Se exhorta a los estudiantes a que visiten la oficina de Desarrollo de Carreras para que aprendan más 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, egresados y la facultad.

Posibilidades de Empleo

Los estudiantes que se gradúan de los programas de Artes Liberales (grados de A.A. ó A.S) se trasladan a un colegio de cuatro años o entran al mundo del trabajo inmediatamente después de la graduación. Muchos egresados que continúan sus estudios a tiempo parcial buscan empleos con compañías que les ofrecen reembolso del costo de matrícula a los empleados.

Los egresados que fueron empleados a tiempo completo al graduarse han entrado a una variedad de ocupaciones en los sectores públicos y privados: asistentes de casos, asistentes legales, gerentes de ventas, representantes de clientes y de cuentas, representantes de seguros, gerencia de bancos, y varias posiciones en el servicio civil en 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, o de buscar empleo directamente. Un número de graduados buscan empleo con compañías que proveen reembolso del costo de matrícula a sus empleados que continúan sus estudios. Los egresados de los Programas Ocupacionales están empleados en las siguientes áreas:

- contabilidad: especialista en preparación de planillas, contador principiante, asistente de contador, representante de seguros
- ventas al detal: gerente, asistente de personal
- justicia criminal: asistentes legal, recopilador de datos, especialista en información
- procesamiento de datos: asistente de computadoras, analista programador principiante
- operador de computadoras, operador de consolas
- higiene dental: higienista dental
- educación elemental: asistente de maestro, asistente de cuidado infantil, asistente de maestro bilingüe
El Colegio Comunal Hostos tiene amplio y diverso cuerpo estudiantil. Sus egresados han utilizado su educación para entrar a una amplia variedad de ocupaciones. Muchos han continuado su educación y ejercen al presente profesiones como la abogacía, la 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 posiciones ejecutivas en agencias públicas y compañías privadas. Muchos egresados al presente son dueños de sus propios negocios. Todos han utilizado su educación en el Colegio Hostos para abrir nuevas oportunidades para ellos mismos, para desarrollar las destrezas de comunicación y cuantitativas que están en tanta demanda en el área metropolitana, y a adquirir un mejor entendimiento 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 tienen que participar en un programa de internado de negocios durante su último semestre para graduarse. Son colocados en sobre 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. Un internado prepara al estudiante para desarrollar destrezas mercaable y les enseña las realidades de las ocupaciones específicas.

College Discovery

El programa "College Discovery" funciona con fondos especiales de la Universidad de la Ciudad de Nueva York (CUNY).

Para ser elegible, los estudiantes tienen que solicitar y llenar los requisitos antes de ser admitidos al Colegio. Si ya ha sido admitido a un Colegio de CUNY, el estudiante no puede solicitar. Los estudiantes del programa "College Discovery" reciben ayuda financiera para cubrir los costos de matrícula, los libros y otros gastos educativos. Al completar el grado asociado, los estudiantes del programa "College Discovery" pueden trasladarse a un programa "SEEK" en un Colegio de CUNY de cuatro años. La unidad de "College Discovery" en cooperación con otras unidades de la División de Desarrollo del Estudiante, le ofrece una variedad de programas innovadores a toda la comunidad colegial.

Nota: El programa "College Discovery" exige unos requisitos de ciudadanía, y de residencia de un año en la ciudad de Nueva York, de los cuales se exige evidencia para su participación en éste. En caso de que un estudiante no sea ciudadano pero que llene los requisitos de residencia, el estudiante tiene que tener estatus de inmigrante (que incluye a personas que han recibido residencia permanente o estatus de refugiado o de libertad bajo palabra).

Servicios Médicos

Salón B-115, Teléfono: (718) 518-6541. Los siguientes servicios están disponibles a los estudiantes:

- Exámenes físicos rutinarios y para propósitos 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 provee servicios tales como Radiografías (Rayos X) del pecho, inmunizaciones, cuidado prenatal, y exámenes de sangre. La Oficina de Servicios de Salud también provee exámenes colectivos gratuitos de diabetes mellitus, tuberculosis, hipertensión (alta presión) y embarazo. También se cuenta con una máquina de electrocardiogramas. Se ofrece consejería y exámenes gratuitos de SIDA para cualquier estudiante que solicite este servicio. El servicio de salud tiene una gran selección de panfletos y manuales en una amplia variedad de issues de salud disponibles a los estudiantes de Hostos.

El personal de servicios médicos consiste en un médico durante el día y una enfermera durante la noche. Las horas de oficina están anunciadas cada semestre. El médico del colegio estará también disponible a través de la enfermera del colegio de 8 a.m. a 4:30 p.m. Se necesita una cita para un examen físico. Se proveen medicamentos gratuitos a los estudiantes de Hostos.

Vacunas: Comenzando el 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 tienen que ser vacunados para poder asistir a clases. Los solicitantes de admisión al Colegio Comunal Hostos y los estudiantes que ya están matriculados tienen que proveer un certificado de vacunación contra el sarampión, las paperas y la rubéola. El certificado de vacunación tiene que ser firmado por un médico u otro proveedor de servicios médicos, y tiene que tener la siguiente información:

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

Nótese que se las vacunas contra el Sarampión, las Paperas y la Rubéola se pueden administrar por separado o de forma combinada como: Sarampión, Paperas, Rubéola (MMR), o Sarampión y Rubéola (MR). Los for-
mularios del certificado de inmunización están disponibles en la Oficina de Servicios Médicos. Para información sobre las exenciones médicas y religiosas, por favor llame al (212)349-2664.

Centro Infantil de Hostos

El Centro Infantil del Colegio Hostos le provee un ambiente sano, saludable y estimulante a una cantidad de hasta 60 niños en edad preescolar durante el día y a 20 niños durante la noche. Las horas de operación son de 7:30AM a 10:00PM de lunes a jueves y de 7:30AM a 2:00PM los viernes.

El programa está diseñado alrededor de las necesidades de desarrollo del niño e incluye juegos creativos, música, bailes, juegos de bloques, artes, matemáticas, actividades multiculturales, prontidud de lectura, tiempo para interacción de grupo, y tiempo para estar solos. Los niños también participan en viajes de campo por la vecindad, viajes en la ciudad y programas interdepartamentales.

Al presente el Centro sirve solamente a los niños de los estudiantes matriculados en Hostos. Está licenciado por el Departamento de Salud de la Ciudad de Nueva York. Los servicios están disponibles durante período de matrícula cada semestre. Los servicios de emergencia también se planifican dependiendo de la necesidad por estos.

Centro Para el Derecho de la Mujer y el Inmigrante (CPDM)

El CPDMI es un proyecto orientado hacia el estudiante y la comunidad del Colegio de la Comunidad Hostos diseñado para facultar 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 del 1988 por estudiantes, miembros de la facultad y la administración preocupados que reconocieron las necesidades especiales de la mujer y del inmigrante. Con la ayuda del New York Community Trust, se proveyeron los servicios de abogados voluntarios, asesores de la facultad y los estudiantes.

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

Al presente, 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 con las agencias del gobierno en asuntos de vivienda, salud y beneficios públicos. También proveemos servicios basados en la escuela.
- CONSEJERÍA SOBRE LAS LEYES DE INMIGRACIÓN: Peticiones de familiares, naturalización, referidos a agencias sin fines de lucro en asuntos sobre deportación, amnistía y traducciones de documentos legales.

SEMINARIOS A ESTUDIANTES Y A LA COMUNIDAD: Talleres sobre violencia doméstica, leyes de inmigración, vivienda, auto-estima, y grupos de motivación.

Horario

De lunes a Viernes, de 9 a.m. a 5 p.m.
Por favor llame al (718) 518-4311 para más información.

Consejería Personal y Académica

La unidad de consejería provee 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 adonde ir para asistencia debe comunicarse con la unidad de consejería para información y guía.

Los consejeros proveen un ambiente de apoyo en el cual los estudiantes pueden enfocar en issues 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 una atmósfera privada y personal en la que puedan hablar de temas de importancia y preocupación.

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

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 1:30 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 de carrera. Se expone a los estudiantes a información que intente contener preguntas relacionadas con grados académicos, programas académicos, índice académico, probatoria académica y retención.

Las unidades específicas en el curso enfocan en tópicos como destrezas de estudio, como tomar notas, como resolver problemas, el uso de la biblioteca y cómo escribir monografías. En todas las sesiones del curso se abordan los factores de motivación que afectan la retención del estudiante en la universidad.
Servicios a Estudiantes Impedidos

Para asegurarse de que se cumplan la carta y el espíritu de la Sección 504 del Acta de Rehabilitación de 1973 y el Acta de Americanos con Impedimentos de 1990, el Colegio tiene un Coordinador de Servicios a Estudiantes Impedidos. El Coordinador está ubicado en el salón B-538 y puede comunicarse por teléfono al (718) 518-6702. Las horas de oficina varían por semestre. Llame para información sobre las horas vigentes.

Los estudiantes elegibles pueden recibir una variedad de servicios que incluyen consejería y asesoramiento previos a la admisión, matrícula y exámenes de ubicación especiales, consejería continua educativa y sobre carreras, y asistencia sobre arreglos para conseguir lectores/tomadores de notas, libros de texto grabados e instrucción de salón de clase y exámenes alternos. 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 físicamente impedidos a determinar su elegibilidad para servicios de rehabilitación y a asegurarse de que los estudiantes auspicados reciban el apoyo mientras progresan hacia sus objetivos educativos y de carrera. Además, la consulta con las agencias de la comunidad que proveen servicios de apoyo, servicios de rehabilitación y el entrenamiento en la lucha por los derechos de los impedidos es parte integrante del programa para los estudiantes.

El Colegio cuenta con una variedad de equipo especial disponible para estudiantes con impedimentos visuales y no-videntes. El equipo de expansión de impresos (V-Tek) está localizado en la biblioteca, el centro de escritura, y los laboratorios de matemáticas. El Colegio también cuenta con grabadoras, equipo brailler, calculadoras parlantes, y máquinas de escribir braille disponibles para el uso de los 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 campus para coordinar los programas intelectuales, culturales, sociales y recreativos para complementar el aprendizaje de cada día en los salones de clase y contribuir al desarrollo personal. Existen clubes y organizaciones en el campus que auspician actividades académicas, étnicas y atléticas. Sus programas incluyen oradores invitados, paneles de discusiones, talleres, conciertos y eventos culturales. Estos programas reflejan los trasfondos étnicos de los estudiantes y sus diversos intereses. El director de actividades estudiantiles trabaja de cerca con el Gobierno Estudiantil para desarrollar actividades estudiantiles. Estas actividades fomentan la interacción de grupo y desarrollan un marco dentro del cual se puede desarrollar el liderato estudiantil.

Durante el año académico el Colegio fija un periodo de dos horas cada semana para llevar tales actividades. Los miembros de la facultad y el personal funcionan como asesores a los clubes y organizaciones. La Oficina de Actividades Estudiantiles está ubicada en el salón C-370, (718) 518-4313.

Asumtos de Veteranos

Los veteranos y sus dependientes tienen derecho a una variedad de beneficios. Todos los estudiantes que tienen planes de recibir los beneficios educacionales bajo las provisiones de la ley del G.I. (G.I. Bill) tienen que reportarse a la Administración de Veteranos, en el 252 de la Séptima Avenida, New York, New York antes de matricularse para asegurar un "certificado de elegibilidad." El veterano debe entonces reportarse al Coordinador de Asuntos de Veteranos del colegio con el formulario. Los certificados de elegibilidad y el recibo de los beneficios toman aproximadamente de 8 a 10 semanas. Los veteranos que soliciten beneficios tienen que presentar prueba haber prestado servicios en el servicio militar, su estado civil, y el número de dependientes que mantienen.

Es necesario que todo veterano matriculado en Hostos se reporte a la Oficina de Asuntos del Veterano en cada sesión sucesiva (esto es, en septiembre, enero y junio) para iniciar un formulario 21E 1999 (VA Form 21E 1999). Se les requiere a los veteranos obtener las firmas de sus profesores todos los meses como verificación de su asistencia a clases.

Para obtener los formularios de asistencia y para más información, visite al Coordinador de Asuntos del Veterano, en el salón C-350
La Biblioteca

Ubicación
La biblioteca está localizada en el tercer piso del # 475 de Grand Concourse.

Horario
- **Otoño y primavera:**
  - lunes a jueves: 8:00 A.M. - 9:00 P.M.
  - viernes: 8:00 A.M. - 5:00 P.M.
  - sábado: 10:00 A.M. - 5:00 P.M.
  - domingo: CERRADA

Recursos
Los recursos de la biblioteca incluyen una colección de libros, publicaciones, periódicos, programas de computadoras, y materiales audiovisuales como películas, grabaciones video y cintas, transparencias (vistas fijas), películas y microfichas. Se le ha brindado una atención muy especial a la formidable colección de traducciones al español de textos en inglés, así como también a la colección de libros en microfichas. Las ediciones viejas de muchas revistas están disponibles en micro película.

Los terminales y programas de computadora localizados por toda la biblioteca proveen acceso al sistema integrado de computadoras de la biblioteca de la Universidad CUNY+, y a datos de base de publicaciones y periódicos. El Ethnic News Watch, un dato de base de referencia general multicultural en español e inglés, está disponible mediante la Red Local de Area (Local Area Network 6 LAN). Mediante los préstamos de entre bibliotecas, los miembros de la facultad pueden pedir libros y artículos, y mediante la Tarjeta de Cortesía METRO, la facultad, el personal y los estudiantes pueden utilizar materiales en las bibliotecas participantes en el área metropolitana.

Centro Audiovisual
El centro audiovisual localizado en el salón 309 ofrece servicios audiovisuales a individuos y a grupos. Los estudiantes o miembros de la facultad que deseen utilizar el centro audiovisual deben reservar un día antes. El centro tiene a su disposición una variedad de equipos audiovisuales y otros materiales relacionados como películas, cintas y discos.

Servicio de Copias
Hay tres máquinas copiadoras que funcionan con monedas. El costo por cada copias es de 10 centavos.

Circulación
La mayoría de los materiales se prestan por tres semanas y se pueden renovar por tres semanas adicionales. Los siguientes materiales no se prestan: libros de referencia, materiales en reserva, materiales del archivo, periódicos y revistas.

Materiales en Reserva
Los materiales que se encuentran en reserva pueden usarse dentro de la biblioteca por un período de dos horas durante el día. Los materiales especiales en reserva pueden tomarse prestado para usarse en la casa desde las 8:00 P.M., de lunes a jueves y desde las 4:00 P.M, los viernes y los sábados. Hay que devolverlos a las 11:00 de la mañana del día siguiente cuando la biblioteca abre. No se prestan para aquellos materiales de los cuales hay una sola copia.

Multas
- Libros de Circulación General: 10 centavos por cada día después de vencidos.
- Libros de la reserva: 50 centavos por la primera hora de retraso; 50 centavos adicionales por el resto del día; 50 centavos por cada día adicional hasta un máximo de $10.00.
- Libros mutilados: Se le ha de cobrar la multa por retraso, si ello fuera el caso, más una cantidad que será determinada según la naturaleza del daño, sin que exceda el costo de reposición y el cargo adicional de $5.00 por concepto de procesamiento.
- Libros perdidos: $5.00 por concepto de procesamiento, además de la multa acumulada a partir del día en que el libro se perdió, en caso de tardanza, además del costo del libro.

Servicio de Fotocopia
Hay máquinas de fotocopiadoras disponibles que funcionan con monedas. El costo es de 10¢ por cada copia.
Oficina Para la Educación de la Comunidad y de Adultos

La Oficina Para la Educación de la Comunidad y Para los Adultos ofrece oportunidades educativas y programas (algunos se ofrecen gratuitamente) con énfasis en las necesidades e intereses de la comunidad colegial y la comunidad aledaña al colegio. Los matriculados en los programas buscan mejorar sus destrezas de comunicación, prepararse para exámenes de cursos académicos y de revalida profesional y mejorar estrategias y habilidades que sirvan para la consecución de aspiraciones en lo personal y en lo profesional.

El Programa
El Programa de Educación Para Adultos se creó para aquellos que buscan el mejoramiento de sus destrezas en lectura, escritura y matemáticas y para los desean prepararse para ingresar a una institución universitaria. Se ofrecen 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 lectura se imparten a un nivel inferior a los que se toman para tomar dichos cursos de lectura aprenderán a leer o mejorarán sus destrezas en lectura y se prepararán para tomar los cursos conducentes al Certificado de Equivalencia.

El Certificado de Equivalencia y El Programa de Cursos Preparatorios Para Ingresar A La Universidad
El programa preparatorio para tomar los cursos que conducen al Certificado de Equivalencia se ideó con el propósito de que quienes tomen sus cursos, en el transcurso de doce semanas, aprueben el examen de equivalencia de escuela superior que ofrece el estado de Nueva York. Los matriculados en el programa toman un examen inicial para determinar su nivel de conocimiento en cada una de las cinco materias que cubre el examen para obtener el certificado <GED>. Las materias son: escritura, estudios sociales, ciencias, interpretación de arte y literatura y matemáticas. El curso de estudios de cada individuo dependerá de la puntuación en dicho examen inicial. Los cursos se ofrecen en español o en inglés.

El Inglés Como Segunda Idioma
Conversación en Inglés Para Principiantes
Para el aprendizaje del inglés se utiliza en este curso situaciones del diario vivir en forma de diálogos, simulaciones e improvisaciones. El estudiante aprenderá a comunicarse con efectividad, cuando viaja, en el trabajo, visita su médico o en un contexto social.

Conversación en Inglés a Nivel Intermedio
El énfasis será en el aumento de vocabulario, y el dominio de la estructura gramatical del idioma. Se harán lecturas y se hará énfasis en la expresión verbal.

Conversación en Inglés a Nivel
Se enfatizarán los ejercicios gramaticales y la discusión del contenido de las lecturas asignadas.

Cursos Para Jóvenes
Los cursos que se ofrecen para jóvenes que no terminaron la escuela superior, orientados hacia las edades de los 16 a los 21 años, son cursos preparatorios concentrados en el transcurso de veinte (20 semanas) para desempeñarse como trabajadores de la construcción o como cons serjes los cuales incluyen práctica y teoría. Además, se les ofrece un currículo preparatorio para conseguir el certificado de equivalencia o <GED>.

Aprendiz de Archivista de Expedientes Médicos
El programa de aprendiz de archivista de expedientes médicos se ideó para adiestrar a mujeres, de 21 años o más, con hijos pequeños, que reciben asistencia pública, a que obtengan una carrera como archivistas de expedientes médicos. Dicho programa comprende instrucción y práctica en el transcurso de quince (15) semanas.

*Agente Vendedor de Bienes Raíces
Se recomienda éste curso preparatorio para tomar el exam en que le certifica como vendedor de bienes raíces en el
estado de Nueva York. Los tópicos que incluye son: contratos, instrumentos, financiación, procedimientos para evaluar y listar un inmueble, procedimientos para el cierre de una compraventa y costos de cierre de una transacción de compraventa; la ley que regula las agencias de bienes raíces, la ley y los principios de ética que regulan el quehacer de los agentes de bienes raíces, los reglamentos que rigen el uso de terrenos, los derechos humanos según se relacionan con la equidad en la vivienda y matemáticas.

Endosado por las oficinas del estado de Nueva York donde se conceden licencias.

*Corredor de Bienes Raíces*

Junto al curso para vendedor de bienes raíces, el curso preparatorio para corredor de bienes raíces es requisito para obtener la licencia de corredor de bienes raíces en el estado de Nueva York. Los tópicos que incluye son: la administración de la oficina de bienes raíces, las leyes que rigen los negocios, construcción, segregación de terrenos y construcción en ellos; contratos de arrendamiento y firma de contratos; derechos de retención y de paso, tasación e impuestos sobre la propiedad, condominios y cooperativos, inversiones en propiedades, evaluación de un inmueble, publicidad y los reglamentos para el arriendo.

Requisitos Adicionales: El estudiante habrá aprobado el curso de agente vendedor de bienes raíces para poder matricularse en el de corredor de bienes raíces.

**Curso Preparatorio Para el Examen Para Licencia en Enfermería**

Este curso prepara al estudiante de enfermería que cursa el último semestre de la carrera para tomar y aprobar el examen para la licencia en enfermería mediante el desarrollo de estrategias para el análisis de preguntas y la identificación de relaciones específicas necesarias para aprobar el examen conocido con las siglas de NCLEX-RN.

*Estos cursos se imparten en inglés.*
Academia de Ciencias Hostos-Lincoln

Siguiendo el concepto del Middle College, la Academia de Ciencias Hostos Lincoln 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 con el propósito de estimular a los alumnos matriculados en el primero a que continúen sus estudios hacia la consecución de un bachillerato, una vez se gradúen de escuela superior. Los alumnos de la Academia participan de un programa de cuatro años, con miras a tomar el examen de la Junta Regente del estado. Ellos utilizan al Colegio como recurso, tanto para la instrucción, como de modelo y taller, con el propósito de enriquecer su experiencia educativa y para prepararse para la vida estudiantil universitaria. Todo el personal se compone de maestros licenciados de la ciudad de Nueva York, administradores, paraprofesionales y asistentes de familia.

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 cobro por el costo de estos cursos universitarios, y los estudiantes tienen derecho a almuerzo pases de transporte gratuitos como es provisto en los criterios establecidos por la Junta de Educación de la Ciudad de Nueva York.

Para solicitar ingreso a la Academia Hostos Lincoln llame al teléfono (718) 518-4333 para 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 el nivel de conocimiento de matemáticas y lectura, según el grado en el cual se encuentra, y no necesitar un programa bilingüe ni un programa de educación especial. Éstos estudiantes han de necesitar, además, de los beneficios que la Academia ofrece, para desarrollar su potencial académico, según las recomendaciones del orientador de la escuela intermedia a la cual asiste. Dichos estudiantes son miembros de la comunidad colegial y pueden utilizar todos los recursos a su alcance en esta. Todos los egresados de la Academia tienen aceptación automática al Colegio Comunal Eugenio María de Hostos.

Programas y cursos especiales

Todos y cada uno de los estudiantes de la Academia Hostos Lincoln son partícipes de un tipo de orientación, denominado como “grupo familiar,” cuyo propósito es la discusión de tópicos, problemas, valores morales, sociales y éticos que confrontan a los jóvenes de hoy día. Además, discuten a fondo el futuro vocacional de cada participante e ilustran esas posibilidades mediante el uso de actividades en el salón de clases y fuera delas aulas, con paseos de grupo y conferenciantes invitados.

Por ejemplo, el campo de las ciencias médicas se puede indagar en orden secuencial con un valor de tres a cinco unidades. Éste programa utiliza los salones de clase, de la Academia y del Colegio, conjuntamente con un internado en un hospital. Internados creados para individuos también se encuentran en el Museo de Historia Natural, en el Museo de Arte del Bronx, en el tribunal del Condado del Bronx, la Escuela Elemental No. 31 y el Centro de Niños del Colegio. Dichos programas tienen como propósito enriquecer el currículo académico. Aparte del currículo que enfatiza el desarrollo de las habilidades en las ciencias y las matemáticas, se les ofrece a los estudiantes de la Academia la oportunidad de tomar cursos, tanto de nivel de escuela superior como de nivel universitario, de artes plásticas, de arte dramático, de computadora y de administración de empresas.
Afirmación Contra el Discrimen

El Colegio Comunal Eugenio María de Hostos recluta, retiene y asciende a sus empleados afirmando 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 la veteranía en la guerra de Viet Nam. Dicha política, existe en concordancia 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 Educativa; 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 Viet Nam, promulgada en 1972 y en 1974; la ley que protege la 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.

El colegio se ha comprometido a cumplir su obligación con los estudiantes con el propósito 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 la veteranía en la guerra de Viet Nam. 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 ni para sus alumnos, ni la facultad o el personal no docente.

Nuestro funcionario institucional para el cumplimiento de la política de afirmación contra el discriminación es el Dr. Louis Browne, quien además se encarga de recibir y escuchar las quejas pertinentes a los reglamentos que prohíben el hostigamiento sexual en la Universidad (CUNY). Su teléfono es el (718) 518-4139 y se encuentra en la oficina # A-507 del 475 de Grand Concourse.
Declaración Sobre la Política Antidiscriminatoria

El Colegio Comunal Hostos no discrimina por motivos de raza, color, religión, origen nacional, edad, sexo o estado civil. Tampoco discrimina con respecto a los lisiados ni a los veteranos. En Hostos se esfuerzan por ofrecer un trato igual a todos los miembros de la comunidad universitaria. Esta política incluye al claustro y al personal no docente en lo que respecta a reclutamiento, ascensos, otorgación de permanencias, niveles salariales, asignación de tareas, licencias y beneficios. Así como también incluye a los estudiantes con respecto al ingreso al Colegio, el uso del plantel, el conferimiento de asistencia económica, becas, beneficios médicos y participación en los deportes.

Declaración en Cuanto a la Seguridad Ambiental en el Colegio

El Colegio 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 nuestra institución sea sano y sin peligros. También se preocupa de salvaguardar dicho ambiente para así cumplir con los requisitos estipulados por los reglamentos establecidos por la ciudad y el estado de Nueva York y el Gobierno Federal. Con tal propósito se ha establecido la Oficina Para la Seguridad y la Sanidad Ambiental. 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 a conocer si hay o no materiales nocivos, como el asbesto, 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
(718) 518-6746
El Orden Público en el Colegio

De acuerdo con el Capítulo 191 y conforme al Artículo 129a de la Ley educativa de 1969, la Junta de Síndicos de CUNY ha adoptado normas y reglamentos que rigen la conducta del orden público en los recintos del Sistema y en otras dependencias colegiales que se utilizan con propósitos educativos.

La tradición de la Universidad, como santuario de la libertad académica y como centro de discusiones, 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 perseguir la consecución del saber, el de los estudiantes a aprender y a 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, cuando los integrantes 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 le proporciona el recinto universitario se extienden a todos aquellos que comparten esos propósitos y responsabilidades. No obstante, estos 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 han de ser observados en todos y cada uno de los colegios de CUNY, según los requisitos del proceso debido de la ley, tal y como se estipula en los Estatutos de la Universidad de la Ciudad de Nueva York.

Reglamentos Y Sanciones

LA PRESIDENCIA, con respecto a su recinto educativo específico:

a. Tiene la responsabilidad de conservar y ampliar la excelencia general y académica del colegio que esté bajo su jurisdicción...

b. Es asesora y oficial ejecutivo de la Junta y ejerce la supervisión inmediata, con todo el poder a su disposición, para instrumentar los estatutos, las resoluciones y pautas 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 estas sean pertinentes.

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

Reglamentos

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

2. Cualquiera que desobedezca las directrices, legalmente emitidas, por los representantes de la universidad/colegio, estará expuesto a sanciones. A los miembros de la comunidad académica se les exige mostrar sus cédulas de identidad cuando así se 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/colegio.

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

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

6. Se tomarán medidas contra aquellos, quienes se encuentren en terrenos de la universidad/colegio y que no tengan razones legítimas de encontrarse allí, presentes y/o cuya presencia obstruya y/o que utilizando la fuerza impidan a otros el ejercicio de sus derechos y/o que
obstruyan los procesos educativos y/o la planta física de la institución; y/o que obstruyan los derechos de aquellos que deseen participar en cualquiera de las actividades en el plantel.

7. Se prohíbe la conducta desordenada e indecente en cualquier dependencia de la universidad/collegio.

8. Se prohíbe la portación de rifles, escopetas u otras armas de fuego; y la posesión, dentro del recinto universitario de cualquier otro instrumento o material que pueda usarse para causar daño físico a individuos o a edificios, en los terrenos de la Universidad/Collegio, sin la debida autorización escrita de las autoridades universitarias.

9. Se prohíbe toda acción o situación en que, intencional o maliciosamente, se amenace el bienestar mental o físico, o que conduzca al consumo forzoso de licor o de estupefacientes, con el propósito del levar a cabo la iniciación de neófitos en una organización estudiantes.

10. Se prohíbe la fabricación, la distribución, el despacho, la posesión, o el uso de estupefacientes, narcóticos o de otras substancias controladas, por parte de los empleados y los estudiantes de la universidad/collegio. Todo empleado de la universidad/collegio 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.

11. Se prohíbe la posesión, el uso, la distribución de bebidas alcohólicas dentro del recinto universitario/collegial por parte de los estudiantes durante cualquiera actividad llevada a cabo en el recinto.

Castigos

1. Todo estudiante que de modo alguno demuestre una conducta prohibida por la reglas #1 a la #11 se expondrá a las sanciones que se han de enumerar y definir más adelante en el apéndice.

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 #10, se expondrá a las sanciones que se han de enumerar y definir más adelante en el apéndice. multas o suspensión del trabajo pendiente de vista ante las autoridades de la Universidad/Collegio, posible despido subsiguiente a la vista, expulsión del recinto, y/o arresto por parte de las autoridades civiles, y, de conducirse de manera prohibida por la regla #10, se le obligará a participar de 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 #11, tiene el derecho a ser procesado de acuerdo con las estipulaciones de la Ley Educativa y de los reglamentos que rigen el Código de Servicio Civil, que sean pertinentes.

3. Todo visitante, concesionario, o invitado, que demuestre, de modo alguno, conducta prohibida por las reglas #1 a la #10, se expone a la cancelación de su concesión para operar en el recinto y/o a expulsión y/o a arresto.

Apéndice

Definición de las sanciones:

A. ADVERTENCIA. Se le informa al sancionado, oralmente o por escrito, que de continuar su mala conducta, y que al ésta no mejorar dentro del plazo de tiempo que se indica en el aviso, ello podría acarrear medidas disciplinarias más severas.

B. AMONESTACIÓN. Es una reprimenda oral indicándole al sancionado que ha violado los reglamentos universitarios/collegiales.

C. CENSURA. Reprimenda escrita por violar una regla específica, en donde se incluye la posibilidad de sanciones disciplinarias más severas en el caso de que ocurra una sentencia por violar dicha regla universitaria/collegial, dentro de un plazo de tiempo especificando la reprimenda.

D. PROBATORIA DISCIPLINARIA. Notificación, por escrito, de la exclusión de privilegios, o de participar en actividades extracurriculares de la Universidad/Collegio durante el período de tiempo especificado.

E. RESTITUCIÓN. Devolución obligatoria por daños causados a la propiedad universitaria/collegial o por apropiación indebida de propiedad universitaria/collegial que puede pagarse prestando servicios que resulten apropiadamente equivalentes para la reparación o compensación por los daños causados.

F. SUSPENSIÓN. Al sancionado se le envía notificación, por escrito, en la cual se le informa que se le suspende de tomar clases y de los privilegios y la participación en actividades universitarias/collegiales, por un plazo de tiempo específico.

G. EXPULSIÓN. Se le da fin a la condición de estudiante. Si se considera que se le puede considerar para el ingreso en un futuro, las condiciones para que esto ocurra se especifican en la orden de expulsión.

H. Denuncia

I. Remoción Física

POR CUANTO SE DECLARA que copia de éstas 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 éstas Reglas será incluido en todos y cada uno de los catálogos de la Universidad/Collegio.

Sección 15.3 - Proceso disciplinario contra estudiantes

a. Todo cargo, acusación o alegato, contra un estudiante que de ser probado amerite acción disciplinaria, debe presentarse por escrito detallada y prontamente a la oficina del Decano de estudiantes por el individuo, organización o departamento que formula dichos cargos. La notificación, por escrito, de los cargos será entregada personalmente por el Decano de Estudiantes, ya sea personalmente, o mediante correo certificado, dirigido a la dirección del estudiante que aparece en los archivos del...
Eugenio María de Hostos Community College

collegio 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 sus derechos y 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 el querellante, o si el estudiante no comparece, se fijará una vista ante el Comité de Disciplinario del Colegio.

d. Se le 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 ocurra con mayor prontitud. En la notificación, se le informará al estudiante con respecto a su derecho a 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 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 a 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 afectaría el proceso adversamente, o si 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 de Disciplina del Colegio consiste 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 un escogido de seis (6), electos anualmente por el profesorado entre aquellos que ostenten el rango de profesor. Los estudiantes se seleccionan al azar de un escogido de seis (6), 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 hayan sido electos, la Presidencia del colegio seleccionará entonces, a los estudiantes y profesores que han de servir en el Comité. Ningún miembro del Comité podrá formar parte de el por más de dos veces consecutivas. La Presidencia del Comité se elige entre los miembros de este y tendrá la facultad de votar en caso de empate. El quorum se constituie cuando dos (2) miembros del profesorado y dos (2) del estudiantado se encuentren presentes. Aquellos que vayan a participar en la vista en calidad de testigos, o que están 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 de Disciplina del Profesorado y del Estudiantado podrá ser apelada ante la Presidencia del Colegio, la cual podrá confirmar o reducir la penalidad, pero no aumentarla. Su decisión será final, excepto en casos de despido o suspensión 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 siguientes 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 controversia, sus funciones, en relación a una apelación, serán desempeñadas por un oficial de la Universidad nombrado por el Canciller.
Normas con Respecto a las Drogas, el Tabaco y las Bebidas Alcohólicas

El colegio se ha comprometido a prevenir los problemas causados por el uso de drogas y bebidas alcohólicas entre la comunidad colegial en su totalidad.

Reglamento con respecto a las bebidas alcohólicas

Se prohíbe vender o regalar bebidas alcohólicas a todo menor de veintiún años, a cualquier persona impedida por los efectos del alcohol o una hora antes del cierre de una actividad que se lleve acabo o dentro del campus. Se exige un permiso para la venta de vino o cerveza en el recinto mediante solicitud a la Comisión de Bebidas Alcohólicas, que se obtiene en la Oficina de Actividades Estudiantiles.

Reglamento con respecto al fumar en el recinto universitario

1. Los empleados que no fuman tienen el derecho a ocupar un área de trabajo libre del humo de cigarrillo.
2. Se prohíbe fumar en auditorios, gimnasios, salones de clase, ascensores, pasillos, baños, las oficinas de servicios médicos; en salones donde se encuentran copiadoras u otro equipo de oficina de uso común de los empleados y en vehículos pertenecientes a la Universidad en el cual transitan más de una persona a menos que todos los ocupantes del vehículo dán su consentimiento para que se fume.
3. Se prohíbe fumar en las áreas de trabajo ocupadas por más de un empleado a menos que todos los que allí trabajan dán su consentimiento para que se fume.
4. Se permite fumar en oficinas privadas y cerradas y en áreas cerradas ocupadas exclusivamente por empleados que soliciten o no se opongan a que dichos ambientes se designen para fumar no obstante en estas se reciban visitas, durante el transcurso del día laborable, de otras personas o empleados.
5. Se prohíbe fumar en salones de conferencia y de reunión a menos que todos y cada uno de los individuos presentes en un momento dado dán su consentimiento para que se fume.
6. En las cafeterías, los salones de almorzar y los salones de descanso del personal se designarán áreas de no fumar. Dichas áreas abarcarán por lo menos un cincuenta por ciento del espacio o de los asientos disponibles, lo que constituya un número mayor, pero se agrandará a un setenta por ciento dependiendo de la demanda.
7. Cualquier disputa que surja entre empleados unionados se resolverá utilizando los procedimientos que se utilizan para radicar quejas en sus respectivas uniones. Cualquier disputa o queja que surja entre empleados no unionados se resolverá utilizando el procedimiento que la Universidad ha establecido para resolver quejas y disputas.
8. Cualquier empleado o solicitante de empleo que ejerza o intente ejercitar los derechos que este reglamento le conceden no estarásujeto a ninguna medida punitiva tal como, pero no limitada a, despido, descenso de rango, traslado involuntario, suspensión, acción disciplinaria, evaluación negativa de su trabajo, ni ninguna otra acción que redunde en pérdida de personal, remuneración o beneficio alguno. La Oficina de Relaciones del Personal y de la Facultad establecerá el procedimiento a seguir para la revisión de quejas, de casos que no son apropiados, establecer la compensación pertinente como respuesta a una acción que contra un empleado o solicitante de empleo se haya tornado a causa de éste ejercer sus derechos con respecto al reglamento.
9. Si así lo solicita cualquier empleado o solicitante de empleo, se distribuirán y se pondrán además en los tablones de edictos, copias del reglamento.

Sanciones

Se prohíbe la fabricación, distribución, el despacho, la posesión y el uso ilegal de drogas o cualquier otra sustancia controlada; el uso sin autorización previa de bebidas alcohólicas por estudiantes o empleados en el campus. (Título 21, Código de los EEUU #801, ET SEQ, y la Ley de Salud Pública #3306 del estado de Nueva York.) Cuando un individuo aparece en público bajo la influencia de narcóticos u otra droga que no sea alcohólica hasta el punto de que ponga en peligro su propia persona, a otros individuos o a cualquier propiedad o moleste a aquellos que se encuentren en sus cercanías, está violando el Código Penal 240.40 del estado de Nueva York. También se está violando el Código Penal 260.20 (d)(4), cuando se le regala o ven de bebida alcohólica a un menor de veintiún años de edad. Se espera que los estudiantes obedecan los mencionados reglamentos estatales y federales y las normas de conducta expuestas en las páginas 34 a la 35 de la Guía Estudiantil.

Cualquier empleado u empleado que viole los reglamentos estipulados estará sujeto a una acción disciplinaria. Las sanciones pueden incluir la amonestación, censura, probatoria, restitución, suspensión, expulsión, querella ante las autoridades civiles. Según definidas en las páginas 34 a la 35 de la Guía Estudiantil.

Todo estudiante que tenga dificultades relacionadas con el alcohol o con la dependencia de cualquier sustancia química será referido, por el personal docente o por sí mismo, al Decano de Estudiantes o las Oficinas de Orientación en la Oficina B-540. El Decano de Estudiantes puede tomar acción disciplinaria o recomendar la entrevista con un consejero para que se haga la recomendación necesaria a una agencia apropiada, 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 pertinentes 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 clase, 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.

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 PM, o durante el día sábado, los mismos serán ofrecidos durante otros días siempre y cuando ello sea posible y práctico.

5. Al cumplir con las disposiciones de la Sección 224-a de la ley educativa del Estado de Nueva York, la facultad y la administración universitaria actuarán de buena fé. Ningún estudiante habrá de sufrir consecuencias adversas por reclamar la protección de lo dispuesto por dicha sección de 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 fé con las disposiciones de la Sección 224-a de la ley educativa, tiene el derecho a radicar una querella ante la corte superior del condado en el cual se encuentra localizada la institución.
   a. Copia de dicha sección de ley será incluida en el catálogo que publica 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.
Hostigamiento Sexual

El Colegio se adhiere a la política pública respecto al Hostigamiento Sexual adoptada por la Junta de Síndicos durante su reunión de enero del 1982.

**Política Pública**

Es política pública de la Universidad de la Ciudad de Nueva York prohibir el hostigamiento sexual de sus empleados y estudiantes. Esta política está relacionada y en conformidad con la política de la Universidad acerca de la igualdad en las oportunidades en el trabajo al momento de reclutar, emplear, retener y ascender a los empleados, sin hacer distinciones por razón de sexo, edad, raza, color o credo. Las investigaciones se harán con puntualidad y en forma confidencial para averiguar la veracidad de las querellas y se tomará la acción correctiva que corresponda.

Representa una violación de la política pública el que cualquier miembro de la comunidad universitaria se involucre o incurra en hostigamiento sexual. También se viola la política pública cuando cualquier miembro de la comunidad universitaria actúa en contra de una persona porque haya dado información sobre hostigamiento sexual.

**Pautas de la Política Pública**

**A Definición:**

Para los propósitos de esta política pública, todo acercamiento sexual indeseable, la solicitud de favores sexuales, y la conducta verbal de esta naturaleza, se consideran ejemplos de hostigamiento sexual cuando:

1. se solicita, implícita o explícitamente, la sumisión a esa conducta como condición de empleo o de posición académica,
2. el rechazo o sumisión a esta conducta se utiliza como criterio para tomar decisiones académicas o laborables sobre una persona, o
3. la mencionada conducta conlleva el propósito o tiene el efecto de interferir irrazonablemente con el rendimiento de una persona, o de crear un ambiente de trabajo intimidante, hostil u ofensivo.

**B. Responsabilidades:**

1. La Presidencia de cada recinto tiene la responsabilidad de fiscalizar para que se obre de acuerdo con esta política pública.
2. Cada decano (a), director (a), jefe (a), de departamento, administrador (a), o cualquier otra persona con responsabilidades de supervisión, es responsable de la ejecución y diseminación de esta política dentro de su área de jurisdicción.

**Procedimientos**

Los estudiantes que aleguen que se les ha hostigado sexualmente deben notificarlo al Decano de Estudiantes. Una vez que el Decano haya recibido esta querella, realizará una investigación informal y confidencial y le notificará de sus hallazgos y recomendaciones a la Presidencia. Durante este proceso el Decano deberá consultar con el Oficial de Acción Afirmativa del recinto.

La Presidencia, luego de que haya recibido el informe, podrá tomar las acciones que considere necesarias, incluyendo darle inicio a los procedimientos disciplinarios. Las alegaciones de hostigamiento sexual se deben hacer dentro del término de 30 días a partir de la fecha en que se alega que ocurrieron los hechos, excepto por circunstancias atenuantes.

Dr. Louis Browne
Oficial de Acción Afirmativa
Colegio Comunal Hostos
Grand Concourse # 475
Bronx, NY 10451

Decano de Estudiantes
Colegio Comunal Hostos
Grand Concourse # 475
Bronx, NY 10451
Procedimiento Para el Manejo Las Querellas de Estudiantes 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 discriminación, 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 de la Ley de Rehabilitación de 1973 prohíbe la discriminación contra los lisiados. El Colegio ha establecido los siguientes procedimientos para gestionar querellas relacionadas al estatuto IX y la sección 504. Estos están a la disposición de todo estudiante que alegue haber sido objeto de discriminación, por ser lisiado 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 resolución 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. Estas querellas se someterán por escrito haciendo uso de un formulario que se encuentra en el decanato 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 una resolución 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 Coordinator
   Hostos Community College
   475 Grand Concourse,
   Bronx, NY 10451
   (718) 518-6702

   b. El coordinador de los asuntos concernientes a la sección 504 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 de servicios al estudiantado, la presidencia asignará a otra persona para que la investigue.

   c. En conferencia con el coordinador de los asuntos concernientes a la sección 504 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 a la sección 504 o el estatuto IX.
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.

Allied Health
Chairperson and Coordinators

Salvatore Martino, Professor and Chairperson of Allied Health Sciences, R.T., B.A., M.P.S., M.S., M.Ed., Ed.D.

Winsome DaCosta, Assistant Professor and Coordinator of the Medical Laboratory Technology Program, B.S., M.S., D.A.

Elizabeth Errico, Professor and Coordinator of the Nursing Program, B.S., M.A., Ph.D.

Selena James, Professor and Coordinator of the Dental Hygiene Program, Certificate in Oral Hygiene, B.S., M.Ed., Registered Dental Hygienist.

Allen Solomon, Professor and Coordinator of the Radiologic Technology Program, R.T., B.S., M.S.Ed.

Dental Hygiene

The Dental Hygiene Program leads to an Associate in 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. Passage of both examinations is required for licensure and employment. 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 actively provide preventive dental health care, treatment and education in the on-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. 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 Hygienists 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 who are able 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

Admissions Requirements

Applicants to the Dental Hygiene Program must demonstrate the ability to maintain a satisfactory overall academic level in the following ways:

1. The successful completion of the Dental Hygiene requirements.
2. High School record or GED must reflect that all course work was completed with a minimum grade of 75. The CUNY assessment test scores must reflect: English placement into the Expository Writing (English 1302); math placement into the Basic Skills Math level (MAT 1604); passing score in reading
3. In-house transfer from liberal arts with acceptable academic profile and 2.5 cumulative GPA
4. Institutional transfer with acceptable academic profile and 2.5 cumulative GPA
The first priority is given to those students successfully progressing from the pre-dental hygiene program. The subsequent order of priority is: new students, in-house transfers, institutional transfers, and second degree students.

Prior to the final selection into the Dental Hygiene Program, each prospective student is required to present evidence to the Dental Hygiene Department of a complete medical examination which must include a chest X-ray report (not more than 6 months old) and a profile of any medical conditions, past and present. The necessary forms will be provided by the college.

Progression into the Dental Hygiene Program

The Dental Hygiene Department offers a two or 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.

Clearly, the requirements for admission to the professional curriculum of Dental Hygiene are based on a high level of moral character and a high standard of academics. Nevertheless, the requirements of the Dental Hygiene Program do not negate in any way the admission of any student to Hostos Community College.

New Students (First Time College Attendance)

1. **High School Record/GED Scores**
   - Graduation from high school with a minimum average of 70%. Biology and Chemistry, including laboratory experience, are highly recommended.
   - If not a high school graduate, the student must provide evidence of an overall GED score equivalent to a 75% high school average.
   - Priority will be given to students with a high school average of 75% or above who have taken Biology and Chemistry, considering all other criteria are met.

2. **CUNY Assessment Tests**
   - All Students accepted must pass the CUNY Assessment Skills Tests in mathematics, reading and writing.
   - Any student not satisfying the requirements for admission into the Dental Hygiene Program based on the CUNY Assessment Tests can be retested.

"In House" Transfers

1. Any student with an overall GPA of 2.5 or better for 25 or more credits or credit equivalents is eligible for consideration for admission to the Dental Hygiene Program. However, the credits must include Introduction to English Composition I and II or equivalent, Elementary Algebra or equivalent, and 4 credits in science, preferably Chemistry or Biology.

2. Any student with an overall GPA of 2.5 or better for 13-23 credits or credit equivalents, a minimum grade of "C" in all attempted courses, and credits in Introduction to English Composition I is eligible for consideration for admission to the Dental Hygiene Program.

3. Priority will be given to students who have completed Chemistry and Biology with a grade of "C" or better. Final selection is based on competitive space allocation.

Institutional Transfer

1. Any student with an overall GPA of 2.5 or better is eligible for consideration for admission to the Dental Hygiene Program; however, the credits must include equivalents of English, math and science levels taken in English compatible to the entry levels required for Dental Hygiene. All science courses must be passed with at least a C grade. Final selection is based on competitive space allocation. Students who fall into this category will be advised by the Dental Hygiene Department or College Counselors.

2. Any student wishing to transfer from a Dental Hygiene Program at another institution will be considered only after a review of transcripts, and academic profile in the form of references from the transferring department (2 letters), and a personal conference with the Dental Hygiene Department. Such students can possibly be admitted with advanced standing; however, the student must satisfy all the stated requirements of the Hostos Community College Dental Hygiene Department prior to graduation. This circumstance is considered as a special case.

Second Degree Students

(e.g., a.a.s., b.s., b.a.)

1. These are extenuating circumstances and as such will require individual consideration after the review of the transcripts and a personal conference.

2. These students are the last in the order of priority and can only be admitted on a space available competitive basis.

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 GPA of 1.5 and above in the first semester would allow the student to repeat the program the following year.

4. A student may only repeat a dental hygiene course once assuming that the overall GPA is 1.5 and above.
Below 1.5 requires an immediate dismissal from the program.

5. The retained students will be required to audit the pre-clinical/clinical courses to assure the retention of essential manual skills.

6. In any case of failure to meet the required GPA, the student’s progress will be evaluated by the department and retention recommendation made.

Grading System

The basic criterion for grading in the Dental Hygiene Department in all Dental Hygiene courses is:

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

All grades below “C” in the Dental Hygiene Program are considered unsatisfactory.

Although the “D” grade is given, “D”s are not accepted by the program and the courses must be repeated if the student is recommended by the faculty to remain in the program.

Progression into the Dental Hygiene Sequence of Courses

Dental Hygiene Sequence-Libra

Students who place in ENG 1301 Core English for Libra must complete the following additional courses before consideration for admission to the Dental Hygiene Program.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 1622</td>
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</tr>
<tr>
<td>ENV 4014</td>
<td>4.0</td>
</tr>
<tr>
<td>BIO 3902</td>
<td>4.0</td>
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</tbody>
</table>

Students with high school Biology or Chemistry should consult the Dental Hygiene Coordinator.

Dental Hygiene Sequence-ESL

First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL 1330</td>
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</tr>
<tr>
<td>ESL 1395</td>
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</tr>
<tr>
<td>VPA 3614</td>
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<tr>
<td>MAT 1604</td>
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<tr>
<td>HLT 6501</td>
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Second Semester

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Third Semester

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<tr>
<td>Liberal Arts Elective</td>
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Total: 15.0

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

<table>
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<th>Requirement</th>
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<tr>
<td>Dental Hygiene</td>
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Total for Degree: 70 credits

FIRST YEAR*

First Semester

<table>
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<tbody>
<tr>
<td>ENG 1302</td>
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<tr>
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<tr>
<td>DEN 5302</td>
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<td>BIO 3909</td>
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Total: 16.5
### Second Semester

<table>
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<tbody>
<tr>
<td>ENG 1303 Literature and Composition</td>
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<tr>
<td>DEN 5310 Clinic (6 equated)</td>
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<tr>
<td>DEN 5308 Clinical Dental Hygiene Practice II</td>
<td>1.5</td>
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<tr>
<td>DEN 5334 Oral Embryology and Histology</td>
<td>1.5</td>
</tr>
<tr>
<td>BIO 3910 Anatomy and Physiology II</td>
<td>4.0</td>
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<tr>
<td>DEN 5318 Oral Microbiology</td>
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<tr>
<td>BIO 4018 Introduction to Biochemistry II</td>
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<tr>
<td>DEN 5316 Dental Radiology I: Basic Concepts</td>
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### Summer

<table>
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<tr>
<td>DEN 5332 Dental Materials</td>
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</tr>
<tr>
<td>DEN 5317 Dental Radiology II: Technique and Interpretation</td>
<td>2.0</td>
</tr>
<tr>
<td>DEN 5315 Nutrition</td>
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</tr>
<tr>
<td>CPR (Cardiopulmonary Resuscitation)**</td>
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### Second Year

#### Third Semester

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>VPA 3612 Fundamentals of Public Speaking</td>
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<tr>
<td>DEN 5312 Clinic II (6 equated)</td>
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</tr>
<tr>
<td>PSY 1032 Introduction to Psychology</td>
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</tr>
<tr>
<td>DEN 5329 Advanced Clinical Dental Hygiene Practice</td>
<td>1.5</td>
</tr>
<tr>
<td>DEN 5324 Periodontology</td>
<td>1.5</td>
</tr>
<tr>
<td>DEN 5320 General and Oral Pathology</td>
<td>1.5</td>
</tr>
<tr>
<td>DEN 5327 Dental Health Education</td>
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<td><strong>Total</strong></td>
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#### Fourth Semester

<table>
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</thead>
<tbody>
<tr>
<td>SOC 1232 Introduction to Sociology</td>
<td>3.0</td>
</tr>
<tr>
<td>DEN 5331 Ethics, Jurisprudence and Practice Management</td>
<td>1.5</td>
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<tr>
<td>DEN 5314 Clinic III (6 equated)</td>
<td>4.0</td>
</tr>
<tr>
<td>DEN 5322 Community Dental Health</td>
<td>1.5</td>
</tr>
<tr>
<td>DEN 5330 Dental Specialties</td>
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</tr>
<tr>
<td>DEN 5325 Pharmacology</td>
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<tr>
<td>DEN 5333 Senior Seminar</td>
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<td><strong>Total</strong></td>
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</tr>
</tbody>
</table>

*Those students requiring remedial math will take MAT 1604 in lieu of English 1302. This group of students will take English 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. Certification awarded by the American Red Cross Associations.

### DEN 5302 ORAL ANATOMY AND PHYSIOLOGY

<table>
<thead>
<tr>
<th>Credits</th>
<th>2 credits</th>
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</thead>
<tbody>
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<td>Prerequisites: All first semester courses</td>
<td></td>
</tr>
<tr>
<td>Corequisites: All first semester courses</td>
<td></td>
</tr>
</tbody>
</table>

The student will demonstrate 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

<table>
<thead>
<tr>
<th>Credits</th>
<th>1.5 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites: All first semester courses</td>
<td></td>
</tr>
<tr>
<td>Corequisites: All first semester courses</td>
<td></td>
</tr>
</tbody>
</table>

The student will identify, describe, and locate the bones of the skull, muscle of mastication, tongue, face, and pharynx; glands of the head and neck.

### DEN 5306 CLINICAL DENTAL PRACTICE I

<table>
<thead>
<tr>
<th>Credits</th>
<th>2 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites: All first and second semester courses</td>
<td></td>
</tr>
<tr>
<td>Corequisites: All first and second semester courses</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Credits</th>
<th>1.5 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites: All first semester courses</td>
<td></td>
</tr>
<tr>
<td>Corequisites: All second semester courses</td>
<td></td>
</tr>
</tbody>
</table>

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 planing, instrument care and screening procedures.

### DEN 5310 CLINIC I

<table>
<thead>
<tr>
<th>Credits</th>
<th>3 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites: All first semester courses</td>
<td></td>
</tr>
<tr>
<td>Corequisites: All second semester courses</td>
<td></td>
</tr>
</tbody>
</table>

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 education.

### DEN 5312 CLINIC II

<table>
<thead>
<tr>
<th>Credits</th>
<th>4 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites: All first, second and summer semester courses</td>
<td></td>
</tr>
<tr>
<td>Corequisites: All third semester courses</td>
<td></td>
</tr>
</tbody>
</table>

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 Clinic I.
DEN 5314 CLINIC III
4 credits - 6 equated credits 13 hrs. 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 Clinic II.

DEN 5315 NUTRITION
2 credits 5.5 hrs. lecture
Prerequisites: All second semester courses
Corequisites: All summer session courses
The student will be able to relate the biological and chemical need of patients to their nutritional intake. Nutritional disturbances observed in clinic will be identified, analyzed and discussed. Treatment of nutritional problems will have direct application to didactic material.

CPR (CARDIOPULMONARY RESUSCITATION)
No credits 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 American Red Cross; Signs and symptoms of air way obstruction and heart attacks will be emphasized. Successful achievement and demonstration of skills will lead to the issuance of a Certification card.

DEN 5316 DENTAL RADIOLOGY I: BASIC CONCEPTS
1 credit 1.5 hrs. lecture, 1.5 hrs. lab
Prerequisites: CHE 4012, DEN 5302, and DEN 5303
The student will learn the theory of radiation production. Learning methods include lectures, visuals and labs.

DEN 5317 DENTAL RADIOLOGY II: TECHNIQUE AND INTERPRETATION
2 credits 3 hrs. lec., 6 hrs. lab.
Prerequisites: All second semester courses
Corequisites: All summer session 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 lecture, slides, tapes and laboratory experiences.

DEN 5318 ORAL MICROBIOLOGY
1.5 credits 3 hrs. lec., 3 hrs. 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 correlations 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 hrs. lecture
Prerequisites: All second semester courses
Corequisites: All third 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 lecture, slides, tapes and laboratory experiences.

DEN 5322 COMMUNITY DENTAL HEALTH
1.5 credits 3 hrs. 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 hrs. 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 hrs. lecture
Prerequisites: All third semester courses
Corequisites: All fourth semester courses
The student will list the following characteristics of drugs used in the clinical practice of dental hygiene and dentistry: action and use, methods of administration, and toxicology.

DEN 5327 DENTAL HEALTH EDUCATION
1.5 credits 3 hrs. lecture
Prerequisites: All second and summer semester courses
Corequisites: All third semester courses
The student will develop learning strategies and teach dental health education lessons to a variety of grade levels in a public school setting encompassing the areas of prevention, maintenance, consumer education, and nutritional counseling.
DEN 5329 ADVANCED CLINICAL DENTAL HYGIENE PRACTICE
1.5 credits 3 hrs. lec., 3 hrs. 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 hrs. 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 hrs. lec.
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 hrs. lec., 3 hrs. 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 hrs. lecture-discussion and 3 hrs. of laboratory exercises for each of the 6 weeks of summer school.

DEN 5333 SENIOR SEMINAR
1.5 credits 3 hrs. lec.
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 hrs. lec.
Prerequisites: All first semester courses
Corequisites: All second semester courses
The student will be able to understand the origins of human tissues and relate these to the clinical Dental Hygiene practicum, emphasizing the histological foundations of preventive dentistry. Orofacial Embryology and Histology will be a basis for future understanding of Periodontology, General and Oral Pathology and for making clinical evaluations of patients with common oral diseases.

Dental Hygiene Program Affiliations
The Hostos Community College Dental Hygiene Program is affiliated with Lincoln Medical and Mental Health Center and New York University Dental School.

Advisory Committee,
Dental Hygiene Program*

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

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

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

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

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

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

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

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

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

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

Dr. Martin Kirschenbaum
2500 Johnson Avenue
Bronx, NY

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

Dr. Stuart Hirsch
133 East 54 Street
New York, NY 10022

98
Estimate of Expenses for Prospective Dental Hygiene Students

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

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

<table>
<thead>
<tr>
<th>Category</th>
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<tr>
<td>Books</td>
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<tr>
<td>Instruments</td>
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<td>Supplies</td>
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<tr>
<td>White shoes</td>
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<tr>
<td>SADHA Dues</td>
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<td>Perio models</td>
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**SECOND SEMESTER**

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<td>Lab coats</td>
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<td>Clinic supplies</td>
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**SUMMER SCHOOL:**

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**THIRD SEMESTER:**

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**FOURTH SEMESTER:**

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<td>Malpractice insurance</td>
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<tr>
<td><strong>Total</strong></td>
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**TOTAL** $2,975.00

Comment:

Students applying for financial aid should include these expenses. The grand total of $2,975 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.
Mary Errico, Associate Professor, A.A.S., B.A., D.D.S.
Mildred Feliciano, Assistant Professor, A.A., B.S., M.A.
Sammy J. Seals, Professor, B.S., D.D.S.
Ernestine Leach, Senior College Laboratory Technician, A.A.S., R.D.H., B.S.
Joy Perez, College Office Assistant, A.A.

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 in 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 thus 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 and will be eligible to be licensed by the New York City Department of Health as a laboratory technician. 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.

Admissions Criteria

Candidates for the Medical Laboratory Technology Program should be:

1. High School graduates with a minimum average of 75%. Priority will be given to students who have had Mathematics, Chemistry and Biology.
2. Non-high school graduates must have a G.E.D. score equivalent to a 75% high school average.

Required Minimum Scores on Math and English Placement Tests

1. Writing proficiency, as determined by the CUNY Writing Assessment Test, for placement into ENG 1302 Expository Writing.
2. Mathematical skills on the CUNY Freshman Skills Assessment Test for placement into MAT 1628 College Algebra.
3. Exemption from reading or permission of the coordinator.
4. Verbal skills in English.

Provisions or options for those who do not meet Admission Criteria

Students who do not qualify for the MLT Program upon entering the College will be considered as Liberal Arts students and must complete all remedial courses in English, Mathematics and Reading. These students are:

1. Classified as Pre-Medical Laboratory students and must follow the Pre-MLT curriculum.
2. Complete the Pre-MLT sequence with a cumulative G.P.A. of at least 2.5.

Transfer

1. Students at Hostos are permitted to transfer to the MLT Program provided that they meet all the admission criteria.
2. Admission with advanced standing. An overall G.P.A. of 2.5 or better for 0-12 credits and 2.25 for 12-24 credits. Courses should include the following:
   a. Expository Writing
   b. Fundamentals of Chemistry
   c. Elementary Algebra
   d. Biology
   e. Permission of the MLT Coordinator

Retention Policies

1. A G.P.A. of 2.5 per semester is required in the Medical Laboratory Program. A G.P.A. of 2.0 is the lowest permissible G.P.A. for the first semester only.
2. A required course can only be repeated once. Any student who fails a given course twice will require special permission of the MLT Coordinator to remain in the MLT Program.
3. In any case of failure to meet the required G.P.A., the student’s program will be evaluated by the Coordinator and a determination on retention will be made.
4. Failure of two MLT courses will result in immediate dismissal from the program.

Progression into the Medical Laboratory Technology Sequence

Students who do not meet all the entrance requirements for the MLT Program are placed in the Pre-MLT Program. This provides the students with the opportunity of developing basic reading and mathematical skills necessary for admission into the Medical Laboratory Technology Program while taking some of the required courses. Students enter the MLT Sequence at either Level I or Level II based on the CUNY Assessment Test.

Level I

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1300 Basic Composition or</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1301 Core English (for Libra)</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1396 Foundations of Critical Reading or</td>
<td>1</td>
</tr>
<tr>
<td>ENG 1399 Developmental Reading</td>
<td>1</td>
</tr>
<tr>
<td>Behavioral or Social Science elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td>(equated to 13 credits)</td>
<td></td>
</tr>
</tbody>
</table>

Level II

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 1624 Intermediate Algebra</td>
<td>2</td>
</tr>
<tr>
<td>ENG 1302 Expository Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1397 Reading in the Natural Sciences</td>
<td>1</td>
</tr>
<tr>
<td>ENV 4014 Environmental Science I</td>
<td>4</td>
</tr>
<tr>
<td>HLT 6503 Interpersonal Relations and Teamwork or</td>
<td></td>
</tr>
<tr>
<td>HLT 6507 Contemporary Health Issues</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
</tr>
<tr>
<td>(equated to 15 credits)</td>
<td></td>
</tr>
</tbody>
</table>
Program of Studies
Leading to A.A.S. Degree
in Medical Laboratory Technology

Credit Distribution
Liberal Arts and Sciences 38 credits
Urban Health Studies 2 credits
Medical Laboratory Technology 24 credits
Total for Degree 64 credits

FIRST YEAR
First Semester Credits
BIO 3902 General Biology I (Lecture and Lab.) 4
CHE 4000 Fundamentals of Chemistry 2
ENG 1302 Expository Writing 3
HLT 6524 Medical Terminology 2
MAT 1628 College Algebra 3
Total 14

Second Semester Credits
BIO 3904 General Biology II (Lecture and Lab.) 4
CHE 4033 Essentials of General Chemistry (Lec.) 3
CHE 4133 Essentials of Chemistry (Lab.) 1
ENG 1303 Literature and Composition 3
MLT 5901 Fundamentals of MLT 2
PED 0100 Personal Physical Fitness 1
Total 14

SECOND YEAR
Third Semester Credits
BIO 3912 Microbiology (Lecture and Lab.) 4
CHE 4034 Essentials of Organic Chemistry (Lec.) 3
CHE 4134 Essentials of Organic Chemistry (Lab.) 1
MLT 5909 Hematology and Coagulation 4
MLT 5918 Histology 4
Total 16

*CHE 4002, 4102, 4004, 4104 can be substituted on recommendation of the Physical Sciences Unit for those students planning to continue in Medical Laboratory Technology at a senior college.

Fourth Semester Credits
MAT 1690 Computer Literacy 3
MLT 5914 Introduction to Immunology Serology 2
MLT 5916 Medical Microbiology 4
MLT 5910 Clinical Chemistry 4
Elective 3
Total 16

Fifth and Sixth Semesters Credits
MLT 5920 Hospital Practice (12 equated) 6
MLT 5922 Hospital Practice I (12 equated) 6
(1,000 hours required by N.Y.C. Health Dept.)
Total 12

Total Credits for Degree 64

MLT 5901 FUNDAMENTALS OF MEDICAL LABORATORY TECHNOLOGY
2 credits 2 hrs. 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 AND COAGULATION
4 credits 2 hrs. lect. 6 hrs. lab.
Prerequisites: Successful completion of CHE 4033-4133 Essentials of General Chemistry or CHE 4002-4102 General Chemistry I and BIO 3904 General Biology II.
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 hrs. lect. 6 hrs. lab.
Prerequisites: CHE 4034-4134 Essentials of Organic Chemistry or CHE 4004-4104 General Chemistry II and MLT 5909 Hematology and Coagulation.
The student will perform standard current biochemical determinations using both manual techniques and some automated procedures.

MLT 5914 INTRODUCTION TO IMMUNOLOGY AND SEROLOGY
2 credits 1 hr. lect. 2 hrs. lab.
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 immuno-chemical procedures.

MLT 5916 MEDICAL MICROBIOLOGY
4 credits 2 hrs. lect. 4 hrs. lab.
Prerequisite: BIO 3912 Microbiology
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 hrs. lec. 4 hrs. lab.
Prerequisites: CHE 4033-4133 Essentials of General Chemistry or CHE 4002-4102 General Chemistry I and BIO 3904 General Biology II.

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
Prerequisites: Completion of medical laboratory courses.
The student will perform the standard laboratory tests which he/she learned in the College laboratory in a hospital setting.

Ancillary Expenses for Medical Laboratory Technology Students

<table>
<thead>
<tr>
<th>Expense</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab coat</td>
<td>approx. $25.00</td>
</tr>
</tbody>
</table>

Total approx. $25.00

Medical Laboratory Technology Program Affiliations

The Hostos Community College Medical Laboratory Technology Program is affiliated with the following hospitals and medical centers:
- Jack D. Weiler Hospital of the Albert Einstein College of Medicine
- Coler Memorial Hospital
- Harlem Hospital and Medical Center
- Lincoln Medical and Mental Health Center

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 work with young healthy children in the Hostos Day Care Center. 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 sciences and nursing courses encompassing both lecture and clinical components.
- Take the NCLEX-RN.

Requirements for Entry into 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 and placement in ENG 1302 and permission of the Nursing Coordinator.
- Completion of the pre-nursing sequence 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.
- Students who fail two or more major components, quizzes, project papers, or comprehensive examinations in NUR 7000 Introduction to Concepts in Nursing will be required to take additional work before repeating the course, and will need permission of the Coordinator.
Progression into the Nursing Sequence Courses

Students must complete the following additional courses before consideration for admission to the Nursing Program.

**Pre-Nursing Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1302 Expository Writing</td>
<td>3.0</td>
</tr>
<tr>
<td>BIO 3906 Anatomy and Physiology I</td>
<td>4.0</td>
</tr>
<tr>
<td>HLT 6524 Medical Terminology</td>
<td>2.0</td>
</tr>
<tr>
<td>PSY 1037 Lifespan Development of Behavior</td>
<td>3.0</td>
</tr>
<tr>
<td>NUR 7000 Introduction to Concepts and Principles in Nursing</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**Total Semester Credits:** 14.0

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**Program of Studies Leading to the A.A.S. Degree in Nursing**

**FIRST YEAR**

**First Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1303 Literature and Composition</td>
<td>3.0</td>
</tr>
<tr>
<td>BIO 3908 Anatomy and Physiology II</td>
<td>4.0</td>
</tr>
<tr>
<td>NUR 7001 The Scientific Basis of Nursing Practice</td>
<td>7.0</td>
</tr>
<tr>
<td>NUR 7002 Pharmacology I</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**Total Semester Credits:** 16.0

**Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 3912 Microbiology</td>
<td>4.0</td>
</tr>
<tr>
<td>NUR 7102 Pharmacology II</td>
<td>2.0</td>
</tr>
<tr>
<td>NUR 7003 The Scientific Basis of Nursing Practice II</td>
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</tbody>
</table>

**Total Semester Credits:** 13.0

**SECOND YEAR**

**Third Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUB 3130 Ethnicity, Health and Illness or</td>
<td></td>
</tr>
<tr>
<td>CUB 3124 Social Problems of the Minority Communities</td>
<td>3.0</td>
</tr>
<tr>
<td>HLT 6515 Nutrition</td>
<td>3.0</td>
</tr>
<tr>
<td>NUR 7004 The Scientific Basis of Nursing Practice III</td>
<td>7.0</td>
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</tbody>
</table>

**Total Semester Credits:** 13.0

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

**Fourth Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 1690 Computer Literacy</td>
<td>3.0</td>
</tr>
<tr>
<td>NUR 7005 The Scientific Basis of Nursing Practice IV</td>
<td>7.0</td>
</tr>
<tr>
<td>NUR 7006 Issues and Trends in Nursing Practice</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Total Semester Credits:** 13.0

**Total Credits for Degree:** 69.0

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

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**NUR 7000 INTRODUCTION TO NURSING CONCEPTS AND PRINCIPLES**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>lec.</td>
</tr>
</tbody>
</table>

**Prerequisites:** Completion of all entrance requirements.

**Corequisites:** ENG 1302, BIO 3906, HLT 6524 and 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**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>lec.</td>
</tr>
</tbody>
</table>

**Prerequisites:** NUR 7000, ENG 1302, BIO 3906, BIO 3806, HLT 6524, 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 how one adopts to the urban community.

**NUR 7002 NURSING PHARMACOLOGY I**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

**Prerequisites:** NUR 7000, ENG 1302, BIO 3906, HLT 6524, PSY 1037

**Corequisites:** NUR 7001, ENG 1303, BIO 3908

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 hrs. lec., 12 hrs. lab.
Prerequisites: BIO 3908, NUR 7002, NUR 7001, ENG 1303
Corequisites: NUR 7102, BIO 3912
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 how one adapts to the urban community.

NUR 7102 NURSING PHARMACOLOGY II
2 credits 2 hrs. lec.
Prerequisites: ENG 1303, BIO 3908, PSY 1037, NUR 7001, NUR 7002
Corequisites: BIO 3912, NUR 7003
The student will be able to describe accurately all major drug classifications, identify commonly used medications in each classification, successfully calculate dosages based upon calculations appropriate for children, adults and the elderly by achieving 80% correct responses on tests, develop nursing strategies for patients receiving drugs in each classification, and list the relevant assessment factors in maintaining nutrient fluid and electrolyte balance.

NUR 7004 THE SCIENTIFIC BASIS OF NURSING PRACTICE III
7 credits 4 hrs. lec., 12 hrs. lab.
Prerequisites: BIO 3912, NUR 7102, NUR 7003
Corequisites: CUB 3130 or 3142, 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 how one adapts to the urban community.

NUR 7005 THE SCIENTIFIC BASIS OF NURSING PRACTICE IV
7 credits 4 hrs. lec., 12 hrs. lab
Prerequisites: NUR 7004, CUB 3124 or CUB 3142, 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 how one adapts to the urban community. This course will provide the opportunity for making the transition from student to practitioner.

NUR 7006 ISSUES AND TRENDS IN NURSING PRACTICE
3 credits 3 lec. hrs.
Prerequisites: NUR 7004, CUB 3124 or CUB 3130, HLT 6515
Corequisites: NUR 7005, MAT 1690
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

Nursing Sequence

National League for Nursing
Pre-Nursing Examinations $40.00

Nursing Program

NLN End of Course Examinations for all students $80.00
Uniforms 80.00
Shoes 45.00
Caps 10.00
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 $667.00

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

Description of the Simulated Laboratory

Trailer #6 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 lab, you will find visual aides, anatomical simulators, and faculty directed activities for a total student experience.

**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**

Willa Doswell  
Associate Director of Quality Assurance,  
New York City Health and Hospital Corporation

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

Annamae Hayden  
Graduate of Hostos Community College

Jeanette Marrero  
Deputy Executive Director, Nursing and Patient Care Services, Lincoln Medical and Mental Health Center

Gertrude McGovern  
Director, Inpatient Services, Calvary Hospital

Peggy Powell  
Executive Director,  
Home Care Associates Training Institute

Nicole Prepetit  
Director of Nursing,  
Hebrew Home for the Aged at Riverdale

Sylvia Williams  
Assistant Vice-President Nursing Services,  
Morningside House

**Nursing Faculty and Staff**

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

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

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

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

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

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

Mary Joseph, Adjunct Assistant Professor, R.N., B.S., M.A.

Selena James, Professor and Coordinator of the Dental Hygiene Program in the Dental Hygiene Clinic
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 Goals

The faculty and students of the Radiologic Technology Program consistently strive to achieve the following goals:

- Demonstrate knowledge of the principles of radiation protection;
- Apply principles of radiographic technique, positioning and anatomy in the production of optimal quality radiographs;
- Provide patient care essential to medical imaging procedures;
- Become an effective member of the health care team;
- Demonstrate clinical competency;
- Possess professional maturity and maintain regard for ethical standards.

Admissions Criteria

The Radiologic Technology Program can accept only a limited number of students each year. 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 are admitted into the Program. If more than 60 students qualify for the program, the students with the highest Grade Point Average will be admitted. A departmental committee will review all transcripts and admissions into the program will be competitively evaluated based upon the student's G.P.A., and the number of required courses completed.

All students entering the program must have a high school or G.E.D. diploma. The minimum admissions criteria for the program are as follows:

1. Minimum Grade Point Average of 3.0
2. Successful completion of English 1302
3. Successful completion of Math 1622
4. Completion of one of the following Urban Health Courses:
   a. HLT 6524 Medical Terminology
   b. HLT 6526 Health Care
5. Completion of one of the following Natural Science Courses:
   a. BIO 3902 General Biology I
   b. BIO 3906 Anatomy and Physiology I
   c. CHE 4000 Fundamentals of Chemistry
   d. ENV 4014 Environmental Science I

All program prerequisites must be completed by the end of the fall semester as admission decisions for September are made during the spring semester.

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 the commencement of clinical practicum.

The New York State Department of Health requires that all applicants for licensure be of good moral character. Anyone who has been convicted of a felony must provide documentation of disposition to the Bureau of Radiologic Technology for approval prior to admission to the program.
Transfer Students

Students transferring into the Radiology Program must meet the entrance requirements outlined above.

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.

Curriculum of Studies Leading to the A.A.S.
Degree in Radiologic Technology

<table>
<thead>
<tr>
<th>Credit Distribution</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts</td>
<td>22.0</td>
</tr>
<tr>
<td>Urban Health</td>
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</tr>
<tr>
<td>Radiologic Technology</td>
<td>40.5</td>
</tr>
<tr>
<td>Total Credits for Degree</td>
<td>69.5</td>
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</tbody>
</table>

First year, Fall Trimester Course Sequence:

- XRA 5111 Radiologic Science I and Lab 2.5
- XRA 5113 Radiography I and Lab 2.5
- XRA 5115 Topographic Anatomy I 2.0
- XRA 5217 Radiologic Physics 2.0
- HLT 6524 Medical Terminology 2.0
- HLT 6526 Introduction to Health Care 3.0
- MAT 1622 Elementary Algebra 2.0

Total 16.0

First year, Spring Trimester Course Sequence:

- XRA 5116 Radiologic Science II and Lab 2.5
- XRA 5118 Radiography II and Lab 2.5
- XRA 5120 Topographic Anatomy II 1.0
- XRA 5121 Radiation Protection 2.0
- XRA 5122 Clinical Radiography I 1.0
- XRA 5213 Contrast Media 1.0
- ENG 1302 Expository Writing 3.0
- MAT 1622 Elementary Algebra 2.0

Total 16.0

First Year, Summer Trimester Course Sequence:

- XRA 5123 Clinical Radiography II 3.0

Total 3.0

Second Year, Fall Trimester Course Sequence:

- XRA 5211 Radiation Biology 1.0
- XRA 5214 Clinical Radiography III 2.5
- XRA 5215 Special Procedures 2.0
- BIO 3906 Anatomy and Physiology I 4.0
- HLT 6525 Dynamics of Patient Care 2.0
- ENG 1303 Literature and Composition 3.0

Total 14.0

Second Year, Spring Trimester Course Sequence:

- XRA 5212 Pathology 2.0
- XRA 5218 Imaging Modalities 2.0
- XRA 5219 Clinical Radiography IV 2.5
- XRA 5317 Applied Quality Assurance 2.0
- BIO 3908 Anatomy and Physiology II 4.0
- Elective 3.0

Total 15.5

Second Year, Summer Trimester Course Sequence:

- XRA 5216 Seminar 2.0
- XRA 5220 Clinical Radiography V 2.5

Total 4.5

XRA 5111 RADIOLOGIC SCIENCE I
2.5 credits 3 hrs. lec., 1.5 hrs. lab
Corequisite: XRA 5217 Radiologic Physics
The student will identify the basic principles of radiographic exposures and image formation as well as the chemistry of the processing solutions, darkroom accessories, and the composition of the radiographic film and film holders.

XRA 5113 RADIOGRAPHY I
2.5 credits 3 hrs. lec., 1.5 hrs. lab
Corequisite: XRA 5115 Topographic Anatomy
The student will identify and perform the basic radiographic positions of the body.

XRA 5115 TOPOGRAPHIC ANATOMY I
2 credits 3 hrs. lec.
Corequisite: XRA 5113 Radiography I
The student will identify the radiographic anatomy of the skeleton.

XRA 5116 RADIOGRAPHIC SCIENCE II
2.5 credits 3 hrs. lec., 1.5 hrs. lab
Prerequisite: XRA 5111 Radiologic Science I
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 hrs. lec., 1.5 hrs. lab
Prerequisite: XRA 5113 Radiography I
Corequisite: XRA 5120 Topographic Anatomy II
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 hrs. lec.
Prerequisite: XRA 5115 Topographic Anatomy I
Corequisite: XRA 5118 Radiography II
The student will identify the basic points, planes, lines and bony anatomy of the skull.
XRA 5121 RADIATION PROTECTION
2 credits  3 hrs. lec.
Prerequisite:  XRA 5111 Radiologic Science I
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 credits  8 hrs. hosp. prac.
Prerequisites:  XRA 5111 Radiologic Science I,  
XRA 5113 Radiography I,  
XRA 5121 Radiation Protection
The student will apply the basic radiographic procedures under the direct supervision of a qualified radiologic technician.

XRA 5123 CLINICAL RADIOGRAPHY II
3 credits, 12 equated credits  40 hrs. hosp. prac.
Prerequisites:  XRA 5122 Clinical Radiography I,  
XRA 5121 Radiation Protection
The student will apply the basic radiographic procedures under the direct supervision of a qualified radiologic technician.

XRA 5211 RADIATION BIOLOGY
1 credit  1.5 hrs. lec.
Prerequisite:  XRA 5121 Radiation Protection
The student will identify the biological effects of ionizing radiation.

XRA 5212 PATHOLOGY
2 credits  3 hrs. lec.
Prerequisite:  HLT 6524 Medical Terminology
The student will identify the application of radiography to pathological conditions of specific organs and systems.

XRA 5213 CONTRAST MEDIA
1 credit  1.5 hrs. lec.
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 credits  24 hrs. hosp. prac.
Prerequisite:  XRA 5123 Clinical Radiography II
The student will apply the basic radiographic procedures under the direct supervision of a qualified radiologic technologist.

XRA 5215 SPECIAL PROCEDURES
2 credits  3 hrs. lec.
Prerequisite:  XRA 5213 Contrast Media
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 hrs. lec.
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 hrs. lec.
Corequisites:  XRA 5111 Radiologic Science I,  
MAT 1622 Elementary Algebra
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
2 credits  3 hrs. lec.
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 credits  24 hrs. hosp. prac.
Prerequisite:  XRA 5214 Clinical Radiography III
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, 12 equated credits  40 hrs. hosp. prac.
Prerequisite:  XRA 5219 Clinical Radiography IV
The student will perform the advanced radiographic procedures under the supervision of a qualified radiologic technologist.

XRA 5317 APPLIED QUALITY ASSURANCE
2 credits  1.5 hrs. lec., 1.5 hrs. lab.
Prerequisites:  MAT 1622 Elementary Algebra,  
XRA 5111 Radiologic Science I,  
XRA 5217 Radiologic Physics
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
Textbooks  approx.  $750.00
Uniforms  approx.  $200.00
Name Tag  approx.  $15.00
Total  approx.  $965.00
Clinical Affiliations and Staff

The Radiologic Technology Program is affiliated with the following Hospitals and Medical Centers. The individuals listed below are designated Clinical Instructors for their institutions.

Mr. Simeon Dujon, R.T.
Bronx Lebanon Medical Center

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

Mr. Cedric Brown, R.T.
Memorial Sloan Kettering Cancer Center

Ms. Barbara Laughinghouse, R.T.
Mount Sinai Medical Center
Mr. Dolma Edwards, R.T.
New York University Medical Center

Mr. Rocco Dacchille, R.T.
Saint Barnabas Hospital

Mr. Arthur Carosi, R.T.
Weiler Hospital, Albert Einstein Medical College

Dr. Marie Gade, Medical Advisor
Saint Barnabas Hospital

Radiologic Technology Faculty and Staff

Allen Solomon,
Professor and Coordinator, B.S., M.S.Ed., 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.

Dennis D. Gibbons,
Assistant Professor, B.A., M.P.H., R.D.M.S., R.T., L.R.T., A.R.R.T.

Ramon Tejeda,
College Lab Technologist, A.A.S., R.T.

Evelyn Nieves,
Secretary, A.A.S.

Professor Elizabeth Errico, Coordinator of the Nursing Program; Professor Salvatore Martino, Chairperson of Allied Health Sciences; Assistant Professor Winsome DaCosta, Coordinator of the Medical Laboratory Technology Program.
Behavioral and Social Sciences

The Behavioral and Social Sciences Department consists of the following units: Behavioral Sciences, Social Sciences, and Public Administration. 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 and inter-disciplinary 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-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 hrs.
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 hrs.
Prerequisite: PSY 1032 General Psychology 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 show knowledge of prenatal development, cognitive development, language development, socialization, identification, deprivation studies, development of aggressive, dependency, quiet, fears and anxiety, sex typing, and other topics. Offered in English and Spanish.

PSY 1038 DEVELOPMENTAL PSYCHOLOGY II (ADOLESCENCE AND ADULTHOOD)
3 credits 3 hrs.
Prerequisite: PSY 1032 General Psychology 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 hrs.
Prerequisites: PSY 1032 General Psychology or SOC 1232 Introduction to Sociology or ANT 1110 Introduction to Anthropology
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 hrs.
Prerequisite: PSY 1032 General Psychology 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 hrs.
Prerequisite: PSY 1032 General Psychology 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 hrs.
Prerequisite: PSY 1032 General Psychology 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 hrs.
Prerequisite: PSY 1082 General Psychology or equivalent
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 hrs.
Prerequisites: PSY 1032 General Psychology or equivalent, or 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 hrs.
Prerequisites: SOC 1232 Introduction to Sociology, PSY 1032 General Psychology
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 hrs.
Prerequisite: SOC 1200 Introduction to Social Work
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 hrs.
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 hrs.
Prerequisite: Any social science introductory course (except PSY 1032 General Psychology)
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 1242 SOCIOLOGY OF CRIMINAL JUSTICE
3 credits 3 hrs.
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 hrs.
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.
Eugenio María de Hostos Community College

BSC 1110 PEOPLE AND SOCIETY
3 credits

Prerequisites: ESL 1322 Intermediate English as a Second Language, ESL 1394 Intermediate ESL Reading and Conversation

Corequisites: ESL 1332 Advanced English as a Second Language, ESL 1395 Advanced ESL Reading and Conversation

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

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

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

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

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

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

Prerequisite: Completion of an introductory course is recommended

This course examines the development of the political and economic structures of capitalism and socialism. Topics include commodity exchange, wage labor, profit monopolies, and economic and political crises.

ECO 4647 POLITICAL ECONOMY OF LATIN AMERICA
3 credits

The student will study the history of colonialism and neocolonialism in Latin America and analyze the present structure of economic and political dependence.

*ECO 4649 POLITICAL ECONOMY OF AFRICA
3 credits

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 neocolonialism) and the effects of dependence on foreign markets will be analyzed.

Economics

ECO 4643 ECONOMICS: MICROECONOMICS
3 credits

In this course we learn how individuals and other decision-making units 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

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. Private and government investment expenditures as well as imports and exports of goods and services are examined in depth.
Behavioral and Social Sciences

*ECO 4653 THE ECONOMICS OF HUMAN RESOURCES
3 credits 3 hrs.
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 hrs.
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 hrs.
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, 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 hrs.
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 hrs.
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 with the object of providing the student with a solid background for more advanced liberal arts courses.

*HIS 4673 AFRO-AMERICAN HISTORY I
3 credits 3 hrs.
Prerequisite: Completion of an introductory course.
The student will examine the nature of slavery in the United States, the response of the slaves, the activity of free black people, the relationship of black people to the American Revolution, the Constitution and the Abolitionist Movement, and the roots and causes of the Civil War.

*HIS 4675 AFRO-AMERICAN HISTORY II
3 credits 3 hrs.
Prerequisite: Completion of an introductory course.
The student will examine the results of the Civil War, including reconstruction and its overthrow, post-Reconstruction to the 20th century, black people in the early labor movements, Booker T. Washington and W.E.B. DuBois, and the history of black people from World War I to the post-World War II efforts and struggles.

Political Science

POL 4701 AMERICAN GOVERNMENT
3 credits 3 hrs.
This course identifies the major institutions of local, state, and national government, their powers and relationships to each other. Emphasis is placed on this country's legal principles as established in the United States Constitution. American Government is designed to enable students to effectively participate in the political process.

POL 4702 COMPARATIVE POLITICS
3 credits 3 hrs.
Prerequisite: Completion of an introductory course is recommended.
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 hrs.
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 and private businesses and corporations, including civil service and criminal justice. The Public Administration curriculum is designed to prepare men and women 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 jobs, and 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 can achieve promotion in these areas.

Comprising 68 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 positions.

The requirements for the A.A.S. degree in Public Administration may be taken as follows in the Liberal Arts:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>9</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>Behavioral and Social Sciences</td>
<td>9</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>4-8</td>
</tr>
<tr>
<td>Visual and Performing Arts or Africana/Latin American Studies</td>
<td>3</td>
</tr>
<tr>
<td>Modern Languages</td>
<td>0-6</td>
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<tr>
<td>Liberal Arts Totals</td>
<td>31-41</td>
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The A.A.S. in Public Administration requires a minimum of 27 credits from any of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADM 2502 Fundamentals of Public Administration (REQUIRED)</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2503 Career Planning in the Public Sector</td>
<td>1</td>
</tr>
<tr>
<td>ADM 2504 Techniques of Supervision</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2507 Bureaucracy</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2508 Field Practicum</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2510 Problems in State and Local Administration</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2511 Federal Administration</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2512 Women in Management</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2514 Unions</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2519 Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2520 Penal Law</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2521 Role of the Police in the Community</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2522 Law and Social Change</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2525 Immigration Law</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2530 Critical Issues in Law Enforcement Policy</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2531 Criminal Justice Management Workshop</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2532 Social Services Administration</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2533 Health and Hospital Administration</td>
<td>3</td>
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<tr>
<td>Public Administration and/or Criminal Justice</td>
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<td>Total Credits</td>
<td>27</td>
</tr>
<tr>
<td>Elective Credits</td>
<td>0-4</td>
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</tbody>
</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.

| Total Credits for Degree | 68 |

**Suggested Program of Study**

**A.A.S. Degree - Public Administration**

**FIRST YEAR**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
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<tr>
<td><strong>First Semester</strong></td>
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<tr>
<td>ENG 1302 Introduction to Composition I</td>
<td>3</td>
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<tr>
<td>MATH</td>
<td>3</td>
</tr>
<tr>
<td>LANGUAGE (Required only for students transferring to a four-year college. Terminal students may use these as elective credits, preferably in Public Administration.)</td>
<td>3</td>
</tr>
<tr>
<td>VISUAL AND PERFORMING ARTS</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2502 Fundamentals of Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>ADM Elective</td>
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<tr>
<td><strong>Second Semester</strong></td>
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<tr>
<td>ENG 1303 Introduction to Composition II</td>
<td>3</td>
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<tr>
<td>MATH</td>
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</tr>
<tr>
<td>LANGUAGE (Required only for students transferring to a four-year college. Terminal students may use these as elective credits, preferably in Public Administration.)</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2504 Techniques of Supervision</td>
<td>3</td>
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<tr>
<td>ADM Elective</td>
<td>3</td>
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<tr>
<td>BEHAVIORAL or SOCIAL SCIENCES</td>
<td>3</td>
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SECOND YEAR

Third Semester

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<th>Course</th>
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<tr>
<td>ENG 1305 Introduction to Literature</td>
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<tr>
<td>ENV 4014 Environmental Science I</td>
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<tr>
<td>or BIO 3902 General Biology I</td>
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<tr>
<td>BEHAVIORAL OR SOCIAL SCIENCES</td>
<td>3</td>
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<tr>
<td>ADM Elective</td>
<td>3</td>
</tr>
<tr>
<td>ADM Elective</td>
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<td><strong>Total</strong></td>
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</table>

Fourth Semester

<table>
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<th>Course</th>
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<tr>
<td>BEHAVIORAL OR SOCIAL SCIENCE</td>
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</tr>
<tr>
<td>ADM Elective (ADM 2508-Field Practicum</td>
<td>3</td>
</tr>
<tr>
<td>recommended)</td>
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<tr>
<td>ADM Elective</td>
<td>3</td>
</tr>
<tr>
<td>ADM Elective</td>
<td>3</td>
</tr>
<tr>
<td>ENV 4016 Environmental Science II</td>
<td>3</td>
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<tr>
<td>or BIO 3904 General Biology II</td>
<td>4</td>
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<tr>
<td>(Required only for students transferring to a four-year college. Terminal students may use these as elective credits, preferably in Public Administration.)</td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
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</table>

ADM 2502 FUNDAMENTALS OF PUBLIC ADMINISTRATION AND MANAGEMENT
3 credits 3 hrs.
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 students will learn about the various types of public employment located in the diverse domestic and international sectors of government in order to familiarize himself/herself with the potential job market and its infinite possibilities. The student will learn to recognize his/her 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 résumé and become familiar with questions appearing on typical job application forms. The student will demonstrate his/her knowledge of preemployment 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 TECHNIQUES OF SUPERVISION  
3 credits 3 hrs.  
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 hrs.  
The student will appraise administrative processes as they underlie the analysis of behavior in 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 hrs.  
Prerequisites: Nine credits in Public Administration, including ADM 2502, or the permission of the Chairperson  
The student will observe and participate in an area of his/her special interest and ADM concentration. The student will be placed in governmental departments or agencies where he/she will engage in specific research projects/administrative assignments at policy or administrative levels. The students will also meet in the classroom to explore the fundamentals of organization theory and to discuss where theory and practice of his/her practicum assignment fuse, are in conflict, or are not related.

ADM 2510 STATE AND LOCAL ADMINISTRATION  
3 credits 3 hrs.  
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 hrs.  
Corequisites: SPA 2222 for Spanish Sections, ESL 1332 for English Sections  
The student will study the nature, structure and management of the federal bureaucracy and civil service, the types and roles of the public administrator, and employment in the public sector, particularly in the federal government.

ADM 2512 WOMEN IN MANAGEMENT  
3 credits 3 hrs.  
Successful women in America will be used as role models for students aspiring to be executives. Through these examples, students will analyze opportunities and obstacles in being an achieving female in contemporary society, and will pursue a course of study which will help them devise personal and collective strategies for advancement.

ADM 2514 UNIONS  
3 credits 3 hrs.  
Prerequisite: ADM 2502, ADM 2504, or permission of the Chairperson  
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 hrs.  
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 hrs.  
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 either are employed in or plan to pursue careers in the criminal justice system.

*ADM 2516 CAREERS IN CRIMINAL JUSTICE  
3 credits 3 hrs.  
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. At semester’s end the student will understand the human relations and technical skills associated with such careers.
**ADM 2519 INTRODUCTION TO CRIMINAL JUSTICE ADMINISTRATION**

3 credits  
3 hrs.

The student will examine the roles and functions of institutions within the criminal justice system, at 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 hrs.

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 hrs.

**Prerequisite:** ADM 2519, or permission of Chairperson

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 hrs.

**Prerequisite:** ADM 2519, or permission of Chairperson

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 hrs.

**Prerequisite:** For sections in Spanish: SPA 2221.  
For sections in English: ENG 1322

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 hrs.

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 hrs.

The course is designed for students who are interested in grasping 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 specially 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 and Hearing and Trial Advocacy. To insure access to the program for Spanish dominant students, introductory law courses from the Public Administration Program, 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 offered in either English or Spanish by the Public Administration Unit, and an advanced course emphasizing practical implementation of legal services in the students' concentration area. Two three credit semester courses in a field placement office in which services in the student's legal concentration are offered are also required. Thus, upon graduation, the student will have devoted twelve credit hours of study to their legal concentration.

**Program of Studies Leading to the A.A.S. Degree in Paralegal Studies**

<table>
<thead>
<tr>
<th>Liberal Arts</th>
<th>Credits</th>
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<tr>
<td>English (excludes ESL courses)</td>
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<tr>
<td>Math</td>
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</tr>
<tr>
<td>Science or Typing and Word Processing</td>
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</tr>
<tr>
<td>Humanities; Caribbean, African American or Puerto Rican Studies or Public Speaking</td>
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</tr>
<tr>
<td>Behavioral and Social Sciences</td>
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</tr>
<tr>
<td>ADM 2511 Federal Administration, HIS 4663</td>
<td>3</td>
</tr>
<tr>
<td>U.S. History I, HIS 4665 U.S.History II or POL 4701 American Government</td>
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<tr>
<td>Modern Language</td>
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<td>Typing or Keyboarding</td>
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### Paralegal Studies

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<tr>
<td>ADM 2519 Law &amp; Social Change</td>
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<tr>
<td>LEG 8500 Introduction to the Legal System</td>
<td>3</td>
</tr>
<tr>
<td>LEG 8510 Law Office Systems</td>
<td>3</td>
</tr>
<tr>
<td>LEG 8530 Legal Research and Writing I</td>
<td>3</td>
</tr>
<tr>
<td>LEG 8532 Legal Research and Writing II</td>
<td>3</td>
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<tr>
<td>LEG 8550 Hearing and Trial Advocacy</td>
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<td><strong>Total</strong></td>
<td><strong>15</strong></td>
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</table>

Each student will also take 12 credits in a selected Legal Specialty. These credits are to be distributed as follows:

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Legal Specialty (ADM 2525 Immigration Law, ADM 2526 Family Law, or ADM 2527 Public and Employee Benefit Law)</td>
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<tr>
<td>Advanced Legal Specialty (LEG 8525 Immigration Law, LEG 8526 Family Law or LEG 8527 Public and Employee Benefit Law)</td>
<td>3</td>
</tr>
<tr>
<td>LEG 8540 Field Practicum I (placement to be based on legal specialty)</td>
<td>3</td>
</tr>
<tr>
<td>LEG 8543 Field Practicum II (placement to be based on legal specialty)</td>
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### Suggested Program of Study

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

#### FIRST YEAR

**First Semester**

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ENG 1302 Expository Writing</td>
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<tr>
<td>MAT 1632 Introductory College Mathematics I</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Legal Specialty: ADM 2525</td>
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</tr>
<tr>
<td>Immigration Law, ADM 2526 Family Law or ADM 2527 Public and Employee Benefit Law</td>
<td>3</td>
</tr>
<tr>
<td>LEG 8500 Introduction to The Legal System</td>
<td>3</td>
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<tr>
<td>ADM 2519 Law and Social Change</td>
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**Second Semester**

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<td>ENG 1303 Literature and Composition</td>
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<tr>
<td>MAT 1690 Computer Literacy or MAT 1634</td>
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<tr>
<td>Introductory College Mathematics II</td>
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</tr>
<tr>
<td>Advanced Legal Specialty: LEG 8525 Advanced Immigration Law, LEG 8526 Advanced Family Law or LEG 8527 Advanced Public and Employee Benefit Law</td>
<td>3</td>
</tr>
<tr>
<td>LEG 8510 Law Office Systems</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2511 Federal Administration</td>
<td>3</td>
</tr>
<tr>
<td>SOC 1232 Introduction to Sociology</td>
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**SECOND YEAR**

**Third Semester**

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<tr>
<td>LEG 8540 Practicum I</td>
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<td>LEG 8530 Legal Research and Writing I</td>
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<td>Biology</td>
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<td>Spanish</td>
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<td><strong>Total Credits for Degree</strong></td>
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**Fourth Semester**

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<tr>
<td>LEG 8550 Hearing and Trial Advocacy</td>
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</tr>
<tr>
<td>LEG 8543 Legal Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>LEG 8532 Legal Research and Writing II</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2526 Family Law</td>
<td>4</td>
</tr>
<tr>
<td>Spanish</td>
<td>3</td>
</tr>
<tr>
<td>ADM 2520 Penal Law of New York State</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</tr>
</tbody>
</table>

**Total for Degree**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ADM 2526 FAMILY LAW</td>
<td>3</td>
</tr>
<tr>
<td><strong>3 credits</strong></td>
<td><strong>3 hrs.</strong></td>
</tr>
<tr>
<td>The student will survey the theory and practice of family law, with an emphasis on New York State practice. The student will acquaint themselves 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, 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.</td>
<td></td>
</tr>
</tbody>
</table>

**ADM 2527 PUBLIC AND EMPLOYEE BENEFIT LAW**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>3 credits</strong></td>
<td><strong>3 hrs.</strong></td>
</tr>
<tr>
<td>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.</td>
<td></td>
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</tbody>
</table>

**LEG 8500 INTRODUCTION TO THE LEGAL SYSTEM**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>3 credits</strong></td>
<td><strong>3 hrs.</strong></td>
</tr>
<tr>
<td>Corequisite: ENG 1300 Basic Composition</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
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</table>

**LEG 8510 LAW OFFICE SYSTEMS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>3 credits</strong></td>
<td><strong>3 hrs.</strong></td>
</tr>
<tr>
<td>Corequisite: ENG 1300 Basic Composition</td>
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</tr>
<tr>
<td>The students will familiarize themselves 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.</td>
<td></td>
</tr>
</tbody>
</table>
LEG 8525 ADVANCED IMMIGRATION LAW
3 credits 3 hrs.
Prerequisite: ADM 2525 Immigration Law, LEG 8500 Introduction to the Legal System
Corequisite: ENG 1300 Basic Composition
The student will engage in an in-depth study of advanced immigration law concepts including grounds of exclusion, defenses to deportation, petition and 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 hrs.
Prerequisites: ADM 2526 Family Law, LEG 8500 Introduction to the Legal System
Corequisites: ENG 1300 Basic Composition or ENG 1301 Core English (for Libra Program)
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 hrs.
Prerequisites: ADM 2527 Public and Employee Benefit Law, LEG 8500 Introduction to the Legal System
Corequisites: ENG 1300 Basic Composition or ENG 1301 Core English (for Libra Program)
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 AND WRITING I
3 credits 3 hrs.
Prerequisites: ENG 1302 Expository Writing and ADM 2526 Family Law, ADM 2525 Immigration Law, or ADM 2527 Public and Employee Benefit Law, LEG 8500 Introduction to the Legal System, LEG 8510 Law Office Systems
The student will study basic and advanced research tools and become familiar with legal source materials including Reporters, Statutes, and Codes. The student also becomes acquainted with secondary source materials, including treatises and encyclopedias. Students will be introduced to manual and computer database research guides.

LEG 8532 LEGAL RESEARCH AND WRITING II
3 credits 3 hrs.
Prerequisite: LEG 8530 Legal Research and Writing I
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 8550 HEARING AND TRIAL ADVOCACY
3 credits 3 hrs.
Prerequisites: LEG 8530 Legal Research and Writing I, LEG 8525 Advanced Immigration Law, LEG 8526 Advanced Family Law or LEG 8527 Advanced Public and Employee Benefit Law
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.

LEG 8540 LEGAL PRACTICUM I
3 credits
Prerequisites: LEG 8530 Legal Research and Writing I, LEG 8525 Advanced Immigration Law, LEG 8526 Advanced Family Law, or LEG 8527 Advanced Public and Employee Benefit Law
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 his/her performance on the placement institution's evaluation, and his/her participation and attendance at the group meetings.
LEGAL PRACTICUM II

3 credits

Prerequisites: LEG 8530 Legal Research and Writing I, LEG 8525 Advanced Immigration Law, LEG 8526 Advanced Family Law, or LEG 8527 Advanced Public and Employee Benefit Law

Corequisites: LEG 8550 Hearing and Trial Advocacy, LEG 8532 Legal Research and Writing II

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.

Behavioral and Social Sciences Faculty

Eleanor Pam, Professor, Chairperson Behavioral and Social Sciences, Coordinator Public Administration, B.A., M.A., Ph.D.
Linda Anderson-Barbosa, Assistant Professor, Coordinator, Behavioral Sciences, B.A., M.S., M.Phil, Ph.D.
Peter Roman, Assistant Professor, Coordinator, Social Sciences, B.A., M.A.
Allan Wernick, Associate Professor, Public Administration, Acting Coordinator Paralegal Studies, B.A., J.D.
Leslie Ault, Professor, Behavioral Sciences, B.A., M.A., Ph.D.
Adrian Benitez, Assistant Professor, Social Sciences, B.A., M.S.
Felix Cardona, Assistant Professor, Public Administration, B.A., J.D.
Amy Cogan, Assistant Professor, Public Administration, B.A., J.D.
Oliver Crespo, Associate Professor, Behavioral Sciences, B.A., M.S.W., M.A., Ph.D.
Marguerite A. Guinta, Assistant Professor, Public Administration, B.A., M.A., M.Phil., Ph.D.
Synos Mangazva, Lecturer, Social Sciences, B.A., M.A.
Gerald Meyer, Professor, Social Sciences, B.A., M.A., Ph.D.
Pamela Oldham, Lecturer, Social Sciences, B.A., M.A.
Marta Rivera, Lecturer, Behavioral Sciences, B.A., M.A., M.A.
The Business Department comprises the Accounting, Business Administration, Data Processing and Secretarial Science Programs.

Entrance Requirements for Accounting and Business Administration

1. For English dominant students: The student must be able to register in or have completed ENG 1301 Core English and MAT 1622 Elementary Algebra.
2. For Spanish dominant students: The student must satisfy the above requirement or 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, ESL 1384 Intensive ESL Reading and Conversation II, and MAT 1622 Elementary Algebra.

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 other four-year CUNY colleges 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.).

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

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<thead>
<tr>
<th>Liberal Arts</th>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Natural Sciences</td>
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<td>Behavioral or Social Sciences</td>
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<td>Humanities</td>
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<td>Physical Education</td>
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<td>Principles of Accounting I and II</td>
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<tr>
<td>Federal Personal Taxes</td>
<td>3</td>
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<td>Intermediate Accounting</td>
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<td>Accounting Elective</td>
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<td>Career Planning</td>
<td>2</td>
</tr>
<tr>
<td>Typing</td>
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<tr>
<td>Data Processing</td>
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<tr>
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</table>

Credit Distribution

| Liberal Arts                                              | 24      |
| Business                                                  | 13      |
| Accounting                                                | 22      |
| Other courses                                             | 7       |
|                                                            |         |
| Total Credits for Degree                                   | 66      |
**A.A.S. In Accounting**  
*(recommended sequence)*

**FIRST YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1302 Expository Writing</td>
<td>3</td>
</tr>
<tr>
<td>MAT 1628 College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1802 Introduction to Business</td>
<td>4</td>
</tr>
<tr>
<td>BUS 1804 Business Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MSS 5602 Elementary Keyboarding I</td>
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<table>
<thead>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1303 Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ACC 1852 Principles of Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>BUS 1809 Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>*CIP 2308 Introduction to Data Processing</td>
<td>3</td>
</tr>
<tr>
<td>*ECO 4643 Principles of Microeconomics</td>
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**SECOND YEAR**

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 1854 Principles of Accounting II</td>
<td>4</td>
</tr>
<tr>
<td>ACC 1866 Federal Personal Income Taxes</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1806 Career Planning</td>
<td>2</td>
</tr>
<tr>
<td>*ENV 4014 Environmental Science I</td>
<td>4</td>
</tr>
<tr>
<td>*PSY 1086 Industrial and Organizational Psychology</td>
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<tr>
<td>*PED 0135 Slimnastics and Figure Control</td>
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<table>
<thead>
<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>Accounting Elective</td>
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</tr>
<tr>
<td>ACC 1856 Intermediate Accounting I</td>
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<tr>
<td>ACC 1862 Cost Accounting</td>
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</tr>
<tr>
<td>*BUS 1812 Principles of Finance</td>
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<tr>
<td>*VPA 3612 Fundamentals of Public Speaking</td>
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<tr>
<td><strong>Subtotal</strong></td>
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</tr>
</tbody>
</table>

*An appropriate elective within the same area may be substituted.

**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 (A.S.) 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 College Algebra and MAT 1682 Introduction to Probability and Statistics are required for all students who are candidates for the A.S. degree in Business Administration.

**Program of Studies Leading to the A.S. Degree In Business Administration**

<table>
<thead>
<tr>
<th>Section</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Liberal Arts</strong></td>
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<tr>
<td>English</td>
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<td>Mathematics</td>
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<td>Natural Sciences</td>
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<td>Humanities</td>
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<td>Behavioral Science</td>
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<td>Social Science</td>
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<td>Public Administration</td>
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<td>Principles of Accounting I and II</td>
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<tr>
<td><strong>Business</strong></td>
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<tr>
<td>Introduction to Business</td>
<td>4</td>
</tr>
<tr>
<td>Business Law</td>
<td>6</td>
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<tr>
<td>Data Processing</td>
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<tr>
<td>Business Math</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Finance</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Management</td>
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<tr>
<td>Principles of Marketing</td>
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### Credit Distribution

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<tr>
<td>Business</td>
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<tr>
<td>Accounting</td>
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<tr>
<td><strong>Total Credits for Degree</strong></td>
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### A.S. In Business Administration (Recommended Sequence)

#### First Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>First Semester</strong></td>
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</tr>
<tr>
<td><strong>ENG 1302</strong> Expository Writing</td>
<td>3</td>
</tr>
<tr>
<td><strong>MAT 1628</strong> College Algebra</td>
<td>3</td>
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<tr>
<td><strong>BUS 1802</strong> Introduction to Business</td>
<td>4</td>
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<td><strong>BUS 1804</strong> Business Mathematics</td>
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<tr>
<td><strong>ECO 4643</strong> Principles of Macroeconomics</td>
<td>3</td>
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<tr>
<td><strong>Subtotal</strong></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td><strong>Second Semester</strong></td>
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</tr>
<tr>
<td><strong>ENG 1303</strong> Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td><strong>MAT 1682</strong> Introduction to Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td><strong>ACC 1852</strong> Principles of Accounting I</td>
<td>4</td>
</tr>
<tr>
<td><strong>BUS 1809</strong> Business Law I</td>
<td>3</td>
</tr>
<tr>
<td><strong>CIP 2308</strong> Introduction to Data Processing</td>
<td>3</td>
</tr>
<tr>
<td><strong>PED 0100</strong> Personal Physical Fitness</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
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</table>

#### Second Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>Third Semester</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ACC 1854</strong> Principles of Accounting II</td>
<td>4</td>
</tr>
<tr>
<td><strong>BUS 1811</strong> Business Law II</td>
<td>3</td>
</tr>
<tr>
<td><strong>BUS 1813</strong> Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td><em>ENV 4014</em>* Environmental Science I</td>
<td>4</td>
</tr>
<tr>
<td><em>ADM 2502</em>* Public Administration</td>
<td>3</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>17</strong></td>
</tr>
<tr>
<td><strong>Fourth Semester</strong></td>
<td></td>
</tr>
<tr>
<td><strong>BUS 1812</strong> Principles of Finance</td>
<td>3</td>
</tr>
<tr>
<td><strong>BUS 1815</strong> Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td><em>PED 0135</em>* Slimnastics and Figure Control</td>
<td>1</td>
</tr>
<tr>
<td><strong>PSY 1086</strong> Industrial and Organizational Psychology</td>
<td>3</td>
</tr>
<tr>
<td><em>VPA 3612</em>* Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

*An appropriate elective within the same area may be substituted.

### ACC 1852 Principles of Accounting I

<table>
<thead>
<tr>
<th>Credits</th>
<th>4 credits, 6 equated credits</th>
<th>6 hrs. lec./1.5 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisites:</strong></td>
<td>BUS 1802 Introduction to Business, BUS 1804 Business Mathematics, and MAT 1622 Elementary Algebra.</td>
<td></td>
</tr>
<tr>
<td><strong>Corequisite:</strong></td>
<td>ENG 1300 Basic Composition</td>
<td></td>
</tr>
</tbody>
</table>

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 financial statements. The student will study accounts receivable and payable, merchandise inventory, plant assets, payroll accounting, 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. Control procedures over cash and noncash items will be reviewed.

### ACC 1854 Principles of Accounting II

<table>
<thead>
<tr>
<th>Credits</th>
<th>4 credits, 6 equated credits</th>
<th>6 hrs. lec./1.5 hrs. lab.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>ACC 1852 Principles of Accounting I</td>
<td></td>
</tr>
</tbody>
</table>

The student will be introduced to accounting principles and concepts and to fundamentals of cost accounting. The student will study partnership and corporate forms of business organization. Topics covered will include stockholders equity, long term liabilities and investments, flow of funds, manufacturing accounting, budgeting and standard costs, and income taxes and their effect on business decisions.

### ACC 1856 Intermediate Accounting I

<table>
<thead>
<tr>
<th>Credits</th>
<th>4 credits, 6 equated credits</th>
<th>6 hrs. lec./1.5 hrs. lab.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>ACC 1854 Principles of Accounting II</td>
<td></td>
</tr>
</tbody>
</table>

The student will increase his/her 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 1860 New York City and State Business Taxes

<table>
<thead>
<tr>
<th>Credits</th>
<th>3 credits</th>
<th>3 hrs. lec.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>ACC 1866 Federal Personal Income Taxes</td>
<td></td>
</tr>
</tbody>
</table>

The student will examine the various federal, state, and local taxes that are imposed on unincorporated and corporate businesses. Taxes that will 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.

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<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 1852 Principles of Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>ACC 1854 Principles of Accounting II</td>
<td>4</td>
</tr>
<tr>
<td>ACC 1856 Intermediate Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>ACC 1860 New York City and State Business Taxes</td>
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</tbody>
</table>

---

123
ACC 1862 COST ACCOUNTING
4 credits, 6 equated credits 6 hrs. lec./1.5 hrs. lab.
Prerequisite: ACC 1854 Principles of Accounting II
The student will study cost accounting principles, stressing their use by management in controlling operations and in making decisions. Topics covered include job order and process cost systems, budgeting, standard costs, direct and absorption costing, inventory planning and control, and joint and by product costs.

ACC 1866 FEDERAL PERSONAL INCOME TAXES
3 credits 3 hrs. lec.
Prerequisite: BUS 1804 Business Mathematics
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
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. In addition, the student will prepare a final paper on the program describing their experience and their reaction to the program. Five hours orientation lectures plus a total of thirty hours tax preparation experience required for completion. Offered Spring semester only.

ACC 1868 FEDERAL BUSINESS INCOME TAXES
3 credits 3 hrs. lec.
Prerequisite: ACC 1854 Principles of Accounting II
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 1871 PRINCIPLES OF ACCOUNTING IA
2 credits, 3 equated credits 3 hrs. lec./1.5 hrs. lab.
Prerequisite: MAT 1604 Basic Mathematics Skills
The student will become familiar with the recording process and will acquire an understanding of the complete accounting cycle. The student will develop the ability to record business transactions in special journals, to maintain general and subsidiary ledgers, to prepare simple entries to adjust recorded data, and to prepare financial statements commencing with the worksheet for sole proprietorship. Both service and merchandising businesses will be covered. This course is not recommended for Accounting and Business Administration majors.

ACC 1872 PRINCIPLES OF ACCOUNTING IIA
3 credits 4.5 hrs. lec./1.5 hrs. lab.
Prerequisite: ACC 1871 Principles of Accounting IA
The student will study the accounting operations associated with cash, accounts and notes receivable, inventories, plant and equipment, intangible assets, payroll and bonds payable. In addition, the student will study the voucher system and accounting for partnerships and corporations. The student will be required to complete a computerized practice set for a corporation.

BUS 1802 INTRODUCTION TO BUSINESS
4 credits 4 hrs. lec.
Corequisites: ENG 1301 Core English (for Libra Program) or ENG 1300 Basic Composition. For sections in Spanish, students must have completed or be exempt from SPA 2221 Basic Spanish Composition I and must have completed ESL 1315 Basic English as a Second Language I
The student will discuss and analyze problems relating to financing and operating a business, and will demonstrate his/her knowledge of the functions of a business including items such as market management, accounting, and capital investment and financing. Emphasis will be placed on the principles of business management such as planning, staffing, organizing, directing, and decision making through individual and group written analysis and oral presentation of cases. Offered in English and Spanish.

BUS 1804 BUSINESS MATHEMATICS
3 credits 3 hrs. lec.
Prerequisites: MAT 1604 Basic Mathematics Skills. For sections in Spanish, SPA 2221 Basic Spanish Composition I. For section in English, ESL 1330 Advanced English as a Second Language
The student will apply his/her fundamental knowledge of various mathematical applications to business problems involving trade and discount, interest charges, insurance premiums, retail markups, payroll and income taxes, stocks and bonds, depreciation, and compound interest. Offered in English and Spanish.

BUS 1806 CAREER PLANNING
2 credits 2 hrs. lec.
Prerequisite: ESL 1325 Intermediate English as a Second Language
The student will assess himself/herself as an individual in the context of the world of work by sampling various interest and aptitude tests and preparing personal job resumes. The student will identify the employment sectors of the economy and learn the techniques and tools of job hunting, such as completing applications, taking skills tests, and job interviewing. Skills in communications (verbal and nonverbal), human relations, and self-knowledge will be analyzed as critical factors in the search for employment and for career development.
BUS 1809 BUSINESS LAW I
3 credits 3 hrs.
Prerequisite: BUS 1802 Introduction to Business
The course begins with an introduction to the American legal system, court system, the 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 hrs. lec.
Prerequisite: BUS 1809 Business Law I 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 hrs. lec.
Prerequisite: ACC 1854 Principles of Accounting II
Corequisite: MAT 1628 College Algebra
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 hrs. lec.
Prerequisite: ACC 1854 Principles of Accounting II
Corequisite: MAT 1628 College Algebra
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.

ACC 1814 ACCOUNTING INTERNSHIP SEMINAR
3 credits, 6 equated credits
Prerequisites: Completion of 19 credits in Accounting, and permission of the Coordinator. The student will be in his/her last semester of the A.A.S. in Accounting program and will be enrolled in or have completed ENG 1302 Expository Writing
Students will apply classroom theory and techniques to assigned work situations through departmentally selected part-time experience in the accounting field. Employers or the College will provide work sites. Evaluation of the experiential learning will be based on student reports and weekly conferences between the work supervisor and the departmental coordinator. The work assignment will be equivalent to 9 hours per week for a semester. The presentation of a final written report on the internship experience is required.

BUS 1815 PRINCIPLES OF MARKETING
3 credits 3 hrs. lec.
Prerequisites: BUS 1802 Introduction to Business, MAT 1604 Basic Mathematics Skills
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 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
3 credits, 6 equated credits
Prerequisites: Completion of 16 credits in Business, and permission of the Coordinator.
The student will be in his/her last semester of the A.S. in Business Administration program and will be enrolled in or have completed ENG 1302 Expository Writing
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 will be based on student reports and weekly conferences between the work supervisor and the departmental coordinator. The work assignment will be equivalent to 9 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 Microcomputing for Business Program that has the following objectives:
- 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,
- 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 Degree (A.A.S.).

**Degree Requirements**

<table>
<thead>
<tr>
<th>Liberal Arts</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
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<tr>
<td>ENG 1302 and ENG 1303</td>
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<tr>
<td>Mathematics</td>
<td>3</td>
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<tr>
<td>MAT 1628</td>
<td>3</td>
</tr>
<tr>
<td>Behavioral and Social Sciences, or Public Administration Elective</td>
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</tr>
<tr>
<td>(ECO 4643 is recommended)</td>
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<tr>
<td>Humanities</td>
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<tr>
<td>VPA 3612 and VPA 3614 or VPA 3616</td>
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<tr>
<td>Physical Education</td>
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<td>PED 0100 or PED Elective</td>
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<tr>
<td>Electives</td>
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<tr>
<td>Behavioral and Social Sciences, Humanities (except VPA), Natural Sciences, or Mathematics</td>
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| Total                          | 22      |

<table>
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<td>Secretarial Sciences</td>
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<tr>
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<tr>
<td>Electives</td>
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| Total                          | 44      |

| Total Credits for Degree      | 66      |

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

**First Year**

**First Semester**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ENG 1302 Expository Writing 3</td>
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<tr>
<td>MAT 1628 College Algebra 3</td>
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<td>CIP 2308 Introduction to Data Processing 3</td>
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<tr>
<td>ACC 1871 Principles of Accounting I A 2</td>
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<td>VPA 3612 Fundamentals of Public Speaking 3</td>
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| Total                          | 15      |

**Second Semester**

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<tr>
<td>ENG 1303 Literature and Composition 3</td>
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<td>PED 0100 Personal Physical Fitness 1</td>
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<tr>
<td>ACC 1872 Principles of Accounting II A 3</td>
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<tr>
<td>CIP 2310 Computer Programming 4</td>
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<tr>
<td>CIP 2312 Microcomputer Applications I 4</td>
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| Total                          | 15      |

**Second Year**

**Third Semester**

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<td>CIP 2314 Microcomputer Applications II 4</td>
</tr>
<tr>
<td>CIP 2340 System Analysis 3</td>
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<tr>
<td>CIP 2336 Pascal Programming 3</td>
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<td>MSS 5669 Business English 3</td>
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| Total                          | 16      |

**Fourth Semester**

<table>
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<tr>
<td>CIP 2330 Operating Systems 3</td>
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<td>CIP 2338 C Language Programming 3</td>
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<td>CIP 2318 Advanced Microcomputer Concepts 2</td>
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<tr>
<td>ECO 4643 Principles of Macroeconomics 3</td>
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<td>MAT 1642* Calculus I 3</td>
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| Total                          | 14      |

**Fifth Semester**

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| Total                          | 6       |

* An appropriate elective within the Liberal Arts group may be substituted.
Hands-on learning in the Microcomputer Lab
CIP 2308 INTRODUCTION TO DATA PROCESSING
3 credits
3 hr. lecture
Prerequisites: ESL 1325 Intermediate ESL or ENG 1301 Core English, MAT 1622 Elementary Algebra
Corequisites: ESL 1330 Advanced ESL and MAT 1624 Intermediate Algebra
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 hr. lecture/3 hr. laboratory
Prerequisites: ESL 1325 Intermediate ESL or ENG 1301 Core English, MAT 1622 Elementary Algebra
Corequisites: ESL 1330 Advanced ESL and MAT 1624 Intermediate Algebra
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 of 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 hr. lecture/3 hr. laboratory
Prerequisites: CIP 2308 Introduction to Data Processing, ESL 1330 Advanced ESL and MAT 1624 Intermediate Algebra
Corequisite: CIP 2310 Computer Programming
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. Student 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, to use, and to 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 lab facilities a minimum of 10 hrs./week in addition to class instruction.

CIP 2314 MICROCOMPUTER APPLICATIONS II
4 credits
3 hr. lecture/4 hr. laboratory
Prerequisite: CIP 2312 Microcomputer Applications I
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. Student 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 COMPUTER CONCEPTS
2 credits
1 hr lecture/3 hr. laboratory
Prerequisite: CIP 2312 Microcomputer Applications I
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; troubleshooting and tele-communications concepts. Extensive use of laboratory facilities outside class is expected.

CIP 2320 COBOL PROGRAMMING I
4 credits
3 hr. lecture/4 hr. laboratory
Prerequisites: CIP 2310 Computer Programming and ESL 1330 Advanced ESL
Corequisites: ENG 1300 Basic English Composition and ACC 1871 Principles of Accounting I
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 move 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 10 hrs./week working in the computer laboratory.

CIP 2322 COBOL PROGRAMMING II
3 credits
3 hr. lecture
Prerequisite: CIP 2320 COBOL Programming I
Corequisite: ACC 1872 Principles of Accounting IIA
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 hr. lecture/3 hr. laboratory
Prerequisite: CIP 2308 Introduction to Data Processing
Corequisite: ENG 1300 Basic English Composition
A study of the operation of computer systems with special attention given to computer system organization, operation of peripheral devices and terminals, and scheduling and documentation. Students will be required to demonstrate their operational skills at the computer center.

CIP 2330 OPERATING SYSTEMS
3 credits 3 hr. lecture
Prerequisite: CIP 2320 COBOL Programming I
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 hrs lecture
Prerequisites: CIP 2320 COBOL Programming I and ENG 1302 Expository Writing
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 in the area of data movement, comparing and branching, and fixed point binary arithmetic.

CIP 2334 RPG PROGRAMMING
3 credits 3 hrs lecture
Prerequisite: CIP 2320 COBOL Programming I
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 developed. The student will develop experience in problem solving through class problems and individual projects. Emphasis will be placed on flowcharting, coding, debugging, and problem documentation. Extensive use of the laboratory facilities outside class is expected.

IP 2336 PASCAL PROGRAMMING
3 credits 3 hrs lecture
Prerequisites: CIP 2310 Computer Programming, ENG 1300 Basic English Composition and MAT 1624 Intermediate Algebra
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 in Pascal. Extensive use of the laboratory facilities outside class is expected.

CIP 2338 C PROGRAMMING
3 credits 3 hrs lecture
Prerequisites: CIP 2310 Computer Programming, ENG 1300 Basic English Composition and MAT 1628 College Algebra
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 hrs lecture
Prerequisite: CIP 2330 Operating Systems
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 credits
Prerequisite: Completion of all other course requirement
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 career-oriented Secretarial Science Program offers the interested student an opportunity to acquire keyboarding, communications, computer software, machine transcription, and office skills, along with work attitudes, essential for successful secretarial employment either in the business world or the allied health field. Secretarial Science is planned to include additional important learning experiences within other relevant liberal arts areas of study.

Students are able to begin taking Secretarial Science Program courses as soon as course prerequisites have been met. The length of time it takes to complete the Program will depend upon the initial English placement of the student at the college. Students who initially test into ENG 1302 Expository Writing are able to complete the program in two years with a summer internship. Students who test below ENG 1302 Expository Writing will take two-and-one-half years or more to complete the Program.

Courses in keyboarding, machine transcription, and computer software are sequential in nature and must be taken in order. Students must meet course prerequisites, which are listed in the catalog, for all courses before being able to register for them.

Students must be able to register for ENG 1302 Expository Writing in order to take MSS 5669 Business English. Students must be able to register for ESL 1322 Intermediate English as a Second Language in order to take MSS 5600 Keyboarding/Word Processing for ESL Students. Students must be able to register for ENG 1300 Basic Composition in order to register for MSS 5601 Fundamentals of Typing. Students must be able to register for ENG 1302 Expository Writing or must have successfully completed MSS 5600 Keyboarding/Word Processing for ESL Students or MSS 5601 Fundamentals of Typing in order to register for MSS 5602 Elementary Keyboarding I.

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 experience in skill courses is given on the basis of performance on proficiency examinations.

Upon completion of either the executive or medical options, students will receive an A.A.S. degree from the Secretarial Science Program and will be prepared for productive secretarial employment 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 Certificate Program, students will be prepared for employment in the area of word processing.

All students are invited to participate in the Secretarial Science Club. An award is given at graduation to the most outstanding Secretarial Science student.

The goals and objectives of the Secretarial Science Program are:

- To enable students to acquire keyboarding, communications, computer software, machine transcription and office skills, along with work attitudes essential for both initial employment and promotional opportunities in either the allied health field or the business world.
- To prepare students for transfer to the senior college, particularly in the field of business education.
- To enable students enrolled in the English as a Second Language Program, the Libra Program, liberal arts majors and students enrolled in other career programs to take courses offered by the Secretarial Science Program.
- To give students with previous experience in the allied health field or the business world the opportunity to take proficiency examinations and be awarded college credit if the success criteria of the proficiency examination is met.
- To maintain and encourage students to utilize a drop-in computer laboratory.
- To develop the whole individual and help students grow to full potential.

Secretarial Science Program – Word Processing Certificate Program

Entrance Requirements

In order to begin the course work of the first semester in the Secretarial Science program, students must meet the following requirements:

1. To register for MSS 5602 Elementary Keyboarding I students must:
   A. Be enrolled in or have completed ENG 1302 Expository Writing or
   B. Have completed MSS 5600 Keyboarding/Word Processing for ESL Students or
   C. Have completed MSS 5601 Fundamentals of Typing

2. To register for MSS 5630 Office Administration and Technology students must be enrolled in or have completed ENG 1300 Basic Composition

3. To register for MSS 5669 Business English students must be enrolled in or have completed ENG 1302 Expository Writing.

Keyboarding Classes

Students who wish to register for typing or keyboarding classes must meet the following prerequisites or corequisites:
For MSS 5600 Keyboarding/Word Processing for ESL Students 1 cr., 2 eq. cr.
Prerequisites or Corequisites: ESL 1325 Intermediate English as a Second Language

For MSS 5601 Fundamentals of Typing 1 cr., 2 eq. cr.
Prerequisites or Corequisites:
ENG 1300 Basic Composition or
ENG 1301 Core English (for Libra Program) or
ENG 1302 Expository Writing or the Permission of the Instructor.

For MSS 5602 Elementary Keyboarding I, 2 cr., 3 eq. cr.
Prerequisites:
MSS 5600 Keyboarding/Word Processing for ESL Students or
MSS 5601 Fundamentals of Typing or enrollment in or completion of ENG 1302 Expository Writing or the Permission of the Instructor.

WORD PROCESSING CERTIFICATE PROGRAM
First Year
First Semester

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MSS 5604</td>
<td>Intermediate Keyboarding II</td>
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<td>MSS 5670</td>
<td>Computer Applications for Administrative Assistants I</td>
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<td>MSS 5669</td>
<td>Business English</td>
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<td>MSS 5626</td>
<td>Machine Transcription</td>
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Second Semester

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<td>MSS 5656</td>
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Total for Certificate 33

SECRETARIATE SCIENCE PROGRAM – EXECUTIVE OPTION (recommended sequence)
First Year
First Semester

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Second Semester

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Third Year

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Fourth Semester

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<td>Office Simulation</td>
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Total for Degree 65

THIRD YEAR

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Total for Degree 65

*It is recommended that MAT 1622 be taken with BUS 1804
Secretarial Science Program – Medical Option (recommended sequence)

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<td>Intermediate Shorthand and Transcription II (Gregg)</td>
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<td>Computer Applications for Administrative Assistants I</td>
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<td>ACC 1871</td>
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<td>Advanced Shorthand and Transcription IV (Gregg)</td>
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<td>MSS 5647</td>
<td>Medical Terminology for Shorthand IV (Gregg)</td>
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<td>MSS 5656</td>
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<td>MSS 5649</td>
<td>Medical Machine Transcription</td>
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<td><strong>Total</strong></td>
<td></td>
<td><strong>25</strong></td>
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| Total Credits for Degree                       |                                     |       | **69**  |

NOTE: Secretarial Science Program Medical Option offerings are under review and may be changed during the life of this catalogue.

**MSS 5630 OFFICE ADMINISTRATION AND TECHNOLOGY**

3 Credits 3 hrs

Corequisite: ENG 1300 Basic Composition

The student will discuss and analyze problems relating to office administration and will demonstrate knowledge of the functions of an office. The student will become aware of the importance of the communication process and its relationships to the daily workflow of an office. The student will become acquainted with the purpose, technology, and application of automated systems and the automated office.

**MSS 5622 ELEMENTARY SHORTHAND I (GREGG)**

5 Credits 6 hrs.

Corequisite: Eng 1302 Expository Writing

The student will take and transcribe shorthand notes covering theory, principles, phrases, and brief forms. The student will take and transcribe theory tests covering the same items. The student will write dictation from 50-70 words per minute for three minutes transcribed within 96 percent accuracy a minimum of three times during the module to receive credit.

**MSS 5629 INTERMEDIATE SHORTHAND TRANSCRIPTION II (GREGG)**

4 Credits 6 hrs.

Prerequisites: MSS 5622 Elementary Shorthand I (Gregg) and MSS 5602 Elementary Keyboarding I or equivalent skill as demonstrated on proficiency examinations

Corequisite: ENG 1303 Literature and Composition or equivalent

The student will take and accurately transcribe new matter dictation and theory tests. The student will be introduced to shorthand transcription skills at the typewriter. The student will write new matter material dictated from 60-80 words per minute for three minutes transcribed within 96 percent accuracy a minimum of three times during the module and transcribe both perfect and mailable letters to receive credits.
MSS 5641 ADVANCED SHORTHAND AND TRANSCRIPTION III (GREGG)
4 credits
Prerequisites: MSS 5629 Intermediate Shorthand and Transcription II and MSS 5604 Intermediate Keyboarding II or equivalent skills as demonstrated on proficiency examinations
The student will take new matter dictation from 80-100 words per minute transcribed within 96 percent accuracy a minimum of three times during the module and transcribe both perfect and mailable letters to receive credit. The student will continue to develop transcription skills by transcribing mailable copy from various areas of business and medical dictation.

MSS 5600 KEYBOARDING/WORD PROCESSING FOR ESL STUDENTS
1 credit
Corequisites: ESL 1384 Intensive ESL Reading and Conversation II or ESL 1325 Intermediate English as a Second Language, if required
This course is designed to help ESL students acquire the ability to type a minimum of 20 wpm for three minutes within an error allowance of three and to become familiar with basic editing features of word processing software. The acquisition of typing and word processing skills will enhance students' language skills by requiring them to generate, revise, proofread and edit written work and to follow written and oral instructions. The student will also format and type various documents.

MSS 5601 FUNDAMENTALS OF TYPING
1 credit
Corequisites: ENG 1301 Core English (for Libra Students) or ENG 1302 Expository Writing or permission of instructor
The student will operate the typewriter using the touch method. The student will demonstrate the ability to arrange and type horizontal and vertical centering problems, modified block letters, and unarranged manuscripts. The student will develop English skills. The student will type a minimum of 20 words per minute within an error allowance of five a minimum of three times.

MSS 5602 ELEMENTARY KEYBOARDING I
2 credits, 3 equated credits
Prerequisites: MSS 5600 Keyboarding/Word Processing for ESL Students or MSS 5601 Fundamentals of Typing or to be able to register for ENG 1302 Expository Writing
The student will acquire keyboarding skills and basic computer functions. The students will develop the ability to format documents using word processing and other software. The students will be required to key a minimum of 30 words per minute for five minutes within an error allowance of five or a minimum of three times to obtain credit.

MSS 5604 INTERMEDIATE KEYBOARDING II
2 credits
Prerequisites: MSS 5602 Elementary Keyboarding I or equivalent skill as demonstrated on a proficiency examination
The student will be required to demonstrate the ability to format production problems such as manuscripts, outlines, tables, two page letters and other documents using word processing and other software. The student will be required to key a minimum of 40 words per minute for five minutes within an error allowance of five, a minimum of three times in order to obtain credit.
MSS 5606 ADVANCED KEYBOARDING III
3 credits 5 hrs.
Prerequisites: MSS 5604 Intermediate Keyboarding II or equivalent skill as demonstrated on a proficiency examination
The student will continue to develop production techniques keying in legal, medical, technical and other documents. The student will be required to key a minimum of 50 words per minute for five minutes within an error allowance of five, a minimum of three times in order to obtain credit.

MSS 5658 MEDICAL KEYBOARDING IV
2 credits 5 hrs.
Prerequisite: MSS 5606 Advanced Keyboarding III or equivalent skill as demonstrated on a proficiency examination
This module is designed for students taking the Medical Option. The student will continue to define production skills and will type reports, treatment records, and other medical forms related to various medical specialties. The student will type a minimum of 60 words per minute within an error allowance of five a minimum of three times during the module in order to receive credit and demonstrate the ability to type unarranged production problems within specified time limits.

MSS 5662 EXECUTIVE KEYBOARDING IV
2 credits, 3 equated credits 5 hrs.
Prerequisite: MSS 5606 Advanced Keyboarding III or equivalent skill as demonstrated on a proficiency examination
This module is designed for the student taking the Executive Option. The student will expand the ability to type detailed and varied business letters, office forms, tabulations, manuscripts, and other materials for accounting firms and technical, legal, medical, governmental, and various other offices. The student will type a minimum of 60 words per minute for five minutes within an error allowance of five a minimum of three times to receive credit and demonstrate the ability to type production problems within specified time limits.

MSS 5670 COMPUTER APPLICATIONS FOR ADMINISTRATIVE ASSISTANTS I
3 credits 4 hrs.
Prerequisites: The student must complete MSS 5602 Elementary Keyboarding I or demonstrate a keyboarding skill of a minimum of 30 wpm within a maximum error allowance of five on a five-minute timed writing and take a typing assessment test
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 COMPUTER APPLICATIONS FOR ADMINISTRATIVE ASSISTANTS II
3 credits 4 hrs.
Prerequisites: MSS 5670 Computer Applications for Administrative Assistants I, MSS 5606 Advanced Keyboarding III
Using desktop publishing software, the student will learn to produce well-designed pages that combine charts and graphics with text and headlines in a variety of typefaces. The student will learn to evaluate various desktop publishing software.

MSS 5626 MACHINE TRANSCRIPTION
2 credits 4 hrs.
Prerequisite: MSS 5602 Elementary Keyboarding I or equivalent skill as demonstrated on a proficiency examination
The student will demonstrate the ability to accurately transcribe from transcription machines. The student will increase his/her business vocabulary and demonstrate English skill by transcribing letters, memos, and reports from various areas of the business world into perfect and mailable copy within specified time limits.

MSS 5628 ADVANCED MACHINE TRANSCRIPTION: LEGAL, MEDICAL, EXECUTIVE
2 credits 1 hr. Lecture, 3 hrs. Lab
Prerequisite: MSS 5626 Machine Transcription
The student will continue to develop the ability to function as a trained machine transcriptionist and will demonstrate proficiency in formatting and accurately transcribing advanced business documents. The student will continue to refine and develop English, listening, and vocabulary skills. Documents from legal, medical, and executive areas will be used and discussed.

MSS 5649 MEDICAL MACHINE TRANSCRIPTION
2 credits 4 hrs.
Prerequisites: MSS 5604 Intermediate Keyboarding II or equivalent skill as demonstrated on a proficiency examination, HLT 6524 Medical Terminology, MSS 5626 Machine Transcription or equivalent skill as demonstrated on a proficiency examination
Corequisite: MSS 5658 Medical Keyboarding IV or MSS 5662 Executive Keyboarding IV
The student will demonstrate the ability to transcribe from transcription machines medical histories, summaries, treatment forms, and a variety of other material relating to neurology, gastroenterology, pediatrics, and other medical specialties. Special emphasis will be placed on the terminology related to these areas.
MSS 5664 BUSINESS COMMUNICATIONS
3 credits 3 hrs.
Prerequisites: MSS 5602 Elementary Keyboarding I or equivalent skill as demonstrated on a proficiency examination, MSS 5669 Business English
The student will relate effective communication to on-the-job success and describe and apply positive qualities and techniques of effective written and oral communication. The student will develop employment applications, résumés, criteria, and methods of writing successful business letters.

MSS 5656 WORLD OF WORK
3 credits 3 hrs.
Prerequisites: MSS 5602 Elementary Keyboarding I or equivalent skill as demonstrated on a proficiency examination, ENG 1302 Expository Writing
The student will begin coordinating office skills, including answering the telephone, handling mail, filing, and other routine office skills. The student will be made aware of the attitudes and work habits essential to the working relationship of the office workers with employers.

MSS 5669 BUSINESS ENGLISH
3 credits 3 hrs.
Prerequisite: To be able to register for or have completed ENG 1302 Expository Writing
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 5632 OFFICE SIMULATION
2 credits 1.5 hrs. lec./1.5 hrs. lab.
The student will demonstrate decision-making ability and follow-through while refining, strengthening, and expanding office skills in a simulated office environment. The student will apply and integrate technical and administrative support functions. The student will become familiar with traditional and technological office routines. The student will use advanced features of electronic mail packages, voice mail, and other communications procedures.

Associate Professor Julio Gallardo, Coordinator of Data Processing; Assistant Professor George Cheng, Data Processing; Associate Professor Riccardo Boehm, Coordinator, Accounting and Business Administration
MSS 5634 SECRETARIAL SCIENCE INTERNSHIP
6 credits, 12 equated credits 1 hr. conf., 15 hrs. fieldwork
The student will apply classroom theory and the technical
skills of an office worker to assigned work situations in an
actual office in the business and/or allied health field. The
student will be required to meet weekly with the cooperat­
ing program faculty member and will be evaluated by both
the faculty member and the job site supervisor. The stu­
dent will be required to keep a journal of the work experi­
ence. Local employers or the college will provide job
sites. The work assignment will be equivalent to 15 hours
per week for a semester.

Business Department
Faculty and Staff
Fred Soussa, Professor, Chairperson, Accounting and Business Administration, B.A., M.B.A., C.P.A.
Julio Gallardo, Associate Professor, Coordinator of Data Processing, Licenciado en Física, M.S., Ph.D.
Sharon Hill Jones, Lecturer, Coordinator of Secretarial Science, B.A., M.A.T.
Bibiano Rosa, Assistant Professor, Accounting and Business Administration, B.A., M.B.A., J.D.
Riccardo Boehm, Associate Professor, Coordinator, Accounting and Business Administration, B.A., M.B.A.
Faye 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.
Sandra 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.
Patricia Parzych, Professor, Secretarial Science, B.S., M.S.
Hector Rivera, Assistant Professor, Accounting and Business Administration, B.S., M.B.A., C.P.A.

College Laboratory Technicians
Kathleen Engram, College Laboratory Technician, Secretarial Science, B.A., M.S.
Carol Huie, College Laboratory Technician, Data Processing, A.A.S., B.S.
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 in essay tests, written reports, and quizzes. The English faculty and tutorial staff work closely with the students, providing diagnostic and tutorial services.

On the basis of performance in the City University Assessment Tests, the entering student will be advised as to whether he/she may register for (1) the English Program or (2) the Libra Program. Students who identify themselves as foreign language speakers are placed in the ESL Program according to results in an in-house test.

**English Program**

For entering students who pass the City University Writing Assessment Test with a combined score of eight (8), the following twelve-credit sequence is required for the A.A. and A.S. Degree.

- ENG 1302 Expository Writing
- ENG 1303 Literature and Composition
- ENG 1340 to ENG 1360 English Electives
- English Elective (3 credits)
- English Elective (3 credits)

This program is designed to enable the student to use written and spoken English as a flexible, creative tool for the expression of ideas. Major attention is given to the essentials of English, the nature of language, writing as a communication process, and imaginative literature as a vitalizing and humanizing source of experience. The student will consistently improve facility with written and spoken language.

1. All students placed in Expository Writing (ENG 1302) are required to complete one English elective for graduation.
2. All students in Expository Writing (ENG 1302) must have received a combined score of 8 or higher on their CUNY Writing Assessment Test and no student can graduate without completing this course and without a minimum of twelve credits in English. Courses designated with an asterisk (*) will be offered when there is sufficient demand.

**The Libra Program**

For entering students who do not pass the City University 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 City University 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 will be 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 following:

- ENG 1301 Core English (writing and study skills)
- ENG 1399 Developmental Reading
- VPA 3612 Fundamentals of Public Speaking
- Core Subject (health sciences, social sciences, visual and performing arts, Africana or Latin American and Caribbean studies, business)
- PED 0100 Personal Physical Fitness
- SSD 1000 Freshman Orientation

The goal of the Libra Program is to develop those skills which enable the student to succeed in the regular college program. Under advisement from an academic counselor, the student may enroll in a developmental mathematics course.
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 City University Writing Assessment Test essays are referred to and scored by the ESL Placement Committee, will take a twelve to fourteen credit sequence in order to complete the requirements for the A.A. and A.S. Degrees, depending on their original level of placement and progress.

In Basic ESL 1315 and ESL 1320 students are allowed to take 75% of their course work in Spanish; in Intermediate ESL 1325 they are allowed 50% of their course work to be in Spanish; and in Advanced ESL 1330 students are allowed 25% of their course work to be in Spanish. Once students finish the ESL sequence, they should not take more course work in Spanish, except where it is appropriate, i.e. in courses in Modern Languages or Latin American and Caribbean Studies. After completing the ESL sequence, students must take ENG 1300 Basic Composition and pass the CUNY Writing Assessment Test with a combined score of eight (8) or higher in order to be admitted into ENG 1302 Expository Writing.

- All students registered for English as a Second Language (ESL) courses must take the appropriate level reading course at the same time.
- Students placed in English as a Second Language courses are placed into one of three levels. Courses at each level are paired as follows:
  - 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.
  - ENG 1300 Basic Composition and ENG 1396 Foundations of Critical Reading (or exemption by CUNY Reading Assessment Test)
- Normally, students placed in the ESL sequence will complete the entire sequence beginning at the point at which they are initially placed.
- All students who have completed one level of the ESL sequence and are in a succeeding semester exempted from a higher level course, will need a minimum of twelve credits in English for graduation.
- 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. The course sequence for this level is as follows:
  - ENG 1300 and ENG 1396 (or exemption by CUNY Reading Assessment Test)
  - ENG 1302 Expository Writing
  - ENG 1303 Literature and Composition
  - All students in ENG 1300 Basic Composition must continue to take a corresponding level English reading course or successfully complete ENG 1396 Foundations of Critical Reading (or be exempt by the CUNY Reading Assessment Test).
- All students placed in Advanced ESL (ESL 1330) are required to complete Literature and Composition (ENG 1303) and an additional English elective (3 credits).

Note: Students in the Intensive Program who have completed four courses but have received only eleven credits (e.g. ESL 1315 and ESL 1381, ESL 1382, ESL 1383, ESL 1384 and ENG 1302; ESL 1320 and ESL 1383, ESL 1384, ENG 1300 and ENG 1302) may apply for an exemption from the twelve credit requirement.

All ESL offerings are under review and may change during the life of this catalog.

English Department Language Policy

The English Department 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) are allowed ALL of their content courses in Spanish.

b. Students at the intermediate level (ESL 1325) are allowed ONE enhanced content course in English.

c. Students at the advanced level (ESL 1330) are allowed TWO enhanced content courses in English.

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

e. In order to be admitted into Expository Writing (ENG 1302) students must achieve a score of 8 or higher on the CUNY Writing Assessment Test.

The 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 semester at Hostos through teacher recommendation and individual testing. Each level of the program involves 15 hours of ESL classwork per week. This includes writing and reading components as well as a language workshop. Additionally, students are blocked into two content courses taught in English as part of the curriculum. The schedule for the student in the ESL Intensive Program includes the following:

Level I
- ESL 1381 Intensive ESL Writing I and Language Workshop I
  - 3 credits, 6 equated credits
- ESL 1383 Intensive ESL Reading and Conversation I
  - 2 credits, 4 equated credits

Level IIA
- ESL 1382 Intensive ESL Writing II and Language
Workshop II
3 credits, 6 equated credits
- ESL 1384 Intensive ESL Reading and Conversation II
  2 credits, 4 equated credits
Level IIB
- ESL 1386 Intensive ESL Writing and Language Workshop
  3 credits, 6 equated credits
- ESL 1388 Intensive ESL Reading and Conversation
  2 credits, 4 equated credits
In addition, content courses include selected courses in the Mathematics, Word Processing and the Visual and Performing Arts.

*Note: ESL 1381 and ESL 1382 are the equivalents of ESL 1320, ESL 1325, and ESL 1330.
ESL 1383 and ESL 1384 are the equivalents of ESL 1320 ESL 1394 and ESL 1395.
ESL 1386 and ESL 1388 are the equivalents of ESL 1330 and ENG 1300

English Department
Basic Skills Support Services

There are four support laboratories and centers which students may use for independent work in conjunction with course assignments and individual teacher referral. Each is designed to help the student extend his/her opportunities to 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 grammar or reading 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 appropriate levels of fluency, clarity and correctness in students who have been referred to the lab for writing practice. 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.

Reading Center

The Reading Center is intended to promote and encourage independent reading as an integral part of the reading program. The rationale for the Center is based on the idea that first and second language students become better language users through reading, particularly when they are allowed to read what is of genuine interest and personal concern. The Reading Center also provides tutoring on an individual and small-group basis to students seeking advice and help with their reading. Although students enrolled in reading courses will be introduced to the Center by their reading teachers, the Center welcomes all students to explore its resources and to pursue their own reading interests.

The Center has an extensive collection of paperback books, periodicals and magazine articles arranged by subject, as well as audio recorded novels, stories and songs. In addition, the Center sponsors various activities to stimulate student enjoyment and involvement in reading.

The Writing Center

The Writing Center provides an opportunity for students who need supportive 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, ENG 1305 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.

English as a Second Language
Program Courses

ESL 1315 BASIC ENGLISH AS A SECOND LANGUAGE I
2.5 credits, 5 equated credits 10.5 hrs.
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 credits 10.5 hrs.
Prerequisite: ESL 1315, or placement test
ESL 1320 consists of 10.5 hrs. 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 improve their speaking and listening skills.

ESL 1325 INTERMEDIATE ENGLISH AS A SECOND LANGUAGE
2.5 credits, 5 equated credits 10.5 hrs.
Prerequisite: Placement or successful completion of ESL 1320
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 of 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. To enhance students’ exposure to, contact with, and acquisition of the English language, field trips to specially selected sites may be undertaken or assigned.

ESL 1330 ADVANCED ENGLISH AS A SECOND LANGUAGE
2.5 credits, 5 equated credits 10.5 hours
Prerequisite: Placement or successful completion of ESL 1325
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 so that they may come to understand better what living in a pluralistic society entails. Video and computer technology will be integrated into the course. To enhance students’ exposure to, contact with, and acquisition of the English language, field trips to specially selected sites may be undertaken or assigned.

ESL 1381 INTENSIVE ESL WRITING I AND LANGUAGE WORKSHOP I
3 credits, 6 equated credits
Prerequisites: Successful completion of 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 1383 INTENSIVE ESL READING AND CONVERSATION I
2 credits, 4 equated credits
Prerequisites: Successful completion of 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. Through discussion, summary writing and critical essays, students will develop their ability to recognize general themes and concepts in their reading, to draw conclusions and make inferences and to use reading as a way to increase their knowledge of self and the world.

ESL 1382 INTENSIVE ESL WRITING II AND LANGUAGE WORKSHOP II
3 credits, 6 equated credits
Prerequisites: Successful completion of 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 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 1384 INTENSIVE ESL READING AND CONVERSATION II
2 credits, 4 equated credits
Prerequisites: Successful completion of 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. This 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. Through discussion, summary writing and critical essays, students will develop their ability to recognize general themes and concepts in their reading, to draw conclusions and make inferences and 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 credits
Prerequisites: Successful completion of ESL 1325 or placement in ESL 1330. Students must also be recommended by their instructor and must pass a written exam and an 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 the Language Workshop will be responsible for planning and producing creative collaborative projects such as original plays and/or magazines.

ESL 1388 INTENSIVE ESL READING AND CONVERSATION
2 credits, 4 equated credits
Prerequisite: Successful completion of ESL 1325 or placement in ESL 1330. Students must also be recommended by their 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. Through discussion, summary writing and critical essays, students will develop their ability to recognize general themes and concepts in their reading, to draw conclusions and make inferences and to use reading as a way to increase their knowledge of self and the world.

These courses are presently under curriculum revision. Please consult addenda for all current changes.

English Courses

ENG 1300 BASIC COMPOSITION
3 credits, 5 equated credits
Prerequisites: ESL 1330
Corequisite: ENG 1396, or continuation in the appropriate ESL reading course
Suggested Corequisite: VPA 3614 Voice and Diction
The student may be exempted from ENG 1396 by achieving a satisfactory score on the City University of New York Reading Assessment Test. 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 he/she 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 structure needs of non-native speakers. Selected essays will be analyzed for structure and meaning. The student may be referred to the Writing Center by his/her instructor for additional work.

ENG 1396 FOUNDATIONS OF CRITICAL READING
1 credit, 3 equated credits
Prerequisite: ESL 1330 or placement test
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. Students may also be required to use the Reading Center.
ENG 1301 CORE ENGLISH (FOR LIBRA PROGRAM)
3 credits, 5 equated credits 6 hrs.
Prerequisite: Placement test
Corequisite: English 1399 Developmental Reading, 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 by his/her instructor for additional work.

ENG 1399 DEVELOPMENTAL READING
1 credit, 1 equated credit 3 hrs.
Prerequisite: Placement test
Corequisite: ENG 1301 Core English, unless exempt
The student will work intensively to develop the ability to organize ideas, increase speed, and improve comprehension, and interpretation and retention of facts. Students may also be required to use the Reading Center.

ENG 1397 READING IN THE NATURAL SCIENCES
1 credit, 3 equated credits 3 hrs.
Prerequisites: Successful completion of ENG 1396 Foundations of Critical Reading, ENG 1399 Developmental Reading, 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, and the ability to translate the written text into charts and graphs, and being able to read charts and graphs. The student will develop the ability to use illustrations and diagrams. Students may also be required to use the Reading Center.

**Writing and Literature Courses**

ENG 1306 BASIC COMPOSITION WORKSHOP
0 credits, 1 equated credit
The Basic Composition Workshop provides supportive instruction for students who have repeated English 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 especially 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 English 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 1302 EXPOSITORY WRITING
3 credits 3 hrs.
Prerequisite: A combined score of eight (8) or more on the City University of New York 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. English 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, but primary activities will involve critical thinking; extensive and intensive reading; vocabulary enrichment; argumentative and rhetorical strategies; 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 hrs.
Prerequisite: ENG 1302 Expository Writing 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 1342 STUDIES IN FICTION*
3 credits (elective) 3 hrs.
Prerequisite: ENG 1303 Literature and Composition
Through the study of selected works of such major modern writers as Dostoyevski, Mann, Kafka, and Ellison, students will develop and demonstrate skills in the analysis of narrative order, point of view, characterization, conflict, and theme.

*ENG 1346 STUDIES IN DRAMA*
3 credits (elective) 3 hrs.
Prerequisite: ENG 1303 Literature and Composition
Students will examine the structures 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 (elective) 3 hrs.
Prerequisite: ENG 1303 Literature and Composition
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 to outstanding selections reflecting the multicultural heritage of this literature. Through lecture, class discussion and supplemental textbook and journal readings, students will analyze, synthesize and evaluate readings in folklore, fairy tale, 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 (elective) 3 hrs.
Prerequisite: ENG 1303 Literature and Composition
This course is designed to introduce students to Latin American Literature in English translation. The course will primarily examine 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 of 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 1352 SHAKESPEARE
3 credits (elective) 3 hrs.
Prerequisite: ENG 1303 Literature and Composition
Through close study of selected Shakespearean histories, comedies, and tragedies, students will trace the evolution of the playwright's career and examine Shakespeare's life within the cultural and political influences of his age. Records, films, and slides will be used as aids to develop appreciation for 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 (elective) 3 hrs.  
Prerequisite: ENG 1303 Literature and Composition  
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 (elective) 3 hrs.  
Prerequisite: ENG 1303 Literature and Composition  
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 (elective) 3 hrs.  
Prerequisite: ENG 1303 Literature and Composition  
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, students will study the experiences of African Americans. Credit will be awarded in either English or Africana Studies.

**ENG 1360 THE LITERATURE OF SCIENCE FICTION**  
3 credits (elective) 3 hrs.  
Prerequisite: ENG 1303 Literature and Composition  
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 (elective) 3 hrs.  
Prerequisite: ENG 1303 Literature and Composition  
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, the family and dying, looking into the multicultural perspectives on aging as well. Students will be required to produce four to six short papers on the subject, as well as a longer research project.

**English Faculty and Staff**

Alfredo Villanueva-Collado, Professor and Chairperson, B.A., M.A., Ph. D.  
Vernell Blanding, Lecturer, Libra Program Coordinator, B.A., M.A., M.Ed.  
Jerilyn Fisher, Assistant Professor, Chief Reader and Writing Coordinator, B.A., M.A., Ph.D.  
Lewis Levine, Lecturer, Intensive ESL Program Coordinator, B.A., M.A.  
Barbara Radin, Assistant Professor, Bridge Program Coordinator, B.A., M.A., Ph.D.  
Frances B. Singh, Associate Professor, ESL Program Coordinator, B.A., M.Phil, Ph.D.  
Rafael Arias, Instructor, B.A., M.A.  
Alexander Astor, Instructor, B.A., M.A.  
Rosemary Benedetto, Assistant Professor, B.A., M.A., Ph.D.  
Maria Bennett, Assistant Professor, B.A., M.A., Ph.D.  
Fred Byron, Lecturer, B.A., M.A.  
José Cruz-Matos, Lecturer, B.A., M.A.  
Socorro De Jesus, Assistant Professor, B.A., M.A., Ph.D.  
Diana Diaz, Professor, B.A., M.A., Ed.D.  
Sue Dicker, Assistant Professor, B.A., M.A., Ph.D.  
Andre Grice-Garcia, Instructor, A.A., B.S., M.S., M.S. Ed.  
Linda Hirsch, Associate Professor, B.A., M.A., Ph.D.  
Lucinda Hughey, Lecturer, B.A., M.A.  
Cynthia Jones, Lecturer, B.A., M.A.  
Nelly T. Justicia, Assistant Professor, B.A., M.A., Ph.D.  
Kathleen Kane, Assistant Professor, B.A., M.A., Ph.D.  
Thomas Mencher, Lecturer, B.A., M.A.  
Hilda Mundo-Lopez, Instructor, B.A., M.A., M.Phil.  
Jamileo Nibungco, Assistant Professor, B.A., M.A., Ph.D.  
Aida Ortiz-Ruiz, Lecturer, B.A., M.A.  
Dorothy Pam, Associate Professor, B.A., M.A., M.A., Ph.D.  
Norma Pena de Llorenz, Lecturer, B.A., M.A.  
Mercé Pujol, Assistant Professor, B.A., M.A., Ph.D.  
Mildred Raby, Lecturer, B.A., M.A.  
Ralph Ranald, Professor, B.A., M.A., M.A., Ph.D.  
Delia Romero, Assistant Professor, B.A., M.A., Ed.D.  
Heather Rosario-Sievert, Associate 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., M.A., Ed.D.  
Evelyn Silverman, Lecturer, B.A., M.A.  
Brijraj Singh, Professor, B.A., M.A., M.A., M.Phil., Ph.D.  
Silvio Torres-Saillant, Assistant Professor, B.A., M.A., Ph.D.  
Halima Toure, Instructor, B.A., M.A., M.Phil.  
Clara Velázquez, Professor, B.A., M.Ed., Ed.D.  
Linda Watkins-Goffman, Associate Professor, B.A., M.A., M.A., M.Phil., Ph.D.  
David Weiser, Assistant Professor, B.A., Ph.D.  
Bowman Wiley, Associate Professor, B.A., M.A., Ph.D.  
Mary Williams, Assistant Professor, B.A., M.A.T., Ph.D.
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.

Health and Human Services Chairperson and Coordinators
Juan Preciado, Associate Professor and Chairperson, Health and Human Services
Vasthi Reyes, Lecturer and Coordinator, Early Childhood Education
Robert Taylor, Associate Professor and Coordinator, Physical Education
Robert Wheeler, Associate Professor and Coordinator, Urban Health Studies
Diane Penner, Associate Professor and Coordinator, Gerontology

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 firsthand 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 [12 credit early childhood elective] is offered. For students planning to delay further study, the program leading to the Associate in Applied Science degree (A.A.S.) is offered. Both A.A. and A.A.S. degree programs prepare the student for employment in early childhood programs.

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
Pre and Corequisites: ENG 1300 Basic Composition and ENG 1301 Core English (for Libra Program) when offered in English or ESL 1330 Advanced ESL and SPA 2222 Basic Spanish Composition II when offered in Spanish.

The student will demonstrate knowledge of the basic philosophy, methods, and materials of early childhood education and the various programs for young children that are provided by public and private agencies. Offered in English and Spanish.
A.A.S. Program of Studies in Early Childhood Education and A.A. Recommended Course of Studies with Electives in Early Childhood Education

<table>
<thead>
<tr>
<th>Minimum Credits</th>
<th>A.A. Degree</th>
<th>A.A.S. Degree</th>
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</thead>
<tbody>
<tr>
<td><strong>LIBERAL ARTS</strong></td>
<td></td>
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<tr>
<td>ENGLISH</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>BEHAVIORAL AND SOCIAL SCIENCES</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>PSY 1032 General Psychology</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>PSY 1036 Developmental Psychology</td>
<td>3</td>
<td>Not required</td>
</tr>
<tr>
<td>SOC 1232 Introduction to Sociology</td>
<td>3</td>
<td>Not required</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Not required</td>
</tr>
<tr>
<td>BIO 3902 and 3904 General Biology I and II</td>
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<td>4</td>
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<tr>
<td>MATHEMATICS</td>
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<td>6</td>
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<tr>
<td>MODERN LANGUAGES (Spanish Recommended)</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>VISUAL AND PERFORMING ARTS, LATIN AMERICAN AND CARIBBEAN STUDIES, AFRICANA STUDIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VPA 3612 Fundamentals of Public Speaking</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Elective in any VPA, CUP, CUB course</td>
<td>3</td>
<td>Not required</td>
</tr>
<tr>
<td>HEALTH AND PHYSICAL EDUCATION</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>URBAN HEALTH STUDIES</td>
<td></td>
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<tr>
<td>HLT 6503 Interpersonal Relations and Teamwork</td>
<td>Not required</td>
<td>3</td>
</tr>
<tr>
<td>HLT 6509 Mental Health</td>
<td>Not required</td>
<td>3</td>
</tr>
<tr>
<td>HLT 6511 Health and the Young Child</td>
<td>Not required</td>
<td>3</td>
</tr>
</tbody>
</table>

**EARLY CHILDHOOD EDUCATION**

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

All students are required to complete ECE 6802 before registering for additional Early Childhood Education courses, except for ECE 6821 Parent Education. Students choose a maximum of 12 credits from the following courses for the A.A. Degree Program. Students choose 30 credits from the following list for the A.A.S. Degree Program, with the exception of ECE 6817, ECE 6820, ECE 6821, and ECE 6822, which are considered optional courses.

| ECE 6802 Introduction to Early Childhood Education | 3 | 3 |
| ECE 6804 Language Arts for Young Children | 3 | 3 |
| ECE 6805 Social Studies for Young Children | 3 | 3 |
| ECE 6807 Creative Art Activities for Young Children | 3 | 3 |
| ECE 6809 Music and Rhythmic Activities for Young Children | 3 | 3 |
| ECE 6811 Science and Mathematics for Young Children | 3 | 3 |
| ECE 6813 Field Experience in Early Childhood Education I | 3 | 3 |
| ECE 6815 Field Experience in Early Childhood Education II | 3 | 3 |
| ECE 6816 Development of the Young Child | 3 | 3 |
| ECE 6817 Bilingual-Bicultural Early Childhood Education | 3 | 3 optional |
| ECE 6820 Introduction to Special Education | 3 | 3 optional |
| ECE 6821 Parent Education | 3 | 3 optional |
| ECE 6822 Field Experience in Parent Education | 3 | 3 optional |

**Total Credits for Degree**

64 69

Note: Students preparing to transfer to senior colleges are advised to enroll in the A.A. degree program.

It is recommended that students who cannot fulfill the A.A.S. degree Field Experience requirements follow the A.A. degree recommended sequence.
### Recommended Course of Studies Leading to A.A. and A.A.S. Degrees with Elective in Bilingual Early Childhood Education
(Effective September 1983. For Parent Education Option, consult the Early Childhood Coordinator)

### Minimum Credits

<table>
<thead>
<tr>
<th>LIBERAL ARTS</th>
<th>A.A. Degree</th>
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<tbody>
<tr>
<td>COMMUNICATION SKILLS AND ENGLISH</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>BEHAVIORAL AND SOCIAL SCIENCES</td>
<td>12</td>
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</tr>
<tr>
<td>PSY 1032 General Psychology</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>PSY 1036 Developmental Psychology I</td>
<td>3</td>
<td>not required</td>
</tr>
<tr>
<td>SOC 1232 Introduction to Sociology</td>
<td>3</td>
<td>not required</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>not required</td>
</tr>
<tr>
<td>BIOLOGY</td>
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<tr>
<td>MATHEMATICS</td>
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<td>3</td>
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<tr>
<td>MODERN LANGUAGE (Spanish)</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>SPA 2222 Basic Spanish Composition II (minimum placement)</td>
<td></td>
<td></td>
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<tr>
<td>VISUAL AND PERFORMING ARTS, LATIN AMERICAN AND CARIBBEAN STUDIES, AFRICANA STUDIES</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>VPA 3612 Fundamentals of Public Speaking</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Elective in any of the above (VPA, CUP, CUB)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>HEALTH AND PHYSICAL EDUCATION</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>URBAN HEALTH STUDIES</td>
<td>2</td>
<td>not required</td>
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<tr>
<td>HLT 6511 Health and the Young Child</td>
<td>2</td>
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### Minimum Credits

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<tr>
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<th>A.A.S. Degree</th>
</tr>
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<tbody>
<tr>
<td>ECE 6802 Introduction to Early Childhood Education</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ECE 6807 Creative Art Activities for Young Children</td>
<td>not required</td>
<td>3</td>
</tr>
<tr>
<td>ECE 6809 Music and Rhythmic Activities for Young Children</td>
<td>not required</td>
<td>3</td>
</tr>
<tr>
<td>ECE 6811 Science and Mathematics for Young Children</td>
<td>not required</td>
<td>3</td>
</tr>
<tr>
<td>ECE 6813 Field Experience in Early Childhood Education I</td>
<td>not required</td>
<td>3</td>
</tr>
<tr>
<td>ECE 6816 Development of the Young Child</td>
<td>not required</td>
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<tr>
<td>ECE 6817 Bilingual-Bicultural Early Childhood Education</td>
<td>3</td>
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</tr>
<tr>
<td>ECE 6818 Language Arts in a Bilingual Early Childhood Education Program</td>
<td>3</td>
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<tr>
<td>ECE 6819 Social Studies in Bilingual Early Childhood Education Program</td>
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<tr>
<td>ECE 6820 Introduction to Special Education</td>
<td>not required</td>
<td>3</td>
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<tr>
<td>ECE 6821 Parent Education</td>
<td>not required</td>
<td>3</td>
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<tr>
<td>ECE 6822 Field Experience in Parent Education</td>
<td>not required</td>
<td>3</td>
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</tbody>
</table>

| Total Credits for Degree | 64 | 69 |
ECE 6804 LANGUAGE ARTS FOR YOUNG CHILDREN
3 credits 3 hrs.
Prerequisite: ECE 6802 Introduction to Early Childhood Education
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 hrs.
Prerequisite: ECE 6802 Introduction to Early Childhood Education
The student will plan and organize social studies activities in early childhood programs. The student will demonstrate familiarity with the resources and methods used in developing social studies concepts through the preparation of materials and activities.

ECE 6807 CREATIVE ART ACTIVITIES FOR YOUNG CHILDREN
3 credits 3 hrs.
Prerequisite: ECE 6802 Introduction to Early Childhood Education
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 hrs.
Prerequisite: ECE 6802 Introduction to Early Childhood Education
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 hrs.
Prerequisites: ECE 6802 Introduction to Early Childhood Education 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 hrs. fieldwork/week
Prerequisites: ECE 6802 Introduction to Early Childhood Education and a minimum of 3 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 hrs. fieldwork/week
Prerequisites: ECE 6802 Introduction to Early Childhood Education and a 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 hrs.
Prerequisite: ECE 6802 Introduction to Early Childhood Education
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 hrs. lec/5 hrs. fieldwork/week
Prerequisite: ECE 6802 Introduction to Early Childhood Education
The student will demonstrate his/her 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 hrs. lec./5 hrs. fieldwork/week
Prerequisites: ECE 6802 Introduction to Early Childhood Education and ECE 6817 Bilingual-Bicultural Early Childhood Education.

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 field work 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 hrs.
Prerequisites: ECE 6802 Introduction to Early Childhood Education and ECE 6817 Bilingual-Bicultural Early Childhood Education.

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 hrs.
Prerequisite: ECE 6802 Introduction to Early Childhood Education

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 hrs.
Prerequisite: Open to all students who have completed or are registered in ENG 1300 Basic Composition or ENG 1301 Core English; ESL 1330 Advanced ESL and SPA 2222 Basic Composition II when the course is 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 hrs. fieldwork/week
Prerequisites: ECE 6802 Introduction to Early Childhood Education and ECE 6821 Parent Education

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 department 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 Department coordinator. Effective September 1974, all freshman students in programs requiring physical education must successfully complete PED 0100 Personal Physical Fitness as a prerequisite to any activity modules.

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 taught when there is sufficient demand.

PED 0100 PERSONAL PHYSICAL FITNESS
1 credit 2 hrs.

This 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 hrs.
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 hrs.
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, demonstration, and lab sessions.

**PED 0105 ADVANCED ATHLETICS - WOMEN'S VOLLEYBALL**
1 credit 2 hrs.
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 hrs.
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 hrs.
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 hrs.
Prerequisite: PED 0100 Personal Physical Fitness.
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 hrs.
Prerequisite: PED 0100 Personal Physical Fitness.
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 hrs.
Prerequisite: PED 0100 Personal Physical Fitness.
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 hrs.
Prerequisite: PED 0100 Personal Physical Fitness.
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 hrs.
Prerequisite: PED 0100 Personal Physical Fitness.
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 hrs.
Prerequisite: PED 0100 Personal Physical Fitness.
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 hrs.
Prerequisite: PED 0100 Personal Physical Fitness.
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 hrs.
Prerequisite: PED 0100 Personal Physical Fitness.
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 hrs.
Prerequisite: PED 0100 Personal Physical Fitness.
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 hrs.
Prerequisite: PED 0100 Personal Physical Fitness.
The student will perform the basic skills related to the outdoor winter sports of ice skating, downhill skiing and cross country skiing. The student will demonstrate his or her knowledge of the safety measures and use of equipment in each sport.

**PED 0133 HANDBALL, PADDLEBALL**
1 credit 2 hrs.
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 hrs.
Prerequisite: PED 0100 Personal Physical Fitness
The student will learn the basic concepts (the hows and whys) 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 STUMNASTICS AND FIGURE CONTROL
1 credit 2 hrs.
Prerequisite: PED 0100 Personal Physical Fitness
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 hrs.
Prerequisite: PED 0100 Personal Physical Fitness
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 hrs.
Prerequisite: PED 0100 Personal Physical Fitness
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 hrs.
Prerequisite: PED 0100 Personal Physical Fitness
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 his own 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 hrs.
Prerequisite: PED 0100 Personal Physical Fitness
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 hrs.
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 hrs.
Prerequisite: PED 0100 Personal Physical Fitness
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 hrs.
Prerequisite: PED 0100 Personal Physical Fitness
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 hrs.
Prerequisite: For physical education concentration students only, or by special permission of the instructor.
The student will analyze and appraise player ability. He/She 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 hrs.
Prerequisite: For physical education concentration students only, or by special permission of the instructor.
The student will perform movement patterns as found in dance, sports, and daily movement activities. The student will recognize, identify, and define basic concepts of movement.

PED 0175 GAMES OF LOW ORGANIZATION
1 credit 2 hrs.
Prerequisite: For physical education concentration students only, or by special permission of the 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 field work.
**PED 0177 FIRST AID AND SAFETY**  
2 credits  
2 hrs.  
Prerequisite: For physical education concentration students only, or by permission of the instructor.  
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 sports-derived injuries.

**PED 0180 PHYSICAL EDUCATION AND RECREATION PROGRAMS FOR THE AGING**  
3 credits  
3 hrs.  
The student will discuss the organization, administration, and conduct of physical education and recreational programs for the aging. It 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.

**Articulation with Lehman College for B.S. Degree Programs**

Hostos Community College has developed articulation with Lehman College for Hostos students who wish to pursue the following degrees: B.S. Degree Program in Dietetics, Foods, and Nutrition, B.S. Degree Program in Health Services Administration, B.S. Degree Program in Health N-12, and B.S. Degree Program in Health 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 in 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 and Human Services Department.

**Urban Health Studies**

The curriculum in urban health studies serves to introduce students to the entire range of educational experiences within the health field by offering an interdisciplinary overview of basic health concepts (common to all of the health professions) derived from the biological, the behavioral, and the social sciences. A student interested in pursuing a career in the health professions, and, in particular, in community health or gerontology will take a basic core of courses in health in addition to the liberal arts courses required and recommended to complement his/her professional health studies. The curriculum is designed around three major health-related components: scientific knowledge, attitudinal and behavioral concepts. Course offerings in Urban Health Studies are open to all Health Science and Liberal Arts students.

**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 to 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 catalogue 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.

**Suggested Program of Study**

**A.A.S. Degree - Gerontology**

<table>
<thead>
<tr>
<th>First Year</th>
<th>First Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HLT 6530</td>
<td>Introduction to Gerontology</td>
<td>3</td>
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<tr>
<td>HLT 6531</td>
<td>Health Perspectives for The Aging</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1302</td>
<td>Expository Writing</td>
<td>3</td>
</tr>
<tr>
<td>PSY 1032</td>
<td>General Psychology</td>
<td>3</td>
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<tr>
<td>PED 0100</td>
<td>Physical Fitness</td>
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<th>Second Semester</th>
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<tr>
<td>HLT 6503</td>
<td>Interpersonal Relations and Teamwork</td>
</tr>
<tr>
<td>HLT 6515</td>
<td>Nutrition</td>
</tr>
<tr>
<td>ENG 1303</td>
<td>Literature and Composition</td>
</tr>
<tr>
<td>SOC 1232</td>
<td>Introduction to Sociology</td>
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<tr>
<td>*MAT 1604</td>
<td>Basic Math</td>
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<th>Third Semester</th>
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<tr>
<td>BIO 3902</td>
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<tr>
<td>SOC 1200</td>
<td>Introduction to Social Work</td>
<td>3</td>
</tr>
<tr>
<td>PED 0180</td>
<td>Physical Education and Recreation for the Aging</td>
<td>3</td>
</tr>
<tr>
<td>PSY 1080</td>
<td>Psychology of Aging</td>
<td>3</td>
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<tr>
<td>ENG</td>
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<th>Credits</th>
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<tr>
<td>BIO 3904</td>
<td>General Biology II</td>
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<tr>
<td>ADM 2532</td>
<td>Social Service Administration</td>
</tr>
<tr>
<td>CUB 3130</td>
<td>Ethnicity and Health</td>
</tr>
<tr>
<td>HLT 6532</td>
<td>Fieldwork with an Older Population</td>
</tr>
<tr>
<td>PED</td>
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* MAT 1604 or exemption through higher placement. Students who are interested in transferring to a 4 year college are encouraged to take additional mathematics courses.

**HLT 6501 HEALTH/HUMAN VALUES**

* 3 credits
* 3 hrs.

**Corequisites:** ESL 1325 Intermediate English as a Second Language and ESL 1384 Intensive ESL Reading and Conversation II

This course will introduce the student to critical health issues within a humanistic, historical, and cultural framework. The student will identify 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 hrs.

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 (Formerly listed as HLT 6502-03 Interpersonal Relations and Teamwork; HLT 6503 Human Relations for the Health Profession).

**HLT 6507 CONTEMPORARY HEALTH ISSUES**

* 3 credits
* 3 hrs.

The student will study and analyze current health problems such as drug use and abuse, malnutrition, heart disease, and the spread of communicable diseases. He/she will review the decision making process in regard 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 hrs.

The student will recognize and define terms related to the field of mental health. He/she 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 hrs.

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 hrs.

The student will identify the health needs and problems of young children. He/she will analyze the role played by the home and school in the physical development of the child. He/she 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 hrs.

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. He/she will also demonstrate his/her knowledge of the specific diets for different age groups and various pathological conditions. Offered in English and Spanish.

**HLT 6518 INTRODUCTION TO COMMUNITY HEALTH**

* 3 credits
* 3 hrs.

The student will study and analyze the organizations 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 hrs.

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 hrs.

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 hrs.
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 hrs.
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 hrs.
This 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
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.

Health and Human Services
Faculty and Staff

Juan Preciado, Chairperson Health and Human Services, Associate Professor, Urban Health, B.A., M.A., Ph.D.
Diane Penner, Associate Professor, Coordinator Gerontology, B.S., M.S.
Vasthi Reyes, Lecturer, Coordinator Early Childhood Education, B.A., M.A., Ed.D.
Robert Taylor, Associate Professor, Coordinator Physical Education, B.S., M.A.
Robert Wheeler, Associate Professor, Coordinator Urban Health, B.S., M.S.P.H.
Alida Pastoriza-Maldonado, Associate Professor, Urban Health, AAS, B.S., M.S., M.Ed, Ed.D.
Minerva Rosario, Associate Professor, Early Childhood Education, B.A., M.S.
America Trinidad, Lecturer, Physical Education, B.S., M.S.
Leonidas López, College Laboratory Technician, Physical Education, A.S., B.S. M.S.
Beverly Jones, College Secretarial 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. Its curriculum relates the members of the college community and other members of the urban community to a humanistic thought that will lead them 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 taught when there is sufficient demand.

**Humanities**

**HUM 3001 INTRODUCTION TO THE HUMANITIES**
3 credits 3 hrs.
Corequisite: SPA 2221 for Spanish or ENG 1301 Core English (for Libra Program)
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 hrs.
Prerequisite: ENG 1300 Basic Composition
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 hrs.
Prerequisite: ENG 1300 Basic Composition
This course is designed to provide a broad acquaintance with modern African social history, civilization and culture.
After a quick overview of the period of Oral Civilization and the colonial partition of Africa, the continuity and development of African culture and civilization will be analyzed: its social and political institutions, its people and the growing social issues which confront African society of 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 HISTORY OF AFRICAN PEOPLE IN THE AMERICAS I**
3 credits 3 hrs.
The student will examine the history of African Americans with a view of understanding their origins and their diaspora. He/she will analyze the African experience and its effects. The student will identify the institutions created in the New World by people of African decent as a means of survival.

**CUB 3108 HISTORY OF AFRICAN PEOPLE IN THE AMERICAS II**
3 credits 3 hrs.
The student will study the events which occurred in the Afro-American experience since the Civil War. He/she will investigate such topics as Reconstruction, Jim Crow Laws, the effect of World War I and the Depression, World War II, and the Civil Rights Era.
**CUB 3114 PSYCHOSOCIAL DEVELOPMENT OF THE AFRICAN-AMERICAN CHILD**

3 credits 3 hrs.

The student will demonstrate an understanding of the African American child’s development from birth to adulthood; the social influences on the development of physical, emotional, intellectual, personality, language, and social characteristics.

**CUB 3116 THE AFRICAN-AMERICAN AND LATINO FAMILY**

3 credits 3 hrs.

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 hrs.

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 hrs.

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 hrs.

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 hrs.

Prerequisite: ENG 1300 Basic Composition

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 hrs.

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 hrs.

The student will survey the literature from the slave narratives to the present time. He/she will relate the literature to the historical and cultural context in which it is set. He/she will analyze and criticize such writers as Isaac Jefferson, Langston Hughes, Richard and John A. Williams. Credit will be awarded in English or Africana Studies.

**CUB 3178 THE HISTORY OF AFRICAN-AMERICAN ART**

3 credits 3 hrs.

The student will be able to trace the major works of art from the earliest times to the present. He/she 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 hrs.

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 offer a program that introduces all students to the various facets of Latin American, Caribbean and Puerto Rican cultures.

This program is designed to develop an understanding of the Latin American, Caribbean, and Puerto Rican realities and motivate involvement with those communities. It fosters and introduces non-Hispanic students to the complexities of the Latin American, Caribbean and Puerto Rican societies.

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 hrs.
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; 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 hrs.
The student will recall and evaluate the events that led to the emergence of political and national consciousness of the Puerto Ricans during the 19th century: the 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 Populars.

CUP 3206 HISTORY OF THE DOMINICAN REPUBLIC
3 credits 3 hrs.
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 hrs.
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 hrs.
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 hrs.
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 hrs.
The student will discuss and analyze the concepts of society and culture and relate them to Puerto Rico, the development of the Puerto Rican society and its culture and human elements; the process of birth of the Puerto Rican nation; and the colonial society approach to the study of Puerto Rican society and culture; the dynamics of sociocultural change in Puerto Rico, the struggle for survival of the Puerto Rican national identity; 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 hrs.
The student will trace the history of the African from his arrival in Puerto Rico to the present. He/she 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
3 credits 3 hrs.
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 to 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 hrs.
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; and 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 hrs.
Prerequisite: CUP 3202 History of Puerto Rico I or the consent of the department.
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, its relations to 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 hrs.
Prerequisites: CUP 3206 History of the Dominican Republic or CUP 3208 History of the Caribbean and CUP 3218 Caribbean Society and Culture or the consent of the Chairperson.
The student will experience learning beyond the confines of the classroom setting. Through the resources of various community and institutional learning 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 hrs.
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 Rican 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. He/she will analyze and appraise representative romantic literary manifestations of Puerto Rican writers.

CUP 3314 HISTORY OF PUERTO RICAN LITERATURE II

3 credits 3 hrs.
The student will evaluate the contribution and state the influences of Eugenio Maria 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. He/she 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 hrs.
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; and 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, Lloréns-Torres, Dávila and Palés; compare and contrast Romanticism and Modernismo; and discuss and analyze works by contemporary poets such as de Burgos, Corretjer, Matos Paoli, and several young Puerto Rican poets.

CUP 3324 THE PUERTO RICAN SHORT STORY

3 credits 3 hrs.
The student will discuss and analyze short stories by Oliver, Díaz Alfaro, Blanco, González 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 Marqués, Díaz Valcárcel, 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 hrs.
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 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 Marqués, Andreu-Iglesias and Díaz Valcárcel will be studied among others.

CUP 3328 THE PUERTO RICAN ESSAY
3 credits 3 hrs.
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, Marqués, Bonilla, Mari-Bras, and others.

CUP 3332 SURVEY OF PUERTO RICAN DRAMA I
3 credits 3 hrs.
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, and the jíbaro as a main character, and migration as a dramatic theme. The student will analyze, compare, and contrast works by authors such as Méndez Quinones, Llorènes, Canales, Sierra-Berdecia, Méndez-Ballester, and Marqués.

CUP 3334 SURVEY OF PUERTO RICAN DRAMA II
3 credits 3 hrs.
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 Méndez-Ballester, Marqués, 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 hrs.
The student will trace and discuss the black man as a theme in literary manifestations from the 19th century through the 20th century. He/she will differentiate among points of view toward ethnic groups of authors such as Dabón, Tapia and Palés 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 Guillén, Hemingway, Lindsay and Baldwin on Puerto Rican authors. The works of González, Figueroa, Díaz Valcárcel, Sánchez and others will be studied.

CUP 3344 WOMEN IN PUERTO RICAN LITERATURE
3 credits 3 hrs.
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 LITERATURE
3 credits 3 hrs.
Prerequisite: ENG 1302 Expository Writing
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, Querol-Chiesa, Hernández, Thomas, and others.

CUP 3352 HISTORY OF THE PUERTO RICAN VISUAL ARTS
3 credits 3 hrs.
The student will identify the fundamental characteristics of Taino art; appreciate its various manifestations; compare and contrast Taino art with that of other pre-Colombian civilizations; discuss the development of architecture and its functions from colonial times to the present; and analyze sculpture as seen through 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 painting as seen 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 hrs.
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; and appreciate representative works by major artisans; identify the Taino, Spanish and African presences in Puerto Rican folk music; identify the various types of folk music as practiced by different ethnic groups, identify regional variations in folk music; and discuss and analyze the popular music of composers such as Hernández, Rexach, Flores, Venegas and Estrada.

CUP 3362 HISTORY OF PUERTO RICAN MUSIC
3 credits 3 hrs.
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 realize the acquisition of 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, with the exceptions of FRE 1924 African Literature in French and FRE 1921 French Culture and Science, which are offered in French and English.

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 Language course offerings is remediation and development, i.e., the SPA 2221 and SPA 2222 sequence. A student placed in SPA 2221 is required to follow SPA 2221 with SPA 2222 and SPA 2230 in Liberal Art. The skills developed in this sequence are fundamental for successful performance in content courses taught in Spanish.

Students in Liberal Arts, Early Childhood and Data Processing are required to take 6 credits in one and the same language. The sole exception to this regulation applies to students credited with advanced placement.

The Modern Language Writing Lab is available to all students registered in Modern Languages courses. A tutor in the lab works with the student to address their writing problems. Faculty developed material is available as an additional resource.

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 Pérez Award to the graduate with the highest grade point average in modern languages. To qualify, students must have at least 9 to 12 credits in language study.

FRE 1901 ELEMENTARY FRENCH I
3 credits 3 hrs.
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 hrs.
Prerequisite: FRE 1901 Elementary French I 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 hrs.
Prerequisite: FRE 1902 Elementary French II 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 hrs.  
Prerequisite:  
FRE 1903 Intermediate French I  
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 hrs.  
Prerequisite:  
FRE 1904 Intermediate French II  
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 and English.

**FRE 1924 AFRICAN LITERATURE IN FRENCH**
3 credits  
3 hrs.  
Prerequisite:  
FRE 1904 Intermediate French II  
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 Aimé Césaire 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 and English.

**FRE 1970 EXTENSIVE READINGS IN FRENCH**
3 credits  
3 hrs.  
Prerequisite:  
FRE 1904 Intermediate French II  
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 2102 ELEMENTARY ITALIAN II**
3 credits  
3 hrs.  
Prerequisite:  
ITA 2101 Elementary Italian I  
or the equivalent.  
The student will demonstrate development and comprehension of the skills acquired in Italian 2101. Recitations and the study of graded texts in the classroom will also be practiced in the language laboratory.

**ITA 2101 ELEMENTARY ITALIAN I**
3 credits  
3 hrs.  
Prerequisite:  
ITA 2101 Elementary Italian I  
or the equivalent.  
The student will demonstrate basic skills in speaking, reading and writing through the use of simple Italian prose, poetry and cultural texts. Classroom recitation will be reinforced by drill in the language laboratory.

**SPA 2201 ELEMENTARY SPANISH I**
3 credits  
3 hrs.  
Prerequisite:  
SPA 2201 Elementary Spanish I  
or the equivalent.  
The student will demonstrate development and comprehension of the skills acquired in Spanish 2201. Recitations and the study of graded texts in the classroom will also be practiced in the language laboratory.

**SPA 2202 ELEMENTARY SPANISH II**
3 credits  
3 hrs.  
Prerequisite:  
SPA 2202 Elementary Spanish I  
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 2203 INTERMEDIATE SPANISH I**
3 credits  
3 hrs.  
Prerequisite:  
SPA 2203 Intermediate Spanish I  
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, the presentation of written and oral reports based on current periodicals, happenings, or subjects of personal interest. The student will use the language laboratory for supplementary oral drill.

**SPA 2204 INTERMEDIATE SPANISH II**
3 credits  
3 hrs.  
Prerequisite:  
SPA 2203 Intermediate Spanish I  
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, the presentation of written and oral reports based on current periodicals, happenings, or subjects of personal interest. The student will use the language laboratory for supplementary oral drill.

**SPA 2217 SPANISH FOR U.S. HISPANICS I**
3 credits  
3 hrs.  
Prerequisite:  
Placement test  
The course is designed for students of Hispanic background born and/or educated in the United States, who wish to develop skills in speaking, reading and writing. This is achieved through a review of Spanish grammar and illustrative readings.
SPA 2218 SPANISH FOR U.S. HISPANICS II
3 credits 3 hrs.
Prerequisite: SPA 2217 Spanish for U.S. Hispanics I.
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 hrs.
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 hrs.
Prerequisite: Placement test or SPA 2221 Basic Spanish Composition I
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 hrs.
Prerequisite: SPA 2222 Basic Spanish Composition II.
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 hrs.
Prerequisite: SPA 2222 Basic Spanish Composition II 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 hrs.
Prerequisite: SPA 2230 Introduction to Literature.
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 hrs.
Prerequisite: SPA 2230 Introduction to Literature.
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 instructor, and prepare oral and written reports.

*SPA 2236 CARIBBEAN LITERATURE
3 credits 3 hrs.
Prerequisite: SPA 2230 Introduction to Literature.
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 hrs.
Prerequisite: SPA 2230 Introduction to Literature.
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 hrs.
Prerequisite: SPA 2230 Introduction to Literature.
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 García Márquez will be analyzed.

*SPA 2242 SPANISH-AMERICAN ESSAY
3 credits 3 hrs.
Prerequisite: SPA 2230 Introduction to Literature.
The student will read, analyze, and discuss essays of modern Spanish American writers such as: Alfonso, Reyes, Ezequiel Martinez Estrada, Pedro Henríquez Urena and Antonio S. Pedreira. Written and oral reports are required.

*SPA 2244 CONTEMPORARY SPANISH-AMERICAN THEATER
3 credits 3 hrs.
Prerequisite: SPA 2230 Introduction to Literature.
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.
Humanities

*SPA 2254 THE GOLDEN AGE
3 credits 3 hrs.
Prerequisite: SPA 2230 Introduction to Literature.
The student will read and discuss representative works of Lope, Calderón, Quevedo and 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 hrs.
Prerequisite: SPA 2230 Introduction to Literature.
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 READING IN SPANISH
3 credits 3 hrs.
Prerequisite: SPA 2230 Introduction to Literature.
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 hrs.
Corequisite: SPA 2221 Basic Spanish Composition I for Spanish section ENG 1300 Basic Composition and 1301 Core English for Libra Program for English.

In this course the student becomes familiar with the vocabulary of philosophical thinking and develops thinking and logical reasoning skills needed for academic performance. Study topics include: reasoning, analysis of arguments, forms and uses of inferences assertion, explanations and generations, analogies and fallacies. The examination of the topics discussed serve to facilitate the application of clear thinking and logical reasoning to the student’s mental, verbal and writing processes.

PHI 3403 INTRODUCTION TO PHILOSOPHY
3 credits 3 hrs.
Prerequisites: Completion of an introductory course in Humanities. Completion of ENG 1302 Expository Writing for English or SPA 2222 Basic Spanish Composition II for Spanish.

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 reading includes selections by Sartre, Marx, Plato and Machiavelli, and works in Buddhist and African philosophy. Offered in English and Spanish.

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 hrs.
An arts forum in which the student will analyze examples of the visual and performing arts of several outstanding civilizations and will discuss the role of the artists in various societies, the relationship of the arts to historical events, and the development of culture beginning with prehistoric times up to the fifteenth century. Offered in English and Spanish.

VPA 3504 ARTS AND CIVILIZATION II
3 credits 3 hrs.
An arts forum in which the student will analyze and discuss appropriate material (as in Arts and Civilization I) from the fifteenth century to the present. Offered in English and Spanish.

VPA 3522 INTRODUCTION TO ART
3 credits 3 hrs.
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 hrs.
The beginning art student will master the basic principles of composition, design and color through the use of collage, paint, and photographic montage; he/she will develop basic skills in the use of paint and collage materials. He/she will be required to complete at least two pictures to the satisfaction of the instructor.
VPA 3530 PAINTING AND DRAWING II
3 credits 3 hrs.
Prerequisite: VPA 3528 Painting and Drawing I or the consent of the instructor.
The advanced art student will develop or improve skills in painting, assemblage and three-dimensional art. He/she will become acquainted with and master the use of “found objects” in making a picture. He/she will complete a master project to the satisfaction of the instructor.

VPA 3534 ART IN THE CITY
3 hrs.
The student will identify and discuss: City of Paris (1865-1909), Impressionism and Post-Impressionism, and the School of Paris; he/she 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. He/she will complete two field trips in conjunction with the above.

VPA 3536 ART CRAFTS
3 credits 3 hrs.
The student will practice the techniques of linoleum and woodcutting. He/she will develop the use and care of tools used in various art crafts as well as work in a variety of media. He/she will be required to complete at least three pieces of work to the satisfaction of the instructor.

VPA 3540 PHOTOGRAPHY I
3 credits 3 hrs.
Prerequisite: Consent 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 he/she has already generated in performing contact printing, editing, enlarging, and photo finishing. Offered in English and Spanish.

VPA 3542 PHOTOGRAPHY II
3 credits 3 hrs.
Prerequisite: VPA 3540 Photography I or the consent of the 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; he/she will edit and enlarge prints which he/she will present to the instructor and class. Offered in English and Spanish.

*VPA 3546 COMMERCIAL ARTS II
3 credits 3 hrs.
Prerequisite: VPA 3544 Commercial Arts I or the 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. He/she 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 hrs.
The student 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 hrs.
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
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 3598 THEATER PRODUCTION
3 credits
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 hrs.
The student will present introductions, present impromptu, extemporaneous, and manuscript speeches, perform exercises to improve public-speaking techniques, 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 hrs.
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 hrs.
Prerequisites: VPA 3612 Fundamentals of Public Speaking, ENG 1300 Basic Composition, ENG 1301 Core English
Corequisite: ENG 1302 Expository Writing
The student will organize and deliver informative and persuasive speeches at an advanced level. Topics will be appropriate to academic and career situations. Students will deliver speeches from a lectern using a microphone. Selected exercises will be audio and video taped. Students will engage in analysis and criticism of the content and delivery of the speeches. Problem solving exercises will be included.

Humanities Department
Faculty and Staff
Pablo A. Cabrera-Ramírez, Professor, Chairperson, Humanities, Coordinator Latin American and Caribbean Studies, B.S., M.A.
Edward S. Maynard, Professor, Coordinator Africana Studies, B.A., M.A., Ph.D., M.Phil., Ph.D.
Patricia Iñiguez-Perez, Lecturer, Coordinator Modern Languages, B.A., M.A., M.Phil.
Magda Vasillov, Professor, Coordinator Visual and Performing Arts, B.A., M.A.
Alberto Bird, Associate Professor, Visual and Performing Arts, B.M., M.M., M.A.
Carmen Clemente, College Laboratory Technician, Modern Languages, A.A.S., B.S.W., M.S.W.
Orlando Hernández, Assistant Professor, Modern Languages, B.A., M.A. Ph.D.
Alvin C. Hollingsworth, Professor, Visual and Performing Arts, B.F.A., M.A.
Rose Johnson, College Office Assistant, Humanities
Isabel Li, Lecturer, Modern Languages, B.A., M.A., M.Phil.

Professor Edward S. Maynard, Coordinator, Africana Studies; Professor Magda Vasillov, Coordinator, Visual and Performing Arts; Patricia Iñiguez-Perez, Coordinator, Modern Languages; Professor Pablo A. Cabrera-Ramírez, Chairperson, Humanities and Coordinator, Latin American and Caribbean Studies
Mathematics

The goal of the Mathematics curriculum is twofold:

To provide students enrolled in Business, the Natural Sciences and Allied Health Programs with the particular skills they need for higher-level work in their concentrations.

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 construction 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.

The Mathematics Department provides students with tutorial support for all courses in the Mathematics Laboratory. This facility is staffed by tutors supervised by the coordinator of the laboratory. Students are referred by the mathematics faculty or the College Discovery counselor. The service is provided primarily on a drop-in basis. Approximately 500 hours of tutorial support are provided weekly.

All courses in the Mathematics Department can be offered in English or Spanish, depending upon student needs. Courses identified with an asterisk (*) will be taught when there is sufficient demand.

Students planning to continue study in mathematics are advised to consult with the Mathematics Department chairperson.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Equated Credits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 1600</td>
<td>REMEDIAL MATHEMATICS</td>
<td>1</td>
<td>4</td>
<td>6</td>
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<tr>
<td></td>
<td>This course provides arithmetic skills for non-science, Liberal Arts students. Topics: operations with whole numbers, fractions, decimals, ratio, proportion and percent, word problems and applications.</td>
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<tr>
<td>MAT 1604</td>
<td>BASIC MATHEMATICS SKILLS - SCIENCE</td>
<td>1</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>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.</td>
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<tr>
<td>MAT 1612</td>
<td>ELEMENTARY ALGEBRA FOR NON-SCIENCE STUDENTS</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: MAT 1600, MAT 1604, or placement via CUNY Assessment Examination. 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.</td>
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<tr>
<td>MAT 1622</td>
<td>ELEMENTARY ALGEBRA</td>
<td>2</td>
<td>4</td>
<td>6</td>
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<tr>
<td></td>
<td>Prerequisite: MAT 1604 or placement via CUNY Assessment Examination. This course provides basic skills in Elementary Algebra. Topics: operations with real numbers, operations with polynomials, powers with integral exponents, linear and quadratic equations, graphic and algebraic solutions of simultaneous linear equations.</td>
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<tr>
<td>MAT 1624</td>
<td>INTERMEDIATE ALGEBRA</td>
<td>2</td>
<td>4</td>
<td>6</td>
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<td></td>
<td>Prerequisite: MAT 1622 or placement via CUNY Assessment Examination. This course provides 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.</td>
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<tr>
<td>MAT 1628</td>
<td>COLLEGE ALGEBRA</td>
<td>3</td>
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<td>4.5</td>
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<td></td>
<td>Prerequisite: MAT 1624 or its equivalent. This course provides skills in precalculus mathematics. Topics: radicals and rational exponents, linear and quadratic inequalities in one variable, relations and real-valued functions, graphs of the elementary functions and plane trigonometry.</td>
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</tbody>
</table>
MAT 1632 INTRODUCTORY COLLEGE MATHEMATICS I
3 credits 3 hrs.
Prerequisite: MAT 1612 or MAT 1622 or passing score on the CUNY Assessment Test.
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 hrs.
Prerequisite: MAT 1612 or MAT 1622 or passing score on the CUNY Assessment Test.
This course provides skills in topics of finite mathematics. Topics: linear inequalities in one variable, graphic and algebraic solutions of simultaneous linear equations, geometry and topology, probability, statistics, computers and calculators.

MAT 1642 CALCULUS I
3 credits 4.5 hrs.
Prerequisite: MAT 1628 or its equivalent.
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 hrs.
Prerequisite: MAT 1642 or its equivalent.
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 hrs.
Prerequisite: MAT 1644 or its equivalent.
The course provides skills in infinite series, geometry in the plane and space, and integral calculus in several variables. Topics: infinite series, solid analytic geometry, partial derivatives, multiple integral with applications.

MAT 1682 INTRODUCTION TO PROBABILITY AND STATISTICS
3 credits 4.5 hrs.
Prerequisite: MAT 1622 or its equivalent.
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 the use of tables, conduct hypothesis testing, and determine confidence intervals.

MAT 1690 COMPUTER LITERACY
3 credits 3 hrs.
Prerequisite: MAT 1612, MAT 1622, or passing score on the CUNY Assessment Test.
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 hrs.
Prerequisite: MAT 1622 or its equivalent.
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 hrs.
Prerequisite: MAT 1624 or its equivalent.
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 hrs.
Prerequisite: MAT 1642.
The student will study matrix algebra, systems of homogeneous and nonhomogeneous linear equations, concepts of vector space, subspace, basis and dimension of a vectorspace, linear transformation, Eigenvalues and Eigenvectors for a linear transformation.

*MAT 1732 NUMBER THEORY
3 credits 4.5 hrs.
Prerequisite: Two years of high school algebra or MAT 1634 or by 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, and analyze various theorems related to perfect numbers, study Euler's function, solve simple diophantine equations, and study congruences.
**MAT 1742 ORDINARY DIFFERENTIAL EQUATIONS**

3 credits 4.5 hrs.

**Prerequisite:** MAT 1644

The student will formulate and solve differential equations of the first and second order. He/she will apply these methods to related practical problems. The student will formulate and solve linear differential equations with constant coefficients and apply these techniques to practical problems that give rise to such equations.

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**Mathematics Faculty**

Thomas T. Joyce, Assistant Professor, Chairman, B.A., M.A.

William Baker, Assistant Professor, B.A., M.A., Ph.D.

Terence Brenner, Associate Professor, B.A., M.A., Ph.D.

Humberto Cañate, Associate Professor, B.S., M.A., Ed.D.

Bronislaw Czarnocha, Assistant Professor, B.A., M.A., Ph.D.

Isaías DeJesús, Assistant Professor, B.A., M.A.

Leontina Díaz, Lecturer, B.S., M.S., Ed.M., Ed.D.

Aníbal Galiana, Lecturer, B.A., M.A.

Ricardo López, Assistant Professor, B.S., M.S., Ed.M., Ed.D.

Daniel Maysonet, Assistant Professor, B.A., M.A., M.S., Ed.D.

Loreto Porte de Pérez, Associate Professor, B.A., M.S., M.A., Ed.D.

John Randall, Lecturer, B.S., M.A.

Víctor Garrido, Senior College Laboratory Technician, B.A., M.S.

Balbina Vásquez, College Office Assistant, A.A.
Natural Sciences

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, astronomy and environmental science. The Department also offers courses in Concepts in 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 CHE 4004/4104); Physics (PHY 4302/4402 and PHY 4304/4404 or PHY 4502 and 4504); or Environmental Science (ENV 4014 and ENV 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 with the Biology Coordinator.

Liberal Arts and Sciences Sequence

BIO 3902 General Biology I 8 credits; 4 per semester
BIO 3904 General Biology II

Courses for the Allied Health Sciences Programs

BIO 3900 General Biology for Pre-Nursing 4 credits
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 General Microbiology 4 credits

Professor Victor de Léon, Coordinator, Biology; Professor Joseph P. Corrigan, Coordinator, Physical Sciences
Recommended A.S. Degree Program in Science

The suggested program of courses recommended includes two years of biology and a one year sequence in chemistry, for a total of 24 credits in science.

* BIO 3900 GENERAL BIOLOGY FOR PRE-NURSING
4 Credits 3 hrs. lec./3 hrs. lab.
Prerequisite: SPA 2221
Corequisites: ENG 1301 or ESL 1322; MAT 1604
Basic chemistry, diffusion and osmosis, structure and function of the cell, digestion, respiration, circulation, reproduction and genetics will be discussed. The student will learn basic laboratory procedures, and the care and use of the microscope while demonstrating the concepts of basic biology. Offered in English only (Formerly BIO 3700 and BIO 3800).

BIO 3902 GENERAL BIOLOGY I
4 credits 3 hrs. lec./3 hrs. lab.
Prerequisites: SPA 2221; ENG 1301 or ESL 1332; MAT 1604
The student will demonstrate his/her 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. (Formerly BIO 3702 and BIO 3802).

BIO 3904 GENERAL BIOLOGY II
4 credits 3 hrs. lec./3 hrs. 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. (Formerly BIO 3704 and BIO 3804).

BIO 3906 ANATOMY AND PHYSIOLOGY I
4 credits 3 hrs. lec./3 hrs. lab.
Corequisites: ENG 1301 or ESL 1332; MAT 1604
The student will demonstrate his/her 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. (Formerly BIO 3706 and BIO 3806).

BIO 3908 ANATOMY AND PHYSIOLOGY II
4 credits 3 hrs. lec./3 hrs. lab.
Prerequisite: BIO 3906 Anatomy and Physiology I
The student will study and describe the structure and function of the urinary, respiratory, digestive, endocrine, nervous, and reproductive systems. Offered in English only (Formerly BIO 3708 and BIO 3808).

*BIO 3909 ANATOMY AND PHYSIOLOGY I FOR DENTAL HYGIENE
4 credits 3 hrs. lec./3 hrs. lab.
Corequisites: CHE 4012; DEN 5302; DEN 5303
The Dental Hygiene student will demonstrate his/her knowledge of the application of the scientific method, the organization of the body, and the structure and functions of the cells. 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. (Formerly BIO 3709-3809).

BIO 3910 ANATOMY AND PHYSIOLOGY II FOR DENTAL HYGIENE
4 credits 3 hrs. lec./3 hrs. lab.
Prerequisite: BIO 3909 Anatomy and Physiology I
The student will study and describe the structures and function of the urinary, respiratory, digestive, endocrine, nervous, and reproductive systems. Offered in English only (Formerly BIO 3710 and BIO 3810).

BIO 3912 MICROBIOLOGY
4 credits 3 hrs. lec./3 hrs. lab.
Prerequisite: BIO 3904 General Biology II or BIO 3908 Anatomy and Physiology II
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 (Formerly BIO 3712 and BIO 3812).

Physical Sciences

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

Every student in the Unit, regardless of their ultimate career goal, is expected to develop, under faculty tutelage, 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: CHE 4000 Fundamentals of Chemistry, CHE 4002/4102 General Chemistry I, CHE 4004/4104 General Chemistry II. A.A. degree students can fulfill the science requirements for graduation by completing a year sequence of Environmental Science ENV 4014/16. Students who have a degree requirement of only 4 credits in the sciences can take Astronomy lecture and laboratory (PHY 4306/4406) or Environmental Science I (ENV 4014).

Liberal Arts Science Sequence with a Concentration in Physical Sciences

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
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<tbody>
<tr>
<td>First Semester</td>
<td>Third Semester</td>
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<tr>
<td>CHE 4000</td>
<td>CHE 4004/4104</td>
</tr>
<tr>
<td>ENV 4014</td>
<td>PHY 4302/4402</td>
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</table>

<table>
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<tr>
<th>Second Semester</th>
<th>Fourth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 4002/4102</td>
<td>PHY 4304/4404</td>
</tr>
<tr>
<td>ENV 4016</td>
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</tbody>
</table>

Chemistry

CHE 4000 FUNDAMENTALS OF CHEMISTRY
2 credits 5 hrs.
Prerequisites: Successful completion of MAT 1624 or equivalent, and at least ENG 1332 or ENG 1301, or permission from the Unit Coordinator, if math placement is MAT 1628 or higher.
Corequisites: MAT 1628, ENG 1300 or 1302.
The student will solve problems requiring the interconversion of units of length, weight, and capacity from the English to the metric system. The student will also explain the basic principles of atomic structure, periodicity, chemical bonding, and solve simple problems related to chemical stoichiometry, the gas laws, and composition of solutions. Five hours lecture supported by demonstrations (Formerly CHE 4008). Offered in English only.

CHE 4002 GENERAL CHEMISTRY I-LECTURE
3 credits 3 hrs. lec./1 hr. recitation
Prerequisites: Successful completion of CHE 4000 Fundamentals of Chemistry or equivalent, MAT 1628, and ENG 1300 or higher, or permission from the Unit Coordinator if math placement is MAT 1642 or higher.
Corequisites: ENG 1302 or higher and CHE 4102.
The student will analyze data and solve problems related to the principles of modern atomic theory, stoichiometry, gas laws, chemical bonding, thermodynamics, solutions and equilibrium. Offered in English only.

CHE 4102 GENERAL CHEMISTRY I-LABORATORY
1 credit 3 hrs.
Corequisite: CHE 4002 General Chemistry I.
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 hrs. lec./1hr. recitation
Prerequisite: CHE 4002/4102 General Chemistry I, Lecture and Laboratory.
Corequisite: CHE 4104 General Chemistry II.
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 hrs.
Prerequisite: CHE 4002/4102 General Chemistry I, Lecture and Laboratory.
Corequisite: CHE 4004 General Chemistry II.
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 hrs. lec., 1 hr. recitation/2 hrs. 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 and Pre-Nursing students. No student may receive credit for both CHE 4012 and CHE 4109. Offered in English only.

CHE 4018 PRINCIPLES OF ORGANIC CHEMISTRY
2 credits 2 hrs. lec.
Prerequisite: CHE 4012 Introduction to Chemistry.
A survey of the fundamentals of organic and biological chemistry. Offered in English only.
CHE 4019 INTRODUCTION TO BIOLOGICAL CHEMISTRY
4 credits 3 hrs. lec./1 hr. recitation/2 hrs. lab.
Prerequisite: MAT 1604 Basic Mathematics Skills or equivalent.
Corequisite: MAT 1622 Elementary Algebra or equivalent.
A study of basic chemical principles including atomic theory, chemical bonding, the gas laws and solutions, and their application to the biological concepts related to structure and metabolism of proteins, carbohydrates, lipids, nucleic acids, vitamins, and hormones. Satisfactory completion of CHE 4012 and CHE 4018 exempts students from this course. No student may receive credit for both CHE 4012 and CHE 4019. Offered in English only.

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

*CHE 4133 ESSENTIALS OF GENERAL CHEMISTRY-LABORATORY
1 credit 3 hrs.
Prerequisites: CHE 4000, MAT 1628 and ENG 1300; or permission from Unit Coordinator if math placement is MAT 1628 or higher.
Corequisite: CHE 4033 Essentials of General Chemistry-Lecture.
The student will learn essential facts and work problems related to inorganic chemistry. Offered in English only.

*CHE 4034 ESSENTIALS OF ORGANIC CHEMISTRY-LECTURE
3 credits 3 hrs. lec./1 hr. recitation
Prerequisites: CHE 4033/4133 Essentials of General Chemistry, Lecture and Laboratory.
The student will perform experiments illustrating the fundamental laboratory procedures and techniques used in organic chemistry. Laboratory course for CHE 4033. Offered in English only.

*CHE 4134 ESSENTIALS OF ORGANIC CHEMISTRY-LABORATORY
1 credit 3 hrs.
Prerequisites: CHE 4033/4133 Essentials of General Chemistry
The student will perform experiments illustrating the 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 hrs. lab./1 hr. recitation
PHY 4402 PHYSICS I LABORATORY
1 credit
Prerequisite: MAT 1622 Elementary Algebra.
Corequisite: MAT 1624 Intermediate Algebra.
The student will apply the laws of motion to the solution of problems in mechanics. The student will recognize or state the definition of force, momentum, work and energy, and the corresponding concepts of the kinetic theory of matter and solve simple and practical problems related to heat. Offered in English only.

*PHY 4304 PHYSICS II
3 credits 3 hrs. lec./1 hr. recitation/3 hrs. lab.
*PHY 4404 PHYSICS II LABORATORY
1 credit
Prerequisite: PHY 4302-4402 Physics I Laboratory.
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 4306 ASTRONOMY
3 credits 3 hrs.
This is a descriptive survey course dealing with the solar system, the galaxy, theories of the universe and steller evolution. Offered in English and Spanish. This is an elective course open to all students. (Those students who need 4 credits in science for graduation can take PHY 4306 Astronomy and PHY 4406 Astronomy Laboratory).

*PHY 4406 ASTRONOMY LABORATORY
1 credit 2 hrs.
Corequisite: PHY 4306 Astronomy.
Experiments related to astronomical observations (measurements, star location determinations, spectral analysis of stars, etc.) will be performed. In addition, there will be night observations of the sky and field trips (e.g. planetarium).

*PHY 4502 GENERAL PHYSICS I
5 credits 3 hrs. lec./2 hrs. recit./2 hrs. lab.
Prerequisite: MAT 1642 Calculus I.
Corequisite: MAT 1644 Calculus II.
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. Offered for transfer students in the physical sciences and engineering. Offered in English only.
**PHY 4504 GENERAL PHYSICS II**

5 credits  3 hrs. lec./2 hrs. recit./2 hrs. lab.

Prerequisites: MAT 1644 Calculus II and PHY 4502 General Physics I

Corequisite: MAT 1646 Calculus III.

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 and Concepts of Science**

**ENV 4014 ENVIRONMENTAL SCIENCE I**

4 credits  3 hrs. lec./2 hrs. 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 (Formerly CHE 4014).

**ENV 4016 ENVIRONMENTAL SCIENCE II**

4 credits  3 hrs. lec./2 hrs. lab.

Prerequisite: ENV 4014 Environmental Science I.

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 (Formerly CHE 4016).

**SCI 3901 CONCEPTS IN SCIENCE I**

3 credits  3 hrs. lec./2 hrs. lab.

Prerequisites: MAT 1604 Basic Skills in Math, ESL 1322 Intermediate ESL, ESL 1394 Intermediate ESL Reading

Corequisites: MAT 1622 Elementary Algebra, ESL 1332 Advanced ESL, ESL 1395 Advanced ESL Reading.

Students will be introduced to the process of scientific inquiry and inference, the importance of observation, data collection, hypothesis formation and experimental verification. Then, fundamental concepts in biology such as characteristics and components of living organisms, reproduction, and inheritance will be introduced. Offered in English only.

**SCI 3902 CONCEPTS IN SCIENCE II**

3 credits  3 hrs. lec./2 hrs. lab.


Corequisites: MAT 1624 Intermediate Algebra, ENG 1300 Basic Composition, ENG 1397 Readings in the Natural Sciences.

This course will introduce students to the basic principles of chemistry and physics. Students will learn concepts and work problems related to the composition of matter, atomic theory, chemical bonds, chemical equations, acids and bases. The basic principles of mechanics will be introduced, including the following concepts: momentum, work, energy and the laws of motion. Students will have the opportunity to become familiar with some of the concepts studied in the lectures through laboratory experiments from which conclusions and theories concerning chemical and physical behavior will be drawn.

**Natural Sciences Faculty and Staff**

Victor de Léon, Professor, Chairperson, Natural Sciences, and Coordinator, Biology, B.S., M.A., Ph.D.

Peter Castillo, Professor, Coordinator, Physical Sciences, B.S., M.S., Ph.D.

Eugenio Barrios, Professor, Biology, B.A., M.A.

Amanda Bernal-Cardo, Assistant Professor, Biology, B.A., M.A., Ph.D.

Louis Browne, Professor, Biology, B.A., M.A., Ph.D.

Joseph Corrigan, Professor, Physical Sciences, B.A., M.S., Ph.D.

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

Milton Schulman, Professor, Biology, B.S., M.A., M.S., Ph.D.

Clara Watnick, Professor, Physical Sciences, B.S., M.S., Ph.D.

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

Sandra Gonzalez, College Laboratory Technician, Biology, B.S.
The City University of New York (CUNY) is a public institution comprising ten senior colleges, seven community colleges, a law school and an affiliated medical school. The university-wide doctoral program is supervised from the Graduate School and University Center in mid-Manhattan. The Board of Trustees is the governing board for the university.

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.
# Presidents of the Colleges of The City University of New York

<table>
<thead>
<tr>
<th>Name</th>
<th>College or Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathew Goldstein</td>
<td>The Bernard M. Baruch College</td>
</tr>
<tr>
<td>Vernon E. Lattin</td>
<td>Brooklyn College</td>
</tr>
<tr>
<td>Yolanda T. Moses</td>
<td>The City College</td>
</tr>
<tr>
<td>Edison O. Jackson</td>
<td>Medgar Evers College</td>
</tr>
<tr>
<td>Blanche Blank</td>
<td>(Acting) Hunter College</td>
</tr>
<tr>
<td>Gerald W. Lynch</td>
<td>John Jay College of Criminal Justice</td>
</tr>
<tr>
<td>Ricardo R. Fernandez</td>
<td>Herbert H. Lehman College</td>
</tr>
<tr>
<td>Shirley Strum Kenny</td>
<td>Queens College</td>
</tr>
<tr>
<td>Felix Cardenga</td>
<td>(Acting) The College of Staten Island</td>
</tr>
<tr>
<td>Josephine Dunbar Davis</td>
<td>York College</td>
</tr>
<tr>
<td>Frances Degen Horowitz</td>
<td>The Graduate School and University Center</td>
</tr>
<tr>
<td>Stephen M. Curtis</td>
<td>(Acting) Borough of Manhattan Community College</td>
</tr>
<tr>
<td>Leo A. Corbie</td>
<td>(Acting) Bronx Community College</td>
</tr>
<tr>
<td>Isaura Santiago Santiago</td>
<td>Eugenio Maria de Hostos Community College</td>
</tr>
<tr>
<td>Leon M. Goldstein</td>
<td>Kingsborough Community College</td>
</tr>
<tr>
<td>Raymond C. Bowen</td>
<td>Fiorello H. LaGuardia Community College</td>
</tr>
<tr>
<td>Charles W. Merideth</td>
<td>New York City Technical College</td>
</tr>
<tr>
<td>Kurt R. Schmeller</td>
<td>Queensborough Community College</td>
</tr>
</tbody>
</table>

# Office of the President

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isaura Santiago Santiago</td>
<td>President</td>
</tr>
<tr>
<td>Michael Haynes</td>
<td>Assistant to the President</td>
</tr>
<tr>
<td>Alyce Zimerman</td>
<td>Assistant to the President and Database Manager</td>
</tr>
<tr>
<td>Seneca Turner</td>
<td>Director, Faculty and Staff Relations, Labor Designee</td>
</tr>
<tr>
<td>Veronica Glover</td>
<td>Director of Personnel</td>
</tr>
<tr>
<td>Louis Browne</td>
<td>Affirmative Action Officer</td>
</tr>
</tbody>
</table>

# Office of the Dean of Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carlos A. Acevedo</td>
<td>Dean of Faculty</td>
</tr>
<tr>
<td>Geraldine Perri</td>
<td>Associate Dean of Academic Affairs for Allied Health and Career</td>
</tr>
<tr>
<td>Nan Hu</td>
<td>Assistant to the Dean and Coordinator of Academic Affairs</td>
</tr>
</tbody>
</table>

# Office of the Dean of Administration

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Coleman</td>
<td>Dean of Administration and Finance</td>
</tr>
<tr>
<td>Steven B. Delgado</td>
<td>Director of Facilities and Campus Planning</td>
</tr>
<tr>
<td>Donald Prince</td>
<td>Assistant Director of Security</td>
</tr>
<tr>
<td>Jagdish Patel</td>
<td>Budget Director</td>
</tr>
<tr>
<td>Eugene Hamond</td>
<td>Health and Safety Officer</td>
</tr>
<tr>
<td>Carlos Hargraves</td>
<td>Director of Administrative Services</td>
</tr>
</tbody>
</table>

# Office of the Dean of Students

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eugenio Barrios</td>
<td>Dean of Students</td>
</tr>
<tr>
<td>Peter Martin</td>
<td>Associate Dean of Students</td>
</tr>
<tr>
<td>Virginia Maldonado</td>
<td>Assistant to the Dean of Students</td>
</tr>
<tr>
<td>Joseph Alicea*</td>
<td>Director of Financial Aid</td>
</tr>
<tr>
<td>Marcos Charles</td>
<td>Director of Health Services</td>
</tr>
<tr>
<td>Nelida Crespo</td>
<td>Registrar</td>
</tr>
<tr>
<td>Ayleen Guzman</td>
<td>Director of the Hostos Children’s Center</td>
</tr>
</tbody>
</table>

# Presidents and Deans of Schools and Affiliated Institutions

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>W. Haywood Burns</td>
<td>Dean, City University School of Law at Queens College</td>
</tr>
<tr>
<td>Sanford A. Roman, Jr.</td>
<td>Dean, The University of New York Medical School</td>
</tr>
<tr>
<td>John W. Rowe</td>
<td>President, Mount Sinai School of Medicine</td>
</tr>
</tbody>
</table>
Eugenio María de Hostos Community College

Bette Kerr
Director of Academic Advisement

Virginia Paris
Director of Counseling Services

Nydia Rodríguez-Edgecombe
Director of Admissions and Recruitment

Michael Stimola
Coordinator for Students with Disabilities

Carmen Vasquez-Ferrer
Director of College Discovery

Office of the Dean for Planning, Development and Community & Continuing Education

Awilda Orta
Dean, Planning, Development and Community & Continuing Education

Magaly Castro
Assistant to the Dean and Database Manager

Jean Davis
Assistant to the Dean of Planning for Reports

Wallace I. Edgecombe
Director, Office of College Relations

Judith A. Harvey
Director of Public Relations

Cynthia Jones
Director of Community and Continuing Education

Charles Lesperance
Director of College Computing

Isabel Malavet
Director, Center for Pre-College Initiatives

Virginia Moreno
Director, Office of Institutional Research

Susan Sciaccia
Director, New Horizons

Lourdes Torres
Director, Office of Development

Laurel Huggins
Coordinator, Assessment Center

Department Chairpersons

Salvatore Martino
Allied Health Sciences

Eleanor Pam
Behavioral and Social Sciences

Fred Soussa
Accounting and Business Administration

Alfredo Villanueva-Collado
English

Arnold S. Genus
Library (Acting)

Juan Preciado
Health and Human Services

Pablo Cabrera-Ramírez
Humanities

Thomas Joyce
Mathematics

Victor de León
Natural Sciences

Coordinators and Program Directors

Riccardo Boehm
Accounting and Business Administration

Edward S. Maynard
African Studies

Linda Anderson-Barbosa
Behavioral Sciences

Victor de León
Biology

Barbara Radin
Bridge Program

Julio Gallardo
Data Processing

Selena James
Dental Hygiene

Vashti Reyes
Early Childhood Education

Frances B. Singh
ESL Program

Diane Penner
Gerontology

Lewis Levine
Intensive ESL Program

Pablo Cabrera-Ramírez
Latin American and Caribbean Studies

Vermell Blanding
Libra Program

Winsome DaCosta
Medical Laboratory Technology

Patricia Iñiguez-Pérez
Modern Languages

Elizabeth Errico
Nursing

Robert Taylor
Physical Education

Joseph Corrigan
Physical Sciences

Eleanor Pam
Public Administration

Allan Wernick
Public Interest Paralegal Program

Allen Solomon
Radiologic Technology

Sharon Hill Jones
Secretarial Science

Peter Roman
Social Sciences

Robert Wheeler
Urban Health

Magda Vasillov
Visual and Performing Arts

Jerilyn Fisher
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Eugenio Barrios, Dean of Students
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Acquah, Kenneth
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Business Office
Chartered Association of Certified Accountants,
London, England

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M.A., New York University

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Alomar, Felicita
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National Certified Counselor

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Aponte, Michael J.
City Custodial Assistant, Facilities

Aquilar, George
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Ballint, Steve
Maintenance Worker, Facilities

Ballard, Gene
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Ballet, Ana
CUNY Office Assistant, Admissions and Recruitment

178
Berberrena, Nellie
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B.A., Queens College

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Ph.D., CUNY Graduate Center

Bird, Alberto
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M.B.A., Columbia University

Bonilla, Belkis
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Brady, Margaret
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Branch, Joseph
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Brennan, Patrick A.
Laborer, Facilities

Brenner, Terence
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Brown, King
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Brown, Vilma
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Browne, Louis
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B.B.A., Sona College
Burlakowski, Ryzcard
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Professor Magda Vasillov, Coordinator of Visual and Performing Arts
Buttafuoco, Dominick  
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Calabrisotto, Salvatore  
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Caldari, Julius  
Plant Tender, Facilities

Campbell, Franklin  
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Cañate, Humberto  
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Cardona, Félix  
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Carmona, Diosa  
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Carrier, Clarence A.  
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Carson, Faye  
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Ph.D.,

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Litt.D., University of Florence

Charles, Marcos  
College Physician, Director of Health Services  
M.D., Santo Domingo Medical School;  
Diplomate of the American Board of Internal Medicine;  
Diplomate of the American Board of Family Practice

Chavies, Eva D.  
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M.S.W., Hunter College

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M.L.S., Rutgers University;
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Colon, Rosa
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M.A., Hunter College

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M.A., City College;
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Cruz, Nelly
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Registered Dental Hygienist

Cunningham, Joseph
Locksmith, Facilities

Curry, Robert B.
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Ph.D., Yeshiva University

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M.S., C.W. Post College;
D.A., The Catholic University of America

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M.A., Bank Street College
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Davis, Fred Jr.
Custodial Assistant Facilities

Davis, Jean
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Degraffenreid, Roderick
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DiFabio, Gasperino
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Durant, Raymond
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Edgecombe, Wallace I.
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Edwards, Jeffrey L.
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Ellison, Ervin
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Engram, Kathleen
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M.S., Baruch College

Errico, Elizabeth
Professor and Coordinator, Nursing
R.N. Diploma, School of Nursing, Misericordia Hospital;
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M.A., Ph.D., New York University

Errico, Mary
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D.D.S., New York University College of Dentistry
Custodial Assistant, Facilities
Evertz, Tracie
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A.A.S., Borough of Manhattan Community College

Farrison, Charles
Principal Custodial Supervisor, Facilities

Farrison, Eric
Custodial Assistant, Facilities

Feliciano, Hector
CUNY Office Assistant, Bursar’s Office

Feliciano, Juanita
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A.A.S., Hostos Community College

Feliciano, Mildred
Assistant Professor, Dental Hygiene
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B.S., Lehman College;
M.A., New School for Social Research

Feliciano, Mindy
College Office Assistant, Academic Affairs

Figueroa, Julio
Assistant Media Services Technician, Library

Figueroa, Sandra
Assistant Professor, Secretarial Science
A.A.S., Elizabeth Seton College;
B.S., M.S., Hunter College

Fisher, Jerilyn
Assistant Professor, English, Writing Coordinator and Chief Reader
B.A., M.A., Ph.D., The American University

Flores, Hilda
City Custodial Assistant, Facilities

Fontanez, Luz M.
College Assistant, Student Development
A.A.S., Hostos Community College

Fraction, Nicolette
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<thead>
<tr>
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<th>Title</th>
<th>Institution(s)</th>
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</thead>
<tbody>
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The Twenty-Fifth Anniversary Year

The 1994/1995 academic year represents a significant milestone in the history of Hostos Community College. Not only has the campus expanded from one building to five with another soon to be completed, but also enrollment has soared from the 623 original students in the first class twenty-five years ago to over 5,400 in 1994. This campus, dubbed the "Gateway to the Bronx," signifies an entryway to expanded educational, economic and social horizons.

In a publication commenting on nearly 6,000 post-secondary institutions in the United States, Community College Week ranked Hostos #3 in associate degree producers in the field of public affairs, #6 in the total number of Hispanics who receive an associate degree, and #19 in the total number of minority students who receive an associate degree. In the 1994 Talent Roster of Outstanding Minority Transfer Students, Hostos ranked #1 with the highest number of awardees in the City University of New York and in New York State. Hostos had the second highest number of awardees in the U.S., but ranked the highest in the country in terms of percentage of enrollment. These rankings exhibit the realization of the College’s mission to provide Hostos students with educational opportunities leading to socio-economic mobility.

This year will also mark the completion of the East Academic Complex, a $58 million building project that incorporates 51 classrooms, a cafeteria, a 953-seat concert hall, a 350-seat theater, gymnasium, swimming pool, an art gallery, and studio space for the visual arts, music, dance and photography. The complex, designed by the internationally acclaimed firm of Gwathmey Siegel & Associates, Architects, will house the Hostos Center for the Arts & Culture.
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Puerto Rican educator, writer and patriot, Eugenio María de Hostos (1839 - 1903) was involved in a lifelong struggle for civil and human rights throughout Latin America. One of the century's most innovative educational reformers, he was an early champion of opportunities for women.

Eugenio María de Hostos Community College
Paving the way for the future with experience, vision and courage.