



# Hostos

Community College

ACADEMIC BULLETIN  
2022-2023



## MESSAGE FROM THE PRESIDENT

### FALL 2022: WELCOME!

This is an auspicious time: The start of the Fall 2022 semester at Hostos Community College. In-person or virtually – or, more than likely, both – you will begin or continue your studies in your chosen field. Your determination to bring new meaning and opportunity to your life has impelled you to take an active part in shaping your life, your vocation, and your destiny.

Much is going on in the Hostos community. Earlier this year the College was selected as one of 10 finalists for the 2023 Aspen Prize for Community College Excellence. The \$1 Million prize is awarded every two years and is the nation’s signature recognition for America’s community colleges. The recipient of the Aspen Prize will be announced in Spring 2023, but no matter who ultimately wins, being chosen as a finalist is a testament to the quality of the students, faculty, and staff of the College – and to the role Hostos plays in the life of the South Bronx.

Other exciting news involves recent Hostos graduate Ndongo Njie, a participant in the Kaplan Leadership Program, which assists high-potential, low-income, and underrepresented community college students in completing their associate’s degrees and transferring to four-year institutions. Njie has been accepted as a student at Princeton University, the first Kaplan Scholar in the history of the program to attend Princeton. It is a delight to add his name to the list of its students who began their educational journeys at Hostos and have gone on to further academic success at other institutions.

Substantial support was received at the end of 2021 when the National Science Foundation (NSF) awarded \$2.3 million to the College’s “Hostos Oasis for Parents’ Education (HOPE): A Holistic Two-Generation Approach to Improving STEM Education in the South Bronx” program. This program for student parents and their children concluded a successful summer session at the beginning of August.

In June 2021, Hostos received a \$15 million gift from philanthropist, author, and activist MacKenzie Scott. This is the largest single gift in the College’s history and one of the largest in the history of The City University of New York (CUNY). Ms. Scott’s awe-inspiring generosity is yet another sign that Hostos is on the right track. It says to us, “What you do matters.” We accept this with the greatest humility, because what matters to us is you.

The College has provided a path to a brighter future and served as a source of life-transforming education since its founding in 1968. Though our mission remains the same as it was over five decades ago – making affordable and high-quality secondary education accessible for all who seek it – we have always looked for the most effective means of achieving that mission. The global pandemic prompted a quick and successful turn to digital instruction, and a variety of learning options are available. The return to in-person classes and events has been carefully planned and implemented to protect the health and ensure the safety of all.

Hostos takes pride in its history and in its namesake: Don Eugenio María de Hostos, the Puerto Rican philosopher, educator, man of letters and fighter for the independence of Puerto Rico. The College arose from the vision and activism of many Puerto Rican, Latino, and other supporters who believed the South Bronx deserved its own community college. We are proud of the quality of teaching and learning at Hostos, and of our work with community agencies to promote educational, labor, economic and community development initiatives. To that end, we offer programs designed to promote engagement both on campus and in our communities.

The Hostos catalogue presents a rich offering of career and academic programs, including allied health sciences, digital design and animation, education, engineering, liberal arts and sciences, theater arts, and many other disciplines. Our talented and highly accomplished faculty, staff and administrators support the goals of new and returning students alike.

A new academic year brings exciting new opportunities for students, and I know this will be a challenging and rewarding experience for you. You are here to excel – and we are here to help you do exactly that.

I wish you all the very best, whether this is your first day at Hostos or your final semester on the road to graduation.

It is a joy to welcome you to Hostos.

Your future starts here.

Sincerely,

***Daisy Cocco De Filippis***

Daisy Cocco De Filippis, Ph.D.  
President

## **About Dr. Daisy Cocco De Filippis**

Dr. De Filippis is delighted to return to Hostos Community College, where she had previously served as Provost and Senior Vice President for Academic Affairs, just in time to welcome the Fall 2020 academic semester.

Dr. De Filippis served as President of Naugatuck Valley Community College from July 2008 retiring on August 1, 2020 as President Emerita. The hallmark of her presidency at Naugatuck was a shared vision of community, student-centeredness, collaboration and civic engagement. Under her guidance student retention rose steadily as did the numbers of awards, both associate degrees and certificates awarded. Her leadership saw the expansion of the Waterbury campus, renovation of Founders Hall and the campus improvement project, as well as the establishment of an Advanced Manufacturing Technology Center. In response to the needs of a growing immigrant population, NVCC created a campus in downtown Danbury, CT, which was accredited by the New England Commission for Higher Education to offer degree and certificate programs. The arts flourished as well: The College hosted four Fulbright Scholars-in-Residence in support of the creation of an International Center for the Arts at NVCC.

From January 2002 to July 2008, Dr. De Filippis served as Provost and Senior Vice President for Academic Affairs at Hostos Community College. Under her leadership Academic Affairs oversaw the creation of the Hostos Academic Learning Center, the expansion of non-credit offerings, the successful application of a Title V grant designed to foment faculty and student development opportunities and the enhancement of the Office of Institutional Research. Four engineering programs, transferable and designed in partnership with The City College Grove School of Engineering, increasing the number of degree offerings from 14 to 27, underscoring the need for access to be supported by multiple opportunities. There was also a significant growth of intellectual opportunities outside of the classroom for students, faculty, staff and community members by means of coffee and conversations with the Provost, college-wide meetings, conferences, poetry readings and Veladas Hostosianas.

Dr. De Filippis holds a Ph.D. in Latin American Literature, an M. Phil in Spanish literature from the Graduate School and University Center of The City University of New York, an M.A. in Spanish literature and a B.A. summa cum laude in Spanish and English literatures from Queens College, CUNY. A published author and literary critic, her pioneering scholarly work is recognized internationally in the field of Dominican women studies and Dominican authors in the U.S. In 2016, she was awarded an Honorary Doctorate in the Humanities by the University of Santo Domingo (UASD), the oldest university in the Americas, in recognition of her contributions to Dominican, Caribbean and Dominican Diaspora literatures. In May 2017, President De Filippis was honored by Hostos Community College as Educator of the Year at their annual Scholarship Benefit. She was inducted as a member of the Connecticut's Immigrant Heritage Hall of Fame in September 2018, and was honored by Malta House of Care as one of their 2019 Wonder Women.

Dr. De Filippis has served on the board of multiple educational and community organizations, as well as Commissioner for the New England Commission for Higher Education.

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## **INTRODUCTION TO HOSTOS**

### **Mission Statement**

Consistent with the mission of The City University of New York to provide access to higher education for all who seek it, Eugenio María de Hostos Community College was established in the South Bronx to meet the higher educational needs of people from this and similar communities who historically have been excluded from higher education.

The mission of Eugenio María de Hostos Community College is to offer access to higher education leading to intellectual growth and socio-economic mobility through the development of linguistic, mathematical, technological, and critical thinking proficiencies needed for lifelong learning and for success in a variety of programs including careers, liberal arts, transfer, and those professional programs leading to licensure.

The College takes pride in its historical role in educating students from diverse ethnic, racial, cultural and linguistic backgrounds, particularly Hispanics and African Americans. An integral part of fulfilling its mission is to provide transitional language instruction for all English-as-a-Second-Language learners along with Spanish/English bilingual education offerings to foster a multicultural environment for all students. Hostos Community College, in addition to offering degree programs, is determined to be a resource to the South Bronx and other communities served by the College by providing continuing education, cultural events, and expertise for the further development of the communities it serves.

### **About Eugenio 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 Río Cañas, Mayagüez, Puerto Rico. He attended elementary school in San Juan, and studied education and law in Spain at the Institute of Higher Education in Bilbao and the University of Madrid. He joined fellow students in efforts to liberalize Spain's colonial rule of Cuba and Puerto Rico and to abolish African slavery. In 1869, he left Madrid for New York City, where he joined other exiles in the Cuban Revolutionary Junta, working for the liberation of Cuba and Puerto Rico. Three years later, Hostos traveled to Latin America to recruit support for the liberation movement. In Peru, he protested the exploitation of Chinese immigrants. In Chile, he championed the opening of educational opportunities for women, particularly in law and medicine. In

Argentina, he campaigned widely for the construction of the first trans-Andean railroad.

The government of Chile established a school for Hostos to implement his advanced concepts of education. Under his leadership, Liceo Miguel Luis Amunátegui became one of the foremost educational centers in Latin America. During eight years in Chile, he wrote award-winning curricula in Spanish and History and published literary, artistic, and philosophical works.

After Spanish rule ended in Puerto Rico, Hostos returned to work once again for the island's independence. In 1898, he left for the Dominican Republic, where he was appointed Director of the Central College and Inspector General of Public Education. He died there in August of 1903.

Eugenio María de Hostos is the author of such distinguished works as *La peregrinación de Bayoán* (1863), *Lecciones de derecho constitucional* (1887), *Moral social* (1888) and *Tratado de sociología* (1904). His life's work and ideals are a legacy and an inspiration for all students at Hostos Community College.

### **History of Hostos Community College**

Hostos Community College was created by an act of the Board of Higher Education on April 22, 1968, in response to the demands of Puerto Rican and other Hispanic leaders who urged the establishment of a college to meet the needs of the South Bronx and neighboring communities. In September 1970, Hostos admitted a charter class of 628 students at the site of a former tire factory at 475 Grand Concourse. Enrollment grew rapidly to more than 2,000 students by June of 1974. In addition, the State Legislature acted to ease an increasing space shortage by passing a special bill to acquire the "500 Building" across the Grand Concourse from the original site. In the same year, Hostos was granted full and unconditional accreditation following a highly favorable evaluation by the Middle States Commission on Higher Education.

In 1976, the Landes Higher Education Act guaranteed Hostos' existence as a community college of excellence in New York City. To accommodate our growing student population, the campus now has six buildings, three of which have been specially designed to meet the institution's need. Hostos takes pride in its well-equipped science, math, writing, and computer labs, its excellent physical education facilities, and its state-

of-the-art theatres. Hostos is the CUNY College that has experienced the greatest growth in enrollment over the past decade.

### **Program of Study**

Hostos Community College offers Associate in Arts (A.A.) and Associate in Science (A.S.) degree programs that prepare students for transfers to four-year colleges upon graduation from Hostos. Also offered are Associate in Applied Science (A.A.S.) degree programs that prepare students for specific careers as well as one Office Assistant certificate program and one Practical Nursing (LPN) certificate program. In the health sciences, credits for the A.A.S. degree vary as follows: in Dental Hygiene, 70 credits; in Nursing, 71 credits and in Radiologic Technology, 64.5 credits. In addition, requirements for certification and licensure in these programs impose additional restrictions on the time required to complete them.

### **Accreditation and Affiliations**

Hostos Community College is accredited by the Middle States Commission on Higher Education and the Board of Regents of the University of the State of New York. The College offers career programs accredited by the New York State Education Department, the Joint Review Committee on Education in Radiologic Technology, and the American Dental Association. The Allied Health programs are accredited by the appropriate agencies, including the American Dental Association and the New York Department of Health.

In addition, Hostos Community College is a member of the American Association of Community and Junior Colleges, the American Council on Education, the Hispanic Association of Colleges and Universities, the American Education Research Association, the National Association for Bilingual Education, and other professional and learned organizations devoted to the advancement of education.

### **The Hostos Campus**

Hostos Community College is centrally located at the bustling intersection of 149th Street and Grand Concourse, directly across the street from the Bronx General Post Office and a few short blocks from Lincoln Hospital. The pedestrian bridge that links the east and the west sides of our campus has become an icon for the College, as well as a major public space for students.

When the College first opened in 1968, classes were held in a renovated tire factory at 475 Grand Concourse; by the mid-1970s, growing enrollments led to the purchase and renovation of an office building at 500 Grand Concourse. In the mid-1980s, a facilities master plan was developed, resulting in the construction of 450 Grand Concourse and the renovation and expansion of the original structure at 475 Grand Concourse.

In the 1990s, a new building at East 149th and Walton Avenue and an additional space at East 146th and Walton Avenue extended the campus westward along Walton Avenue. Pressed for space, the College has expanded further west, renting property at Bronx Terminal Market since 2012.

The majority of academic classes takes place in three buildings:

- **A Building** (The Allied Health Building at 475 Grand Concourse) houses the library, science labs, nursing and x-ray technology labs, the President's Offices, the Children's Center and general classrooms.
- **B Building** (500 Grand Concourse) is home to the college's Dental Hygiene Clinic, the Admissions Office and Testing Center, Student Success Coaching Unit; English, Language & Cognition, Mathematics, and Behavioral & Social Sciences academic offices; the Office of Academic Affairs; Human Resources and Information Technology departments and general-purpose classrooms. The B Building is in the midst of a floor-by-floor phased renovation; a gut renovation of the 3<sup>rd</sup> Floor is fully designed and will go into construction once funding is released. A full replacement of the B Building's windows was completed in the spring of 2020.
- **C Building** (East Academic Complex at 450 Grand Concourse) houses the College's two theaters (Main and Repertory), the Art Gallery, the Physical Education complex including pool, gymnasium and weight room; the cafeteria, Hostos Academic Learning Center (HALC); offices and specialized classrooms for the Humanities and Business & Accounting academic departments; Academic Advisement and



Student Activities' offices, general classrooms and computer labs.

- **D Building** (Savoy Manor at 120 East 149<sup>th</sup> Street @ Walton Avenue) is home to student services including Registrar, Financial Aid, Career Services, and Accessibility Resource Center, Bursar and Business Offices; Student Development and Enrollment Management Offices and the Office of Institutional Advancement. The Multi-Purpose conference room is also located here.
- **G Building** (135 East 146<sup>th</sup> Street @ Walton Avenue) houses the Office of Administration & Finance, Campus Facilities, Procurement and Accounts Payable.
- **Trailer Site 5** (427 Walton Avenue) is home to the Allied Health Pipeline program and the Hostos Immigration Center.

Hostos has rented property at the Bronx Terminal Market since 2012:

- **The Prow Building** (560 Exterior Street) houses the administrative offices and classrooms for the college's Continuing Education and Professional Studies programs.
- **The CLIP Building** (590 Exterior Street) is home to the CUNY Language Immersion Program.

In 2012, a facilities master plan amendment was developed to guide the future development of our campus; it identified constant pressure for space and a need to renovate and reorganize existing facilities. The College has begun to implement the master plan amendment; one major step forward is the planning of a new Allied Health and Sciences Building Complex to be located at Walton Avenue between 144<sup>th</sup> and 146<sup>th</sup> Streets. The new building will house state-of-the-art science labs, a dental hygiene clinic providing services to the public, nursing simulation labs, x-ray technology teaching labs, and spacious classrooms. The college has been working with a private, non-profit developer to design and develop a new Advisement Center to be located on the 2<sup>nd</sup> floor of a 26-story affordable housing building on the site of the former PS 31. The Advisement Center will hold the ASAP and SSCU programs as well as ARC (Accessibility Resource Center). The Advisement Center will open in Spring 2023.

### **Hostos Center for the Arts & Culture**

Located on the ground floor of the College's East Academic Complex, the Hostos Center for the Arts & Culture, which includes two state-of-the-art theaters of 900 and 367 seats each, a black box experimental theater, and a museum-grade art gallery, is a resource for students and faculty in addition to serving the cultural needs of South Bronx residents and neighboring communities. Recognized nationally as a leader in Latin and African-based programming, the Center creates performing and visual arts forums in which the diverse cultural heritages of its audiences are celebrated and cultivated. In meeting that objective, the Center is dedicated to the development of emerging artists and the creation of new work.

Since 1982, The Center's presenting seasons include annual observances of Kwanzaa, Puerto Rican Heritage Month, Black History Month, Dominican Heritage Month and Women's History Month. The Center has presented and exhibited such artists as Rubén Blades, Dizzy Gillespie, Eddie Palmieri, Dance Theatre of Harlem, Ballet Concierto de Puerto Rico, Alvin Ailey American Dance Theatre, Antonio Martorell, Faith Ringold, Celia Cruz, Tito Puente, and El Gran Combo de Puerto Rico in addition to two productions each year from the College's own award-winning Hostos Repertory Company.

### **Development Office**

The Development Office at Hostos Community College of the City University of New York oversees all frontline fundraising activity, including securing leadership and major gifts, corporate, and foundation support, and annual giving.

Funds raised help to inspire achievement and further the educational mission of the College. Through a variety of scholarship offerings, student support initiatives, and community service programs, philanthropic gifts (outright and deferred) enable Hostos to remain accessible and affordable, providing quality educational and extracurricular opportunities for students of all backgrounds and means.

To encourage, accept, invest, and manage such gifts, the Hostos Community College Foundation was established as a 501(c)(3) not-for-profit. To make a gift, please visit [Make a Gift - Hostos Community College \(thankyou4caring.org\)](https://www.thankyou4caring.org) or contact Development Manager, Idelsa Méndez, at [imendez@hostos.cuny.edu](mailto:imendez@hostos.cuny.edu). Your generosity enables Hostos to continue to thrive as a South Bronx anchor

institution and empowers our next generation of leaders.

### **Office of Communications**

The Office of Communications works to support and promote the accomplishments of Hostos students, faculty, and staff. Working across departments, the Office of Communications produces a variety of outward-facing materials that support the College's mission in fostering the educational gain for students from diverse ethnic, racial, cultural, and linguistic backgrounds, particularly Hispanics and African Americans. And, serves as a liaison between the campus community and the press.

### **Hostos Academic Learning Center (HALC)**

The Hostos Academic Learning Center (HALC) provides a variety of free support services to deepen students' academic experiences and complement instructional learning. Through its tutoring program, the center seeks to offer a supportive learning environment that serves to enrich students' opportunities for exploration, growth and success in their classes. Tutorial services are available at the HALC in a variety of college level courses, including Math, Accounting, Biology, Chemistry, History, Spanish, X-ray, Psychology, and Sociology. Tutoring support is available to all Hostos students in both in-person and online. Students can request an appointment to meet with a tutor either one-on-one or in small groups to provide general course review and exam preparation. The Hostos Academic Learning Center, located in room C-596, is open Monday through Thursday, 10am to 8pm and on Fridays, 10am to 5pm. For more information call the HALC at (718) 518-6624, or visit <http://www.hostos.cuny.edu/halc/>.

Lissette Jourdain, Director

Erika Monje Gonzalez, Coordinator

### **The Library at Hostos**

The library supports the needs of the academic programs of Hostos Community College by providing a collection of quality print and non-print materials. Library resources, services and programs support the bilingual and multicultural philosophy and mission of the College. In 2007 the Hostos Library received national recognition when the Library was awarded the Excellence in Academic Libraries Award by the Association of College and Research Libraries, giving us the distinct honor of being the best community college library in the country for 2007.

The library's resources include books, ebooks, online and print journals and newspapers, a large collection of audiovisual materials, and access to a range of online databases and services. Discipline-based subject guides to web resources, access to subscription databases by academic department, self-guided 24/7 online tutorials, Library Chat LIVE!, and a range of Information Literacy resources for faculty and students are all accessible via the library's web site. See the library website (<http://tiny.cc/hostoslibrarywebsite>) for more in-depth information on library resources:

### **Reference and Technology Support**

The library's reference area integrates library reference services with a computer lab, including desktops equipped with Microsoft Office, workstations with adaptive technology, and group work areas with LCD displays. It also provides two networked printers and a printer/photocopy machine. Reference librarians and technology tutors are available to assist students with research as well as technology questions. Reference librarians provide in-person, virtual (Library Chat LIVE!) and research consultations to support research needs.

### **Library Instruction**

The Hostos Library's information literacy program serves the teaching and learning needs of the Hostos community by offering a diverse range of instructional activities. The library curriculum provides instruction on locating, accessing, and evaluating information resources in a variety of formats. Our information literacy instruction employs a variety of methods, including group and individual instruction, and is offered through course-integrated sessions and assignments, handouts and instructional guides, and online workshops through Blackboard and Zoom. These activities are part of an evolving curriculum-integrated, multi-level information literacy program that offers the practical skills and educational philosophies that will help the Hostos community be successful lifelong learners in an information age.

### **Hostos Archives & Special Collections**

The Hostos Community College Archives and Special Collections functions as the institutional memory of the college. The archives collect unpublished materials of permanent historical value including official records, correspondence, papers and publications generated by the administration, academic departments, faculty, staff, special programs

and student organizations since 1968. Through its special collections the archives promote an awareness of the diverse ethnic and cultural history of this unique bilingual institution and the surrounding South Bronx community that inspired it. The archives also maintain a comprehensive collection of works published by *and* about Eugenio María de Hostos, namesake of the college.

For more information, visit the library's website (<https://guides.hostos.cuny.edu/archives>) or call (718) 518-4149.

### **Library Collections**

The library web site provides direct access to over 90 databases provided through CUNY and locally licensed to directly support the Hostos curriculum. These databases provide access to online journals, ebooks, streaming media, and images and are available to the Hostos community on campus and remotely. The library also provides a circulating collection of books and DVD's as well as journals for on-site consultation.

### **Laptop and Calculator Loan Program**

The library offers a laptop loan program with a total of 50 laptops available for loan to currently registered Hostos students. Laptops are loaned for 14 days, and renewals are not permitted. Each laptop is loaded with MS Office applications (MS Access, Excel, PowerPoint, and Word), as well as Adobe Acrobat. All laptops are configured for campus wireless printing as well as wireless Internet connectivity. The library offers a calculator loan program with a total of 60 Texas Instrument IT-83 Plus and TI-Nspire™ CX CAS scientific calculators. Calculators are loaned for 14 days with one (1) renewal. Laptops and calculators are borrowed and returned at the Circulation Desk.

### **Media Services Viewing Center**

The Media Services viewing center is located in Room A-309. The center contains a variety of audiovisual equipment and related materials, such as films, videos, tapes, records, and cassettes for both individual and group listening and viewing. Students and faculty desiring to use this facility should make arrangements at least 48 hours in advance. See the Library's Web page ([https://guides.hostos.cuny.edu/media\\_services/previouscenter](https://guides.hostos.cuny.edu/media_services/previouscenter)) for current policies and procedures as well as a list of AV holdings by subject. For more information, call the AV Unit: (718) 518-4225.

### **Borrowing from other libraries**

In order to borrow books that are not held in the Hostos library collection, students, faculty and staff may use the CUNY Libraries Inter-Campus Service (CLICS). This is a book delivery service that allows patrons to request a book from any CUNY library to be delivered for pick up at any other CUNY library. The request is made through OneSearch, the online integrated catalog for CUNY libraries. CUNY libraries reserve the right to prohibit certain materials from being requested through this service.

For items that are not in the CUNY library system, interlibrary loan is available to Hostos faculty and staff through Tipasa. Pre-registration is required to use the system. For more information view the webpage at <https://guides.hostos.cuny.edu/interlibrary> or call (718) 518-4214. The METRO Courtesy Card allows students, faculty, and staff to use materials in participating libraries of the New York metropolitan area. For more information, call (718) 518-4215.

### **Circulation**

The Library's Circulation Desk has many items that can be borrowed for different periods of time, depending on the status of the patron. Students, faculty, and staff may borrow books for 8 weeks with one (1) renewal, if not requested by anyone else. Other items available include Leisure DVDs. All borrowed materials must be returned by the last day of final examinations. Reference books, archival materials, periodicals, newspapers, and most audiovisual materials do not circulate for home use.

### **Reserves**

The Reserve textbook collection supports instruction requirements for specific courses. The collection consists mainly of current textbooks assigned in classes. Requests to place materials on reserve can only be made by teaching faculty (<https://hostos-cuny.libwizard.com/f/requesttextbook>). Materials on reserve may only be borrowed for two hours. If materials are not located on reserve, please contact the instructor. Reserve books may be removed from the library during the 2-hour loan period. The reserve area also provides access to copier/printer machines, two (2) book scanning stations and a copy card dispenser.

### **Fines**

General circulation items: Twenty-five cents (.25¢) per day overdue (including days on which the library is closed) to a maximum of the current price of the item.  
Laptops: \$25 per day, \$1,300 to replace.

Calculators: \$10 per day.

Reserve Items: \$5.00/per hour, \$25/per day will be charged for late returns.

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

Lost Items: The current cost of the item, plus a processing charge of ten dollars (\$25.00).

### **Location**

The library entrance is located on the third floor of the Shirley J. Hinds Building, 475 Grand Concourse, Room A-308. For more information, call the Circulation Desk, (718) 518-4222 or Reference Desk, (718) 518-4215.

### **Hours**

Check the library website for current semester hours, holidays, and exceptions at:

<https://hostos.libcal.com/hours/>

### **Curriculum Office**

The Curriculum Office is responsible for ensuring best practices regarding approved revisions to the curriculum. Curricular changes originate at the academic department level in conjunction with Academic Affairs. The Curriculum Office assists the process by reviewing the required forms and providing guidance on the submission policy. Curricular items are submitted to the College-Wide Curriculum Committee and the Senate for approval. Following campus approvals, the curricular items are reviewed and submitted to the CUNY Academic University Report (formerly the Chancellor's University Report), the Committee on Academic Program, Policy, and Research (CAPPR) and, when appropriate, the changes are reported to the New York State Education Department (NYSED). The Curriculum Office is the office of record for approved documents from the College-Wide Curriculum Committee, Senate and CUNY Academic Reports for publication in the College Academic Bulletin. The office is also responsible for submitting college-Pathways courses to the CUNY Common Core Course Review Committee (CCCRC) for final Pathways approval. For more information, contact:

**Wendy Small-Taylor**, Director of Curriculum Management & Course Articulation  
Room C-350A – 718-518-6547  
[Curriculumoffice@hostos.cuny.edu](mailto:Curriculumoffice@hostos.cuny.edu)

### **Office of Educational Technology (EdTech)**

The Office of Educational Technology develops, implements, supports, and promotes innovative integration of technology into teaching and learning by empowering faculty, serving students, and creating a supportive environment for all types of learners.

EdTech's strategic pathway includes:

- Assisting faculty in the integration of technology in their pedagogical models;
- Providing guidance and mentoring for the development and delivery of online courses;
- Fostering research and development of educational technologies;
- Supporting students in the acquisition of technology skills and readiness for online learning;
- Establishing frameworks and policies to expand online education
- Exploring new and emerging educational technologies;
- Building partnerships across disciplines and departments to create innovative initiatives.

It is through the collaboration of the Office of Academic Affairs, the Educational Technology Leadership Council, Hostos Online Learning Assessment Committee and the Center for Teaching and Learning that the achievement of EdTech's mission is accomplished.

The Office of Educational Technology is located in room C-559.

EdTech specialists can be contacted by phone:

(718) 319-7915, by email:

[EdTechSupport@hostos.cuny.edu](mailto:EdTechSupport@hostos.cuny.edu)

or in person during business hours:

Monday – Thursday 9:00 am to 8:00 pm and Friday 9:00 am to 5:00 pm during Fall and Spring semesters; Monday – Friday 9:00 am – 5:00 pm when classes are not in session.

For more information please visit:

[www.hostos.cuny.edu/edtech](http://www.hostos.cuny.edu/edtech) and

[www.hostos.cuny.edu/online](http://www.hostos.cuny.edu/online)

## **HONORS PROGRAMS AT HOSTOS**

### **Dean's List**

The Dean's List is recognition from the Provost of Academic Affairs. A student does not apply for the Dean's List. Students are recognized by the Provost if they have the following qualifications:

- I. GPA of 3.5 and above for fall AND spring academic year.
- II. 12 credits and above for fall AND spring academic year.
- III. No "D", "R", "F", "INC", "FIN", "WU", "WA", "WN", "\*WN", within that academic year.

If the student qualifies for the Dean's List, the Provost sends a letter of congratulations to the student, and the student's name is posted in the Dean's List link on the website.

### **Honors Program**

The Hostos Community College Honors Program provides an enriched academic, cultural and social experience to intellectually inquisitive and motivated students. The program offers students an academic environment that values and promotes critical thinking, analytical writing, and research and information competency skills through an innovative and challenging curriculum. Attendance at cultural events, conferences, Honors Colloquia Series provides an intellectual community that encourages and supports students in pursuing their goals.

The program will offer greater academic opportunities to an under-served population, will prepare talented and ambitious students for the challenges of higher education, and will support successful transition to senior colleges and expanded career options. A fundamental program goal is to promote self-confidence and increase self-esteem in students who need the encouragement to excel and the courage to continue their education and fulfill their life goals and dreams. (**Website:** <http://commons.hostos.cuny.edu/honors/>)

### **ADMISSION REQUIREMENTS**

- Entering freshmen need a high school average of 85 or better and a combined SAT score of 1100 (pre-2004) or 1700 (post-2004).
- A 3.2 GPA or higher.
- Successful completion of the CUNY basic skills tests.

- All eligible students must be interviewed by the Program Coordinator and/or Co-Directors.
- All applicants must submit an essay describing their educational goals and the importance of the Honors Program in achieving those goals.
- Applicant must provide 2 reference letters from faculty.

### **PROGRAM REQUIREMENTS**

Each semester all Honors students are required to:

- Maintain a 3.2 cumulative GPA.
- Complete a minimum of 6 credits per semester with a minimum of a B grade.
- Attend Honors Colloquia Series.
- Register for an Honors course or complete an Honors contract.
- Complete a minimum of fifteen hours of community service.
- Attend a minimum of two extracurricular activities.
- Meet with their mentor at minimum bi-monthly.
- Attend Honors Gala.

### **HONORS BENEFITS**

Advantages of being an Honors student:

- Academic and leadership development
- Honors Program participation noted each semester on transcript
- Honors Program completion designated on transcript for three semesters or more of enrollment.
- Mentorship Program with Honors Committee Member
- Assistance with applying for scholarship and transferring upon graduation
- Small class size in Honors courses
- Travel opportunities
- Empower students to achieve a 3.5 GPA and higher for Phi Theta Kappa and other honor societies

### **Scholastic Achievement Award**

In the annual Commencement Exercises, the graduating students with a grade point average of 3.7 or more with no Ds, Rs, Fs, INC, FIN, WU, WA, WN, or \*WN, will march wearing gold stoles signifying they have received Scholastic Achievement Awards.

The Scholastic Achievement Award is recognition from the Provost of Academic Affairs. A student does not apply for the award.



### **Phi Theta Kappa**

Phi Theta Kappa, the National Honor Society for community and junior college students, was first established in 1908. Induction into the local chapter, Alpha Kappa Tau of 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.

Students are eligible for unique, site and program-based scholarships upon accepting membership into the society.

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

1. Enrollment at Hostos Community College in the Academic year of induction;
2. Completion of a minimum of 12 academic credits.
3. Cumulative grade point average of at least 3.5;
4. Attainment of academic excellence and good moral character, as judged by the faculty and staff.
5. Must complete 15 hours of volunteer work or community service before graduation.

Students are required to pay a one-time initiation fee to The National Honor Society and they will receive certification from both Phi Theta Kappa and the college upon the completion of their requirements.

### **STUDENT SUPPORT SERVICES**

#### **CLIP - CUNY Language Immersion Program**

The CUNY Language Immersion Program (CLIP) offers college students the opportunity to study English intensively for up to 900 hours (approximately one year) before enrolling in college-level courses. The program also includes advisement, daily computer lab access, and college orientation workshops. Because language instruction is intensive (25 hours a week), students do not take additional college course work while they are attending the program.

#### **CLIP Highlights:**

- Hostos CLIP is recommended for entering freshmen who have already been admitted to a

CUNY college and have been placed into the program. CLIP is also for students who have not been successful in their college ESL courses (e.g., did not pass one semester of ESL at the community college level or failed the same ESL course two times at a senior college) with a referral from an academic advisor or professor.

- Students may choose a day or evening schedule. Classes meet Monday through Friday. Day classes meet from 9:00 a.m. to 2:00 p.m. Evening classes meet from 5:00 p.m. to 10:00 p.m.
- Students can enroll in the program for up to 900 hours or for one semester (if placed in an advanced level). CLIP runs for 16 weeks in the Fall semester, 18 weeks in the Spring semester, and six weeks in the Summer semester.
- Students do not use their financial aid in CLIP. The cost of the program is \$180.00 (Residents) and \$450.00 (Non-Residents) in Fall or Spring, and \$75.00 (Residents) and \$180.00 (Non-Residents) in the Summer. Students on public assistance pay \$45.00 for Fall or Spring, and \$18.00 for the Summer. SEEK and College Discovery students pay \$45.00 for Fall or Spring semester and \$18.00 for Summer.  
(Please Note: Fees are subject to change.)

For more information about CLIP, please go to <http://www.hostos.cuny.edu/clip/> or contact us at 718-518-6645. CLIP is located at **590 Exterior Street, Bronx, NY 10451**. Office Hours: 9:00 a.m. to 5:00 p.m. daily.

#### **CUNY START**

CUNY Start is an intensive 18-week program that offers both part-time and full-time classes in academic reading, writing and math for students who have not met CUNY proficiency standards. The program costs \$75 for the semester, including books and materials, and students do not use up any financial aid while in the program – leaving it for when they start college courses.

Students in the full-time program can take all needed subjects, while students in the part-time program focus on one subject (English or math). There are **two** opportunities within the same semester to meet CUNY college readiness standards. In addition, all students participate in a weekly college seminar and engage one-on-one with an advisor throughout the program. Students have access to Hostos resources and are well-prepared to enter the college upon completion.

### **Who Is Eligible for CUNY Start?**

- Incoming Hostos freshmen or transfer students who have not met CUNY proficiency standards.
- Students who failed one or two semesters of remedial classes at Hostos

### **When are classes?**

Fall semester: August – January

Spring semester: February – July

- Full-Time Program: 9-3pm Monday through Friday
- Part-Time Program: 2-5pm *or* 6-9pm Monday through Thursday

### **How do I apply to CUNY Start?**

Please visit our website and submit an online application: [www.hostos.cuny.edu/cunystart](http://www.hostos.cuny.edu/cunystart) -or- visit or call:

475 Grand Concourse, A-016A (basement-level)

Bronx, NY 10451

718-518-6851

### **MATH START**

Math Start is an intensive 8-week program for students who have not met CUNY proficiency standards in math. The program costs \$35 for the semester, including books and materials, and students do not use up any financial aid while in the program – leaving it for their college courses.

There are **two** opportunities within the same semester to meet CUNY college readiness standards in math. In addition, all students participate in a series of college seminars and engage one-on-one with an advisor throughout the program. Students have access to Hostos resources and are well-prepared to pursue their college coursework upon completion.

### **Who Is Eligible for Math Start?**

- Incoming Hostos freshmen or transfer students who have not met CUNY proficiency standards in math (Math 10 and Math 20).

### **When are classes?**

Classes are offered three times per year in the Summer:

- 9:00am-3:30pm Monday through Thursday; Monday through Friday for Phase 2

Fall and Spring

- Daytime and evening classes are available Monday through Thursday

### **How do I apply to Math Start?**

Please visit our website and submit an online application: [www.hostos.cuny.edu/cunystart](http://www.hostos.cuny.edu/cunystart) -or- visit or call:

475 Grand Concourse, A-016A (basement-level)

Bronx, NY 10451

718-518-6851

### **Accelerated Study in Associate Programs (ASAP)**

ASAP is a comprehensive program designed to help motivated community college students earn their degrees as quickly as possible, with a goal of graduating at least 50% of students within three years. ASAP is supported by the City and State of New York, the Robin Hood Foundation, and the Stella and Charles Guttman Foundation.

Key ASAP program features include a consolidated block schedule, cohorts by major, small class size, required full-time study, comprehensive advisement and career development services. Financial incentives include tuition waivers for financial aid eligible students and free use of textbooks and monthly MetroCards for all ASAP students.

### **Why Join ASAP?**

Due to a variety of stressors and responsibilities, many community college students are not able to complete their associate degrees in a timely manner. ASAP helps to eliminate these stressors by providing select community college students with the academic, social and financial support they need to graduate with an Associate in Arts or Associate in Applied Science degree in no more than three years.

### **Student Success Coaching Unit**

The Student Success Coaching Unit is a comprehensive learning environment that is committed to the academic achievement, personal and professional development of students at Hostos Community College. A Student Success Coach at Hostos Community College is a trained staff member whose sole function is to help our students with academic success. The personalized coaching is consistent with our mission to guide students towards degree completion while teaching self-efficacy skills. Student Success Coaches will help you with issues important to success, including but not limited to the following:

Time Management  
Study habits



Goal Setting  
Financial Awareness  
Getting involved  
Graduation Planning  
Course Advisement  
Course Registration  
Resource Connector  
College Guide

The primary function of SSCU is to coach students from orientation to registration to graduation. The structure of SSCU is composed of five project areas that supports the college's strategic plan in order to best serve our students. The project areas listed below target SSCU students at different stages of their academic journey.

**Onboarding & Orientation:** The goal of this area is to provide all entering students a quality transition experience and the resources needed to be successful at Hostos Community College. New Student Orientations, welcomes all incoming students to ensure class registration along with educational and peer to peer interactions. SSCU also supports CLIP and CUNYSTART registration sessions.

**Transfer Student Initiative:** The goal of this area is to successfully onboard all entering transfer student by providing the necessary resources and knowledge needed to be successful at Hostos Community College. Through our Transfer Student Orientation, we welcome incoming transfer students to assist with class registration and provide the necessary information to be successfully submerge into the Hostos Community College family.

**Co-Curricular Programming:** The goal of this area supports students via purposeful and engaging programming efforts throughout their entire academic career at the college. Freshmen Pledge is the Unit's annual event supporting the President's completion goal which encourages students to commit to graduating from Hostos Community College. Co-curricular also celebrates high performing students near graduation by hosting the Pathways to Graduation event.

**At-Risk Student Support:** The goal of this area is to support a student's persistence at Hostos by overcoming any academic and personal challenges that would cause a student to stop out or fall on academic probation. In Fall 2017, we launched an Academic Recovery program where students work

with their Success Coach to create goals and a working plan on how to improve their academic standing. Succeed@Hostos efforts, popularly known as Starfish, are housed here connecting Success Coaches and Faculty.

**Communications & Marketing:** The goal of this area is to engage students through consistent and informative messaging as well as enhance the visibility of the SSCU through creative and intentional marketing. C&M makes use of a variety of communication methods such as emails, telephone campaigns, and event flyers to reach students. Also connects with students, staff and faculty on Facebook and Instagram. This project area works in collaboration with all project areas to ensure college branding.

**For more information, contact:**  
The Student Success Coaching Unit  
Jason Pelosi, Director  
Building B, Room 208  
Telephone: (718) 664-2560  
Email: [sscu@hostos.cuny.edu](mailto:sscu@hostos.cuny.edu)

#### **Accessibility Resource Center (ARC)**

The ARC staff works closely with faculty and external resources to provide appropriate and effective academic accommodations to students with disabilities here at Hostos. Below are some examples of campus accommodations that registered ARC students may receive based on their individual needs.

- Testing Accommodations may include extra time, alternate testing location, use of a reader and/or scribe, use of Assistive Technology, enlarged print or alternate text format exams.
- Private Accessible computer lab access.
- Recording device or laptop use in class.
- Access to one-on-one and/or small group tutoring or tutoring in a distraction-free environment.
- Sign Language Interpreter.
- Reading Software.
- Large print or other alternate text formats.
- Classes relocated to accessible locations.
- Other academic accommodations specific to student disability.

In addition to planning and coordinating accommodations students are given the opportunity

to grow through campus and CUNY-wide activities where they can build relationships and be introduced to job opportunities.

### **CUNY LEADS**

CUNY LEADS is a program established to facilitate successful academic and career outcomes for students with disabilities who are enrolled in CUNY programs. This exciting program is free of charge for eligible candidates and available on all CUNY campuses. Each campus has a LEADS counselor that collaborates with campus departments, agencies, and businesses to provide career guidance and support to students.

### **ADA Part-Time TAP**

Traditionally TAP funding is only for full-time students, however, ADA Law permits that students who present disability limitations may qualify for ADA TAP funding if their limitations warrant a part-time schedule.

### **Priority Registration**

Students who are registered with the Accessibility Resource Center (ARC) are eligible to register for classes ahead of other Hostos Students. Priority registration is instrumental for students that would like a head start on organizing their semester's schedule in relation to their individualized needs.

### **How to contact the Center**

The main telephone number is (718) 518-4454. You can also find more information on the ARC department website here: [Accessibility Resource Center \(ARC\)](#).

### **Center Location**

The ARC office is located in the Savoy Building, Room 101-L. Both the building and the service and accommodation provision areas are accessible to individuals who use wheelchairs.

### **Hours**

Monday & Tuesday	9:00AM-5:00PM
Wednesday & Thursday	9:00AM-7:00PM
Friday	9:00AM-1:00PM

### **For more information, contact:**

Raymond Perez, Director  
Building D, Room 101-L  
Telephone: (718) 518-4454  
Email: [arc@hostos.cuny.edu](mailto:arc@hostos.cuny.edu)

### **The Student Life Office / Dean of Students' Office**

The Office of Student Life (OSL) is grounded in the development and maintenance of student programs that provide opportunities for academic, personal, and professional growth through leadership activities, internships, orientation, counseling, wellness programs, career exploration, and athletics. OSL strives to increase awareness about institutional policies and procedures. Students acquire the skills they need to work independently and in groups and benefit from an exchange of ideas in a diverse environment. Students are encouraged to interact with each other, faculty, staff, and members of the local community.

In addition, the OSL responds to student inquiries and complaints. The OSL assists with outreach efforts to students to complete the Sexual and Interpersonal Violence Prevention and Response Course (SPARC) in compliance with New York State's Enough is Enough ("EIE") statute, which requires all NYS colleges to provide ongoing education and training about sexual misconduct to their students. The OSL also supports the college's retention efforts of at-risk students.

### **For more information contact:**

Juana Minaya, Student Life Specialist  
Building D, Room. D-101  
Bronx, New York 10451  
Phone: (718) 518-6557  
Email: [jminaya@hostos.cuny.edu](mailto:jminaya@hostos.cuny.edu)

### **Scholarship Office**

The goal of the Scholarship Office is to help students in identifying and applying for internal and external scholarships and providing application support services. The Scholarship Office helps students create scholarship portfolio and assist in the application process. Scholarships are posted on the Hostos Scholarship database-AcademicWorks (<https://hostos.academicworks.com/>.)

### **For more information contact:**

Building D, Room 101  
Telephone: 718-518-4166  
Email: [scholarships@hostos.cuny.edu](mailto:scholarships@hostos.cuny.edu)

### **Transfer Services**

The mission of the Transfer Services Office is to assist students in making successful transitions to four-year institutions by promoting early awareness of transfer opportunities, collaborating with other campus entities, and motivating and empowering students to become actively engaged in their future. Our goal is to provide

support services that will assist students with adjusting to their new college environment, determining their educational goals, and encouraging individual development and growth.

The office has a resource center that offers an array of materials to assist with the transfer process including:

- Guide and reference materials to four-year colleges and universities.
- Assistance in completing CUNY, SUNY, and COMMON Transfer Applications
- Information about transfer scholarships and financial aid
- Updated information about open houses and campus visits
- Transfer advisement and review of Degree Works for transfer credit evaluations

Throughout the semester, the office organizes transfer-related activities such as in-person and virtual college fairs, transfer workshops, and campus tours to four-year colleges and universities.

**For more information, contact:**

Transfer Services  
Building D, Room D-101  
Telephone: (718) 664-2765 (for appointments)  
Email: [TransferServices@hostos.cuny.edu](mailto:TransferServices@hostos.cuny.edu)  
Walk-ins are welcomed!

**Career Services Office**

The Career Services Office (CSO) assists students as they navigate their transition from student to professional. Experienced staff help students and alumni to shape and realize their career goals by providing career planning and decision-making support, including: self-assessment, choice of major and career field, exploration of career-related interests. The services of the program are available to all enrolled students and recent graduates.

Career counseling and planning is available with use of the Career Finder and other assessments to assist students with developing a career plan and clarifying major choice. Employment readiness services consist of student preparation which includes; assistance with resumes, cover letters, applications and videotaped mock interviews. The *Caimain Professional Wardrobe* resource room houses business suits and accessories for students in need of interview attire.

The Career Services Office provides a database of full-time and part-time employment & internship opportunities for students and alumni as well as providing assistance

creating or updating a resume through our on-line job board HIRECAIMANS powered by Symplicity. <https://hostos-csm.symplicity.com/students/>.

The Career Services team develops jobs and coordinates on and off-campus interviews for part-time and full-time employment. We also offer post-employment support to current students and recent graduates. In addition, employers come to Hostos for on-campus recruitment and we also host career fairs virtually and on campus. The Internship program staff work collaboratively with faculty to prepare and match students in field experiences and internships related to their major.

The Career Resource Lab is open to all students who register in the office. In addition, career programs and online assessment inventories may be completed in the lab. Monthly workshops are offered in all focus areas which include: career planning, interviewing skills, resume and cover letter preparation and the web-based job search, conflict resolution, personal branding, communication skills, negotiation skills, non-traditional careers, social media/LinkedIn and more!

For more information, contact:

The Career Services Office, Savoy (D) Building, Room 210

Office Hours: Monday – Friday 9:00-5:00pm

Evening hours by appointment

Telephone (718) 518-4468

Email: [careerservices@hostos.cuny.edu](mailto:careerservices@hostos.cuny.edu)

Website: [www.hostos.cuny.edu/cso](http://www.hostos.cuny.edu/cso)

[Follow us on:](#)

[Facebook/hostoscso](#)

[Twitter/Hostoscso](#)

[Instagram/Hostos CSO](#)

**College Discovery**

College Discovery (CD) is a university-wide access program. The program offers academic support and counseling services to students who have a high potential to succeed that were never provided the academic preparation to pursue college-level work. CD Program students are supported from admissions to graduation by staff who are committed to helping students achieve their full potential as individuals. Students are also trained to discover, develop, and apply their talents to pursue a career.

To be considered for CD, a student must fill out the online CUNY admissions application and answer the questions in the SEEK/CD section.

CD students are entitled to the CD stipend for up to six (6) academic semesters when registered full-time. In addition, CD pays a portion of the Student Activity Fee. Upon completion of the Associate Degree, a student can transfer to the SEEK program or other Opportunity Programs within the State or Private institution (EOP or HEOP). Within these Senior Colleges, the student will continue to receive funding and support services for an additional four semesters, for a total of 10 semesters.

CD students must participate in and complete a four (4) week special summer program prior to fall admissions. The only exceptions are attendance to complete high school requirements and/or the CUNY Language Immersion Program, Math or English Developmental workshops at the college, or CUNY Start; no other exceptions can be made. During the first-year students are required to attend tutoring and supplemental instruction and/or attend workshops to complete and pass remedial courses. If a student's GPA is above 3.0 he/she will be invited to become part of the CD Academic Excellence Cohort. These students are mentored to pursue leadership and scholarship opportunities offered by the college and the university. The CD Program offers a host of support services that include academic advisement, registration and personal counseling services from an assigned CD Counselor. The assigned CD counselor also teaches the CD first-year orientation course (SSD 100), which students are required to take regardless of their curriculum choice.

To be eligible for the College Discovery Program, a student must be a first-time freshman, have a high school average below 80, be an NYC resident, and have a household income that falls within the income guidelines established by the State of New York. Acceptance into the CD Program is once a year and must be prior to fall matriculation only.

For more information, contact:  
Maria Cano, Director  
Building D, Room 101  
Telephone: (718) 518-4362  
Email: [mcano@hostos.cuny.edu](mailto:mcano@hostos.cuny.edu)

### **CUNY EDGE**

CUNY EDGE, formerly known as the COPE program, is a partnership between the New York City Human Resources Administration (HRA) and the University. Matriculated CUNY undergraduate students who receive cash assistance from HRA are eligible to participate in CUNY EDGE. CUNY EDGE provides students with a range of services, benefits, and supports to help them succeed in college and in their careers.

CUNY EDGE provides individualized academic, personal, and career planning support. The program encourages consistent enrollment in courses each semester and enrollment in intersession classes, as needed. CUNY EDGE also connects students to work opportunities while in school and provides career development services for job placement after graduation. Advisors and other staff members lead a personal and professional development seminar series each semester to assist students with goal-setting, career development, and self-advocacy. CUNY EDGE works with other college offices to best support student members.

### **CUNY EDGE Fellowship Program**

CUNY EDGE in collaboration with the HRA additionally offers a Fellowship Program, which provides student members with a limited number of paid work opportunities. HRA determines eligibility and the number of hours each student is assigned. CUNY EDGE staff identifies available work opportunities on campus and matches students to appropriate sites, taking into consideration their majors, interests, and experience. Students, therefore, earn the opportunity to gain invaluable experience and build their resumes.

### **The mission of CUNY EDGE is:**

To help CUNY students who are receiving public assistance achieve academic excellence, graduate on time, and secure employment.

For more information, please contact Veronica Vidal, Director, at (718) 518-4363 or Jennifer Williams, Advisor at (718) 518-4337. For general inquiries, you may also contact the CUNY EDGE Main Office at (718) 518-4363.

### **Health Services**

The Health Services Office provides quality programs utilizing a holistic approach that focuses on healthy lifestyle choices as a means of health promotion and disease prevention. This is achieved through education, training and collaboration with community-based health service providers. Health Services is also the office responsible for immunization compliance, and together with the Office of Public Safety, is often the primary response unit for on campus medical emergencies.

Programming is offered on topics such as, nutrition and healthy eating, diabetes and obesity prevention, cardiovascular health, hypertension, smoking cessation, breast cancer, HIV/AIDS, STIs, safe sex, flu prevention and other topics tailored to individual needs.

Location: A-334-C  
Contact: 718-518-6542

### **Wellness**

The mission of the Wellness Office is to educate and empower the Hostos student body with respect to the growing field of wellness. We define “wellness” as a harmonious state resulting from the delicate balance of physical, emotional, spiritual, social, sexual, intellectual and environmental/occupational health. Our emphasis is on accentuating and promoting positive lifestyle choices as a way of preventing illness and disease. By encouraging student input and participation, the office nurtures the creation of an enthusiastic and inquisitive atmosphere through which various health/wellness topics are explored. This exploration includes workshops, fitness activities, health awareness days, and student outreach. The Wellness Office integrates its programming with various academic and service units within Hostos, such as the Health Services Office, Counseling Center, Student Activities and Athletics for maximum benefit.

Location: D-101-K

Contact: 718-518-4483

### **DVP**

DVP (Domestic Violence Program) is committed to promoting and enhancing healthy life styles, healthy relationships, and emotional & spiritual wellness of our students. Throughout the year an assortment of services, activities, and resources are offered to impact their wellness and the wellness of Hostos Community College. These services also include assisting student victims and survivors of domestic violence in connecting to the appropriate community resources.

Location: D-101-I

Contact: 718-518-6567

### **Family Empowerment Program (FEP)**

The mission of the Family Empowerment Program (FEP) is to provide services that assist parenting students in ASAP, CUNY START, and CLIP with establishing and maintaining healthy lifestyles and being self-sufficient, nurturing parents while completing an Associate Degree. The program aids parenting students by connecting them to resources within Hostos and outside community organizations. Each student is provided with individualized case management and social work services, advocacy, educational workshops, emotional support, and much more.

Location: D-101-M

Contact:(718) 518-4474

### **One Stop**

Provide services for students who need additional support and/or are facing financial hardships. Some of the services offered are assistance with: the Food Stamps

Application process, Cash Assistance Application, housing assistance, food pantry, eviction prevention, financial planning, health insurance, and free credit reports. Legal assistance, free tax preparation, and transportation assistance.

Location: D-101-J

Contact: (718) 518-4141

**For more information on Health and Wellness Services, contact:**

Fabian Wander, Director

Building D, Room 101

Telephone: (718) 518-6567

Email: [healthandwellness@hostos.cuny.edu](mailto:healthandwellness@hostos.cuny.edu)

### **Hostos Community College Children’s Center, Inc**

The mission of Hostos Children’s Center is to offer Hostos Community College student-parents and the campus community access to a safe, nurturing, affordable, high-quality—educational learning environment for their children. Since 1983, Hostos Children’s Center has proudly served as a campus-based childcare provider that serves the early childhood educational needs of children. To support Hostos Community College in retaining and graduating student parents we offer child care at an affordable rate. Hostos Community College Children’s Center, Inc. is recognized by the IRS as a 501 (c)(3) nonprofit organization and is licensed by the New York City Department of Health & Mental Hygiene (DOHMH).

The Children’s Center is available year-round (fall semester through summer) to enrolled HCC student parents. Our program hours of operation are 7:50 AM-5:00PM, Monday through Friday. Age-appropriate practices are viewed as the foundational blueprint for meeting the educational, social, emotional, and physical needs of children.

Hostos Children’s Center serves children ages 2 - 5 years old. Enrollment is contingent on the order of the initial requests and available slots. All children are eligible for enrollment regardless of sex, race, color, creed, disability, sexual orientation, gender identity, religion, national origin or ancestry.

**Registration**—anyone interested in enrolling their child should stop by the Hostos Children’s Center to obtain an application or email [childrenscenter@hostos.cuny.edu](mailto:childrenscenter@hostos.cuny.edu). To expedite the registration process parents should have the following items prepared for submission:

- Child’s Current Immunization Record
- Child’s Birth Certificate



- Parent's Current Government Issued Photo ID
- (Driver's License, State ID, Passport/Visa, ID NYC, Green Card, or Permanent Residency Card
- Two current Proofs of Parent's Residency (ID with address can serve as one proof, Official College Transcript with College ID, Pay Stub, Income Tax, Health Insurance Card with address printed, Utility Bill, Lease, Insurance Policy, etc.)
- Household Income Verification (Current Income Tax, Pay Stub, Child Support Letter, etc.)

**Please stop by for a tour!**

**For more information, contact:**

Catherine Garcia-Bou, Director

Building A, A109

Telephone: (718) 518-4175

Email: [childrenscenter@hostos.cuny.edu](mailto:childrenscenter@hostos.cuny.edu)

Webpage: [www.hostos.cuny.edu/childrenscenter](http://www.hostos.cuny.edu/childrenscenter)

### **Hostos Athletics, Recreation & Intramural Sports**

The Department of Athletics, Recreation, and Intramural Sports at Hostos Community College recognizes that participation in recreation, intramural sports, and on an intercollegiate athletic team is an integral part of the educational process. The philosophy of the Department emphasizes that genuine learning begins with the experience of each student. The athletic and recreational sports program will:

- Prepare to assist student-athletes in attaining educational goals.
- Recruit quality student-athletes who will contribute to the overall success of the College.
- Offer broad-based and diverse programs to meet the needs of the student population.
- Provide experienced athletic staff with opportunities for professional development.
- Assure compliance with all of its conference and NJCAA regulations.
- Foster an environment of cooperation, courtesy, and fair play.
- Contribute to campus life and community spirit.

The Athletic Department currently sponsors eight intercollegiate varsity teams, including the Men's Basketball, Women's Basketball, Women's Volleyball,

Men's Track & Field, Women's Track & Field, Men's Cross Country, Women's Cross Country, and Co-ed Esports. Student-athletes have the opportunity to conceptualize and perform proper movements, refining motor skills and understand and appreciate the value of teamwork. Opportunities are provided for student-athletes to understand rules, respect authority, and model behaviors that are consistent with being a good leader and teammate.

The Department of Athletics, Recreation and Intramural Sports at Hostos Community College provides competitive opportunities that will contribute to the physical, social, mental and emotional well-being of our students. We are dedicated to assisting student-athletes in achieving balance and intellectual success in an environment that fosters cooperation, leadership and commitment. Hostos Athletics adheres strictly to the National Junior College Athletic Association (NJCAA) code, as well as the City University of New York Athletic Conference (CUNYAC), whereby student participation in intercollegiate athletics is an avocation. Athletics programs foster the physical and educational well-being of student-athletes at all times, reflecting the highest standards of dignity and honor that characterize participation in competitive sports in a collegiate setting.

The Athletic Department offers a comprehensive recreation and intramural sports program with a variety of opportunities for constituents to participate, either individually or as part of a team. We strive to create an environment that fosters health, wellness and sportsmanship in a structured or unstructured format. Participation in recreational sports activities leads to enhanced social skills, higher self-esteem and increased self-awareness, tolerance and self-control. The Aquatic and Fitness Centers as well as the Dance Studio and Gymnasium are quality facilities that have an outstanding staff and an environment conducive to the enrichment of community life on campus.

At Hostos Community College, the Athletics Department is committed to ensuring that student-athletes reach their academic potential. The Athletic & Academic Commitment to Excellence (A.A.C.E.) program is created to assist student-athletes in successfully transitioning from high school through college and onto graduation. Through the A.A.C.E. program, the Athletic Department provides an array of academic support services designed to facilitate the development of student-athletes into independent,

self-reliant college students while monitoring the student-athletes academic progress. Student-athletes currently have opportunities to access various services that will assist them in understanding their strengths, interests and values while enhancing their study, decision-making and time management skills. The Athletics Department assists each student-athlete in developing an educational plan while providing and explaining information to navigate campus resources, institutional policies, regulations and procedures.

**For more information, contact:**

Erik Smiles, Athletics Director

Building C, 3<sup>rd</sup> Floor

Telephone: (718) 664-2748

Email: [athletics@hostos.cuny.edu](mailto:athletics@hostos.cuny.edu)

Webpage: [www.hostosathletics.com](http://www.hostosathletics.com)

**Personal Counseling**

The Counseling Center provides personal counseling for students on an individual and group basis. Counseling is provided in a private and supportive environment in which students may focus on family problems, personal development concerns, and other matters of importance to them. The Counseling Center maintains a close collaborative relationship with the instructional faculty, who are a source of many student referrals. Counselors are available to consult with faculty on issues affecting student academic performance and retention. Registered Hostos students may make appointments by coming to the Center. A validated Student ID is necessary to secure an appointment with a counselor.

Counseling is a process in which professional skills, knowledge, and experience are applied in a collaborative effort that actively involves students in helping themselves. Students can expect counselors to promote a mutually trusting and respectful relationship in which they can discuss their concerns in a frank and open manner. They can also expect to learn new skills and ways of understanding and managing their lives. All sessions are confidential. Issues students typically may want to address with a counselor:

- Academic and social pressures of college.
- Personal trauma, loss, or unresolved personal problems.
- Feelings of anxiety or depression.
- Improving self-confidence.
- Managing stress.
- Problems in relationships.
- Problems with substance abuse.

- Thoughts about suicide.
- Parenting issues.

**Referrals:** Counselors may refer students to appropriate resources on campus or in the community.

**Emergencies:** In circumstances when a student needs to see a counselor because of serious emotional or personal problems, no appointment is necessary. Intake staff will perform a brief screening and facilitate an immediate meeting with a counselor if appropriate. In some cases, a counselor may contact Campus Safety to arrange for the City's Emergency Services to come to the College to assist.

Ms. Linda E. Alexander, *Director of Counseling Services*  
Prof. Lizette Colón, *Faculty Counselor, M.A.*

**Licensed Clinical staff:**

Leo Coodin, LMSW

Allison Lee, LCSW

Michael Martinez, LMSW

Tovah Thompson, LMHC

**For more information, contact:**

Linda E. Alexander, Director

Building C, Room C330

Telephone: (718) 518-4461/4351

Email: [infocounseling@hostos.cuny.edu](mailto:infocounseling@hostos.cuny.edu)

Webpage: [www.hostoscounselingcenter.com](http://www.hostoscounselingcenter.com)

**Student Activities**

Extra-curricular activities are an integral part of student life at Hostos. Extra-curricular activities provide students with opportunities to use their special talents, socialize, serve others, or pursue particular interests. The Office of Student Activities assists more than 30 student clubs and organizations on campus to coordinate intellectual, cultural, social, and recreational programs in order to expand their out-of-classroom experience. There are clubs and organizations on campus that sponsor academic, cultural, and social programs; these programs include guest speakers, panel discussions, workshops, concerts, and cultural events. The programs reflect the students' ethnic backgrounds as well as their diverse interests.

Students have the opportunity to improve their leadership skills by participating in Student Government or by joining student clubs. The activities planned by Student Government and the clubs increase group interaction and develop the framework in which student leadership may develop. The



Director of Student Activities works closely with the elected members of the Student Government Association to register clubs and manage the student electoral process. Faculty and staff members function as advisors to clubs and organizations.

**For more information, contact:**

Jerry Rosa, Director  
Building C, Room 371  
Telephone: (718) 518-6561  
Email: [osaho@hostos.cuny.edu](mailto:osaho@hostos.cuny.edu)

**The Hostos Student Leadership Academy**

The Student Leadership Academy works to promote the promising talents of individual student leaders through civic-minded activities, community service, cultural influx, and developmental leadership training. The goal of the Academy is to promote leadership as a skill necessary to every person and to be utilized in every aspect of one's life. Student Leadership Academy members and alumni truly embody the spirit of Hostos Community College's namesake. Academy members come from every continent. They develop advanced leadership abilities while honing their individual and collective talents, broadening their world views, and learning to devote their heads, hands, and hearts to acts of voluntary service in their local, regional, and world communities.

The Leadership Academy creates and coordinates college-wide academic and co-curricular activities that prepare students to be effective global citizens who are engaged in transforming their communities through scholarship, work, and volunteer service. Taking into account the diverse backgrounds of Hostos students, the Leadership Academy offers multiple access points. Students may have a formal relationship with the Academy by enrolling in one of its four programs: The Student Ambassador Program, the Students Orientation Services (SOS) Team Program, the Hostos Emerging Leaders Program, or the Volunteer Corps. They may also choose a less formal relationship with the Academy by participating in programs offered to the entire Hostos student body; such as the Winter Workshop Series, a Scholarship Orientation, or a Monthly Leadership Forum.

The Leadership Academy works in coordination with the Student Government Association, the Honors Society, the Honors Program, and other campus groups, clubs, and organizations, as well as within the academic disciplines, to develop leadership initiatives and host workshops and training sessions to promote leadership techniques and ideals for the larger Hostos

community. The Hostos Leadership Academy also works in coordination with the Ernesto Malave CUNY Leadership Academy to routinely enhance and develop programming and activities for students throughout the CUNY system and on other CUNY campuses.

Members of the Academy meet weekly for the Friday Ambassador Workshop Series and the Student Leadership Academy Film Series. They also participate in annual retreats; which include challenge courses, rock climbing, team building activities, and a high ropes course as well as numerous conferences, including the National Model United Nations-D.C., the National Character and Leadership Symposium at the Air Force Academy, and many others. Members also commit themselves to do volunteer work in the community between 16 and 40 hours a semester.

***Hostos Student Ambassador Program***

- Ambassadors are required to maintain a GPA of 3.25 or higher and take six or more credits each semester.
- Each Ambassador commits to one year of service and agrees to serve 40 hours of volunteer or community service each semester that they are in the Academy.
- Ambassadors are the first line of students utilized as a resource of Hostos, CUNY, and the Bronx. They attend local, regional and national conferences, give testimony at hearings, and support the administration and CUNY Central at a variety of events and locales.
- Student Ambassadors also provide mentorship and support, do community outreach and plan and implement community service activities for the larger group of members.
- In order to become a student ambassador, you must go through a rigorous interview process and provide letters of recommendation, a resume, and documentation of unique and service-oriented activities that you have been a part of in your life.
- The Student Leadership Advisory Council provides guidance and support to the members of the Academy and takes on a mentorship role with individual students throughout their stay at Hostos Community College. (Members of the Student Leadership Advisory Council are made up of faculty,

staff, alumni, and the Student Leadership Coordinator.)

- The Hostos Student Ambassadors receive specialized training in workshops specifically designed for their needs on Fridays from 3:30 to 5:30 PM. Workshops are provided in debate, public speaking, voice and diction, team-building, ethical decision making, dining and business etiquette, fundamental leadership skills, character development, time management, parliamentary procedure, effective mentorship, writing skills, and job skills preparation. In addition, winter and summer workshops are offered to help enhance the skills of the members of the Academy.

\*Workshops are mandatory for Hostos Student Ambassadors and are open to participation by SOS Team Members and the Hostos Emerging Leaders Program.

\*\*The Academy also offers a weekly Leadership Film Series for all students at the college. (Academy members host the weekly Wednesday night event from 6-9 PM.)

#### ***Student Orientation Services Team (SOS)***

- SOS Team Members have a GPA of 2.8 or higher and are required to be registered for at least six credits per semester.
- An SOS Team Member commits to one year of service and makes a generous commitment of 24 hours to provide support to students during registration, orientations, college tours, campus visits and job fairs, (amongst other things.)
- The SOS Team is currently a feeder group for the Hostos Student Ambassador Program and if after a semester of service an SOS Team Member shows a great commitment to service and maintains or improves their GPA they can be promoted through a tier system into the Hostos Student Ambassador Program.
- The SOS Team receives specialized team-building training in workshops specially designed for them. They also receive a toolkit that will help them to produce results as a team player. Team Training Workshops are mandatory for SOS Team Members and are open to participation by any other member of the Academy that would like to participate.

#### **Emerging Leaders Program**

- There is no GPA requirement for recruits who participate in the Emerging Leaders Program. The program is open to any student who attends classes at Hostos Community College; including students in the CUNY Language Emersion Program and the CUNY Start Program.
- A Hostos Emerging Leader Program member commits to one semester of service at a time and makes a generous commitment of 16 hours to volunteering and community service.
- The initiative is to provide students, who may want to participate in doing community service activities or may benefit from receiving special training, with the opportunity to do so, without overwhelming them in their efforts to work to improve themselves academically.
- The hope is that by giving students who have struggled the opportunity to participate in specialized programming, they may be more inclined to be active on campus, may receive unique mentoring from Ambassadors or SOS Team Members, and can grow and develop into valuable assets to the college community as well as improving themselves academically.
- The Emerging Leaders Program represent a third tier in Hostos Leadership Academy's Membership and members of this group will be eligible for promotion into the SOS Team or Hostos Student Ambassador Program, based upon meeting or exceeding their GPA and volunteer service criteria.

#### **Hostos Community College Volunteer Corps**

*Make a difference by being the difference*

- Have you ever felt that there was more to do than just go about your daily routine?
- Ever wondered how it might feel to help a stranger in need?
- Have you ever volunteered before with your religious organization, school, or neighborhood organization? Want to make a difference today?
- Are you interested in serving the community or volunteering on the Hostos campus?

Whether you have a specific idea in mind or you are simply searching for a way to be active in the

community and get involved, we would love to have you participate!

Stop in at the Hostos Student Leadership Office in room C-392 to pick up, fill out and hand in a completed Volunteer Interest Form.

Students interested in working with the Hostos Student Leadership Academy can do so by signing up with the Financial Aid Office or CUNY Edge Program to participate in the Services on Site Team, which distributes information about college and university events from the Student Government Association Information Booth, which is open five days a week.

**For more information, contact,**

Jason Libfeld

East Academic Complex, Room C-392

Telephone: (718) 518-6541

E-mail: [jlibfeld@hostos.cuny.edu](mailto:jlibfeld@hostos.cuny.edu)

Or [StudentLeadershipAcademy@hostos.cuny.edu](mailto:StudentLeadershipAcademy@hostos.cuny.edu)

**Office of Veterans Affairs**

The Hostos Office of Veterans Affairs (HOVA) is proud to serve our Veteran, Military and dependent population. The HOVA office is here to help. Our staff consists of a Veterans Director, Veteran's Coordinator (VC), and VA School Certifying Official (SCO). Our mission is to assist each veteran achieve their academic goals by providing them with a strong support system and centralized "vet-friendly" services. Veteran's degree completion ensures a successful transition back into civilian life. Our office provides those academic tools to achieve graduation. The VC meets individually with each veteran and evaluates their unique academic need. Once assessed the VC then works with key departments to create an individualized academic plan that facilitates their academic journey. HOVA works closely with the college's departments to the benefit of the students. A few of the departments involved in this endeavor are:

- Academic Advisement
- Career and Professional Development Center
- Accessibility Resources Center
- College Transfer Office
- Admissions
- Counseling Center
- ASAP
- Financial Aid Office
- Academic Tutoring Support
- Health Wellness Center
- Bursars Office

- Student Success Coaching Unit
- Business Office
- Student Life

Additionally, our office has established partnerships with numerous external Veteran Servicing Organizations (VSO's) that enhance our service capabilities. HOVA is constantly working to expand on the services provided by creating a robust and multi-faceted approach to veteran services.

**Veteran Education Benefits**

Veterans, Active Service Members, Reservist and dependents (wife, husband, and children) of veterans are entitled to a variety of benefits. The Department of Veterans Affairs has webpage where you can get V.A. educational benefit programs information. The webpage address is [www.gibill.va.gov](http://www.gibill.va.gov) or call toll-free at 1 (888) 442-4551. If you are hearing impaired, call toll-free at 1-800-829-4833.

I. Federal Education Veterans Administration benefits consist of chapters listed below:

- CH30 - Montgomery GI Bill® – Active Duty (MGIB-AD)
- CH31 – Vocational Rehabilitation and Employment Benefits (VR&E)
- CH33 - Post-9/11 GI Bill®
- CH35 - Survivors' and Dependents' Educational Assistance Program (DEA)
- CH1606 - Montgomery GI Bill® – Selected Reserve (MGIB-SR)
- Edith Nourse Rogers STEM Scholarship

To apply for GI Bill®, VA Educational Benefits you can contact the VA education office by:

**Telephone:** (888) 442-4551

**Online:** <https://www.va.gov/education/about-gi-bill-benefits>

**Mail:** Department of Veterans Affairs, VA Regional Office, P.O. Box 4616, Buffalo, NY 14240-4616.

For Vocational Rehabilitation and Employment Benefits (VR&E) the veteran must obtain approval from a VA and work with a VR&E counselor at the Veterans Administration Regional Office located at 245 West Houston Street, New York, NY 10014. VR&E

Veteran Students Using the GI Bill® who choose the Credit/No Credit Grading Policy option may owe a debt to the VA. Contact the campus Veterans School Certifying Official prior to declaring the CR/NC option. Our Certifying Official is Cruz Esquilin can be

reached at [cesquilin@hostos.cuny.edu](mailto:cesquilin@hostos.cuny.edu) or [veterans@hostos.cuny.edu](mailto:veterans@hostos.cuny.edu).

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at [www.benefits.va.gov/gibill](http://www.benefits.va.gov/gibill).

II. NY State Education benefits for Veterans and Service Member expand include Air/Army National Guard members. Benefits consists of

- Higher Education Services Corporation (H.E.S.C.) Veterans Tuition Award (V.T.A.)
- The Recruitment Incentive and Retention Program (RIRP)
- Federal Tuition Assistance Program

To get more DMNA & NY state information please visit: <http://dmna.ny.gov/education> or contact Ms. Kaneisha L. Chapman at phone number (518) 786-0466 or email her at [kaneisha.l.chapman.nfg@mail.mil](mailto:kaneisha.l.chapman.nfg@mail.mil) 1st Lieutenant Cassandra L. Fernandez. Phone (518) 786-4512 or at [Cassandra.l.fernandez.mil@mail.mil](mailto:Cassandra.l.fernandez.mil@mail.mil).

It is necessary for every veteran and dependent attending Hostos Community College report to HOVA each semester. To be registered with the office you will need Release or Discharge from Active Duty Form (DD214) or Certification of Eligibility Form (DD2384/2384-1) to initiate the veteran's and dependent's enrollment status to the V.A. all Veterans and service members applying for benefits must be able to document their service in the military, marital status, and their dependents.

#### **Veterans Benefits and Transition Act of 2018**

In accordance with Title 38 US Code 3679(e), Hostos Community College permits any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

- The date on which payment from VA is made to the institution.

- 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Hostos Community College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

NOTE: A "Covered Individual" is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill® benefits.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at [www.benefits.va.gov/gibill](http://www.benefits.va.gov/gibill).

**To obtain assistance with this process or obtain information regarding the Veteran benefits, certification process, and other related matters you may contact:**

SFC. Ricardo Garcia, US Army Retired  
Veterans Coordinator  
Building D, Room D101 F  
Telephone: (718) 319-7955  
Email: [rgarcia@hostos.cuny.edu](mailto:rgarcia@hostos.cuny.edu) or [veterans@hostos.cuny.edu](mailto:veterans@hostos.cuny.edu).

In addition, you may also log on to [www.cuny.edu/veterans](http://www.cuny.edu/veterans) for more additional education support services that CUNY offers.

#### **SPECIAL PROGRAMS**

##### **Division of Continuing Education and Workforce Development (CEWD)**

##### WHO WE ARE

The Division of Continuing Education and Workforce Development (CEWD) offers a wide range of programs to thousands of individuals each year. We strive to offer affordable or no-cost quality occupational training courses that produce an industry recognized credential and count for work and/or advancing a student's education, and engaging in community activities.

To fulfill our mission:

We *Educate* and provide career trainings and certificate programs for individuals entering the job market for the first time, seeking to change their professional field, or looking to upskill. Our programs prepare participants for in-demand careers in a variety of sectors such as healthcare, information technology, and education.

Our pre-college programs are designed to prepare individuals to successfully transition into college. We also provide basic education and literacy programs such as English for Speakers of Other Languages (ESOL) and GED Test preparation for the High School Equivalency diploma.

We *Collaborate* with businesses, employers, community organizations, and public and private funders to create programs and offer employment services.

We continually *Adapt* our training programs to changes in the job market and help businesses, employers, and workers respond to changes or advancements in their fields.

We *Advocate* on behalf of the community to support job creation and obtain resources to provide affordable or no-cost job-training programs.

#### **WHAT WE DO**

Our dedicated and multi-lingual staff work tirelessly to ensure our students receive high-quality instruction and achieve their personal and career goals. We customize training programs that are tailored to the needs of our business, employers and community partners.

#### **CEWD key programs and services:**

- Adult Learning Center which offers basic education
- Career and employment services inclusive of occupational training courses and transition to employment
- Center for Bronx Nonprofits
- CUNY Fatherhood Academy full time HSE program
- Liberty Partnerships High School Program
- Work Incentives Planning and Assistance (WIPA) enables beneficiaries with disabilities transition to work
- CUNY's NYC Accelerated Workforce Recovery HUB offers Adult and Continuing Education (ACE) student scholarships for occupational training courses

- The Hostos MacKenzie Scott Scholarship for Adult and Continuing Education (ACE) students awards scholarship for students to matriculate at Hostos

To register for courses, please contact us at:

560 Exterior Street (East 149<sup>th</sup> Street between Exterior Street and River Avenue)

Bronx, New York 10451

Telephone: (718) 518-6656

URL: [www.hostos.cuny.edu/contedu](http://www.hostos.cuny.edu/contedu)

#### **Alumni Relations Office**

The Alumni Relations Office at Hostos Community College of the City University of New York was founded in July 2003. Among the Hostos alumni are thousands of men and women who are making important contributions to society in the areas of health services, business, communication, education and many other fields. The Alumni Relations Office encourages all Hostos graduates to stay in touch with the College and to become part of a vast network of professionals who have demonstrated their interest in the college, its faculty and students.

#### **Alumni Speakers Bureau**

The Alumni Speakers Bureau (ASB) recruits graduates to give motivational talks to Hostos students and members of the community at large in a variety of fields, including education, health, legal, business, arts, and entertainment.

If you are interested in volunteering, please contact the Alumni Relations Office. We encourage Hostos alumni to join the Alumni Speakers Bureau as a service to the college and the community. Speakers share the impact of Hostos on their academic and professional lives while inspiring and motivating those who dream of earning a college degree.

#### **Alumni ID Card**

Purchasing an Alumni ID Card (\$25 lifetime fee) provides Hostos graduates several benefits:

#### **Access to Selected Services on Campus**

- **Library Services** — The Hostos Community College Library functions as a dynamic center of teaching and learning. The Library provides information literacy tools that enhance the pursuit of knowledge by teaching our college community to retrieve, critically evaluate and synthesize

information for academic, professional and personal pursuits.

- **Academic Computer Lab** – Full access to nearly 100 state of the art computers with internet access. Additional equipment such as printers, projectors, and audio equipment are also available for in school use.
- **Networking Activities** – Free admission to workshops and special events hosted by the Office of Alumni Relations, Career Services, Workforce Development, and other departments of the College.
- **Career Services** – The Career Services Office at Hostos provides students with career direction and employment options through individual and group counseling, access to resources, career and job-readiness preparation and practical work experience.
- **Continuing Education and Workforce Development (CEWD)** – CEWD offers a wide range of programs to thousands of individuals each year. We strive to offer affordable or no-cost quality occupational training courses that produce an industry recognized credential and count for work and/or advancing a student’s education, and engaging in community activities.
- **Athletic and Recreational Facilities** – The Department of Athletics and Recreation is committed to supporting student athletes in their attainment of a high level of achievement in academics as well as competitive athletic programs.
- **Cultural Events** – An integral part of Hostos Community College/ CUNY since 1982, the Hostos Center for the Arts & Culture is a resource for students and faculty and serves the cultural needs of South Bronx residents and neighboring communities. The Hostos Center for the Arts & Culture is recognized nationally as a leader in Latin and African-based programming and is dedicated to the development of emerging artists and the creation of new work
- **Transfer Services** – Alumni are encouraged to take full advantage of transfer services: You may schedule individual appointments to review transcripts, obtain an unofficial audit, discuss educational plans, and obtain information pertaining to your major. For more information, call (718) 518-4319 or come to Room D-101A.

- **Hostos Email** – Continued access to Hostos email address.

#### HOW TO OBTAIN YOUR ID CARD

- Complete the electronic [Alumni Information Form](#)
- Send an email to [fsanchez@hostos.cuny.edu](mailto:fsanchez@hostos.cuny.edu) to schedule an appointment in Room D-205
- Bring your New York State ID
- Make your one-time ID card payment of \$25 at the Office of Alumni Relations – Debit or Credit Accepted
- Once completed, take the Alumni ID card payment form to the Hostos ID room located in the B-building, BC-42A
- The ID room staff will issue your Alumni ID card

Alumni Relations Office  
500 Grand Concourse, D-205  
Bronx, NY 10451  
(718) 518-4180  
[alumni@hostos.cuny.edu](mailto:alumni@hostos.cuny.edu)

#### CUNY Baccalaureate Program

Established in 1971, the City University of New York Baccalaureate for Unique and Interdisciplinary Studies (CUNY BA) provides students with a flexible, academically challenging way to earn their degree while giving them a major share of the responsibility for the content of that degree.

CUNY Baccalaureate serves highly motivated students who have the vision and drive to design their own degrees. Working with CUNY faculty mentors, students design their own specializations (“Areas of Concentration”) tailored to help them achieve their academic and career goals. The degree has three primary components: a General Education Requirement, the Area of Concentration (or two), and electives. These degree elements provide a balance between structure and flexibility that gives ample opportunity for innovation and creativity while ensuring that the degree students earn has academic merit and validity.

CUNY Baccalaureate students are encouraged to take advantage of the enormous range of academic opportunities offered in CUNY by registering for courses at different colleges. With the appropriate permissions, qualified students may take graduate courses for undergraduate credit at the CUNY senior colleges and at The Graduate Center. Independent study and internships are another way for students to

individualize their degrees. Students can enrich their undergraduate experience by earning up to 30 credits for non-collegiate work, such as credit by examination. Of those 30 non-collegiate credits, a maximum of 15 credits can be earned for properly documented prior experiential learning (life experience credits).

CUNY Baccalaureate maintains high academic standards. Students must have at least a 2.8 cumulative average to be admitted and must maintain at least a 2.50 overall and in their Area(s) of Concentration in order to remain in the program and receive the degree. CUNY Baccalaureate students are regularly among the recipients of prestigious awards and scholarships in and beyond CUNY. Over 50% graduate with academic honors and over 50% go on to graduate school.

In addition to being part of CUNY Baccalaureate, each student must be matriculated in a CUNY college. This is the student's home college where he or she pays tuition and fees, handles non-academic matters, such as financial aid, and takes the university entrance and placement tests.

For more information prospective and current CUNY BA students should contact CUNY Baccalaureate for Unique and Interdisciplinary Studies at 212.817.8220 or [cunyba@gc.cuny.edu](mailto:cunyba@gc.cuny.edu), or visit the office at 365 Fifth Avenue, New York, NY 10016.

#### **Latin American Writers Institute - LAWI**

[http://www.hostos.cuny.edu/Administrative-Offices/Office-of-Academic-Affairs/Special-Programs-\(1\)/Latin-American-Writers-Institute-\(LAWI\)](http://www.hostos.cuny.edu/Administrative-Offices/Office-of-Academic-Affairs/Special-Programs-(1)/Latin-American-Writers-Institute-(LAWI))

Housed at Hostos Community College since 1992, the Latin American Writer's Institute (LAWI) is an organization devoted to promoting Latin American, Latina/o, and Ibero-American literature in the United States and across borders.

Since its founding at The City College of New York in 1987, LAWI has been devoted to promoting and disseminating the work of Latin American, Ibero-American, and U.S. Latina/o writers, who write in Spanish, English, and other languages of the Americas, and reside in the United States. One of its main tools for doing so is the publication of *Hostos Review/Revista Hostosiana*, a multilingual literary journal devoted to promoting, showcasing, and disseminating the richness and plurality of this literary production.

LAWI also supports local communities of emerging and established writers and works to build bridges

between US-based writers and their counterparts in Latin America, Spain, and other parts of the world by sponsoring and co-sponsoring creative writing workshops, literary readings, festivals, and conferences. In addition, the Institute functions as a clearing house on Latina/o and Latin American literature, with services available to professors, journalists, reviewers, translators, editors, and publishers.

In keeping with its goal of increasing intercultural understanding, LAWI's activities are designed for a multiethnic audience and seek to recognize and encourage cultural diversity in its membership and in all of its programs.

Contact:

**Prof. Inmaculada Lara-Bonilla, Director**

Humanities Department, C-411H

Hostos Community College

The City University of New York

Tel. 718-518 6881

[LAWI@hostos.cuny.edu](mailto:LAWI@hostos.cuny.edu)

[ilarabonilla@hostos.cuny.edu](mailto:ilarabonilla@hostos.cuny.edu)

#### **Study Abroad Programs/Professional Development**

Our Professional Development Study Abroad Program provides opportunities for CUNY students, faculty, staff, and other educators to increase their understanding of the history, culture, and educational system of overseas countries throughout the world. In addition to creating an institutional environment that promotes respect for cultural and linguistic differences, this program cultivates skills that prepare participants to compete in the global economy and create the landscape for sensitivity and tolerance of diverse cultural traditions as it elevates knowledge and awareness of this. For more than 3 ½ decades, Hostos has collaborated in a series of very successful study abroad/academic exchange and professional development programs with institutions of higher education in the Hispanic Caribbean and various European countries.

The Hostos Study Abroad programs are scheduled for three to four weeks over the summer. Lectures and orientations take place at Hostos Community College prior to departure, as required by the University to prepare students for the overseas experience. At the host institutions, classes take place from Monday through Friday, with four hours of classroom lectures in the morning, and supplementary educational and cultural experiences provided in the



afternoon. These include field trips to historical sites on Saturdays or Sundays. The classes feature lectures by distinguished scholars from the host university. The supplementary experiences include visits to artists' studios, museums, historical sites, and other places of interest. The field trips enable students to adapt quickly to the language and culture of the host country and support their research and classroom learning. Cultural enrichment activities also contribute significantly to the academic experience. For example, Pre-departure field trips/visits to New York City Public Schools, Catholic Charities, Alianza Dominicana Cultural Center, and CUNY Dominican Studies Institute Library/ Archives are included as part of the course. The curricula focus on the most relevant aspects of the history, art, culture and education of these communities, and their place in the Hispanic Caribbean. In the Dominican Republic, students visit the National Palace and meet some of the most notable intellectuals, scholars, and artists of the country. The course is also designed to provide insight into the American educational system through comparative analysis of a foreign educational system from the perspective of social, cultural, political, economic, and religious contexts.

Each course is part of the college's curriculum and has been ratified by the college's governance structures. Participants register for credit-bearing courses, or professional development certificate hours and attend classes at the host institution. The following are examples of typical courses offered in study abroad programs: History, Culture, Art and Education of the Dominican Republic and Beginning / Intermediate Spanish for Non-native Speakers.

Highlights of the programs include lectures by renowned scholars and original study abroad documentaries about Dominican identity, culture, and history. Students who express interest in conducting research receive instruction and participate in projects under the supervision of faculty members and experts in the field. Their findings are published and disseminated at conferences, seminars, and cultural enrichment activities.

Throughout the years, Study Abroad / Professional Development Programs have flourished as these have established a remarkable record of success at Hostos, as indicated by the 100% retention and passing rates among program participants.

Program participants have always rated the study abroad program as excellent. Program Participants completion and passing rates for 1999-2019 data show 100%.

For further information, please contact: Ana I. Garcia Reyes Dean for Community Relations: A building- Room - 126-C,  
E-mail: [agreyes@hostos.cuny.edu](mailto:agreyes@hostos.cuny.edu)  
Office Assistant Gerson Peña -  
Email: [gpena@hostos.cuny.edu](mailto:gpena@hostos.cuny.edu) Phone: 718-664-2753

## **PROGRAMS FOR HIGH SCHOOL STUDENTS**

### **Hostos-Lincoln Academy of Science**

Hostos-Lincoln Academy of Science at Hostos Community College is a collaboration between the New York City Board of Education and The City University of New York. Hostos-Lincoln Academy is a 6-12 early college secondary school. Unscreened students are accepted into the middle school from elementary schools in District 7. The seven-year academic program culminates in the opportunity to earn an Advanced Regents diploma and an Associate Degree in Liberal Arts and Sciences. However, there are opportunities to earn anywhere from 3 credits to an Associates in Arts degree.

Hostos-Lincoln Academy uses Hostos Community College as a resource for classroom instruction, providing students with enrichment experiences intended to promote their success at the secondary and college levels. In addition to college credits – students begin “attending” the college in a variety of ways from their first year in 6<sup>th</sup> grade. Hostos Community College has developed programming that aims to include 100% of the Hostos Lincoln Academy student body. The goal of the partnership is to make every student part of the college program even if they do not get the associates degree. The students participate in non-credit bearing workshops in 6<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grades at the college before they begin taking credit bearing college classes in the summer before 10<sup>th</sup> grade.

Inside Schools has consistently ranked Hostos-Lincoln Academy of Science as one of the top schools in New York City.

### **Special Features**

Students at Hostos-Lincoln Academy are expected to become confident and independent learners in a caring and supportive academic environment. The school offers numerous after-school activities that provide academic and social growth: literary magazine, science

research group, basketball, dance, newspaper, and drama. In the summer before 10<sup>th</sup> grade, students enroll in college classes and receive extensive college counseling. The students have received many academic awards ranging from the research publications, Posse Scholarships, Quest Bridge Scholarships, a nationally recognized literary magazine, and city-wide graphic novel awards. The well-rounded program offers students a spectrum of extracurricular activities from yearly play writing festivals to a championship basketball team.

**For more information about the program, please contact:**

Hostos Community College Liaison to Hostos-Lincoln Academy (718) 518-4161.

### **College Now**

College Now is a college transition and dual enrollment program in collaboration with the City University of New York (CUNY) and the New York City Department of Education (DOE). College Now prepares NYC public high school 11<sup>th</sup> and 12<sup>th</sup> graders for college success through over 14 CUNY three-credit pathway course offerings per semester from across all departments. The Hostos College Now program also offers a one-credit First Year Seminar course to high-achieving second-semester sophomore students.

Hostos College Now is partnered with over 60 South Bronx high schools and enrolls approximately 800 students each year. Hostos College Now cultivates a realistic college culture by offering the majority of courses on the Hostos Community College campus where students are taught by CUNY faculty and have access to computer labs, HALC, the library, dining, and other services. Hostos College Now aims *to motivate and prepare students for the realities of higher education and beyond through college courses and career-connected opportunities. We reach this goal through skill-building workshops, internship opportunities, and our comprehensive summer programs.* Students have the opportunity to earn up to 16 college credits through Hostos College Now before their high school graduation.

The Hostos College Now program also offers a number of pre-college opportunities.

For more information about the program, please contact: Travaras J. Geter,

Associate Director, College Now and CUNY Explorer  
[tgeter@hostos.cuny.edu/](mailto:tgeter@hostos.cuny.edu)

(718) 518-6750

### **Liberty Partnership Program**

The Liberty Partnerships Program (LPP) is an after-school, weekend and summer program for middle and high school students at Hostos Community College. The LPP objective is to assist students in developing their academic skills and introducing them to a college environment.

LPP is designed to improve student's academic aptitude. Our high school credit bearing classes range from Math and Science to non-traditional courses such as Digital Photography. We offer enrichment courses geared to generate interest in the technology sector and STEM related fields. Academic courses are coupled with career workshops and enhancement courses in languages such as Spanish. Furthermore, homework assistance is available to all LPP students. Additionally, our program participates in the Summer Youth Employment Program and places LPP students in various departments at the Hostos Community College campus.

To broaden the LPP experience, students are exposed to the Arts through various local cultural trips to the Botanical Garden, Los Pregonos and attendance to performances in our very own Hostos Theater.

LPP is a partnership between Community Based Organizations, high school students, parents, faculty, businesses, the Department of Education (DOE), and institutions of higher education. Our program is staffed by college faculty, high school teachers, Liberty alumnus, and undergraduate students serving as tutors and mentors. Our middle and high school program partners are: Hostos Lincoln Academy of Science High and Middle school, Health Opportunities High School, and South Bronx Overall Economic Development Corporation.

**For more information contact Liberty Partnership Program at:**

Room C-491 - (718) 518-4188 or contact:

Alex Santana, Director

[Asantana@hostos.cuny.edu](mailto:Asantana@hostos.cuny.edu)

Audrey Cruz, Administrative Assistant

[Aucruz@hostos.cuny.edu](mailto:Aucruz@hostos.cuny.edu)

## **ADMISSIONS AND RECRUITMENT INFORMATION**

The Admissions and Recruitment Office at Hostos Community College encourages prospective students to meet with an admissions advisor regarding their higher educational goals. The advisor will help students examine their objectives and review admissions requirements, policies, and procedures.

### **How to Apply**

#### **The Application Process**

All applicants must complete the appropriate City University of New York online application and provide the required documents, as specified below. Failure to file the correct application will delay admission processing and may subject students to disciplinary action by the university.

The priority application deadline for Fall is February 1, and Spring is September 15. Be sure to read the instructions carefully and submit all necessary documentation. We recommend that you visit the [www.cuny.edu/admissions](http://www.cuny.edu/admissions) webpage for updated details on the freshman and transfer application process. International students can meet with an Admissions Advisor and file their online application. However, they must mail their application fee (if they did not pay by debit/credit card), official transcripts, and translations (when applicable) directly to the University Application Processing Center (UAPC).

#### **University Application Processing Center Addresses**

Freshmen Admission  
CUNY/UAPC  
P.O. Box 350136  
Brooklyn, NY 11235-0001

Transfer Admission  
CUNY/UAPC  
P.O. Box 350145  
Brooklyn, NY 11235F-9023

*Please note that all materials and documents (including original documents) submitted as part of an application for admission become the property of CUNY/UAPC and cannot be returned.*

#### **CUNY AFFIRMATIVE ACTION POLICY**

Hostos does not discriminate on the basis of age, sex, race, color, creed, national origin, physical or mental disability, sexual orientation, marital status, alienage or citizenship status, or veteran's status.

Note: You should apply as early as possible. However, your application will be considered whenever you apply, provided the college is still open for the semester of interest. Freshmen applicants can select up to 6 college choices, while Transfer applicants can select up to 4 college choices. All applicants will receive an admission decision from each college listed on their application. Applications will not be reviewed for admission until all required materials have been received.

#### **Freshman Online Application Process**

Students who have never attended a college, university, or post-secondary institution since graduating from high school/secondary school or receiving a High School Equivalency diploma (also known as TASC) in the U.S. or abroad should complete the CUNY online Freshmen Application and indicate Hostos as the first choice by logging onto [www.cuny.edu/apply](http://www.cuny.edu/apply). Students can connect with the Hostos Admissions and Recruitment Office for assistance with filing the online application.

All documents are to be submitted to the University Application Processing Center. When submitting supporting documents, you will need your CUNYfirst ID number (an 8-digit number).

#### **The freshman application requires the following:**

1. An official high school transcript or the Test Assessing Secondary Completion (TASC), formerly high school equivalency diploma (GED), and scores. Applicants receiving a High School Equivalency diploma outside of New York State should contact the appropriate State Education Department.

If you are an International Student, please visit the [www.gedtestingservice.com](http://www.gedtestingservice.com) website.

#### **The following are not acceptable:**

- A high school certificate
- An IEP diploma
- At - home-study diploma
- Correspondence High School diploma
- Online or virtual high school

Students from these schools must successfully complete a high school equivalency examination to be considered for admission to a CUNY college.

2. After completing each section of the application, you will be prompted to pay your application fee. The application fee is \$70 for Freshman applicants. Pay Online using one of the following:

- American Express
- Discover
- Electronic Check
- MasterCard
- Visa

**Submit Money Order via Mail:**

Submit a \$70 money order payable to "CUNY" to the address listed below. Write your CUNYfirst ID number on your money order. You can find your CUNYfirst ID number (an 8-digit number) on your Application Summary.

CUNY UAPC Lockbox  
Mail Code: 8770  
P.O. Box 7247  
Philadelphia, PA 19170-8770

The application fee is non-refundable.

Veterans of the United States Military Service, currently on Active Duty, or members of the National Guard or Reserves may obtain an application fee waiver by answering the U.S. Military Status question on the CUNY application and submitting proof of their Veteran/Military status (i.e., DD-214, Current Military ID Card, or Deployment or Pre-separation orders). Spouses of veterans can provide Form 1173/1173-1 as proof of military affiliation.

3. Students educated outside the United States should review the [www.cuny.edu/apply](http://www.cuny.edu/apply) "Students Educated Outside of the United States" section for additional information and requirements.

**Transfer Student Online Application Process**

Students who have attended a college, university, or other post-secondary institution in the U.S. or abroad since graduating from high school/ secondary school or receiving a high school equivalency diploma (also known as TASC) should file a CUNY Online Transfer Application and indicate Hostos as the first choice by logging onto [www.cuny.edu/apply](http://www.cuny.edu/apply). Students can also connect with the Admissions and Recruitment office

for assistance with filing online. The online transfer application requires the following:

1. An official high school transcript, a copy of the original high school diploma, or the general equivalency diploma (GED) and GED scores. The following are not acceptable:
  - A high school certificate
  - An IEP diploma
  - At-home-study diploma
  - Correspondence High School diploma
  - Online or virtual high school
2. An official transcript from all post-secondary institutions, colleges, or universities attended since graduating from high school/secondary school or earning a high school equivalency diploma (also known as TASC).
3. After completing each section of the application, you will be prompted to pay your application fee. The application fee is \$70 for Transfer applicants.

**Pay Online using one of the following:**

- American Express
- Discover
- Electronic Check
- MasterCard
- Visa

**Submit Money Order via Mail:**

Submit a \$70.00 money order payable to "CUNY" to the address listed below. Write your CUNYfirst ID number on your money order. You can find your CUNYfirst ID number (an 8-digit number) on your Application Summary.

CUNY UAPC Lockbox  
Mail Code: 8770  
P.O. Box 7247  
Philadelphia, PA 19170-8770

\*The application fee is non-refundable.

\*\*Current CUNY students are exempt from paying the transfer application fee.

\*\*\*Veterans of the United States Military Service, currently on Active Duty, or members of the National Guard or Reserves may obtain an application fee waiver by answering the U.S. Military Status question on the CUNY application and submitting

proof of their Veteran/Military status (i.e., DD-214, Current Military ID Card, or Deployment or Pre-separation orders). Spouses of veterans can provide Form 1173/1173-1 as proof of military affiliation.

### **Transfer Credits**

Students may transfer credits earned at other accredited colleges in the U.S. or outside the U.S., provided that:

1. The courses were taken at institutions that are accredited by one of the regional accrediting commissions recognized by CUNY, and
2. The classes are comparable to those offered at Hostos Community College.

The Transfer Credit Evaluator evaluates transfer credits prior to the first semester of classes and upon readmission to the college. The maximum number of credits that may be transferred is determined by a review of eligible coursework satisfactorily completed. Credits may be accepted if a grade of at least 'C' was obtained. However, students transferring from other CUNY Colleges may have credits transferred with an earned grade of 'D' or better, provided the courses are equivalent and they fall into the Hostos approved timelines.

CUNY students transferring into Hostos for any allied health or joint programs with City College or John Jay will not be granted transfer credit for course work completed with a "D"; they will be held to the same standards that Hostos students in those majors which require higher grades.

Students seeking entry into any program offered at Hostos must adhere to any additional departmental requirements. Also, prior college work cannot exceed timelines established by the Department Chairs or their designees. Information regarding these timelines is available on the Admissions website: [www.hostos.cuny.edu/admissions](http://www.hostos.cuny.edu/admissions)

Students may submit an appeal to the Transfer Credit Evaluator if they believe a re-evaluation is warranted or an exception should be granted regarding the awarding of transfer credits or issues relating to CUNY Pathways; the Transfer Credit Evaluator will then process the appeal expeditiously, including but not limited to escalating the appeal to the Academic Department Chairperson, Academic Unit Coordinator, or designee, etc.

For additional information relating to transfer credit evaluations, kindly email the Transfer Credit Evaluator at [transfercredits@hostos.cuny.edu](mailto:transfercredits@hostos.cuny.edu)

### **Students Educated Abroad**

A student educated abroad must submit one of the following:

- Secondary school transcripts, notas del Bachillerato, baccalaureate, mark sheets or secondary external examination certificates (i.e., CXC, GCE, WAEC, EAS, etc.) or other CUNY recognized secondary school equivalent, when appropriate,
- Official transcripts from any college, university, or post-secondary school attended since high school/secondary school graduation.

### **Guidelines for Official Translation of Documents**

If you opt to have your records evaluated by UAPC, you'll need to provide the following documents along with word-for-word translations for all documents not issued in English.

- Copies of the complete secondary school record
- Secondary school graduation diploma
- Any external examination certificates earned
- An official transcript of university work sent directly from the issuing institution

### **Official translations may be obtained from the following:**

- Consulate or embassy of the country that is issuing the document
- Translation agency
- Immigrant or refugee association in the U.S. representing the country issuing the document
- The institution where the student studied
- A faculty member of a U.S. high school, college, or university (must signify their academic department and rank)

### **All translations must meet the following conditions:**

- Complete and literal (word-for-word) with no attempts to interpret or evaluate the credential
- Prepared in the same format as the original document
- Typed on business or school letterhead stationery
- Signed by a translator attesting to familiarity with the foreign language



**CUNY does not accept translations from the following:**

- The student or members of their family
- Individuals not affiliated with any of the organizations listed above

Applicants educated outside of the United States may choose to have their record evaluated by one of the approved evaluation services listed below or by the University Application Processing Center:

- Josef Silny & Associates, Inc., International Education Consultants
- Transcript Research

If using one of the above services, you must request an official course-by-course evaluation report which includes a GPA based on all secondary school coursework and any external examination certificates earned. In addition, be sure to ask that the evaluation service includes certified copies of all documentation used for the evaluation.

**International Student Admissions Process:**

International students should review and follow the above submission of document requirements from the "Students Educated Abroad" section to apply for an I-20 Certificate. Prospective students should be aware that an I-20 Certificate can only be issued to a student after they have been completely processed and accepted into the college through the University Application Processing Center (UAPC).

**International Student Initial Enrollment to Hostos:**

If you have never been to the United States, you or your sponsor must demonstrate the financial capability to fund living and attending school in the U.S. The total amount necessary to issue an I-20 is \$26,615- \$28,000 per academic year.

**The following documents are suggested for establishing proof of financial capability:**

- Bank statements/letters (with the balance and/or account activity), a letter from the employer (stating annual salary), and tax returns. Please note if documents are not in the English language, they must be accompanied by translations.
- Affidavit of support (Form I-134) - this form is to be filled out by the student's sponsor. You can download this form through the Citizenship and Immigration website at [www.uscis.gov](http://www.uscis.gov). Once we have received this information, we then issue the I-20 Certificate.

**International Transfer Student:**

If you are under an F-1 Visa already and are just transferring schools, you will need to follow the admissions process first. Once you have received a letter of acceptance to Hostos, you need to come to the International Student Office and request our Transfer Release Form. You should bring with you:

- Passport.
- All previous I-20 Certificates issued to you.
- Either you or your sponsor must demonstrate the financial capability to fund living and attending school in the U.S. The total amount necessary to issue an I-20 is \$26,615-\$28,000 per academic year.
- Affidavit of Support (Form I-134) from your sponsor. You can download this form from the USCIS website at [www.uscis.gov](http://www.uscis.gov).

Be advised that your I-20 Certificate cannot be issued to you until your previous school transfers it through the SEVIS program. Students doing a Transfer of the I-20 Certificate have until 15 days from the start of the semester to complete this process.

The International Student Services Office is located in the Office of Admissions and Recruitment at 500 Grand Concourse, B-Building, Room 103. You can direct any questions or concerns you have to the International Student Advisor by calling (718) 518-4402.

**Second Degree:**

Students with an Associate Degree from Hostos may apply to Hostos Community College for a second undergraduate degree, provided it is different from the first degree. Applicants should complete an undergraduate online transfer application through CUNY and submit to UAPC (University processing Center) (1) official transcript(s) of all previous college work and (2) a \$70.00 money order payable to UAPC. Students can also pay the application fee online with a debit/credit card.

**Non-Degree:**

Students who are not pursuing a degree but wish to enroll in courses at Hostos may be admitted as non-degree students. Students must apply directly to the Hostos Admissions and Recruitment Office. Non-degree students are not officially registered in a degree-bearing program or working towards a degree. Also, non-degree students are limited to courses on a space-available basis.

Please note that Non-degree students are not entitled to financial aid.

**Required documents:**

- Complete the non-degree application
- A non-refundable application fee of \$65 (check or money order payable to Hostos Community College)
- An official high school transcript or the general equivalency diploma (GED) with a minimum score of 2250 (formerly 225).
- A transcript from all post-secondary institutions, colleges, or universities attended since graduating from high school/secondary school or earning a GED.

**Senior Citizens**

Bonafide residents of New York City who are 60 years of age or older may be admitted by following the regular degree-seeking student application process. Senior citizens who are not pursuing a degree may study tuition-free at the college upon the payment of an \$80.00 fee (\$65 reduced tuition charge + \$15 consolidated fee) and space availability of the course.

**Additional Admission Requirements**

**Testing**

The City University of New York (CUNY) requires all students to demonstrate proficiency in English (reading and writing) and math to enroll in credit-bearing courses in the associated subject. Students may establish proficiency in a variety of ways, including, but not limited to, meeting benchmark scores on the SAT, ACT, and New York State Regents exams.

Starting with the spring 2020 entering class, students who do not meet benchmark scores will no longer be administered a placement test; rather, CUNY will use a proficiency index to determine developmental education assignments. The proficiency index combines overall high school grade point average with SAT and/or Regents exam scores. There are separate proficiency indexes for English and math.

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

Applicants who have spent at least six months or more in an institution where English is not the primary language of instruction are flagged as potential ESL via the CUNY admissions process. ESL students who meet the CUNY benchmark scores on the SAT, ACT, or New York State Regents will be deemed proficient in English and/or math, regardless of where they attended high school. ESL students who do not meet

the benchmark scores in math will be assessed via the proficiency index in math; for English proficiency, ESL students will be evaluated in the following way:

ESL students who do not have a New York State English Regents score will not be assessed via the English proficiency index. Students will be required to take the CUNY Assessment Test in Writing (CATW) to determine reading and writing proficiency and appropriate course placement.

ESL students with a New York State English Regents score will be assessed via the English proficiency index. Students who do not meet the English proficiency index benchmark score will be required to take the CUNY Assessment Test in Writing (CATW) to determine appropriate course placement.

**Immunization**

**COVID-19**

CUNY mandates that all students taking in-person and hybrid classes have up-to-date COVID-19 vaccinations, including a booster when eligible, and upload proof of up-to-date vaccination in CUNYfirst. Maintaining up-to-date COVID-19 vaccination status is the most important thing you can do to protect yourself and keep CUNY safe.

**Measles, Mumps, Rubella**

The City University of New York policy, in accordance with Public Health Law (PHL 2165), requires that all students who register for six (6) or more billable credits and who were born after December 31, 1956, submit proof of two measles vaccines and one mumps and rubella vaccination in order to attend the University. To ensure full compliance, colleges must adequately notify students of these requirements upon entering the University. The following is the minimal requirement for students to complete the registration process and continue to participate:

- Partial Compliance: One proof of measles, mumps, and rubella vaccinations and a doctor's appointment for the second measles vaccination. The second proof of measles vaccination must be submitted by the 30th or 45th day of the semester.
- The Registrar's office will alert students in partial compliance that their academic record and financial aid eligibility can be affected if they do not complete the immunization process.
- A second letter is mailed to students in partial compliance before the 15th day of class,



informing them that (1) they will be excluded from class beginning on the 31st or 46th day of the semester and that (2) free, on-campus immunization is available.

- Students who do not comply with the minimum requirements must be excluded from class and will not be allowed to return until they are in full compliance.

An administrative withdrawal grade ("W.A.") will be placed on the student's academic record in lieu of a regular grade. Three (3) steps are needed to reverse the "W.A." grade before the end of the semester, thereby allowing the student to return to class and receive a letter grade from the instructor:

1. Present proof of immunization to the Health Services Office before the end of the semester (last day of classes);
2. Obtain approval (signed reversal form) from the instructor to return to class;
3. Submit the reversal form to Registrar's Office before the end of the semester. It is essential that all steps be completed to reverse "W.A." grades. The "W.A." grade is not reversible beyond the semester in question. Even if students satisfy the immunization requirement during the following semester, "W.A." grades will remain on their transcripts as permanent grades.

### **Meningitis**

In accordance with PHL 2167, students must be provided written information about meningococcal meningitis, and students must complete the Online Meningitis Acknowledgement Form. PHL 2167 does not require that students be immunized against meningitis.

Note: For more information, refer to "CUNY Immunization Requirements" in this catalog's Policy and Procedures section.

### **For more information about immunizations, contact:**

Maria Vasquez, Nurse  
Building A, Room 334C  
Telephone: (718) 518-6542  
Email: [MAVASQUEZ@hostos.cuny.edu](mailto:MAVASQUEZ@hostos.cuny.edu)

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

The residency process qualifies students for the lower tuition rate. Residency is determined by combining the length of time a student has resided in New York State and/or New York City and the immigration status of

non-U.S. citizens. In the residency verification process, the Admissions and Recruitment office determines the tuition to be charged to students. In general, to qualify for the University's resident tuition rate, a student must establish that they are a New York State or City "resident," as applicable, based on the requirements set forth by CUNY. For various legal and administrative reasons, the requirements to establish residency are different for the senior colleges and the community colleges.

In addition, certain non-residents, including undocumented or out-of-status students, are eligible for the resident tuition rate based on their enrollment and graduation from a New York State high school or receipt of a GED or TASC exam in the state of New York.

The University has approved two forms to document the student residency determination:

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

### **Residency Verification Process**

A community college student may qualify for the resident tuition rate if s/he is a U.S. Citizen, permanent resident, or has a qualifying immigration status and meets both of the following conditions on or prior to the first day of class:

- a) Continuously resided in the State of New York for twelve (12) consecutive months immediately preceding the first day of classes. (A student who has attended a high school in New York City or State for the two semesters immediately prior to the first day of classes satisfies this condition).
- b) Continuously resided in New York City for the last six (6) months immediately preceding the first day of classes. (A student who has attended a high school in New York City in the semester immediately prior to the first day of classes satisfies this condition).

### **Special Situation - County charge backs at Community Colleges**

Community colleges require, as a condition for registration, that every New York state resident who resides outside of New York City present a certificate of residence issued no earlier than two months prior to the first day of classes. The Certificate is valid for a period of one year. If the county of residence declines

to issue the Certificate on the basis that the student is not a county resident, the student may appeal to the New York Secretary of State. Students verifying residency must complete the City University Residency Form. The form can be picked up at the Admissions and Recruitment Office located at 500 Grand Concourse. Any student who receives a negative residency determination must receive, along with this determination, a copy of the college's appeal procedures. Students wishing to appeal a negative residency determination must notify the Admissions and Recruitment Office within ten days of notification that they have been determined to be a non-resident. A student appeal form will be submitted to the University's Office of the Vice-Chancellor for Legal Affairs and General Counsel.

**For more information about the residency verification process, contact:**

Carlos Rivera, Director  
Office of Admissions and Recruitment  
Building B, First Floor  
Telephone: (718) 319-7900  
Email: [ADMISSIONS@hostos.cuny.edu](mailto:ADMISSIONS@hostos.cuny.edu)

## **TESTING CENTER**

The City University of New York (CUNY) no longer requires entering students to take the CUNY Assessment tests in reading, writing, and mathematics to demonstrate their proficiency and readiness to do college-level work. Student course placements in mathematics and English will be based on the evaluation of their academic records. A test of Spanish proficiency is given to students for appropriate placement in Spanish-language courses. Students are not permitted to register without the required proficiency index or the proof of exemption accepted by the University.

The Testing Center is committed to providing excellent customer service to our students, faculty and community, while ensuring the integrity of testing in a secure environment. The Testing Center administers the following exams: Ability to Benefit (ATB) test to determine eligibility for New York State TAP benefits, and other assessment tests for course placement purposes.

### **ESL Diagnostic Assessment:**

Generally, English as a Second Language (ESL) students who do not meet CUNY's proficiency requirements in English, are assessed via the CATW.

Due to testing disruptions caused by the pandemic, ESL students are evaluated via the **ESL Diagnostic Assessment (ESLD)**, an on-line web-based assessment which result in the appropriate English or ESL course upon review of the college's English/ESL faculty.

The ESLD is comprised of two sections:

- In Section 1, students will write an essay response to a reading passage. Students may use a dictionary, including a bi-lingual dictionary, but no other outside sources. The essay response should do the following:
  - Explain the main point the author is making.
  - Share what you think (your opinion) about the author's main point.
  - Support your opinion about the author's main point by connecting it with your personal experience and/or what you have read, seen, learned about in school and/or on TV or social media about the topic.
  - Once you have finished your essay, be sure to review your writing and make any changes or corrections that will help the reader clearly understand the points in your essay.

Students will have **90 minutes** to complete Section 1. Students who finish their essay response before the 90 minutes is up, may go on to Section 2. When 90 minutes have passed, students will automatically go to Section 2. **Once students move to Section 2, they are NOT able to return to Section 1.**

- In Section 2, students will answer six questions regarding their English language skills. This section is not timed and the responses will help the ESL faculty have a better understanding of the student's language skills, in order to determine appropriate ESL or English course placement.

Additional information is provided in the [ESLD Student Handbook](#).

### **Ability to Benefit (ATB) Exam**

**Who is required to meet the Ability to Benefit (ATB) testing requirement for NY State Tuition Assistance Program (TAP) eligibility?**

All New York State residents who have a foreign high school diploma are required to meet the New York State ATB standards to be eligible for TAP. Students are required to meet the scores listed on the following ATB test modules:

- **Reading:** a score of 233 or higher
- **Sentence Skills:** a score of 235 or higher
- **Arithmetic:** a score of 230 or higher

Students who have taken the test on the first attempt and do not meet the minimum required scores are granted an automatic retest after 10 business days from the date of their initial test. After the retest, if they do not pass, they must wait at least three months before taking the exam again. Every retest thereafter the student must wait at least 30 days before taking the exam until they pass all three parts. It is recommended that during that time you dedicate a minimum of five hours of self-directed study for each test you do not pass before retesting.

**For more Information about TAP & ATB compliance, please visit the following offices:**

Office of Admissions and Recruitment  
Office of Financial Aid

### **Proficiency Index/Exemptions**

Students can demonstrate that they meet the University's proficiency requirements in English and Math based on their SAT, ACT, or NY State Regents test scores:

#### **English**

Students may meet the proficiency requirement in English by documenting any one of the following:

- SAT I Verbal score of 480 or higher or SAT Critical Reading score of 480 or higher or SAT Evidence-Based Reading and Writing (EBRW) section score of 480 or higher
- ACT English score of 20 or higher
- NY State English Regents score of 75 or higher

#### **Mathematics**

Students may meet the proficiency requirement in mathematics by documenting any one of the following:

- SAT Math score of 500 or higher
- SAT Math Section (exam date March 2016 and thereafter), score of 530 or higher
- ACT Math score of 21 or higher
- NY State Regents:

- Common Core Regents: Score of 70 or higher in Algebra I or a score of 70 or higher in Geometry or a score of 65 or higher in Algebra 2.
- Score of 80 or higher in Integrated Algebra or Geometry or Algebra 2/Trigonometry AND successful completion of the Algebra 2/Trigonometry or higher-level course.
- Score of 75 or higher in one of the following:
  - Math A or Math B
  - Sequential II or Sequential III

### **CUNY's Proficiency Index**

Students who do not achieve the required scores on SAT, ACT, or New York State Regents Exams can satisfy the proficiency requirements with:

- an English proficiency index score of 65 or higher
- a Math proficiency index score of 60 or higher

### **Testing for Students with Disabilities**

In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, students with disabilities may be eligible for testing accommodations. Students must be registered with the college's Office of Accessibility Resource Center (ARC) which will certify eligibility and coordinate accommodations with the Testing Center. Students who think they may be eligible for accommodations and/or other services from ARC are urged to contact that office as soon as possible.

For further information contact the ARC at 718-518-4454 and/or visit the [office's website](#) for additional important information.

**Registered ARC students who would like to request testing accommodations please visit link below.**

[https://www.hostos.cuny.edu/Administrative-Offices/SDEM/Accessibility-Resource-Center-\(ARC\)/Forms](https://www.hostos.cuny.edu/Administrative-Offices/SDEM/Accessibility-Resource-Center-(ARC)/Forms)

#### **For more information contact:**

Marjorie Lalane-Murphy, Testing Coordinator  
Building B, Room B207  
Telephone: (718) 319-7921  
Email: [TestingCenter@hostos.cuny.edu](mailto:TestingCenter@hostos.cuny.edu)

## FINANCIAL AID

The following represents the most recent and/or revised information regarding available financial aid programs for Hostos Community College students.

### General Information

#### Types of Financial Aid at Hostos Community College:

**Grants:** Monies that do not have to be repaid and is usually based on financial need.

**Work Study:** Provides employment opportunities for students with financial need to assist them with paying their educational expense.

**Scholarship:** Monies that do not have to be repaid; usually awarded on the basis of academic merit—sometimes based on need.

**Student Loans:** Borrowed monies that must be repaid within a specified period of time after a student graduates or leaves college for any reason.

### General Eligibility Criteria for Federal Student Aid

#### *A student must:*

- Demonstrate financial need; this means that your cost of education is greater than your Estimated Family Contribution
- Be a student enrolled or accepted for enrollment in an eligible program at an eligible institution
- Register for at least half-time to be eligible for Direct Loan program funds
- Have a high school diploma or a GED certificate, pass an approved ability to benefit test (ATB), enroll in a school that participates in an approved state process, or complete their state's requirements applicable to home schooling
- Not be simultaneously enrolled in elementary or secondary school
- Be a U.S. citizen or national, or an eligible non-citizen
- Have a valid, correct Social Security Number (SSN)—with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau;
- Not be in default of a Federal loan or owe an overpayment on a federal grant or Federal Perkins Loan
- Not have borrowed in excess of the annual or aggregate loan limits
- Be in good academic standing and maintaining satisfactory progress towards completing a degree
- Not be convicted of possessing or selling illegal drugs while receiving financial aid

- Provide documentation to verify the information on the FAFSA, if it's requested.

In addition, a student's eligibility for federal funds may be affected by such factors as:

- Prior degrees earned
- Enrollment status
- Remedial course work
- Correspondence study
- Study by telecommunications
- Incarceration

Student aid is awarded on the basis of need. Need is the difference between the student's estimated cost of attendance including but not limited to tuition, fees, books, transportation, housing and the amount the student and/or his family can afford to pay. For federal student aid programs, a federally approved formula is used to determine your Expected Family Contribution (EFC) which is a measure used to calculate the amount that a family is expected to pay toward educational expenses.

The formula calculates the EFC by taking into account:

- Your total family income and benefits
- Tax-filing status
- The number of people in your family
- The number of family members in college
- Some of your family's assets
- The formula recognizes that only a portion of your and your family's income and assets may be considered available for educationally related expenses
- And your dependency status - certain questions on your financial aid application(s) will help determine whether you are a dependent student and must report your parents' income and resources along with your own, or an independent student who reports only your own (and your spouse's) income and resources.

### Registering for Selective Service

Your registration status with Selective Service no longer affects your eligibility to receive federal student aid. However, you can still register through the [FAFSA form](#). For general information about registering, call Selective Service toll-free at 1-888-655-1825 or visit [sss.gov](#).

Note: If you are a citizen of the Federated States of Micronesia, the Republic of the Marshall Islands, or the Republic of Palau, you are exempt from registering.

### **Students with Intellectual Disabilities**

If you have an intellectual disability, you may receive funding from the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, and Federal Work-Study programs.

### **Federal Student Aid Eligibility Criteria for Students with Intellectual Disabilities**

- CTP Program – You are enrolled or accepted for enrollment in a comprehensive transition and postsecondary (CTP) program for students with intellectual disabilities at an institution of higher education (a college or career school) that participates in the federal student aid programs.
- Academic Success – You are maintaining satisfactory academic progress.
- The Basics – Lastly, you meet the basic federal student aid eligibility requirements, except that you are not required to have a high school diploma or GED and are not required to be pursuing a degree or certificate.

### **General Eligibility Criteria for New York State Tuition Assistance**

#### ***A student must:***

- Meet the program income limits
- Be admitted into a degree program at an approved postsecondary institution in New York State
- Be a legal resident of New York State (that is, you must have lived in the State for at least one year prior to the first term for which you are seeking payment) or eligible under the Senator José Peralta New York State DREAM Act
- Be a U.S. citizen, eligible noncitizen or hold an I-94 visa as a refugee, paroled refugee or conditional entrant
- If you are pursuing an associate's degree you must declare a major before the beginning of your second year (31 credits)
- In your first TAP semester at least three credit hours of your full-time enrollment must be college credit bearing course work. For all subsequent semesters, you should check with your financial aid office to obtain the minimum number of degree credits required or you can find the information in the Satisfactory Academic Progress (SAP) section.
- HESC will verify the income tax information on your TAP application with the New York State Department of Taxation and Finance
- For a TAP award be enrolled full-time, that is, enrolled for at least 12 credits or equated credits

that meet the requirements of your curriculum/major.

- For an APTS award be enrolled part-time in at least 6 but fewer than 12 equated credits with at least 3 of these being degree credits
- For Part-Time TAP students must have started in fall 2006 or later. Earn 12 equated credit hours or more in each of two consecutive preceding semesters, for a total of 24 credit hours and register for at least six credit hours, but less than 12 equated credits
- Remain in good academic standing for New York State financial aid programs by meeting Academic Progress standards and demonstrating Program Pursuit each semester you receive TAP
- Maintain a 'C' average after receiving four semesters of TAP payments
- Not be in default of Federal Direct student loans or loans that HESC guaranteed
- Must not have exhausted your TAP eligibility. You are allowed a total of eight full-time semesters of TAP payments (or its equivalent for part-time study) for your entire undergraduate degree. You may receive up to six semesters as an associate degree student. For some special programs you can earn up to 10 semesters.
- Students with Disabilities may be eligible to combine coursework from more than one semester to meet the full-time attendance requirement (see your college for more information)
- Have graduated from high school in the U.S., or earned a GED, or pass a federally approved Ability-to-Benefit test as defined by the Commissioner of the State of Education Department

### **The two most common financial aid application forms are:**

- [The Free Application for Federal Student Aid \(FAFSA\)](#) which is used to determine an applicant's eligibility for Title IV Aid which includes: Federal Pell Grant, Federal Work Study, Federal Supplemental Educational Opportunity Grant, and Federal Student Loans.
- [The New York State Student Aid Payment Application](#) which is used to apply for New York State aid, such as the Tuition Assistance Program (TAP), as well as for payment of other NYS scholarships and grants.



### General Documents Required

When you apply for student aid, you should have certain documents on hand:

- Collect federal [and state] tax information or tax returns including IRS W-2 information, for you (and your spouse, if you are married), and for your parents if you are a dependent student:
  - **Note:** You may be able to transfer your federal tax return information into your FAFSA using the IRS Data Retrieval Tool.
  - \*Tax information can be estimated and corrected later if a tax return has not yet been completed.
- Your Social Security number (it's important that you enter it correctly on the FAFSA form!)
- Your parents' Social Security numbers if you are a dependent student
- Your driver's license number if you have one
- Your Permanent Resident Card number (formerly known as Alien Registration number) if you are not a U.S. citizen
- Records of your untaxed income, such as child support received, interest income, and veterans noneducation benefits, for you, and for your parents if you are a dependent student
- Information on cash; savings and checking account balances; investments, including stocks and bonds and real estate (but not including the home in which you live); and business and farm assets for you, and for your parents if you are a dependent student.

Other documents may include social security forms, public assistance records, and proof of independence. Financial aid applications are subject to a federal confirmation process called, Verification.

Verification is the process your school uses to confirm that the data reported on your FAFSA form is accurate. If you are selected for verification, your school will request additional documentation that supports the information you reported.

Being selected for verification does not necessarily mean that you did something wrong. All you need to do is provide the additional documentation your school requests; be sure to do so by the school's deadline, to ensure that you are considered for financial aid.

Failure to comply with the verification process will render the applicant ineligible for federal student aid.

### Transfer Students

If you transfer from another college to Hostos, your financial aid does not automatically transfer with you. Procedures vary depending on the particular student aid program and the time the transfer occurs— including, but not limited to correcting/updating your FAFSA and NYS Student Aid Payment application forms to include our federal (008611) and state (1401) school codes, respectively. Please inquire at the Financial Aid Office for additional guidance.

### Satisfactory Academic Progress Standard for Federal Financial Aid Programs (for degree-seeking undergraduate students)

Undergraduate students must make satisfactory academic progress towards the completion of your degree in order to remain eligible for state and federal financial aid.

#### QUALITATIVE MEASURE

- **Minimum GPA** – To be in good academic standing a student must earn a minimum GPA based on attempted credits as follows:

Credits Attempted	Minimum GPA
0.5 – 12	1.50
13-24	1.75
25 - upward	2.00

#### QUANTITATIVE MEASURE

- **Maximum Time-frame** – A student may not attempt more than 150% of the credits normally required for completion of the degree. For example: if the credits needed for the degree is 120, you can attempt no more than 180 credits.
- **Pace of Progression** – A student must successfully complete a certain percentage of the total number of credits/units based upon the number of attempted credits/units, according to the following table:

<b>Attempted Credits</b>	12	18	24	30	36	42	48	54	60	66	72	78	84	90
<b>Earned Credits</b>	0	2	4	6	13	19	23	27	33	39	44	49	55	61

\* Attempted credits are courses you registered for and did not drop before the last official withdrawal date.

All undergraduate students (whether aid recipients or not) will be measured against each of the three SAP components at the end of the Spring term to determine eligibility for receipt of Title IV aid.



### **Determining Attempted Credits and Accumulated Credits**

Attempted credits, as defined in this section, pertain to the courses and credits that must be included in the quantitative measure of progress to calculate pace of progression and maximum timeframe. The accumulation of attempted credits usually reflects the semester course enrollment maintained in a student's permanent record at the college and will usually reflect a student's enrollment as of the financial aid census date. Accumulated credits should reflect credits that the student has earned towards the completion of the degree program in which the student is enrolled.

In applying the Federal SAP standard, the college must address how the following types of courses, situations, and procedures may affect a student's GPA and pace of progression:

- **Remedial Courses**

Since remedial courses and the remedial component of developmental and compensatory courses do not carry degree credit, the non-credit component of these courses is not included in the total cumulative attempted credits or accumulated credits for determining pace of progression. However, the credit-bearing portion of compensatory or developmental courses would be included in the cumulative earned and/or attempted credit totals for determining pace.

- **Withdrawals**

Since the financial aid census date usually reflects a student's course load for the term, net of program adjustments, withdrawals as part of the program adjustment period (i.e., "drops") will not be included as cumulative attempted credits. Withdrawals which are recorded on a student's permanent record will be included as cumulative attempted credits and will have an adverse effect on a student's ability to meet the pace of progression standard. "Starting the 2021 aid year, The City University of New York will be excluding WN grades from the attempted unit calculation for quantitative measurement (pace and time-frame)". NOTE: Retroactive "non-punitive" administrative withdrawal activity may result in the requirement for the student to repay any assistance received as a result of the student's enrollment at the time of receipt of the student assistance funds.

### **Academic Penalty Removal for WU grade Effective Fall 2021**

As part of [CUNY's updated grading policy](#), the WU grade will no longer have a punitive impact on a student's GPA. However, the WU grade will continue to impact students' SAP measure for Maximum Timeframe and Pace of Progression

### **Incomplete Grades**

Courses with incomplete grades are included as cumulative attempted credits. However, these courses cannot be used as credits accumulated toward the degree since successful completion is the criterion for positive credit accumulation. If the student fails to meet the pace of progression standard due to the lack of successful completion grades for incomplete courses, the recording of successful completion grades within a term which brings the accumulated credit level to the appropriate standard will restore eligibility for the term and subsequent terms within the academic year.

### **Repeated Courses**

Successfully completed courses can generally be accepted toward degree requirements once. However, each time a student attempts a course, even if that course is part of a forgiveness or amnesty policy whereby credits attempted and grades earned in prior semesters are excluded from the GPA, it must be included as part of the cumulative attempted credit record for the measuring of pace of progression. Therefore, repeated courses, regardless of the prior grade, reduce a student's capacity to meet the pace of progression standard.

**NOTE:** The regulations allow students to receive Title IV aid for one-time repeat of a previously passed course as long as the student is again receiving credit for the course. Should a student subsequently fail a previously passed course, any additional attempt of that course cannot be included in the student's enrollment status for Title IV assistance. There is no regulatory limit on the number of times a student may be paid to retake a failed course, unless the student has also previously passed that course.

### **Transfer of Credit**

Transfer students from colleges inside and outside of CUNY shall have their pace of progression status initialized for purposes of SAP measurement by using the number of credits determined to be acceptable toward the degree as both cumulative attempted credits and cumulative credits earned. For example: a

student who completed 60 credits at another institution, but the new institution only accepts 40 of those credits upon completion of the transfer evaluation, the student would initialize their pace of progression at 40 credits.

### **Financial Aid Suspension**

Undergraduate students who do not meet the minimum undergraduate standards and graduate students who do not meet the minimum graduate standards are placed on financial aid suspension and lose their eligibility to receive assistance from all federal student aid programs. Students on financial aid suspension will remain ineligible for Title IV federal student assistance until they take actions that once again bring them into compliance with the appropriate progress standard.

### **Right to Appeal**

All students who have been placed on financial aid suspension may appeal through the established institutional SAP appeal process to retain eligibility for Title IV assistance. Students may appeal any component of the SAP standard they have not been able to meet including not meeting the minimum GPA and exceeding the maximum timeframe for program completion. An appeal must be based upon extenuating circumstances resulting from events such as personal illness or injury, illness or death of a family member, loss of employment, changes in the academic program, or other special circumstances. The student's appeal must include:

- the reasons why the student failed to meet SAP requirements and
- what has changed in his or her situation that will allow the student to meet SAP requirements at the next evaluation?

The appeal may be granted if the school:

- Determines that the student will be able to meet the appropriate SAP standards by the end of the next payment period (semester); OR
- Develops an academic plan for the student that, if followed, will ensure that the student will either be able to meet the appropriate SAP standards by a specific point in time or achieve completion of his or her academic program.

Federal SAP appeals should be reviewed by a college committee who can make an accurate academic assessment of the student's capability to meet the appropriate SAP standards by the next payment period/semester. If the committee determines that the student should be able to meet the SAP standards by

the end of the next semester, the student may be placed on financial aid probation without an academic plan.

If the committee determines that the student will require more than one payment period to meet SAP, it may develop an individual academic plan that outlines a detailed strategy for the student to regain SAP eligibility or attain program completion within a certain probationary time-frame. The plan can be for one payment period/semester or longer. The academic plan should specify conditions that must be met for the period covered by the appeal such as: the specific coursework that must be taken, the minimum GPA that must be attained, and the number of credits that must be successfully completed. An academic plan may take the student to program completion, rather than meeting the institution's SAP standards at a specific point in time. Program completion, or graduation, should be always regarded as the ultimate attainment of SAP, and the possibility of a student finishing their program of study is a strong argument for a favorable appeal.

Although financial aid personnel may participate in the appeal process, it is not recommended that the Financial Aid Office be the determining office responsible for considering, reviewing, or granting an appeal. It is not recommended that the financial aid personnel put together academic plans. These may be designed, maintained, and tracked by an academic office (e.g., academic counseling, advisement, etc.).

### **Financial Aid Probation**

A student who has been granted an appeal will be placed on financial aid probation. Students in this status have their eligibility for Title IV program assistance reinstated for one payment period (semester). At the end of the probationary semester, the institution must review the student's academic progress to determine whether the student has met the appropriate SAP standards or has fulfilled the requirements specified in the student's academic plan. A student who once again meets the appropriate progress standards after the probationary semester will continue to receive Title IV assistance until the next scheduled progress evaluation. Students who meet all the conditions of their academic plan at the end of the probationary semester will continue to receive Title IV assistance on a monitored, semester by semester basis until the next scheduled progress evaluation.

There is no limit on the number of times a student who is placed on financial aid suspension may follow the SAP appeals procedure. Although a student may file only one appeal per payment period (semester), additional appeals to extend financial aid probation to subsequent semesters are allowed. As in the original appeal, the student would indicate the extenuating circumstances, the reasons why SAP was not achieved, and what has changed that will ensure the student will be able to meet SAP at the next evaluation. If a student fails to meet the conditions of an approved academic plan, he or she may submit an additional appeal to modify or adjust the plan for the subsequent payment period(s) documenting any unusual circumstances that prevented them from meeting the goals established by the original plan. The college may approve or decline the subsequent appeal and may create an updated plan based on the information submitted

#### **Required Notifications and Monitoring**

Colleges must notify students when they are not meeting SAP requirements, explain what steps they must take to regain eligibility, what the appeals process is, whether or not they are required to meet with an academic advisor, what forms need to be completed, etc. Additionally, all elements of the college's Federal SAP policy should be published on the college's website and in the college bulletin.

The college is required to track and monitor:

- All students who do not meet SAP standards.
- All students who file an appeal and are either granted or denied that appeal.
- All students who are granted an individual specific academic plan.
- All students who are granted "probation" status.

It is recommended that an academic office such as Registrar, Academic Advisement or Counseling be responsible for monitoring the students' progress during a probationary semester or if they are meeting the conditions of an approved academic plan(s). Documentation of the appeal, the probation, and the academic plan must be retained and available for review by internal and external auditors.

#### **Re-establishing Eligibility**

Other than having eligibility restored through filing a successful appeal, a student on financial aid suspension may regain eligibility only by taking action that brings him or her into compliance with the appropriate progress standards. The mere passage of

time is insufficient to restore Title IV eligibility to a student who has lost eligibility due to not meeting the SAP standards. Therefore, students may not re-establish eligibility solely by leaving the institution for at least one year because this action, by itself, would not bring the student into compliance for Federal SAP.

Students who choose to remain enrolled without receiving Title IV aid may request a review of their academic record after any term in which they were on financial aid suspension to determine if they were able to re-attain the appropriate standards.

If a student is on financial aid suspension at the beginning of the academic year for not meeting one or more components of the school's SAP standards, but meets them at some point later in the academic year, the student may regain Title IV eligibility as follows:

- **Federal Pell Grant/Campus-based Funds**  
For Pell Grant and campus-based programs, the student regains eligibility retroactively to the beginning of the most recent payment period during which the student once again met the school's SAP standards, unless the school's satisfactory progress policy provides for reinstatement of eligibility at some later point.
- **Federal Direct Loan and FFEL Programs**  
For Federal Direct and FFEL program funds, the student regains eligibility for the entire period of enrollment. Again, this period generally coincides with the entire academic year, unless the school's SAP policy provides for reinstatement of eligibility at some later point.

#### **Treatment of Non-Standard Situations**

##### **Readmitted Students**

A student not making SAP cannot re-establish eligibility for Title IV program assistance by reenrolling after a one year or longer period of non-reenrollment. Upon readmission after any period of non-reenrollment, the student's Title IV progress standing must be re-evaluated for SAP under the standard as the record stood at the end of their last term of attendance. If the student has taken any action during the period of non-reenrollment that would bring him or her into compliance with the progress standard (e.g., successfully completing transferable courses at another institution during the period of absence), this should also be factored into the reassessment. If the readmitted student has not taken any such action, or if the action taken is not sufficient to bring the student back into compliance with the

progress standard, the student remains on financial aid suspension and must file a successful appeal to re-establish eligibility.

### **Second Degree Students**

Students enrolling for a second baccalaureate, graduate or associate degree shall have their pace of progression status initialized for purposes of SAP measurement by using the number of credits determined to be acceptable toward the degree as both the students' cumulative attempted credits and cumulative earned credits.

### **Change of Major**

Students who change majors within the same degree or certificate program must complete the degree within the maximum timeframe, unless the institution has allowed for such changes by establishing various timeframes for different programs leading to the degree or by individually re-evaluating the timeframe for these students.

### **Change of Degree**

If a student changes his or her objective and begins pursuing a different degree or certificate, the institution may make the student subject to the maximum timeframe it establishes for the new objective without regard to time spent pursuing the previous degree or certificate. The institution also has the flexibility to develop a policy that is more restrictive and limits the student to an overall timeframe for the completion of his or her studies.

### **Satisfactory Academic Progress Standard for Comprehensive Transition & Postsecondary Programs (CTP) at Hostos Community College [CUNY Unlimited—Advanced Credential in Academic and Career Studies]**

The process for determining Satisfactory Academic Progress (SAP) within CUNY Unlimited is similar to the process for the college's degree-seeking students, except that it will be based on the successful completion of credit equivalent units (audited courses, non-credit-bearing courses and nondegree courses) as outlined in the program of study. Formally, each student will meet with their CUNY Unlimited academic advisor prior to the start of the semester to determine an individualized Student Learning Plan. Students will check in informally with their academic advisor throughout the semester. Satisfactory Academic Progress will be determined by the academic advisor with feedback from instructors using the Program Learning Outcomes Rubric and Academic

Experience Assessment (see Appendix A)—including attendance requirements—to assess the Student Learning Objectives for each course, as determined within the individualized Student Learning Plan.

**Minimum Academic Progress** – To be in good academic standing, student coursework must minimally be assessed as “Made Satisfactory Progress” or overall quality of coursework must earn the equivalent of a minimum GPA based on attempted credit equivalent units as follows: for 0-12 credit equivalent units a minimum GPA of 1.50, 13-24 credit equivalent units a minimum GPA of 1.75, for 25 credit equivalent units—upward a minimum GPA of 2.0.

<b>Credit Equivalent Units Attempted</b>	<b>Minimum GPA</b>
0.5–12	1.50
13–24	1.75
25—upward	2.00

Student Learning Objectives may be assessed for credit equivalent units (audited, non-credit-bearing and nondegree courses) using the Program Learning Outcomes Rubric.

Progress with vocational goals will be assessed based on students' individualized learning plans and with feedback from employers regarding attendance and individualized employment goals.

Progress with social goals will be self-reported by the student to the CUNY Unlimited program staff and evaluated based on satisfactory completion of service learning activities.

In addition to the academic, vocational, social and career development components of the credential, students will also participate in individualized instruction to support their learning. This may be represented through tutoring, and/or academic coaching. This support may be provided by CUNY Unlimited staff or an outside provider. The CUNY Unlimited academic advisor and program staff will work with students and other involved parties to track this activity.

### **Maximum Time Frame**

CUNY Unlimited students may not attempt more than 150% of the credit equivalent units/clock hours normally required for completion of the credential. The credit equivalent units needed for the credential is 64 credit equivalent units or 2400 clock hours;

therefore, a student may attempt no more than 96 credit equivalent units or 3600 clock hours.

**Pace of Progression (Completion Rate):**

CUNY Unlimited students are required to maintain a pace that will enable them to successfully complete a percentage of all attempted credits each academic year. To maintain “pace” requirements, a CUNY Unlimited student must earn a certain percentage of the total number of credits they attempt according to the table below.

<b>Attempted Credit Equivalent Units*</b>	12	18	24	30	36	42	48	54	60	66	72	78	84	90	96
<b>Earned Credit Equivalent Units</b>	0	2	4	6	13	19	23	27	33	39	44	49	55	61	65
<b>% Earned</b>	0	11	17	20	36	45	48	50	55	59	61	63	65	68	68

\* Attempted credit equivalent units are courses you registered for and did not drop before the last official withdrawal date.

**Determining Attempted Credit Equivalent Units and Accumulated Credit Equivalent Units**

Attempted credit equivalent units, as defined in this section, pertain to the courses and credit equivalent units that must be included in the quantitative measure of progress to calculate pace of progression and maximum timeframe. The accumulation of attempted credit equivalent units usually reflects the semester course enrollment maintained in a student’s permanent record at the college and will usually reflect a student’s enrollment as of the financial aid census date. Accumulated credit equivalent units should reflect credit equivalent units that the student has earned towards the completion of the CUNY Unlimited credential.

**Withdrawals**

Since the financial aid census date usually reflects a student’s course load for the term, net of program adjustments, withdrawals as part of the program adjustment period (i.e., “drops”) will not be included as cumulative attempted credit equivalent units. Withdrawals which are recorded on a student’s permanent record will be included as cumulative attempted credit equivalent units and will have an adverse effect on a student’s ability to meet the pace of progression standard. “Starting the 2021 aid year, The

City University of New York will be excluding WN grades from the attempted unit calculation for quantitative measurement (pace and time-frame)”. OR As of Summer 2020, CUNY has implemented a new policy which excludes all WN grades from being counted in the quantitative measures of SAP (pace of progression and maximum timeframe. This change in policy pertains to all WN grades retroactively and all future SAP evaluations for the student’s enrollment in the program.

**NOTE:** Retroactive “non-punitive” administrative withdrawal activity may result in the requirement for the student to repay any assistance received as a result of the student’s enrollment at the time of receipt of the student assistance funds.

**Incomplete Grades**

Courses with incomplete grades are included as cumulative attempted credit equivalent units. However, these courses cannot be used as credit equivalent units accumulated toward the credential since successful completion is the criterion for positive credit equivalent unit accumulation. If the student fails to meet the pace of progression standard due to the lack of successful completion for incomplete courses, the recording of successful completion within a term which brings the accumulated credit equivalent unit level to the appropriate standard will restore eligibility for the term and subsequent terms within the academic year.

For courses in which the objectives are not completed by the student (for good and sufficient reasons), the instructor, in consultation with the CUNY Unlimited academic advisor and the student, may grant an “incomplete”. The “incomplete” becomes a “FIN” (DID NOT MEET OBJECTIVE due to incomplete) if the course objectives are not completed by the last of day of classes of the semester immediately following the semester in which the “incomplete” grade was assigned.

**Repeated Courses**

Successfully completed courses can generally be accepted toward credential requirements once. However, each time a student attempts a course, even if that course is part of a forgiveness or amnesty policy whereby credit equivalent units attempted and grades earned in prior semesters are excluded from the GPA, it must be included as part of the cumulative attempted credit equivalent unit record for the measuring of pace of progression. Therefore, repeated

courses, regardless of the prior grade, reduce a student's capacity to meet the pace of progression standard.

**NOTE:** The regulations allow students to receive Title IV aid for one-time repeat of a previously passed course as long as the student is again receiving equivalent credit for the course. Should a student subsequently fail a previously passed course, any additional attempt of that course cannot be included in the student's enrollment status for Title IV assistance. There is no regulatory limit on the number of times a student may be paid to retake a failed course, unless the student has also previously passed that course.

### **Transfer of Credit**

Transfer students from colleges inside and outside of CUNY shall have their pace of progression status initialized for purposes of SAP measurement by using the number of credit equivalent units determined to be acceptable toward the credential as both cumulative attempted credit equivalent units and cumulative credit equivalent units earned. For example: a student who completed 60 credit equivalent units at another institution, but the new institution only accepts 40 of those credit equivalent units upon completion of the transfer evaluation, the student would initialize their pace of progression at 40 credit equivalent units.

### **Financial Aid Suspension**

CUNY Unlimited students who do not meet the minimum SAP standards are placed on financial aid suspension and lose their eligibility to receive assistance from all federal student aid programs. Students on financial aid suspension will remain ineligible for Title IV federal student assistance until they take actions that once again bring them into compliance with the appropriate progress standards.

### **Right to Appeal**

All students who have been placed on financial aid suspension may appeal through the established institutional SAP appeal process to retain eligibility for Title IV assistance. Students may appeal any component of the SAP standard they have not been able to meet including not meeting the minimum GPA and exceeding the maximum timeframe for program completion.

An appeal must be based upon extenuating circumstances resulting from events such as, but not limited to, personal illness or injury, illness or death of a family member, loss of employment, changes in the

academic program, or other special circumstances. The student's appeal must include:

- Reasons why the student failed to meet SAP requirements and
- What has changed in his or her situation that will allow the student to demonstrate SAP at the next evaluation

The appeal may be granted if the school:

- Determines that the student will be able to meet the appropriate SAP standards by the end of the next payment period (semester); OR
- Develops an academic plan (*i.e.* student learning plan) for the student that, if followed, will ensure that the student will either be able to meet the appropriate SAP standards by a specific point in time or achieve completion of his or her academic program.

The individual academic plan should outline a detailed strategy for the student to regain SAP eligibility or attain program completion within a certain probationary time-frame. The plan can be for one payment period/semester or longer. The academic plan should specify conditions that must be met for the period covered by the appeal such as: The specific coursework that must be taken, the minimum GPA or equivalent program learning outcomes that must be attained, and the number of credit equivalent units that must be successfully completed. An academic plan may take the student to program completion, rather than meeting the institution's SAP standards at a specific point in time. Program completion, or graduation, should be always regarded as the ultimate attainment of SAP, and the possibility of a student finishing their program of study is a strong argument for a favorable appeal.

### **Financial Aid Probation**

A student who has been granted an appeal will be placed on financial aid probation. Students in this status have their eligibility for Title IV program assistance reinstated for one payment period (semester). At the end of the probationary semester, the institution must review the student's academic progress to determine whether the student has met the appropriate SAP standards or has fulfilled the requirements specified in the student's academic plan. A student who once again meets the appropriate progress standards after the probationary semester will continue to receive Title IV assistance until the next scheduled progress evaluation. Students who meet all the conditions of their academic plan at the



end of the probationary semester will continue to receive Title IV assistance on a monitored, semester by semester basis until the next scheduled progress evaluation. There is no limit on the number of times a student who is placed on financial aid suspension may follow the SAP appeals procedure. Although a student may file only one appeal per payment period (semester), additional appeals to extend financial aid probation to subsequent semesters are allowed. As in the original appeal, the student would indicate the extenuating circumstances, the reasons why SAP was not achieved, and what has changed that will ensure the student will be able to meet SAP at the next evaluation. If a student fails to meet the conditions of an approved academic plan, he or she may submit an additional appeal to modify or adjust the plan for the subsequent payment period(s) documenting any unusual circumstances that prevented them from meeting the goals established by the original plan. The college may approve or decline the subsequent appeal and may create an updated academic plan based on the information submitted.

#### **Re-establishing Eligibility**

Other than having eligibility restored through filing a successful appeal, a student on financial aid suspension may regain eligibility only by taking action that brings them into compliance with the appropriate progress standards. The mere passage of time is insufficient to restore Title IV eligibility to a student who has lost eligibility due to not meeting the SAP standards. Therefore, students may not re-establish eligibility solely by leaving the institution for at least one year because this action, by itself, would not bring the student into compliance for Federal Satisfactory Academic Progress. Students who choose to remain enrolled without receiving Title IV aid may request a review of their academic record after any term in which they were on financial aid suspension to determine if they were able to re-attain appropriate SAP standards.

If a student is on financial aid suspension at the beginning of the academic year for not meeting one or more components of the school's SAP standards, but meets them at some point later in the academic year, the student may regain Title IV eligibility as follows:

- **Federal Pell Grant/Campus-based Funds:** For Pell Grant and campus-based programs, the student regains eligibility retroactively to the beginning of the most recent payment period during which the student once again met the school's SAP

standards, unless the school's satisfactory progress policy provides for reinstatement of eligibility at some later point.

- **Federal Direct Loan and FFEL Programs:** For Federal Direct and FFEL program funds, the student regains eligibility for the entire period of enrollment. Again, this period generally coincides with the entire academic year, unless the school's SAP policy provides for reinstatement of eligibility at some later point.

#### **Change of Major:**

Students who change majors within the same credential program must complete the credential within the maximum timeframe, unless the institution has allowed for such changes by establishing various timeframes for different programs leading to the credential or by individually re-evaluating the timeframe for these students.

#### **Change of Degree**

If a student changes their objective and begins pursuing a different credential, degree or certificate, the institution may make the student subject to the maximum timeframe it establishes for the new objective without regard to time spent pursuing the previous credential, degree or certificate. The institution also has the flexibility to develop a policy that is more restrictive and limits the student to an overall timeframe for the completion of their studies.

#### **Second Degree Students**

Students enrolling for a second eligible credential or associate degree shall have their pace of progression status initialized for purposes of SAP measurement by using the number of credits determined to be acceptable toward the credential or degree as both the students' cumulative attempted credits and cumulative earned credits.

#### **Impact of the COVID-19 Pandemic on SAP Processes Spring 2020**

The guidance outlined below pertains to the Spring 2020 semester; while this policy was enacted for Spring 2020, any NC and applicable withdrawal grades from Spring 2020 will be perpetually excluded from the quantitative SAP calculation each subsequent year.

Due to the impacts of the COVID-19 pandemic, CUNY has adjusted the federal Satisfactory Academic Progress (SAP) for the Spring 2020 semester according to the May 15th, 2020 FSA Electronic Announcement, under Section 3509 of the CARES Act. According to the

University issued policy on Academic Continuity in response to COVID-19, any student who cannot complete any attempted credits for the Spring 2020 as of the onset of the pandemic on March 13th, 2020, will have these credits excluded from the quantitative/pace component on the Federal SAP calculation. Moreover, a student is not required to submit a 2020-2021 SAP appeal to exclude the COVID-19 related withdrawals (as of March 13th, 2020) and NC grades from the quantitative evaluation (Maximum Timeframe and Pace) as a result of a college transitioning to distance learning (for instance, students moved from ground-based instruction to distance learning/closed campus housing/other campus facilities, or experienced other education interruptions during Spring 2020 and Fall 2020). As such, CUNY's policy considers all Spring 2020 withdrawals (as of March 13th, 2020) from students enrolled in affected programs and NC grades to have been the result of circumstances related to the COVID-19 national emergency.

#### **Fall 2020**

For Fall 2020, colleges had the option to exclude withdrawal grades on a case by case basis with documented COVID-19 information from the student. This analysis was done on the campus level.

Fall 2020 NC grades were excluded from the quantitative component (Maximum Timeframe and Pace). The Fall 2020 NC grades and manual withdrawal grade exclusion will continue to be cumulatively excluded from all future SAP evaluations for the student's enrollment in their academic career.

#### **Spring 2021**

NC and withdrawal grades from the Spring 2021 semester were included in the SAP calculation and will continue to be included in all future SAP evaluations for the student's enrollment in their academic career.

**NOTE:** The [CUNY policy](#) provides guidance for the student to choose a CR/NC grade for A-F grades. Each college may have its discretion of a W-type grade that can be converted to an NC grade and the college should make its policy with documentation. This decision should be treated as an academic appeal.

### **FEDERAL STUDENT AID PROGRAMS**

#### **Pell Grant Awards**

For academic year 2022-2023, the Pell Grant award amount ranges from a minimum of \$692 to a maximum \$6,895. Pell Grants are the foundation of federal student financial aid. Pell grants are awarded to undergraduate students who haven't earned a

bachelor's or graduate degree. The amount of your Federal Pell Grant depends on your cost of attendance, expected family contribution, enrollment status and whether you attend school for a full academic year or less.

#### **Federal Direct Loans – Subsidized & Unsubsidized**

Students may borrow loan funds directly from the federal government to help cover the costs of college. Like all other loans, these loans must be repaid with interest within a specified period of time after the student graduates or leaves college for any reason.

#### **Campus Based Aid Programs**

The three programs discussed in this section are called Campus Based Aid Programs because they are administered directly by The City University of New York and the Hostos Financial Aid Office. Although each program is different, they have these characteristics in common:

- The amount of aid you receive depends on your financial need, the amount of other aid you will be receiving, and the availability of funds at the College. Once all program funds have been depleted, no more awards can be made from that program.
- Each college determines its own deadlines to apply for Campus Based Aid.
- There are no guarantees that an applicant will be granted an award, even if they can demonstrate need or if the applicant received an award previously.
- **Federal Supplemental Educational Opportunity Grant (FSEOG)** is intended for undergraduates with exceptional need. Priority is given to students who are Pell recipients, with remaining unmet need. FSEOG does not have to be repaid. Award amounts are based on the availability of funds, per federal allocations, costs of attendance and the applicant's unmet need.
- **Federal Work Study (FWS) Program** provides jobs for eligible undergraduate students with financial need, allowing them to earn money to help pay education expenses. The program encourages community service work and work related to your course of study. Jobs on campus are limited, and eligibility is subject to federal allocations, cost of attendance, and the applicant's EFC. Generally, awards for eligible applicants can range from approximately \$2000.00 - \$4,000.00. These awards vary between applicants.

- **Federal Perkins Loan Important:** Under federal law, the authority for schools to make new Perkins Loans ended on Sept. 30, 2017, and final disbursements were permitted through June 30, 2018. As a result, students can no longer receive Perkins Loans. A borrower who received a Perkins Loan can learn more about managing the repayment of the loan by contacting either the Business Office at (718) 518-4358.

### **New York State Student Aid**

Is administered by the New York State Higher Education Services Corporation (HESC).

### **General Eligibility Criteria for New York State Student Financial Assistance**

- You must meet the program income limits
- You must submit a FAFSA and a TAP application before June 30, 2023 for the 2022-2023 academic term
- You must be admitted into a degree program
- Be a legal resident of New York State (that is, you must have lived in the State for at least one year prior to the first term for which you are seeking payment) or eligible under the [Senator José Peralta New York State DREAM Act](#)
- Be a U.S. citizen, eligible noncitizen or hold an I-94 visa as a refugee, paroled refugee or conditional entrant
- If you are pursuing an associate's degree you must declare a major before the beginning of your second year (31 credits) If you are pursuing a bachelor's degree you must declare a major before the beginning of your third year (61 credits)
- In your first TAP semester at least three credit hours of your full-time enrollment must be college credit bearing course work. For all subsequent semesters, you should check with your financial aid office to obtain the minimum number of degree credits required or you can find the information in the [Satisfactory Academic Progress \(SAP\)](#) section.
- HESC will verify the income tax information on your TAP application with the New York State Department of Taxation and Finance
- For a TAP award be enrolled full-time, that is, enrolled for at least 12 credits or equated credits that meet the requirements of your curriculum/major.

- For an APTS award be enrolled part-time in at least 6 but fewer than 12 equated credits with at least 3 of these being degree credits
- For Part-Time TAP students must have started in fall 2006 or later. Earn 12 equated credit hours or more in each of two consecutive preceding semesters, for a total of 24 credit hours and register for at least six credit hours, but less than 12 equated credits
- Remain in good academic standing for New York State financial aid programs by meeting Academic Progress standards and demonstrating Program Pursuit each semester you receive TAP
- Maintain a 'C' average after receiving four semesters of TAP payments
- Not be in default of Federal Direct student loans or loans that HESC guaranteed
- You must not have exhausted your TAP eligibility. You are allowed a total of eight full-time semesters of TAP payments (or its equivalent for part-time study) for your entire undergraduate degree. You may receive up to six semesters as an associate degree student. For some special programs you can earn up to 10 semesters.
- Disabled students may be eligible to combine coursework from more than one semester to meet the full-time attendance requirement (see your college for more information)
- Have graduated from high school in the U.S., or earned a GED, or pass a federally approved Ability-to-Benefit test as defined by the Commissioner of the State of Education Department

**The NYS Tuition Assistance Program (TAP)** provides grants to students to assist them in paying tuition.

### **Application Form**

The first step in the TAP application process is the completion of the FAFSA. When you get to the FAFSA on the Web Confirmation Page, there will be a link for New York State residents to complete an application for TAP. You must submit a FAFSA and TAP application before June 30, 2023 for the 2022-2023 academic year.

### **To be eligible for TAP, students must:**

- Be a United States citizen or eligible noncitizen
- Be a legal resident of New York State for at least one year prior to the start of the term
- Have graduated from high school in the United States, earned a high school equivalency diploma

by passing a Test Assessing Secondary Completion (TASC) formally known as a GED, or passed a federally approved "Ability to Benefit" test as defined by the Commissioner of the State Education Department

- Be matriculated in an approved program of study and be in good academic standing with at least a "C" average as of the 4th semester payment
- Be enrolled as a full-time student taking twelve or more credits applicable toward the degree program, per semester to receive TAP
- Not be in default on any state or federal student loans and not be in default on any repayment of State awards
- Be in compliance with the terms of any service condition imposed by a NYS award; and
- Meet income requirement

#### **Income Limits**

Families with New York State Net Taxable Income (gross income less deductions and allowances for exemptions) of \$80,000 or less qualify to receive a TAP grant.

#### **Award Amounts**

TAP awards range from \$500 to \$5165 a year.

#### **Qualifying Program and Credits**

You must be admitted into a degree program and be matriculated.

You must register for at least 12 credits or equated credits, which are creditable toward your declared major.

#### **Pursuit and Progress**

You must make academic progress towards a degree. You must maintain a minimum GPA for each payment requested.

#### **Additional information on TAP**

- If you are pursuing an associate's degree you must declare a major before the beginning of your second year (before 31 credits)
- If you are pursuing a bachelor's degree you must declare a major before the beginning of your third year (before 61 credits)
- HESC will Verify the income tax information on your TAP application with the New York State Department of Taxation and Finance
- You are allowed a total of 48 TAP points for your entire undergraduate degree. You use six points for each full-time TAP payment. You may receive

up to six semesters as an associate degree student. For some special programs you can earn up to 10 semesters and are allowed at total to 60 points

- Students enrolled in the College Discovery Program may be eligible for an additional semester of TAP eligibility; please contact the College Discovery Office at (718)-518-448.
- Disabled students may be eligible to combine coursework from more than one semester to meet the full-time attendance requirement (see your college for more information).

**NYS Aid for Part-Time Study (APTS)** is a grant for students pursuing a degree as a part-time undergraduate student. The amount of the grant is determined by CUNY and is based upon the availability of funds from New York State.

#### **Application Form**

To apply you must have completed the FAFSA, TAP application and the CUNY Financial Aid Supplement form.

#### **Qualifying Program and credits**

You must be a matriculated student.

For this program at CUNY part-time study means being enrolled for at least 6 but less than 12 credits per semester.

#### **Resident information**

You must be a New York State resident

#### **Eligibility**

To be considered for an APTS award, students must:

- Enroll part time as matriculated students in approved undergraduate degree programs or registered certificate programs at degree-granting institutions in New York State
- Meet the program income limits
- Be New York State residents and either United States citizens or qualifying non-citizens
- Not have used up Tuition Assistance Program (TAP) eligibility
- Maintain good academic standing
- Not be in default on any Federal or State student loan or on any repayment of state awards
- You must maintain a "C" average after having received the equivalent of two full years of payment of State-sponsored student financial aid
- Have graduated from high school in the United States, or earned a high school equivalency

diploma by passing the Test Assessing Secondary Completion (TASC), formally known as GED, or passed a federally approved "Ability to Benefit" test as defined by the Commissioner of the State Education Department

#### **Income Limits**

Eligibility for an APTS award is based on New York State net taxable income from the preceding calendar year.

- If students were eligible to be claimed as tax dependents by their parents, family New York State NET taxable income can be as much as \$50,550 to qualify for an award. Family income includes student AND parents' income.
- If students were not eligible to be claimed by their parents as tax dependents, their New York State NET taxable income (including spouse's income) can be as much as \$34,250 to qualify for an award. Spouse's income must be included if they were married on or before December 31 of the previous calendar year.
- If students were not eligible to be claimed by their parents but were eligible to claim tax dependents other than self and/or spouse, New York State NET taxable income (including spouse's income) can be as much as \$50,550 to qualify for an award. Spouse's income must be included if they were married on or before December 31 of the previous calendar year.

**NYS Part-Time TAP** is a program that allows for partial TAP payments for students taking between 6-11 credit. This program is available to CUNY degree granting college students who meet the specified requirements. To apply you must complete a FAFSA and a TAP application.

**To receive Part-Time TAP you must meet the following requirements:**

- Be a New York State resident
- Be admitted into a degree program
- Earn 12 credits or more in each of two consecutive preceding semesters, for a total of 24 credits
- Maintain a cumulative Grade Point Average of 2.0 or higher
- Register for at least six credit hours, but less than 12 credits
- Maintain good academic standing

#### **Satisfactory Academic Progress for New York State Financial Aid Programs**

Undergraduate students must make satisfactory academic progress towards the completion of your degree in order to remain eligible for state financial aid such as:

- Attain a minimum GPA as specified in the chart below for each payment requested.
- You are allowed a total of 48 TAP points for your entire undergraduate degree. You use 6 points for every full-time TAP payment. You may receive up to 6 semesters as an associate degree student. For some special program you can earn up to 10 semesters and 60 allowed a total of 60 points.
- You must be enrolled full-time, that is, enrolled for at least 12 credits or equated credits that meet the requirements of your curriculum/major.
- In your first TAP semester, you must be taking at least 3-degree credits as part of your full-time course load. You must take a minimum of 6 degree credits every semester after your first TAP payment.
- If you repeat a course that you previously passed, you may not count the repeated course towards full-time enrollment for TAP purposes. If you repeat a course that you previously failed, you may include that course towards full-time enrollment for TAP purposes.
- Remedial courses may be counted toward either full-time or part-time enrollment for TAP purposes. However, to qualify for TAP, you must always be registered for a certain number of degree credit courses.
- To receive TAP payments, you must make academic progress towards a degree. The minimum academic requirements are indicated in the charts below.

**New York State Satisfactory Academic Progress Charts**

*Applies to non-remedial undergraduate students first receiving aid in 2010-11 and thereafter*

<b>Associate 2 Year Program: Students First NYS Award Payment in 2010-11 and After – Non-remedial</b>						
Before Being Certified for This Payment	1st	2nd	3rd	4th	5th	6th
A Student Must Have Accrued At Least This Many Credits	0	6	15	27	39	51
With at Least This Grade Point Average	0	1.3	1.5	1.8	2.0	2.0

*Applies to undergraduate students first receiving aid in 2007-08 , 2008-09, 2009-10 & remedial students first receiving aid in 2007-08 and thereafter*

<b>Associate 2 Year Program: Students first receiving aid in 2007-08 through and including 2009-10 and SEEK/CD and Remedial Students first receiving aid in 2007-08 and after</b>						
Before Being Certified for This Payment	1st	2nd	3rd	4th	5th	6th
A Student Must Have Accrued At Least This Many Credits	0	3	9	18	30	45
With at Least This Grade Point Average	0	0.5	0.75	1.3	2.0	2.0

**Americans with Disabilities Act (ADA)**

Beginning with the 2015-16 academic year, for ADA students who received their first state award during the 2010-11 academic year and thereafter and who are enrolled less than full-time, good academic standing will be determined using new SAP standards which does not modify the requirements for disabled students, but aligns them to be equivalent with those required of full-time students.

*Applies to undergraduate students defined by the American with Disability Act first receiving aid in 2015-16 and thereafter*

<b>Program: Associate Program Calendar: Semester 2015-16 and thereafter (ADA Part-time students)</b>								
Before Being Certified for This Payment	1 <sup>st</sup>	2nd	3rd	4th	5th	6th	7th	8th
A Student Must Have Accrued At Least This Many Credits	0	3	9	18	30	42	51	60
With at Least This Grade Point Average	0	1.3	1.5	1.8	2.00	2.0	2.0	2.0



**NOTE:** This sample standard of satisfactory progress is referred to throughout the preceding guidelines. Generally, it would be used to determine continuing eligibility for State support of students who have no “special circumstances.” The progress of students with special circumstances, such as those who have transferred from another institution or have used their waiver, must be monitored on an adjusted schedule.

#### **New York State Good Academic Standing Standard**

Students receiving NYS awards must show evidence of good academic standing by meeting program pursuit standards and reaching specific benchmarks of academic progress. For financial aid purposes, good academic standing consists of two elements: Program Pursuit and Satisfactory Academic Progress. Program pursuit is defined as completing a certain percentage of degree-specific course work each term. Satisfactory Academic Progress has two components: students must accumulate credits toward the degree at a certain rate and maintain a minimum grade point average in each term a state award payment is received.

An award recipient who fails to maintain good academic standing by not meeting the program pursuit or the academic progress requirement loses eligibility for further NYS awards until he or she is reinstated in good standing. A NYS scholarship may be revoked if the recipient is not reinstated in good academic standing within a reasonable time.

A waiver from these requirements exists to provide qualified students experiencing temporary difficulty in maintaining eligibility with an opportunity to have uninterrupted participation in the state programs. Good academic standing requirements may be waived once.

#### **Program Pursuit Program**

is determined each time a NYS award is received whether the award is for fulltime or part-time study. Half-time TAP awards for accelerated summer study are not considered part-time awards and are factored into the program pursuit calculation differently.

During each semester a NYS award is received, a student must complete a certain percentage of a minimum required course load. The percentage of course work that must be completed each semester becomes greater as a student receives additional payments until the point where a student is required to complete the equivalent of 100% of the minimum required course load for any remaining payments.

Students receiving full-time TAP payments are evaluated for program pursuit using 12 semester hours as 100% of a minimum full-time course load. Students receiving APTS are evaluated using 3 semester hours as 100% of a minimum part-time course load. [Note: The State defines the minimum enrollment requirement for APTS eligibility as 3 semester hours. This definition holds at CUNY even though CUNY customarily makes no APTS awards for enrollment fewer than 6 semester hours of credit.]

More specifically, during the first and second semesters of State-supported study, a student must complete 50% of the minimum credits or equated credits required for that payment. If receiving a full-time TAP payment, a student must complete at least 6 semester hours of credit to meet the 50% program pursuit requirement. For APTS purposes, 50% of the minimum part-time course load is defined as 1.5 semester hours of credit.

During the third and fourth semesters of State-supported study a student must complete 75% of the minimum credits or equated credits required for that payment. If receiving a full-time TAP payment, a student must complete at least 9 semester hours of credit to meet the 75% program pursuit requirement. For APTS purposes, 75% of the minimum part-time course load is defined as 2.25 semester hours of credit.

After the fifth semester of State-supported study, and for every semester thereafter, a student must complete 100% of the minimum credits or equated credits required for that payment.

Both degree credits and credit equivalents awarded for remedial work count toward fulfilling the pursuit requirement. In addition, all grades that indicate a student persisted throughout the semester are counted, including second and subsequent “R” grades received for the same course (which are taken to be the equivalent of an “F” grade when determining pursuit or progress). The grades at CUNY that do not count toward meeting the pursuit requirement are “WD”, “W”, “WU”, “WA”, “WF” and “WN”.

Students receiving Part-Time TAP (P-TAP) are considered to be receiving a strict pro-ration of a full-time TAP award. Therefore, these students are evaluated for program pursuit using the total enrolled semester hours of credit for the term in question and applying to that number the appropriate completion percentage. For example, a student receiving P-TAP

for 9 semester hours of credit would have to complete 4.5 (rounded down to 4) semester hours of credit to meet the 50% program pursuit requirement and 6.75 (rounded down to 6) semester hours of credit to meet the 75% program pursuit requirement. A student receiving P-TAP for 11 semester hours of credit would have to complete 5.5 (rounded down to 5) semester hours of credit to meet the 50% program pursuit requirement and 8.25 (rounded down to 8) semester hours of credit to meet the 75% program pursuit requirement.

Once a student receives his or her first State-aid award, he or she is “placed” on the first step of the undergraduate level progress chart. For each full-time or part-time award received, the student moves up one step on the pursuit chart. A student who fails to meet the required percentage of completed course work may not continue to receive State program funds without first re-establishing award eligibility.

#### **Academic Progress**

To maintain award eligibility, students must meet the academic progress standard for each fulltime award semester (that is, each time the student accumulates 6 payment points). This standard has two components:

- Students must accrue a specified number of credits;
- Students must achieve a minimum grade point average (GPA).

#### **Old Progress Standard – 1st NYS award received before July 1, 2006**

All students new to the program are automatically eligible for their first payment. In addition, there are no minimum credit-accumulation or GPA criteria for the second payment. In order to be eligible for the third payment, a student must have earned at least 6-degree credits with a minimum 1.00 GPA. By the fourth payment, a student must have accumulated 18-degree credits with a 1.2 GPA. A student must maintain a 2.00 GPA (“C” average) from the fifth state payment to the completion of the undergraduate degree. In addition, the student must have accumulated 31-degree credits by the fifth payment, 45-degree credits for the 6th payment, 60 credits by the 7th payment, 75-degree credits by the 8th payment, 90 credits by the 9th payment and 105 credits by the 10th payment.

#### **2006 Progress Standard**

The 2006 progress standard applies to students first receiving state aid in 2007-08 through and including

2009-10 and remedial students first receiving state aid in 2007-08 and thereafter. There are separate credit-accumulation and minimum GPA criteria for state aid recipients enrolled in two-year associate degree/certificate programs or four-year baccalaureate degree programs.

**Two-Year Standard:** All students new to the program are automatically eligible for their first payment. To be eligible for the second payment, a student must have earned 3-degree credits with a minimum .5 GPA. By the third payment, a student must have earned at least 9-degree credits with a minimum .75 GPA. By the fourth payment, a student must have accumulated 18-degree credits with a 1.3 GPA. A student must maintain a 2.00 GPA (“C” average) from the fifth state payment to the completion of the degree. In addition, the student must have accumulated 30-degree credits by the fifth payment, and 45-degree credits for the sixth payment.

**Four-Year Standard:** All students new to the program are automatically eligible for their first payment. To be eligible for the second payment, a student must have earned 3-degree credits with a minimum 1.1 GPA. By the third payment, a student must have earned at least 9-degree credits with a minimum 1.2 GPA. By the fourth payment, a student must have accumulated 21-degree credits with a 1.3 GPA. A student must maintain a 2.00 GPA (“C” average) from the fifth state payment to the completion of the undergraduate degree. In addition, the student must have accumulated 33-degree credits by the fifth payment, 45-degree credits for the 6th payment, 60 credits by the 7th payment, 75-degree credits by the 8th payment, 90 credits by the 9th payment and 105 credits by the 10th payment.

#### **2011 Progress Standard**

The 2011 progress standard applies to non-remedial students first receiving state aid in 2010-11 and thereafter. There are separate credit-accumulation and minimum GPA criteria for state aid recipients enrolled in two-year associate degree/certificate programs or four-year baccalaureate degree programs.

**Two-Year Standard:** Non-remedial students new to the program are automatically eligible for their first payment. To be eligible for the second payment, a student must have earned 6-degree credits with a minimum 1.3 GPA. By the third payment, a student must have earned at least 15-degree credits with a minimum 1.5 GPA. By the fourth payment, a student

must have accumulated 27-degree credits with a 1.8 GPA. A student must maintain a 2.00 GPA (“C” average) from the fifth payment to the completion of the degree. In addition, the student must have accumulated 39-degree credits by the fifth payment, and 51-degree credits for the sixth payment.

**Four-Year Standard:** Non-remedial students new to the program are automatically eligible for their first payment. To be eligible for the second payment, a student must have earned 6-degree credits with a minimum 1.5 GPA. By the third payment, a student must have earned at least 15- degree credits with a minimum 1.8 GPA. By the fourth payment, a student must have accumulated 27-degree credits with a 1.8 GPA. A student must maintain a 2.00 GPA (“C” average) from the fifth state payment to the completion of the undergraduate degree. In addition, the student must have accumulated 39-degree credits by the fifth payment, 51-degree credits for the 6th payment, 66 credits by the 7th payment, 81-degree credits by the 8th payment, 96 credits by the 9th payment, and 111 credits by the 10th payment.

Students who first received an award prior to the 2007-08 academic year will have to continue to meet the 2006-07 academic progress requirements. The new progress requirement described above does not affect these students.

Because academic progress is based on cumulative performance, grade changes and the resolution of incomplete grades affect a student’s GPA once they are part of a student’s record. These changes do not retroactively change past payments but may affect the next payment. Also note that APTS and PTAP recipients are evaluated for academic progress only when they have accrued payments equal to a full-time award semester, that is, each time 6 payment points have been accumulated.

#### **Treatment of Remedial Students**

A student shall be deemed to be in a program approved by the Commissioner for remedial study if he/she:

- Indicates the need for remediation for at least two semesters through scores on a recognized college placement exam or a nationally recognized standardized exam, as certified by the college and approved by the State Education Department;

- Is enrolled in the Search for Education, Elevation and Knowledge (SEEK) program or the College Discovery (CD) program; or
- Is or was enrolled in at least six credit hours of noncredit remedial instruction the first semester they received a TAP award.
- Students meeting the definition of remedial student will not be subject to the new academic standards but rather will stay on the 2006 chart.

#### **Transfer Students**

##### **Number of Previous Payments**

In assessing the financial aid record of a transfer student, a receiving college must determine the number of payments a student has previously received, and whether or not a student has used a waiver. The Higher Education Services Corporation provides payment and waiver information on the payment roster.

##### **Program Pursuit**

The payment points which are shown on the certification roster determine the student’s placement on the pursuit chart.

##### **Academic Progress – Determining Grade Point Average**

Colleges may choose one of two ways to consistently develop students’ transfer grade point averages. Whichever of the two options it elects, a college must uniformly apply it to each and every transfer student.

The first option is to have a student start from scratch, and use, for the purpose of GPA development, only those courses a student actually takes at the new college.

The second option is to calculate an incoming “transfer GPA.” This and the GPA a student develops at the new college become the student’s cumulative GPA, to be used in assessing the student’s academic progress as he or she continues in the program.

##### **Academic Progress – Beneficial Placement**

A college must make the determination as to where to place a transfer student on the progress chart. It can either place the student at the level of credit (defined here as the number of credits assigned by the new college) or at the level corresponding to the number of payments that the student has already received. The choice is determined according to which of the two options would most benefit an individual student.

The point where a student is placed on the Good Academic Standing chart and the actual number of payments a student has received may not line up. For a transfer student, as for a student who has received a waiver, the headings in the top row of the progress chart might more appropriately be read as next payment instead of first, second, third, etc. Once placed on the chart, either by virtue of starting at step one or higher, a student must meet the appropriate program pursuit and academic progress standards to maintain eligibility each semester.

### **Readmitted Students**

A re-admitted student is one who begins a course of study, leaves, and subsequently returns to that same college. For State aid purposes, a re-admitted student may fall into one of three categories. In each of these, a student is subject to the college's normal re-admission procedures.

If a student left the college in good academic standing and is then re-admitted, the student is eligible for NYS aid upon returning to the college. If a student left the college after having lost good academic standing and returns to the college after an absence of at least one year, the student is eligible for NYS aid upon returning to the college.

If a student left the college after having lost good academic standing and returns to the college after an absence of less than one year, there are two ways this student can regain eligibility for the first semester of the student's return:

- the student is granted the use of a waiver, provided that he or she has not already used the waiver; or
- the student has made up the deficiency by attending without the benefit of State support another college during the semester of absence from the college of initial enrollment.

### **Placement on the Chart for Readmits**

Readmitted students are placed on the Good Academic Standing Chart according to the rules which govern the placement of transfer students.

### **Accelerated Study**

Students can receive an additional term award for attending an additional study term beyond the regular program of study for the academic year. Students can also receive an additional award for half-time summer attendance. At CUNY, the summer term is always the accelerated term and the term evaluation process

includes both full-time and part-time summer term enrollment. Accelerated half-time study requires being enrolled for at least six but fewer than 12 credit hours (with a minimum of three real credits). Additionally, to receive an award for half-time accelerated study, the student must have been enrolled as a full-time student in an approved program of study in New York State during the preceding spring term or the next fall term. In order to be eligible for either a full-time or a half-time award for an accelerated term that began after January 1, 2007, the student must complete 24 credits at the college of summer attendance in the prior two semesters. These credits may be earned in any combination (i.e., 12 + 12, 6 + 18, etc.). Up to three (3) credits in each of the prior two semesters can be non-credit remedial hours.

Progress criteria for an accelerated award are based upon the same criteria as eligibility for any academic year semester. This means that for an accelerated payment, a student must have achieved in the prior semester both the academic progress and program pursuit standards stipulated on the good academic standing chart for receipt of a "next award." Eligibility for an award for accelerated study does not increase a student's maximum award entitlement under TAP. TAP is still limited to 4 years at the undergraduate level and/or 4 years at the graduate level.

### **Half Awards**

Any accelerated course work becomes part of a student's cumulative GPA. Work performed in the accelerated term affects a student's academic progress standing and therefore his/her eligibility for a next payment.

A student who has a whole number (0, 1, 2, etc.) of previous payments, and who receives a half award in the accelerated term, has his/her payment number "rounded down" for the next award. This means, for example, that a student whose total number of payments at the end of the accelerated term is 3½ will be considered as having received 3 payments for placement purposes only.

If a student has received 4 ½ payments for 4 full terms plus a half-accelerated award and then received a second accelerated half payment, the payments cumulate to 5 and the student would be at the 100% pursuit level for the summer semester.

### **Full Awards**

Students who receive full awards in the accelerated term are governed by the standards indicated on the Good Academic Standing chart for that payment number.

### **Regaining Award Eligibility**

When a student does not meet the requirements outlined on the good academic standing chart either by failing to reach program pursuit and/or academic progress standards in any given semester, further NYS awards to the student are suspended. For State aid purposes the student can be said to have lost good academic standing and is therefore ineligible for his or her next award.

There are a number of ways a student may regain eligibility:

- A student can combine two or more semesters' work to regain good academic standing, provided that only one of those semesters is paid for through State support
- A student may be eligible for a waiver. If the college approves a waiver, the student may continue in the State aid program without interruption.
- A student who transfers is automatically eligible for State aid in the first semester at the new college even if the student has not met the good academic standards at the college from which he or she transferred.
- A student who is readmitted into his or her college after an absence of at least one calendar year can become eligible providing he or she meets the college's readmission requirements.

There is no provision in the State regulations that limits the number of times a student can lose good academic standing and seek reinstatement except that a student may use the waiver provision to regain eligibility only once.

A student who has been granted a waiver for failure to meet program pursuit is not stalled on the good academic standing chart while the waiver is in effect. The student is expected to meet the pursuit standard stipulated for continued participation in the program.

### **Waiver of Good Academic Standing Requirements**

In order to provide some allowance for cases where otherwise academically proficient students experience a "bad" semester, a waiver of the good academic

standing requirements can be granted. The waiver permits a student to receive a State award the semester immediately following the one in which the student failed to meet the program pursuit and/or academic progress standard. The college must have a written policy statement about the granting of waivers. Failure of the college to adhere to its published policies concerning the waiver or to maintain the necessary documentation may result in an audit disallowance. Because a waiver is to be granted only when unusual or extraordinary circumstances are present, it is not expected that the waiver provision will be used with great frequency. Therefore, the following principles are to be kept in mind when establishing policies:

- The waiver should be granted only when there is reasonable expectation that a student will meet future requirements. [A college's published waiver policy must address student eligibility requirements.]
- A student may receive a waiver of the good academic standing requirements only once. A student may receive this one-time waiver after failing to meet program pursuit guidelines, academic progress standards or a combination of both requirements during one semester. A student who uses a waiver after failing to meet, for example, program pursuit in one semester cannot receive an additional waiver for failure to make academic progress during another semester.
- The granting of a waiver must be approached in terms of the best long-range interests of the student. Use of the waiver is an important option and should only be considered with the concurrence of the student. For example, a student who is one or two credits short of the required number of credits for the next payment might be better served by taking a summer course at their own expense to regain eligibility instead of using a waiver.
- A waiver does not increase the total number of payments a student may receive. Waiver information is reported to HESC and becomes part of the student's history of state-aid usage. HESC reports prior use of the waiver for all students, including transfer students, as part of the payment roster information.
- A waiver is not automatic. A student must apply for a waiver according to the procedures clearly established by his or her college. A college must make an assessment of the reasons for the student's failure to meet requirements. The college must also maintain

a written record of the findings and determination of each case. In issuing waivers, the college should not use a “check-off” type form with only basic information about the student. There should be a written narrative detailing the effects of the extraordinary circumstances on the student’s academic achievement and the waiver officer’s findings and determinations for granting a waiver.

### **Placement on the Progress Chart**

A student who has been granted a waiver for failure to make academic progress is stalled on the academic progress portion of the chart for the semester during which the waiver is being used. The student is expected to use the term to advance to the level the student could not achieve without the waiver.

A student who has been granted a waiver for failure to meet program pursuit requirements is not stalled on the good academic standing chart for the semester during which the waiver is in effect. By the end of the semester covered by the waiver, the student is expected to meet both the pursuit and progress standard stipulated for continued participation in the program.

### **Eligibility Related Issues**

Students who apply for State awards for the first time after having already attended college are placed on the good academic standing chart in step number one, as being certified for their first payment. Because of this, a student’s academic performance prior to applying for State aid does not enter into consideration in certifying a student for the first payment. This principle also applies to college credit earned by high school students.

### **Change of Curriculum**

Academic Progress is assessed based on accumulated credits and GPA earned toward the program of study that student is enrolled in for that term. Therefore, a change of program would exclude credits and grades for courses that no longer count towards the new program and could throw the student out of progress. In moving from one program to another, the basis for calculating both accumulated credits and cumulative GPA is changed and may differ from the cum credits and GPA showing on the transcript. State guidance does specifically prohibit using change of program as a way of circumventing the C average requirement.

A student who changes his or her major while receiving State aid may experience some difficulty in making the adjustment during the transition semester. Although a student’s continuation in the program will be governed by the same guidelines which pertain to all students in that program, the student who has been succeeding academically prior to switching majors, but loses good academic standing for State awards because of a “bad” transition semester is a likely candidate for a waiver. (Always keep in mind that there should never be an automatic reason for a waiver to be granted; each student’s situation should be reviewed and documented individually.) Also note that all work attempted at the institution becomes part of a student’s cumulative GPA.

### **Unresolved (Incomplete) Grades at Time of Certification**

In the case where a student has met program pursuit and academic progress standards, but has received an incomplete grade, the student can be certified as eligible for the following semester. If the incomplete grade is subsequently changed to a failure and the student’s GPA falls below the minimum level required for eligibility, the student retains the current award but would be ineligible for continued payments unless work completed during the State-supported semester is sufficient to raise the student’s GPA to at least the required minimum.

### **C Average Requirement**

A student who has received the equivalent of two or more full years of NYS student financial aid payments [24 or more payment points] must have a cumulative C (2.0) GPA to be eligible for continued State-supported assistance (see Section 661 (4)(b) of the NY State Education Law). This requirement applies to all State-funded general and academic performance awards available at CUNY. If a student fails to achieve a 2.0 GPA after receiving the equivalent of 4 full-time semester TAP payments, he or she may not receive further state aid payments until a 2.0 GPA is once again achieved.

Transfer students with 24 or more payment points are assumed to have met the C average requirement in their first term of study at the new college since only courses for which the student has earned a C or better are normally accepted in transfer. [The school can also consider the actual grades of the courses accepted in transfer, but if this approach is adopted, it must be consistently applied to all transfer students.] If a student with 24 or more payment points of assistance



is a readmitted or returning student, with or without transfer credits earned elsewhere, and the GPA is still less than 2.0, the student is ineligible for State-support in the initial term upon return and must attain a 2.0 GPA to regain eligibility unless the student applies for and is granted a waiver (see below).

### **C Average Requirement Waiver**

Students may apply for a waiver of the “C” average requirement based on undue hardship resulting from circumstances that have affected their ability to achieve the required C average. If granted, this waiver does not count as a use of the one-time only waiver of the NYS Good Academic Standing requirements [see above]. Records of the use of the waiver of the “C” average requirement are separately maintained by the college and not reported to HESC. This waiver of the “C” average requirement may be granted more than once if circumstances warrant.

Note: there can be no waiver of the C average requirement for P-TAP students because having a cumulative GPA of at least 2.00 is in the legislation as one of defining eligibility requirements of the P-TAP program.

### **Impact of the COVID-19 Pandemic**

NY State has outlined criteria defining who is considered impacted and who is not considered impacted by the COVID-19 Pandemic at [www.hesc.ny.gov/coronavirus](http://www.hesc.ny.gov/coronavirus).

- Impacted Students are those students who are deemed by their college to be unable to complete courses for the term or earn fewer credits than required by award programs due to COVID-19, regardless of where or how, including:
  - Students who came in contact or became sick with the virus or served as the primary care taker of someone who was sick with coronavirus
- Students enrolled in or who were supposed to begin travel-abroad experiences and were either called back to the U.S. or were not able to begin
- Students who were impacted by emergency closures or temporary campus closures in order to prevent the spread of COVID-19
- Students who met full-time study requirements, but because of COVID-19, have fallen below the credit requirements.
  - This may include,

- Students who do not have the means to continue coursework in their homes and could not complete classes that transitioned to online instruction.
- Students who could not earn their term credits because they were enrolled in a course that was cancelled because it could not transition to online instruction
- Students who were unable to complete student teaching assignments due to school closures and were unable to earn their term credits
- Students who were unable to complete credit-bearing internships due to closures under NY Pause and no alternative coursework could be offered by your college
- Students impacted by other related emergency events implemented in order to prevent the spread of COVID-19.

**Unimpacted Students** are those who successfully complete all credits for the term, even if impacted by COVID-19.

Students who meet the above definition of impacted student should speak with the TAP officer at their college for more information. The student will likely need to complete the COVID-19 Financial Aid Documentation Form to document their circumstances

The college is responsible for making the determination that the student is considered impacted by COVID-19 and implementing for performing any overrides as appropriate.

### **Return of Title IV Funds (R2T4)**

Title IV funds are awarded to a student under the assumption that the student will attend school for the entire period for which assistance was awarded. Under the Return of Title IV (R2T4) regulations, a student is considered to have withdrawn from a payment period or period of enrollment if they do not attend all of the days in the payment period they were scheduled to complete. Students “earn” Title IV aid that has been awarded in direct proportion to the number of days of the payment period (semester) they remain enrolled, beyond the 60% point in the semester. A student who

withdraws after the 60% point earns 100% of the aid awarded for that term.

[Effective July 1st, 2021, ED issued new guidance pertaining to R2T4 exemptions for modules.](#)

If a recipient of FSA grant or loan funds withdraws from school after beginning attendance during a semester, the college must calculate the amount of assistance the student earned. If the amount disbursed to the student is greater than the amount the student earned, the unearned funds must be returned (refer to the R2T4 manual for further details). If the amount disbursed to the student is less than the amount earned, then the student is eligible to receive a post-withdrawal disbursement (PWD).

If the student has received excess funds that must be returned to ED, the college shares the responsibility of returning those excess funds with the student. The college's portion of the excess funds to be returned is equal to the lesser of the entire amount of the excess funds, or the student's total tuition and fee charges multiplied by the percentage of unearned funds. If the college is not required to return all of the excess funds, the student may be required to return a portion of the remaining amount. The college must return its share of unearned funds to ED through the Office of Treasury Management (OTM). The student may repay their share to the college or, if the overpayment has been referred to NSLDS, make arrangements to repay ED directly.

#### **New Return to Title IV Waiver and COD Corona Virus Indicator (CVI)**

As noted in a [May 15, 2020 Electronic Announcement](#) posted on the Information for Financial Aid Professionals (IFAP) website, the CARES Act waives Return of Title IV Funds (R2T4) requirements for students whose withdrawals were related to the novel coronavirus disease (COVID-19) and provides that, for those students:

- Direct Loan funds received for the period will be cancelled,
- The period will not count toward the student's Subsidized Loan usage for purposes of the 150% Direct Subsidized Loan Limit (SULA),
- Pell Grant funds received for the period will be excluded from the student's Lifetime Eligibility Used (LEU).

The CARES Act requires schools to report to ED information specific to each student for whom it was not required to return Title IV funds under the waiver exception (and for each student for which Title IV funds were previously returned and are now being redrawn). The law also requires schools to report to ED the total amount of Title IV grant or loan assistance that was not returned as a result of the CARES Act provisions.

ED implemented a COD System functionality to support the requirements for the CARES Act in two phases. First phase was implemented on August 2, 2020. Second phase implemented in late September. More information can be found at [May 15, 2020 Electronic Announcement](#)

A disbursement flagged with the Coronavirus Indicator will also trigger the following actions:

- For Pell Grant disbursements, ED will adjust the LEU for the percentage represented by the flagged disbursement(s). Once the adjustment is made, it will be viewable on the LEU History page and will be identified by the "Disaster Relief" Adjustment Type.
- For Iraq and Afghanistan Service Grant disbursements, ED will adjust the LEU through a manual process as there is no automated restoration of LEU for these grants. In addition, the detailed LEU adjustment will not be viewable on the LEU History page.
- For Direct Loan disbursements, ED will remove the flagged disbursement from the annual loan limit and Subsidized Usage calculations (this may include systematically changing the Financial Award period start and end dates), and ED will notify the appropriate federal loan servicer that the disbursement(s) has been discharged.
- For TEACH Grant disbursements, ED will remove the flagged disbursement from the TEACH Grant award limits, and ED will notify the TEACH Grant servicer that the disbursement has been cancelled.

When applicable, deobligations for Potential Overaward Process (POP) situations will not occur for Pell Grant or Iraq and Afghanistan Service Grant awards with a flagged disbursement. Schools will still see POP edits and the awards will still appear on POP

reports and Multiple Reporting Records (MRRs). If a disbursement is not flagged with the Coronavirus Indicator, the COD System will process the disbursement under existing business rules. The Coronavirus Indicator is not a required data element and can be blank if it is not applicable.

Once the Coronavirus Indicator is set and accepted by the COD System, a school will not be able to submit any further maintenance on that disbursement record. In addition, once the Coronavirus Indicator is set, it cannot be “unchecked.”

**NOTE:** If changes need to be made then the school can submit a ticket to COD.

### Eligible Student

The student must be eligible to receive federal funds prior to the date of withdrawal. The conditions that make a student eligible for a “late disbursement” of Title IV funds must be met in order for Title IV aid to be considered “aid that could have been disbursed” and included in the R2T4 calculation. It is prohibited to award additional Title IV aid after the student has withdrawn. The exception to this rule is when students are within the 120-day deadline to complete verification (except Direct Loans, which cannot be awarded after the last day of enrollment).

### Determining Student’s Withdrawal Date

The R2T4 process cannot occur until the college learns that the student has completely withdrawn. The date the college determines the student withdrew (also referred to as the “date of determination”) captures the point in time when the college could reasonably have been expected to know that a student withdrew.

- For official withdrawals, this date is either the date the student began the withdrawal process or the date of their withdrawal notification.
- For unofficial withdrawals, this date is the date the college becomes aware that the student is no longer in attendance (usually after the end of the semester). **NOTE:** For a student who withdraws without providing notification to the school, the school must determine the withdrawal date **no later than 30 days after the end of the earlier** of (1) the payment period or the period of enrollment (as applicable), (2) the academic year, or (3) the student’s educational program.

- At CUNY, the institutional determination date for these calculations is 21 days from the end of the term.
- In the case of a student who stops attending after rescinding a withdrawal, the withdrawal date is the date the college becomes aware that the student did not or will not be able to complete the semester (usually reverts to the original withdrawal date). (Refer to “Rescinding Withdrawal” section below for more details)

***Note:** The college must document a student’s withdrawal date and maintain the documentation.*

The date of determination is used to determine the following R2T4 deadlines:

- The college must perform an R2T4 calculation within 30 days.
- The college must disburse grant funds within 45 days to the student (written acceptance by the student is not required for post-withdrawal disbursements of grant funds).
- The college must notify a student if a grant overpayment is due within 30 days.
- A post-withdrawal disbursement of loan funds must be offered to the borrower within 30 days.
- The college may disburse loan funds no later than 180 days from the date of determination if the borrower accepts the offer of all or a portion of a post-withdrawal disbursement of loan funds (written acceptance by the borrower is required for post withdrawal disbursements of loan funds).
- The college must return the amount of Title IV funds for which it is responsible no later than 45 days from the date of determination.

The types of withdrawal and the corresponding withdrawal trigger date are summarized in the Return of Title IV Funds – Determining Trigger Dates chart.

### Official Withdrawals (W)

When a student officially withdraws, the college may use any one of the following dates that best represents the student’s last date of attendance:

- Date student began the withdrawal process prescribed by the college
- Date student provided official notification

- Last date of attendance at an academically related activity as documented by the College

### **Administrative Withdrawals (WA)**

If a school administratively withdraws a student who has not notified the school of their intent to withdraw, the last possible date of withdrawal for the student is the date the school terminates the student's enrollment. Other examples of administrative withdrawal may include:

- Expulsion
- Suspension
- Cancellation of registration
- Failure to comply with immunization & Vaccine requirements
  - [MMR](#)
  - [SARSCOV-2 \(COVID-19\)](#) - Effective fall 2021

### **Rescinding Withdrawal**

A college may allow a student to rescind a notification of withdrawal. The student must give written notice that they are continuing in academic activities and that they intend to complete the semester. This rescission would be negated if the student subsequently ceases attendance prior to the end of the semester. In this instance, the student's withdrawal date would revert to the original date of notification (unless the college can document student's later attendance at an academically-related activity). The college must have a formal published policy on rescinding withdrawals.

### **Determining the Amount of Aid the Student Earned**

The semester begins on the first day of class and ends on the last day of final exams. Any scheduled breaks of five consecutive days or more should be excluded from the count of days. The amount of aid a student has earned is determined by dividing the number of days that the student attended by the number of days in the semester, then multiplying the result by the amount of federal aid the student "could have been disbursed". This amount is compared to the amount of aid the student actually was disbursed to determine whether FSA funds must be returned or whether the student will receive a post withdrawal disbursement.

### **Aid That Could Have Been Disbursed**

The calculation of earned Title IV program assistance includes all Pell Grant, Iraq & Afghanistan Service

Grant, TEACH Grant, FSEOG, and Direct Loan funds that were disbursed or could have been disbursed to a student. Federal Work-Study (FWS) funds are not included in the calculation.

For purposes of determining earned Title IV aid, the college includes as "aid that could have been disbursed" any undisbursed Title IV aid for the period for which the return calculation is performed, as long as the conditions for late disbursements in [34 CFR 668.164\(g\)\(2\)](#) were met prior to the date the student became ineligible. This is true regardless of whether the college was prohibited from actually making the disbursement on or before the day the student withdrew, as long as the conditions for late disbursements listed below are met prior to withdrawal.

The conditions for a late disbursement that must be met before the date the student became ineligible are:

- The Department processed a Student Aid Report (SAR) or Institutional Student Information Record (ISIR) with an official Expected Family Contribution (EFC) for the student (except in the case of a PLUS Loan).
- For a Direct Loan, the college originated the loan.
- For a FSEOG, the college made the award to the student.

**NOTE:** A promissory note must be signed for a loan to be included as aid that could have been disbursed in an R2T4 calculation. The signature may be obtained after the student withdraws but the note must have been completed before the school performs the calculation (see [DCL GEN-05-16](#) published October 27, 2005 for more information).

Some funds included in "aid that could have been disbursed" are funds that the student may not actually be eligible to receive. Specific examples of "aid that could have been disbursed" that would not be offered as a post-withdrawal disbursement are:

- Second or subsequent disbursements of Direct Loan funds.
- If a student who has withdrawn did not begin attendance in enough courses to establish a half-time enrollment status, the school may not make a first disbursement of a Direct Loan to the student after the student withdraws. However, the funds are included

as aid that could have been disbursed in the Return calculation.

- A disbursement of a Direct Loan to a first-year, first-time borrower who withdraws before the 30th day of the student's program of study (except when this delay does not apply because of low default rates).

**NOTE:** If there is a disbursement of excess Pell Grant funds based on enrollment in classes for which non-attendance dates were subsequently reported, the school must:

- Recalculate the Pell enrollment status,
- Return the amount the student was overpaid, and
- Perform the R2T4 calculation based on the student's correct Pell eligibility.

### **Crediting the Student's Account**

The college may credit the student's account with Title IV grant funds from a post-withdrawal disbursement (PWD) without their authorization to satisfy current year tuition and fee or contracted room and board charges (incurred prior to withdrawal). Before crediting a student's account with Title IV loan funds from a post-withdrawal disbursement to cover allowable charges, the college must obtain authorization from the student (or the student's parent in the case of a PLUS Loan). The college must also have written authorization from the student (or the student's parent in the case of a PLUS Loan) to credit the student's account with Title IV loan funds from a post-withdrawal disbursement for other than the allowable current charges.

The school is not required to obtain confirmation from a student before making a post-withdrawal disbursement of Title IV grant funds. The PWD may be either credited to a student's account to pay allowable charges or disbursed directly to a student without the student's authorization.

### **College Return of Unearned Aid**

The university must return unearned aid for which it is responsible to ED within 45 days (funds recorded as reconciled in the Federal Grant Payment System, G5) of the college determining the date of withdrawal. The college's portion of the excess funds to be returned is equal to either the entire amount of the excess funds disbursed, or the total tuition and fee charges multiplied by the percentage of unearned funds, whichever is less.

### **Student Return of Unearned Aid**

The student is assumed to have possession of Title IV funds only if the amount of disbursed Title IV funds exceeds institutional charges. The student's share of unearned aid that must be returned is derived by subtracting the college's share from the total unearned amount. Any loan funds that the student must return are repaid according to the terms of the promissory note. Grant funds in excess of \$50.00 that the student must return are regarded as an overpayment. Under the HERA, the amount of a grant overpayment due from a student is limited to the amount by which the original grant overpayment amount exceeds half the total Title IV grant funds received (or that could have been received) by the student.

The student who owes a grant overpayment due to a withdrawal retains Title IV eligibility for a maximum of 45 days from the earlier of the date the college sends the student notice of the overpayment, or the date the school was required to notify the student. If the student repays in full or enters into a repayment agreement with either the school or ED within 45 days, the student retains eligibility. If the student fails to take action to resolve the overpayment within the 45 days, the school must report the overpayment to NSLDS immediately after the 45 days has elapsed and must refer the overpayment to ED's Debt Collection Service (DCS) in accordance with instructions in the most recent FSA Handbook, Volume 5 "Overawards, Overpayments and Withdrawal Calculations". Unresolved overpayments not referred to DCS ultimately become the school's responsibility to repay.

### **Order of Return of Title IV Funds**

Amounts returned to ED must be credited to the FSA programs in the following order:

- Unsubsidized Federal Direct Loans
- Subsidized Direct Loan
- Federal Direct PLUS Loan
- Federal Pell Grant
- Iraq & Afghanistan Services Grant
- FSEOG
- TEACH Grants

### **Post-Withdrawal Disbursement (PWD)**

If a student has received less Title IV funds than earned, the student must receive a post withdrawal disbursement of any grant funds refunded to the student within 45 days from the date of determination. The school is not required to obtain written

confirmation from the student for acceptance of a post-withdrawal disbursement of grant funds.

The college must notify the student in writing within 30 days of the college's determination of withdrawal prior to making a post-withdrawal disbursement of loan funds. The notification must:

- Identify the type and amount of the loan funds
- Ask whether those loan funds are to be credited to the student's account or disbursed directly to the student (or parent if applicable)
- Include the information necessary for the student, or the student's parent in the case of a PLUS Loan, to make an informed decision as to whether the student or parent would like to accept any disbursement of loan funds
- Request confirmation of any post-withdrawal disbursement that the student or parent, as applicable, wishes the school to make

The school must document the result of the notification process and the final determination made concerning the disbursement, in addition to maintaining that documentation in the student's file. Once a school has received confirmation from a student, or the student's parent in the case of a PLUS Loan, that they want to receive the post-withdrawal disbursement of loan funds, a school must make the post-withdrawal disbursement of Title IV loan proceeds as soon as possible, but no later than 180 days after the date of the school's determination that the student withdrew.

#### **Verification Not Completed Before Withdrawal**

A school must offer any post-withdrawal disbursement of loan funds within 30 days of the date of the school's determination that the student withdrew. The school must return any unearned funds within 45 days. A school must make a post-withdrawal disbursement of grant funds within 45 days of that date of determination.

Schools must disburse any Title IV grant funds within 45 days of making a withdrawal determination, and disburse any loan funds the student accepted within 180 days. If verification is not completed in time for the school to meet the 45-day R2T4 deadline, the school should include in the R2T4 calculation only the Title IV aid that was not subject to verification (PLUS and unsubsidized loans).

If the student completes verification after the initial R2T4 calculation but within the 120-day verification extension deadline, the school must perform a new calculation and make the appropriate return or post-withdrawal disbursement. The post-withdrawal disbursement must be made within 180 days after the student's last date of attendance in the semester the withdrawal occurred.

If the student fails to provide all required verification documents in time for the school to meet the 45-day return deadline, the school must return any Title IV funds disbursed on an interim basis.

#### **R2T4 Treatment for Students Called to Active Duty** Provisions of the Higher Education Relief Opportunities for Students (HEROES) Act of 2003

now codify treatment of Title IV eligible students who must withdraw from school because of active duty service during a war, other military operation or national emergency; or qualifying National Guard duty during a war, other military operation or national emergency; or who reside or are employed in an area that is declared a disaster area by any Federal, State or local official in connection with a national emergency; or who suffered direct economic hardship as a direct result of war, other military operation or national emergency, as determined by the Secretary of Education. Under the HEROES Act, effective December 12, 2003, the school must perform an R2T4 calculation for students who withdraw due to their status as an affected individual. If these calculations result in the school being required to return funds to one or more of the Title IV programs, it must do so as it would for any student who completely withdraws. However, for these students, the school is to exclude from the student's total institutional charges those amounts covered with non-Title IV sources of aid, such as tuition covered by a NYS TAP grant.

If these calculations result in an overpayment that is the student's responsibility to repay, they are not required to return or repay the overpayment. Consequently, the school should not contact the student for repayment or report the student as an overpayment to NSLDS. However, the school must document in the student's file the amount of any overpayment as part of the school's documentation of the applicability of this waiver.

If an affected student is entitled to a post-withdrawal disbursement, the school must offer a minimum 45 calendar days for the student to respond to a school's



notification of their eligibility for the disbursement (the usual deadline is 14 days). However, the school can choose to extend the deadline up to 180 days.

The HEROES Act encourages schools to provide a full refund of tuition, fees, and other charges for the portion of the instruction period an affected student could not complete, or for which they did not receive academic credit. The [CUNY Tuition and Fee Manual, Section V. Student Liability, part D. Reduction of Liability](#) recommends a reduction of liability, whether or not it results in any refund, may be granted if a withdrawal from a course due to formal notification of military services during the semester, is provided for which the student did not qualify to receive an earned grade. Any such request must be documented for consideration. **NOTE:** No refund can be made to a student who has been assigned an earned grade, regardless of whether the grade is passing or failing. More information for the HEROES ACT can be found [here](#).

#### **Withdrawal date when a student dies**

As a non-attendance institution, the college must determine the withdrawal date for the student under 34 CFR 668.22(c)(1)(iv). This section provides that if the college determines that a student did not begin its withdrawal process or otherwise provide official notification of their intent to withdraw because of illness, accident, grievous personal loss or other such circumstances beyond the student's control, the withdrawal date is the date that the college determines is related to that circumstance. The withdrawal date can be no later than the date of the student's death. **The college must maintain the documentation it received that the student has died.**

**When a student receiving Title IV aid dies during the payment period or period of enrollment** When the college determines that a student has died during a period, it must perform a Return calculation. If the Return calculation indicates that an institution is required to return Title IV funds, the school must return the Title IV funds for which it is responsible. The student's estate is not required to return any Title IV funds disbursed to the student, nor is the college required to pay a PWD to the student's estate. Therefore, an institution should neither report a grant overpayment for a deceased student to NSLDS, nor refer a grant overpayment for a deceased student to Debt Resolution Services.

If the college had previously reported a grant overpayment for a student who is deceased to Debt Resolution Services, it should inform Debt Resolution Services that it has received notification that the student is deceased. The regulations governing the Direct and Federal Perkins Loan programs provide for a discharge of a borrower's obligation to repay a Federal Direct or Federal Perkins Loan if the borrower dies (including a Direct PLUS Loan borrower's obligation to repay a Direct PLUS Loan if the student on whose behalf the parent borrowed dies).

If the college is aware that a student who has died has any outstanding Title IV loan debt, the school should contact the student's estate and inform it of the actions it can take to have the student's Title IV loan debt cancelled. If a Title IV credit balance created from funds disbursed before the death of the student exists after the completion of the Return calculation and the institutional refund calculations, the institution must resolve the Title IV credit balance in one of the following three ways:

- In accordance with the cash management regulations, paying authorized charges at the institution (including previously paid charges that are now unpaid due to the Return of Title IV funds by the institution).
- Returning any Title IV grant overpayments owed by the student for previous withdrawals from the present school (the institution may deposit the funds in its federal funds account and make the appropriate entry in G5). If the institution has previously referred the grant overpayment to Debt Resolution Services, the institution should provide Debt Resolution Services with documentation that the student has died so that Debt Resolution Services can delete the overpayment from its records.
- Returning any remaining credit balance to the Title IV programs.

#### **Consumer Information**

The college must provide information about R2T4 when a student withdraws. This information must include the requirements for withdrawing from the college, as well as a summary of the requirements of 668.22 of the federal regulations.

### **For Further Guidance**

For a more comprehensive treatment of the R2T4 regulations, readers should turn to the most recent FSA Handbook, Volume 5 “Overawards, Overpayments and Withdrawal Calculations”.

Here you will find extended discussion of each element of the R2T4 calculation with definitions, examples, worksheets, case studies and regulatory citations to assist in a better understanding of this process. Additional guidance can be found in Dear Colleague Letters [GEN-04-03](#) (February 2004), [GEN-00-24](#) (December 2000), and [GEN-98-28](#) (November 1998). This guidance is easily referenced at [https://fsapartners.ed.gov/sites/default/files/2022-2023/2022-2023\\_Federal\\_Student\\_Aid\\_Handbook/knowledge-center\\_fsa-handbook\\_2022-2023\\_vol5.pdf](https://fsapartners.ed.gov/sites/default/files/2022-2023/2022-2023_Federal_Student_Aid_Handbook/knowledge-center_fsa-handbook_2022-2023_vol5.pdf).

## **REGISTRAR'S OFFICE**

The Office of the Registrar, Savoy Building, room-207, telephone number 718-518-6771, and email address: registrarsoffice@hostos.cuny.edu, webpage address: www.hostos.cuny.edu/registrar is the repository of all official student academic records. The Registrar also manages registration and certifies degree candidates. The following are explanations of the various items pertaining to a student's college records and descriptions of services that are available to all students, faculty, and staff of the College.

### **Student Records**

The Office of the Registrar is the repository of the students' academic college records. The staff of the Registrar's Office will provide students with information related to their college records and refer those students requiring additional assistance to the proper College official.

For additional information relating to student records kindly email: [studentrecords@hostos.cuny.edu](mailto:studentrecords@hostos.cuny.edu)

Note: Official Transcripts of work taken at other institutions (including high schools) that were presented for admission or for evaluation of credit, become the property of the College and cannot be copied or re-issued. If a transcript of this work is needed, it should be obtained directly from the institution which originated the document.

### **Student Identification Number**

When students file the initial application to attend Hostos, they are assigned a unique Student Identification Number. The Student Identification Number is used to prevent the misfiling of student

records and to enable the college to utilize its data processing facilities for maintaining these records.

Entry to the data bank is by numeric identification of the student. In addition, the Student Identification Number will facilitate a student's access to his or her academic profile.

### **Changes of Name and/or Address**

Any change of name or address must be reported to the College on a form that can be downloaded from the Registrar's Office webpage or by visiting the Registrar's Office. In the case of a change of name because of marriage or divorce, the student should report the change, provide appropriate documents, and indicate the name to be used on College records.

In the case of a change of name because of a court order, it is necessary for the student to produce the court order at the time of reporting the change. The court order will be returned to the student. For additional information relating to student records kindly email: [studentrecords@hostos.cuny.edu](mailto:studentrecords@hostos.cuny.edu)

### **Degree Students**

Students admitted to CUNY and Hostos who are enrolled and pursuing the course of study leading to a degree or certificate in their selected field are matriculated degree students.

### **Non-Degree Students**

Students that wish to register for classes, but are not interested in earning a degree or in pursuing a certificate program must file an “Application for Non-Degree” Status with the Admissions and Recruitment Office.

For additional information relating to applying to Hostos Community College as a Non-Degree student, kindly visit the Admissions and Recruitment Office website at: [www.hostos.cuny.edu/admissions](http://www.hostos.cuny.edu/admissions)

A student from outside the College may apply as a Non-Degree student for courses on a space-available basis. However, pre-requisites and co-requisites, if any, must be met for each course. Consequently, Non-Degree students must provide the College with an Official Transcript detailing the completion of any applicable pre-requisites and co-requisites prior to enrolling in courses.

For additional information relating to non-Hostos transcript evaluation for meeting course pre-requisites kindly email: [transfercredits@hostos.cuny.edu](mailto:transfercredits@hostos.cuny.edu)

Note: It is the Non-Degree student's responsibility to check that any courses taken are acceptable at his or her home College.

### **Change of Degree Status**

Non-Degree students, who desire to change their status to degree at some point in the future, will be subject to the college degree and compliance requirements. Furthermore, the aforementioned students must apply for degree status by filing an Admissions application with the Admissions and Recruitment Office. For additional information relating to change of degree status from Non-Degree to Degree, kindly visit the Admissions and Recruitment Office website at: [www.hostos.cuny.edu/admissions](http://www.hostos.cuny.edu/admissions)

### **Change of Plan (Curriculum)**

Students who wish to change their career and/or educational objectives are required to obtain approval from the Academic Department Chairperson or Unit Coordinator of the program in which they intend to study.

Academic Department approval should be done during the advisement period and must be filed with the Registrar's Office prior to the fourth week of classes of the current semester in order for the change to take effect for the current semester; any Change of Plan (Curriculum) request after the third week of classes during the current semester will be effective for the subsequent term. Refer to the Academic Calendar for the last day to file. Furthermore, the aforementioned students should visit the Registrar's Office webpage at: [www.hostos.cuny.edu/registrar](http://www.hostos.cuny.edu/registrar) to download the Change of Plan (Curriculum) Form or visit the Office of the Registrar to obtain the appropriate Change of Plan (Curriculum) Form.

For additional information relating to student records kindly email: [studentrecords@hostos.cuny.edu](mailto:studentrecords@hostos.cuny.edu)

### **Maximum Student Course Load**

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

The Dean of Academic Affairs must approve exceptions to this 18-credit maximum policy.

Students requesting exceptions must present their latest transcript. There are two possible reasons for making exceptions:

1. The student completed all 18 academic credits or 18 billable equivalent credits attempted in the previous semester;
2. A student (who is not on probation) needs additional credits in order to complete graduation requirements.

For additional information relating to registering for course load in excess of the maximum course load of 18 credits, kindly email: [registration@hostos.cuny.edu](mailto:registration@hostos.cuny.edu)

### **Permits**

ePermit facilitates the process of CUNY students obtaining permission to register for courses offered at other CUNY colleges. Prior to taking courses at another institution a student should inquire at the Host College for registration dates and procedures governing visiting CUNY students on ePermit. Please note that an ePermit does not automatically register a student for a course nor does the issuance of an ePermit guarantee enrollment at the Host College. Once you have enrolled at the Host College, cancellation of an ePermit does not delete your course registration; see details below regarding student responsibilities.

### **Who is eligible to use the ePermit approval request system?**

- A matriculated student currently enrolled at a CUNY college (Home college);
- Undergraduate students with a minimum cumulative GPA of at least 2.00;
- A student cannot have any holds on his/her record;
- A student must meet all Home College registration requirements, such as completed immunization;
- Newly admitted and continuing Macaulay Honors College and CUNY BA students with advisor approval.

### **ePermit requests will not be issued to:**

- A non-degree student
- A newly admitted undergraduate or graduate student prior to completing their first term at the Home College with the minimum GPA.

### **Important information and policies for filing an ePermit approval request:**

#### **Once a permit is approved:**

A student granted approval to take courses on a permit will be contacted via e-mail by the Host College with a registration appointment time.

Note: An ePermit approval only grants permission to take a course at another CUNY college and does not enroll a student or guarantee a seat in a course. Normal registration procedures should then be followed by the student as indicated by the Host institution.

For additional information relating to registering for an approved ePermit course at Hostos kindly email: [epermit@hostos.cuny.edu](mailto:epermit@hostos.cuny.edu)

**Permit term:**

The system is set to allow requests to take courses on permit for a specific semester. If more than one semester appears, e.g. summer and fall, select the semester or term for which you wish to enroll for the permit course.

**Permit course:**

Each permit request is for a single course equivalent. Thus, a student needs to complete a permit request for each equivalent course he/she would like to take at another CUNY college. Courses taken on permit must meet a specific degree requirement.

**Course grade:**

Courses will be transferred to the Home College and recorded with the grade assigned by the Host College and included in the combined GPA. The number of credits transferred for each course will be the value assigned by the Host College and not the Home College. (e.g., ENGL 178 is 4 credits at Home College, an equivalent course taken on a permit is 3 credits at the Host College; upon transfer, the student is awarded 3 credits on their Home College transcript with the Host College's name duly noted.)

**Permit cancellation:**

A student may cancel his/her ePermit request at any time prior to registering at the Host College.

**Course cancellation:**

If a student enrolls in a course at the selected Host College and decides not to attend the course, it is the student's responsibility to cancel the course registration at both the Home and Host Colleges as well as the ePermit request. The student must notify his/her Home College of the cancellation before classes begin to avoid a tuition liability and to prevent any academic consequences. ePermit course cancellation adheres to the CUNY refund policy dates and deadlines published in the academic calendar.

**Financial aid:**

It is the student's responsibility to make certain that his/her total credits meet financial aid eligibility and credit load requirements. Students should meet with an academic advisor at his/her Home College with any course-related questions. Questions concerning financial aid can be addressed by a financial aid counselor at the Home College.

**Tuition:**

Tuition is charged and paid at a student's Home College. Students eligible for financial aid are to apply through their Home College and are responsible for meeting any credit load requirements. Tuition is calculated based on the Host College credits. Courses for which material fees are applied are paid by the student to the Host College.

**ePermit and courses in residence:**

A student must obtain approval in advance to take courses at another college if they are to be credited toward their degree requirements. Students are reminded that they must complete a minimum of credits through courses taken at their Home institution, including a minimum of the major courses, to satisfy the courses in residence requirement to be eligible for graduation. Refer to your Home College catalog for the minimum credits required to be taken in residence.

**Permits to take courses at Hostos: Students from Other CUNY Colleges**

Students from other CUNY colleges who wish to take courses at Hostos need to follow the e-Permit procedures and may register on a space-available basis. Students on permits from another CUNY college will pay tuition at their home college.

**Permits to take courses at Hostos: Students from Non-CUNY Colleges / Institutions**

Students from institutions other than CUNY must apply for Non-Degree Status at the Admissions Office prior to registration. Students may register for courses on a space-available basis. However, prerequisites and co-requisites, if any, must be met for each course.

**Procedures for filing a Permit Request to take a course at a Non-CUNY College:**

1. Obtain a non-CUNY permit form through your Home College Registrar's Office.
2. To be eligible for a Permit, you must:

- a. Be matriculated and currently enrolled at Hostos Community College.
  - b. Be in good standing - not academically dismissed.
  - c. Have all required immunizations at the Home College completed.
3. Take the Permit Form to the appropriate department Chairperson / Coordinator for approval and signature.
- a. Inform the department which course(s) you wish to take at the Host College.
  - b. The Chairperson or Coordinator will determine if the course(s) is equivalent to a course(s) offered at the Home College.

This process may be expedited by presenting a catalog from the Host College.

4. Registrar Processing

- a. After academic approval, the Permit Form must be submitted to the Registrar's Office at Hostos Community College.
- b. The Registrar's Office will affix its Official Seal or authorizing stamp. You should take the Permit Form with you when you register at the Host College.
- c. When the course(s) is completed, the student should contact the Host College Registrar's Office to ensure that his/her grade is transferred to Hostos Community College - Office of the Registrar. While the grade for a course taken outside of CUNY will not be posted to a student's record and will not count in the computation of a student's GPA, credit for the course cannot be given until the grade is received in the Registrar's Office at Hostos Community College.

5. Financial Aid Approval: The student must obtain the approval of a Financial Aid Counselor who will indicate whether the non-CUNY coursework is eligible for financial aid.

6. Tuition payment: If you are going to take a permit course at a Private or State College

(non - CUNY), payment must be made to the Non-CUNY HOST College. Be sure to bring the Non-CUNY Permit Form with you.

7. There may be a limit to the number of permit credits allowed by your Home College. Please check the Home College catalog.

8. Permits will not be issued to the following:

- a. Non-degree students
- b. A readmitted matriculated student who is not currently enrolled or who does not need the permit courses for graduation.
- c. An incoming newly matriculated student who requests a permit for the semester or summer session preceding his/her effective date of admission.

For additional information relating to requesting an e-permit kindly email: [epermit@hostos.cuny.edu](mailto:epermit@hostos.cuny.edu)

**Class Attendance**

Hostos Community College of the City University of New York is a non-attendance taking institution. However, students are expected to participate in all class meetings in the courses for which they are registered. Classes begin at the times indicated in the official Schedule of Classes. Arrival in class after the scheduled starting time constitutes lateness. The maximum number of absences is limited to 15% of the number of scheduled class hours per semester, and a student absent more than the indicated 15% is deemed excessively absent. In the case of excessive absences or lateness, the instructor has the right to lower the grade, assign a failing grade, or assign additional written work or readings. Absences due to late registration, change of program, or extenuating circumstances, will be considered on an individual basis by the instructor. Each department and program may specify in writing a different course and/or classroom participation policy.

Note:

- Any work missed during any period of absence must be made up by the student.
- If the student did not attend class (i.e. began attending classes and/or pursuing the prescribed coursework or is otherwise active and participating in the course, e.g. by submitting assignments, attending a

required study group, academic conference or tutorials) at least once in the first week of the course, the Office of the Registrar is required to assign a grade of “WN” to the student’s record for the course.

**Certified Statements**

Certified statements, required for such things as proving current or past enrollment, may be obtained without charge upon filing an application with the Office of the Registrar.

Note: The College reserves the right to withhold all information on the record of any student who has not fulfilled financial obligations and other responsibilities to the College, including payment of student loans.

**Withdrawal from the College**

Students who find it necessary to withdraw from the college must drop or withdraw from their courses online via CUNYFirst. An unofficial withdrawal will result in the student receiving a grade of “F” or “WU”, which will be computed in the cumulative grade point average as a grade of “F” (effective Fall 2021, the WU grade will not factor into the grade point average). Students that never attended will receive a grade of “WN”. Official withdrawals will receive grades of “W”. Students may officially withdraw until the end of the tenth week of classes; filing dates are posted each semester and are also printed in the Academic Calendar.

**Total Withdrawals after the Official Deadline for Medical Reasons**

Students seeking to withdraw totally from the College for medical reasons after the official withdrawal deadline may appeal for a special leave through the Office of the Vice President of Student Development and Enrollment Management.

Requests for medical leave are reviewed by an Appeals Committee, and subject to approval of the Dean of Student Development and Enrollment Management.

**Total Withdrawal for Military Reasons**

The Board of Trustees policies on the treatment of students who leave CUNY to fulfill military obligations established the following rules:

- I. Students called to the reserves or drafted before the end of the semester:
  - a. Grades. In order to obtain a grade, a student must attend 13 weeks (5 weeks for summer session).
  - b. Refunds. A student called up to the reserves or drafted who does not

attend for a sufficient amount of time to qualify for a grade is entitled to 100% refund of tuition and other fees except application fees.

- II. Students who volunteer (enlist) for the military:
  - a. Grades. Same provision as for students called up to the reserves. In order to obtain a grade a student must attend 13 weeks (5 weeks for summer session).
  - b. Refunds. The amount of the refund depends upon whether the withdrawal is before the 5th week of classes.
    - i. Withdrawal before the beginning if the 5th calendar week (3rd calendar week for summer session): 100% refund of tuition and all other fees except application fees.
    - ii. Withdrawal thereafter: 50% refund.
- III. Other Provisions for Military Service: Please consult with the Veterans Liaison in the Office of Student Life.

**Grading Policy**

Hostos Community College awards letter grades to denote the level of achievement for each course. Effective FALL 2006, the grading system is as follows:

**Letter Grade Range Point Value**

A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	70-76	2.0
D	60-69	1.0
F	Failure	0.0

**Grade Point Average (GPA)**

To compute the Grade Point Average, multiply the number of points shown for the letter grade by the number of credits for that course. Divide the total number of points earned in all courses by the total number of credits. (Refer to above chart.) For example:



Course	Grade	Point Value	Credits	Grade Points
ENG 110	B-	2.7	x 3=	8.1
FRE 101	A	4.0	x 4=	16.0
HIS 210	F	0.0	x 3=	0.0
HLT 103	B+	3.3	x 3=	13.2
COM 110	C+	2.3	x 3=	6.9
<b>Total Credits</b>			<b>16</b>	
<b>Total Grade Points</b>				<b>44.2</b>

Grade Point Average (44.2 total grade points divided by 16 total credits) equals 2.76, or approximately a 'B-' average.

#### Credit Hour Policy and Procedure:

For information on CUNY and Hostos Credit Hour Policy and Procedure, please visit the following links:

<http://www.hostos.cuny.edu/Hostos/media/SDEM/Credit-Hour-Policy-and-Procedures.pdf>

<http://www.hostos.cuny.edu/Hostos/media/SDEM/CUNY-Registrar - Credit-Hour-Guidelines.pdf>

#### Other Grades

##### AUD – Audit:

Matriculated and Non-Degree students may audit a course on a seat availability basis.

Students are cautioned to consider the effect of auditing a class that is required for their major or is a pre/co-requisite of another course. Auditors will be charged full tuition and required fees.

Audited courses cannot be used to qualify for fulltime or part-time status, financial aid, veteran's benefits, or foreign student status. No credit will be given and a grade of 'AUD' will be recorded. 'AUD' grades cannot be changed to any other grade.

##### To audit a course a student must:

- Obtain written permission from the Academic Department's Chairperson or Unit Coordinator.
- Provide Registrar's Office with written approval declaring auditor status no later than the last day of the Add/Drop period; filing dates are posted each semester and are also printed in the Academic Calendar.

- Audit status cannot be changed to credit status nor can credit status be changed to
- audit status after the last day of the Add/Drop period; filing dates are posted
- each semester and are also printed in the Academic Calendar.

#### INC - Incomplete:

This grade indicates that the objectives of a course have not been completed for good and sufficient reasons, and that there is a reasonable expectation that the student can, in fact, successfully complete the requirements of the course. The instructor, in consultation with the student, may grant an INC if the student has met the instructor's requirements for the course, completed most of the coursework and have a passing semester average. Whether or not the student is registered at Hostos, the INC becomes a FIN grade if the missing coursework is not completed by the last day of classes of the semester immediately following the semester in which the INC grade was assigned; refer to the Academic Calendar for dates and times.

The FIN grade is punitive and is computed into the GPA as an F.

Students should not re-enroll for the same course while the INC grade is pending.

Under no circumstances does an INC grade indicate that a student has satisfied the pre-requisite or corequisite of any requisite course.

**FIN - Failure due to Incomplete (punitive):** A grade that is given when an "Incomplete" grade lapses to an 'F' grade. Failure to complete requirements of a course by the last day of classes of the semester immediately following the semester in which the INC was assigned results in a 'FIN' grade, effective Spring 1998.

**NC – No Credit:** A grade assigned to regular or compensatory courses

**NP – Not Passed:** A grade assigned to remedial courses or workshops, effective FALL 2014.

**P – Pass:** A grade assigned to SSD 100 (Freshman Orientation), and all remedial courses or workshops.

**R – Repeat (non-punitive):** Given in courses designed as developmental (remedial courses with credit and



excess hours) and remedial courses (with no credit) or workshops.

An "R" grade is given when a student has not reached a minimal level of proficiency for the course and must repeat the course. (Restricted to noncredit, remedial, developmental courses, or workshops).

The "R" grade is considered a non-punitive grade and is not included in the computation of the GPA. It is given one time only per course, except in the case of ESL 91 or ENG 91, which may be given twice.

Students who take ENG 92 Spring 2003 and thereafter may receive an "R" grade twice. As of Spring 2012, ESL 92 students may receive an "R" grade twice.

After that, a student who does not pass will receive an F.

**S – Satisfactory:** A grade assigned to remedial courses or workshops, effective FALL 2013.

**W – Withdrawal without penalty** (non-punitive):

This grade indicates that a student has officially withdrawn from the course, until the end of the tenth week of classes.

**WA – Administrative Withdrawal** (non-punitive): All students born on or after January 1, 1957, whether degree or non-degree, who register for six or more credits/billable equivalent credits are required to demonstrate proof of immunization for measles, mumps, and rubella.

A non-punitive administrative grade will be given to students who are excluded from classes for reasons of non-compliance with the New York State Immunization Law (PHL 2165).

**WD – Withdrawn, Dropped** (non-punitive): This grade indicates that a student has officially withdrawn from the course during the second or third week of classes.

**WN – Withdrawn, Never Attended** (punitive): Effective Fall 2008 through the Summer 2009 semester; this grade is included in the computation of the GPA and counts as a failure (F).

**\*WN – Withdrawn, Never Attended** (non-punitive): Effective Fall 2009 through Spring 2012, this grade is not included in the computation of the GPA.

**WN – Withdrawn, Never Attended** (non-punitive): Effective Summer 2012; this grade is not included in the computation of the GPA.

**WU – Unofficial Withdrawal** (punitive): Unofficial Withdrawal and/or Excessive Absences; the grade is assigned to students who attended a minimum of one class, completely stopped attending at any time before final exam week and did not officially withdraw. Replaces NC grades assigned prior to 1980. This grade is included in the computation of the GPA and counts as a failure (F). Effective Fall 2021, this grade is not included in the computation of the GPA.

**Z - Grade:** An administrative grade that is issued when no final grade is submitted by an Instructor of Record for a course and/or workshop. (Effective Spring 2018 the grade has been withdrawn).

**Repeating Courses:** Repeating Courses with Passing Grades: Students should not repeat a course if a passing grade of 'C' or better has been received\*, or if transfer credit has been accepted for a course completed at another institution. However, if the student repeats a course for which they have received a grade of 'C' or better, credit will not be awarded, the grade will be averaged, and their financial aid awards may be affected.

\*Note: Some programs are exempted from the first paragraph of this sub-section (e.g., Allied Health). Consult your Program Coordinator.

**F-Grade Policy:** The grades of "#F," "#WU," "#WN", "#\*WN" and "#FIN" denote grades excluded from GPA calculation. Grades not computed in grade point averages are based on CUNY policy effective September 1, 1990.

When an undergraduate student receives the earned academic grade of "F," "FIN," "WU," "WN," "\*WN" or an administrative failing grade, and that student subsequently retakes that course and receives a grade of "C" or better, the initial grade of "F" will no longer be computed into the cumulative grade point average.

The "F" grade will remain on the transcript.

The number of failing credits that can be deleted from the grade point average calculation shall be limited to 16 credits for the duration of the student's undergraduate enrollment in the institutions of The City University of New York". If a course for which a student wants the failing grade to be replaced by a grade of "C" or better was taken prior to September 1, 1984, the student must receive the approval of the appropriate Committee on Academic Standing.

- For a grade of "C" or better to replace a grade of F in the calculation of the cumulative GPA,

the failing grade cannot have been received at another institution.

- A failing grade may not be partially replaced. If a student has replaced 14 credit of failing grades and subsequently receives a grade of "C" or better in another 3-credit course that was previously failed, the failing grade cannot be replaced.
- If a student has received more than one failing grade for the same course and subsequently earns a grade of "C" or better in the course, the failing grades will be deleted from the calculation of the cumulative GPA, subject to the 16-credit limit.
- If a student fails a course that was taken on a pass/fail basis and subsequently retakes the course, a grade of "C" or better must be earned in order for the failing grade to be replaced.
- If the course number or title of a course was changed in the period between the receipt of the failing grade and the repetition of the course but the content remained the same, the failing grade will be replaced if a grade of "C" or better was received in the repeated course.
- If the content of the course was changed in the period between the receipt of the failing grade and the repetition of the course, or when a student has been allowed to substitute one course for another, the declaration of course equivalency for the purpose of deleting the failing grade from the calculation of the cumulative GPA will be at the discretion of the appropriate Committee on Academic Standing.
- The cumulative GPA calculated on the basis of this policy is to be used for purposes of retention and graduation from the college and the admission to and continuance in a major or specialization. It will not be used to calculate graduation honors, the Dean's List, or departmental honors at graduation.

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

Note: The policy is not applicable to an e-Permit course; students receiving a failing grade ("WU",

"WN," "WN, "F", "FIN") under no circumstances will benefit from the "F" grade policy.

### **College Now Program Grading Policy Effective Fall 2021**

- College Now is a University wide initiative to offer college level courses to NYC's public high school students. Students take credit-bearing courses that are part of the regular curriculum at any one of the participating CUNY colleges. Since these are actual college courses a transcript can be generated for all participating students who enroll in these courses.

- Currently the same letter grade system that is used on CUNY campuses is used in these courses. Upon matriculation in any of CUNY colleges other than the one sponsoring the course, the course is treated like transfer credit. The earned letter grade is not entered on the transcript at the receiving school.

- If the student matriculates at the same college that sponsored their College Now course, the course appears on the transcript as a regular course with a letter grade and GPA. Because the same rules that apply to students transferring within CUNY are used for College Now students, if a student gets a passing grade in the course, the course will transfer. If, however, the student attends the college that sponsored the course, the letter grade and its corresponding GPA are calculated into the student's record. This is fine for students earning a "C" or better, but students earning a letter grade lower than a "C" start their academic career when entering college, on probation. In some cases, their financial aid may be impacted.

- Effective Fall 2021, in all College Now programs the only passing grades permitted will be iterations of A through C. Lower passing grades such as C-, D+, D and D- will automatically convert to the grade of CR (credit) and the F, WD, WU, W, WN grade will convert to NC (No Credit). CR will carry academic credit and NC will not. Neither grade will impact the student's GPA. Upon matriculation, NC grades earned during College Now program, will not impact students financial aid status. This Policy shall supersede and override all College Now program-level grading policies currently in effect at CUNY colleges and schools.

### **Credit/No Credit Flexible Grading Policy – Spring 2020 and Fall 2020**

Due to the COVID-19 pandemic and the consequent move to distance learning, CUNY has implemented the Credit/No Credit Flexible Grading Policy, which was designed to help you continue your academic progress despite the difficulties you have faced in recent months.

This policy provides you with the option of receiving a letter grade or a grade of Credit/No Credit. The decision of whether to choose a letter grade or Credit/No Credit for a course is a decision **you must make**. To that end, read over the policy and the FAQs below which will help you to decide. **You must opt-in to receive Credit/No Credit within 20 business days of receiving your letter grade. If you do not take action to opt-in, your letter grade will remain.**

Credit/No Credit Policy (Special COVID-19 Flexible Grading Policy) passed by CUNY Board of Trustees. It supersedes all local policies.

- **Credit/No Credit Policy**
- **Credit/No Credit Policy FAQs**
- **La Póliza Especial de Calificación Flexible de COVID-19 para el semestre de primavera de 2020** (Spanish Version Only: Special COVID-19 Flexible Grading Policy for the Spring 2020 Semester) <pdf>

Seek guidance from financial aid if considering the CR/NC option to discuss implications on meeting financial aid requirements.

### **Transcripts**

To secure a transcript, students must complete a Transcript Request Form. The quickest and most convenient way to request a transcript is to order it online via the Web. The college has authorized Credentials Inc. to accept transcript orders over the Internet. In addition, transcripts can also be requested in person at the Registrar's Office or by submitting a request by mail. For details, visit the Transcripts website at [www.hostos.cuny.edu/oor/transcripts](http://www.hostos.cuny.edu/oor/transcripts). A \$7.00 fee is charged for each transcript. The fee is waived for transcripts sent to units of The City University of New York.

Transcripts, whether for transfer, employment, or any other reason, are never sent automatically. Students ordering over the internet should allow two to three business days (excluding weekends and holidays) to process the transcript request. Requests for transcripts

via the U.S. mail system or in person will take longer to process. Each transcript must be specifically requested as a separate request in order to safeguard the privacy of each student's official records from unauthorized review. Official transcripts bear the College seal and signature of the Registrar, and are not issued to students or alumni. For additional information relating to transcript requests kindly email: [transcripts@hostos.cuny.edu](mailto:transcripts@hostos.cuny.edu)

Note: The College reserves the right to withhold all information on the record of any student who has not fulfilled financial obligations and other responsibilities to the College, including payment of student loans.

### **Applying for Graduation**

Prospective graduates must file a "Request for Graduation" via CUNYfirst or at the Registrar's Office prior to the end of the tenth week of the semester in which the student intends to graduate; filing dates are posted each semester and are also printed in the Academic Calendar.

The application triggers a review of the student's academic record to determine whether it is possible for the student to complete degree requirements by the end of that term or session.

Only after the "Request for Graduation" action has been filed via CUNYfirst can the Registrar's Office begin processing the necessary information for final certification of graduation.

For additional information relating to graduation certification, visit the Registrar's Office webpage at: [www.hostos.cuny.edu/registrar](http://www.hostos.cuny.edu/registrar), and/or email the Graduation Auditing and Certification Unit at: [graduationaudit@hostos.cuny.edu](mailto:graduationaudit@hostos.cuny.edu)

### **Eligibility for Commencement**

Hostos Community College grants degrees at the end of each fall and spring terms, and winter and summer sessions. A commencement ceremony is held each year in June for degrees awarded during that academic year. Students planning to graduate at a particular time are responsible for maintaining an appropriate course load and completing degree requirements. Additional information concerning Commencement can be found via the Hostos website or by visiting the Office of Student Activities.

### **For more information, contact:**

David Primak, Director  
Building D, Room D-207  
Telephone: (718) 518-6771  
Email: [registraroffice@hostos.cuny.edu](mailto:registraroffice@hostos.cuny.edu)

## **DEGREE PROGRAMS & GRADUATION REQUIREMENTS**

### **Registered Programs Approved by the New York State Education Department**

(Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.)

<b>Program Title</b>	<b>Degree</b>	<b>HEGIS Code</b>
Accounting	A.S.	0502.00
Accounting	A.A.S.	5002.00
Accounting for Forensic Accounting	A.S.	0502.00
Aging & Health Studies	A.A.S.	5506.20
Business Management	A.S.	5004.00
Chemical Engineering Science	A.S.	5609.00
Civil Engineering Science	A.S.	5609.00
Community Health	A.S.	5506.00
Computer Science	A.S.	5101.00
Criminal Justice	A.A.	5505.00
Dental Hygiene	A.A.S.	5203.00
Digital Design & Animation	A.A.S.	5012.00
Digital Music	A.A.S.	5610.00
Early Childhood Education	A.A.S.	5503.00
Electrical Engineering Science	A.S.	5609.00
Food Studies	A.S.	1306.00
Game Design	A.A.S.	5103.00
Liberal Arts & Sciences	A.A.	5649.00
Liberal Arts & Sciences	A.S.	5649.00
Mathematics	A.S.	5617.00
Mechanical Engineering Science	A.S.	5609.00
Nursing	A.A.S.	5208.10
Office Technology:	A.A.S.	5005.00
Administrative Assistant;		
Medical Office Manager		
Police Science	A.S.	5505.00
Public Administration	A.A.S.	5508.00
Public Interest Paralegal Studies	A.A.S.	5099.00
Radiologic Technology	A.A.S.	5207.00
Science for Forensic Science	A.S.	5619.00
<b>Certificate Programs</b>		
Business Information Systems	(Certificate)	5101.00
Office Assistant	(Certificate)	5005.00
Practical Nursing (LPN)	(Certificate)	5209.20

## DEGREE PROGRAMS

Hostos Community College offers **Associate in Arts (A.A.)** and **Associate in Science (A.S.)**, degree programs that prepare students for transfers to four-year colleges upon graduation from Hostos.

Also offered are **Associate in Applied Science (A.A.S.)** degree programs that prepare students for specific careers, as well as one Business Information Systems certificate program, one Office Assistant certificate program, and one Practical Nursing (LPN) certificate program.

In the health sciences, credits for the A.A.S. degree vary as follows: in Dental Hygiene, 70 credits; in Nursing, 71 credits; in Radiologic Technology, 64.5 credits. In addition, requirements for certification and licensure in these programs impose additional restrictions on the time required to complete them.

Candidates for the A.A. degree study the arts and sciences. These include the Behavioral and Social Sciences, English, Mathematics, Black Studies, Latin American and Caribbean Studies, Modern Languages, Philosophy, Visual and Performing Arts, and other courses in Humanities.

Candidates for the A.S. degree follow programs that closely parallel the A.A., degree program, but provide greater concentration in the areas of Mathematics or Natural Sciences. Candidates for the A.S. degree may also study Accounting, Business Management, Chemical Engineering Science, Civil Engineering Science, Community Health, Electrical Engineering Science, Food Science, Mathematics, Mechanical Engineering Science, Police Science, and Science for Forensic Science.

Candidates for the A.A.S., degree follow programs in which there is concentration in the applied field. The professional fields in which programs are offered include Accounting, Aging and Health Studies, Dental Hygiene, Digital Design & Animation, Digital Music, Early Childhood Education, Nursing, Office Technology, Public Administration, Public Interest Paralegal Studies, and Radiologic Technology.

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.

### *Graduation Requirements for all Degree Programs (except where specified)*

1. **Grade Point Average (GPA):**  
Students must have a minimum GPA of 2.0 to be eligible for graduation.
2. **Testing Graduation Requirements:**  
In order to graduate from a community college in CUNY, all students must demonstrate proficiency in [reading](#), [writing](#), and [mathematics](#), either through exemptions or by passing the appropriate [CUNY Assessment Tests](#). Students should seek detailed information from their academic advisors about other graduation requirements for their major.

More information can be found on the CUNY frequently asked questions page. <https://www.cuny.edu/academics/testing/testing-faqs/>

3. **Writing Intensive Requirement (WI):**
  - a. Effective Fall 2003, all entering students are required to take two (2) Writing Intensive courses prior to graduation.
  - b. These specially designated sections are designed to help students improve their writing skills along with their understanding of course material. Through both formal and informal writing assignments, students will strengthen their writing proficiencies as they become familiar with the writing unique to particular disciplines. It is expected that, through these intensive, meaningful opportunities for writing, students will be able to become better writers and communicators, skills highly valued both in college and in the job market.
4. **Local/Residency Credit Requirements**

To qualify for a degree from Hostos, students must successfully complete a minimum of 30 credits at Hostos. At least half of the credits in the major program must be taken at Hostos.

**Student Right to Know**

The information on this page complies with the Higher Education Opportunity Act as Amended by providing a summary of consumer information that must be made available to all prospective and enrolled students at Hostos Community College, of The City University of New York. In some cases, you will be referred to information that is posted on pages of the Hostos Community College website. If an item is not available or accessible through this page, please contact the associated office for further assistance.

<http://www.hostos.cuny.edu/Administrative-Offices/SDEM/Student-Right-to-Know>

# ACADEMIC DEPARTMENTS

## ALLIED HEALTH DEPARTMENT

The Allied Health Sciences Department offers three career programs: Dental Hygiene, Nursing, and Radiologic Technology. A rewarding career in preventive health and medicine awaits those who choose dental hygiene, nursing, or radiologic technology as a vocation. A rapid growth in technology has created a great demand for trained personnel to fill positions as dental hygienists, nurses, and technologists in medicine, dentistry and research. The Allied Health programs are accredited by appropriate accrediting agencies, including the Commission on Dental Accreditation of the American Dental Association, the Joint Review Committee on Education in Radiologic Technology and the New York State Department of Education.

### Financial Aid Implications for some programs with Clinical Requirements:

The Radiology Technology, Nursing and Dental Hygiene programs require extensive clinical course hours in addition to the major core courses that are prerequisites for entry into the upper level courses. Students must also complete liberal arts and a natural science sequence before entering core courses. These program characteristics may require students to take three years to complete the degree requirements. In addition, because the hours required in the clinical components of the program often exceeds the academic credits, a student may be in non-compliance with full time status requirements based solely on the academic progress criteria under the TAP regulations. Section 145-2.1 of the Regulations of the Commissioner of Education defines full-time study at degree-granting institutions as enrollment in credit-bearing courses applicable to the students' program of study, for at least 12 semester hours in a semester or not less than 15 weeks or 100 calendar days, inclusive of examination periods. Up to the equivalent of 6 semester hours in developmental, noncredit study can be included as part of the minimum semester full-time course load. Students who accelerate their academic progress through multiple summer sessions or winter session course work, or who enter with advanced standing may complete degree requirements within a period that accords with regulatory guidelines for financial aid eligibility.

## DENTAL HYGIENE - A.A.S

The Dental Hygiene Program leads to an Associate in Applied Science (A.A.S.) degree for students who successfully complete the course of study. Students are prepared to become registered dental hygienists and pass intensive theory National Board and Clinical State Board examinations. Passing both examinations are required for licensure and employment. The Dental Hygiene Program offers a two and three year course of study which includes summer sessions. The extended Three-Year Program is targeted for the student who is academically compromised by familial and financial obligations.

Approaches to the educational and professional development of the students stem from the goal to graduate competent clinicians who can positively affect their community and the dental hygiene profession through personal, academic, intellectual and professional achievements.

Students provide preventive dental health care at the on-site dental hygiene patient care facility for patients under direct guidance and supervision of licensed professional dental hygienists and dentists. The community has access to free dental hygiene care and oral health maintenance. Graduates are eligible to transfer to senior colleges.

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

Hostos Community College Dental Hygiene Program is accredited by The Commission on Dental Accreditation of the American Dental Association. 211 East Chicago Avenue, Chicago, Illinois 06011. Phone: 312-440-4653 or 800-621-8099 - <http://www.ada.org/en/coda>



### **Program Mission Statement**

The Dental Hygiene Program's mission is to work effectively in providing approaches to the educational professional development of the students that 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. Our mission includes the promotion of health and the well-being of the public by providing clinical dental hygiene care and community service at the on-site Dental Hygiene Patient Care Facility. The Dental Hygiene Program's mission is consistent with the College's mission in that it strives to provide educational opportunities leading to socioeconomic mobility for students from diverse ethnic, racial, cultural, and linguistic backgrounds, particularly Hispanics and African Americans.

### **Goals of the Dental Hygiene Unit**

- Promote student success for program completion and the passing of the dental hygiene licensing examinations.
- Provide opportunities for the student to be a competent contributor to the community and the dental hygiene profession.
- Provide quality comprehensive dental hygiene patient care and education to patients.
- Foster principles of evidence-based decision-making and life-long learning.

### **Competencies of the Dental hygiene Program**

#### **Competency 1: Professional/Ethics**

Student will successfully apply a professional code of ethics, values, skills and knowledge integral to all aspects of the profession.

#### **Objectives:**

1. Apply a professional code of ethics in all endeavors.
2. Adhere to state and federal laws, recommendations and regulations in the provision of dental hygiene care.
3. Be exposed to quality assurance mechanisms for health services.
4. Respect the goals, values, beliefs and preferences of the patient/client while promoting optimal oral and general health.
5. Student will evaluate and utilize methods to ensure the health and safety of the patient/client and the dental hygienist in the delivery of dental hygiene.

### **Competency 2: Health Promotion, Disease Prevention and Community Involvement**

Student must be able to initiate and assume responsibility for health promotion and disease prevention activities for diverse populations in a variety of settings.

#### **Objectives**

1. Assess the oral health needs of the community and the quality and availability of resources and services.
2. Promote the values of oral and general health and wellness to the public and organizations within and outside the profession.
3. Identify individual and population risk factor and develop strategies that promote health related quality of life.
4. Evaluate factors that can be used to promote patient/client adherence to disease Prevention and/or health maintenance strategies to include reimbursement mechanisms and their impact on the patient's/client's access to oral health care.
5. Communicate effectively with individuals and groups from diverse populations both verbally and in writing.
6. Evaluate the outcomes of community-based programs and plan for future activities.

#### **Competency 3: Dental Hygiene Process of Care**

The dental hygienist provides educational, preventive and therapeutic services in support of oral health and employs principles from the biomedical, clinical and psychological sciences to diverse populations such as the medically compromised, mentally or physically challenged or socially or culturally disadvantaged.

#### **Objectives: Assessment**

- 3.1 Student will systematically collect, analyze and record data on the general, oral and psychosocial health status of a variety of patients/clients using methods consistent with medico legal principles.

The above objective includes the student's ability to:

- a. Obtain, review and update a complete medical, family, social and dental history.
- b. Identify patients/clients at risk for medical emergency and manage the patient/client care in a manner that prevents an emergency.

- c. Recognize predisposing etiological risk factors that will cause harm to patient or to operator and for which treatment modification must be made.
- d. Perform a comprehensive examination using clinical, radiographic, periodontal, dental charting, and other data collection procedures to assess the patient's/client needs.
- e. Select, obtain and interpret diagnostic information recognizing its advantage and limitations.

**Objective: Diagnosis**

- 3.2 Student will use critical decision making skills to reach conclusions about the patient's/client's dental hygiene needs based on all available assessment data.

The above objectives include the student's ability to:

- a. Use assessment findings, etiologic factors and clinical data in determining a dental hygiene diagnosis to include consultations as indicated.
- b. Identify patient/client needs and significant findings that impact the delivery of dental hygiene services.

**Objective: Planning**

- 3.3 Student will collaborate with patient/client and or/other health professionals, to formulate a comprehensive dental hygiene care plan that is patient/client-centered and based on current scientific evidence.

The above objective includes the student's ability to:

- a. Prioritize the care plan based on the health status and the actual and potential problems of the individual to facilitate optimal oral health.
- b. Establish a planned sequence of care (educational, clinical and evaluation) based on dental hygiene diagnosis; identified oral conditions; potential problems; etiological and risk factors; and available treatment modalities.
- c. Establish a collaborative relationship with the patient/client in the planned care to include etiology, prognosis and treatment alternatives.
- d. Make referrals to other health care professionals.
- e. Obtain the patient's, client's informed consent based on a thorough case

presentation.

**Objective: Implementation**

- 3.4 Student will provide specialized treatment that includes preventive and therapeutic services designed to achieve and maintain oral health goals formulated in collaboration with patient/client.

The above objective includes the student's ability to:

- a. Perform dental hygiene intervention to eliminate and/or control local etiological factors to prevent and control caries, periodontal disease and other oral conditions.
- b. Control pain and anxiety during treatment through the use of accepted clinical and behavioral techniques.
- c. Provide life support measures to manage medical emergencies in the patient/client care environment.

**Objective: Evaluation**

- 3.5 Student will evaluate the effectiveness of the implemented clinical, preventive and educational services and modify as needed.

The above objectives include the student's ability to:

- a. Determine the outcomes of dental hygiene intervention using indices, instruments, examination techniques and patient/client self-report.
- b. Evaluate the patient's/client's satisfaction with the oral health care received and the patient's client's satisfaction with the oral health care received and the oral health status achieved.
- c. Provide subsequent treatment or referrals based on evaluation findings.
- d. Develop and maintain a health maintenance program.

**Competency 4: Professional Growth and Development**

Student values the importance of professional growth and commits to life-long learning.

**Objectives: Professional Growth and Development**

- 1. Identify alternate career options within health-care, industry, education and evaluate the feasibility of pursuing dental hygiene opportunities.

2. Continuously perform self-assessment for lifelong learning and professional growth.
3. Advance the profession through services activities and affiliations with professional organizations.
4. Successfully apply an appreciation of their role as health professional at the local, state and national levels.
5. Promote an awareness of mechanisms to influence individuals and/or organizations for the provision of oral health care.

**Criteria for Progression into the Clinical Phase of the Dental Hygiene Program**

All students progressing into the clinical phase of the Dental Hygiene Program must pass CUNY assessments skills tests in math, reading, and writing. Students in need of any remediation (as determined by the placement test) must complete the required remediation before progressing into the clinical phase of the dental hygiene sequence of courses. The Dental Hygiene Program has a limited number of spaces available. Admission into the program is determined by a competitive GPA score. Students who have declared dental hygiene as their major are only eligible to enter the clinical phase of the dental hygiene program depending on overall GPA (Grade Point Average) and completion of specific general education requirements. A cumulative G.P.A of 2.5 or better in the sciences is required to be eligible for consideration into the program. Each year student selection is based upon a pool of applicants applying who have met the dental hygiene program criteria for admission. Selection is based on the strongest Science GPA scores; length of time at the college; highest grades in each required Biology and Chemistry; and successful completion of English 110 and its prerequisites. Any prospective student is only allowed to repeat a course once. Students not selected in any particular year, may reapply for the following year. Entrance into the program is also dependent upon space availability, and is not guaranteed.

**Technical Standards for Admission and Retention**

Candidates seeking enrollment in the Dental Hygiene program at Hostos Community College must meet the safety and technical standards in the following areas of Motor, Hearing, Vision, Tactile, Environmental Adaptability, and Affective Skills.

The Dental Hygiene program requires the accumulation of scientific knowledge accompanied by the simultaneous acquisition of skill and professional

attitudes. Every applicant who seeks admission into the Dental Hygiene program is expected to possess those intellectual, ethical, physical, and emotional capabilities required to undertake the full curriculum and to achieve the levels of competence required by the faculty.

Once enrolled in the Dental Hygiene program, students must be able to consistently, quickly, and accurately integrate all information received, perform in a reasonably independent manner, and must have the ability to learn, integrate, analyze and synthesize data.

All students admitted into the Dental Hygiene Program are expected to demonstrate the attributes and meet the expectations listed below. These Technical Standards are required for admission and also must be maintained for the duration of the program. In the event that a student is unable to fulfill these technical standards, with or without reasonable accommodations, then the student may be asked to leave the program.

**Motor**

The delivery of dental hygiene treatment requires the student to perform gross and fine motor control and possess physical stamina and strength. The student must have full manual dexterity including the function of both arms, both wrists, both hands and all fingers. Additionally, the student must be able to ensure the safety of the patient at all times. Examples of motor skills include the following but are not limited to:

- Perform CPR
- Reach, manipulate, and operate equipment, instruments and supplies i.e. grasping, fingering, pinching, pushing, pulling, holding, extending and rotation.
- Movement and control of foot for the operation of low speed handpieces, ultrasonic devices and air polishers.
- React and respond quickly to emergency situations.
- Assist and transfer patients in an event of a fire or disaster.
- Tolerate long periods of sitting while maintaining upright posture in a clinical setting.
- Get to lecture, lab and clinical locations, and move within rooms, as needed for changing groups, partners and work stations, and perform assigned clinical tasks.

**Hearing**

The candidate should have correctable hearing in at least one ear and be able to develop reasonable skills of percussion and auscultation. Examples of hearing skills include but are not limited to:

- Auditory ability to monitor vital signs.
- Effectively respond to verbal request from patients and team members.
- Ability to monitor alarms and emergency signals.

**Vision**

The candidate should have visual ability sufficient for observation, assessment, and performance of safe dental care. Examples of vision include but are not limited to:

- Observe client responses
- Discriminates color changes, shape, texture and consistency (interceptor and pro preceptor)
- Able to determine parts of the dental instrument, as they are adapted to the oral cavity.
- Accurately reads measurement on client-related equipment.
- Able to read charts, records, small print, handwritten notations and instrument markings.
- Accurately observe a patient both at a distance and close at hand.

**Tactile**

Tactile ability must be sufficient for physical assessment and performance of dental hygiene procedures. Examples of tactile ability include but are not limited to:

- Performs palpation of pulses and sense changes in patient's muscle tone, soft tissues and skin quality.
- Perform functions of intra and extra oral examination, dental and periodontal examination and any related preventive and therapeutic interventions i.e. exploring, calculus detection, tooth defects.

**Environmental Adaptability**

The dental hygiene candidate must be able to tolerate environmental stressors to protect both themselves and patient. Examples of environmental adaptability include the following but are limited to:

- Carry out OSHA infection control procedures without infecting, contaminating equipment, self, patient, faculty and staff.

- Tolerate and able to use personal protective devices i.e. face mask/shield, safety eyewear, gloves, and laboratory coat.
- Work with chemicals and detergents.
- Tolerate exposure to odors.
- Work in close proximity to others.
- Work with infectious agents and blood-borne pathogens.

**Affective Skills**

- Interact with peers, patients, staff and faculty in an emotionally stable, professional and ethical manner.
- Demonstrate ethical, professional demeanor from patient intake, treatment, re-assessments and maintenance.
- Demonstrate appropriate affective behaviors and mental attitudes in order not to jeopardize the emotional, physical, mental and behavioral safety of other individuals in the academic and clinical setting.
- Sustain the mental and emotional rigors of a demanding educational program that includes academic and clinical components that occur within set time constraints, and often concurrently and under stressful conditions.
- Adapt to changing environments, display flexibility, and learn to function with the ambiguities inherent in the clinical problems of patients.

**Transfer Students**

In-house students seeking transfer of major into the dental hygiene program must request an appointment with the dental hygiene Program Coordinator during the bi-annual advisement period. Students wishing to transfer must make an appointment with the admissions office to have their general education courses evaluated. Dental Hygiene courses taken at other colleges are not transferrable. Student seeking admission into the clinical phase must be matriculated at Hostos Community College. Decisions will be based on space availability and academic profile.

Admission into the college does not automatically guarantee acceptance into the Dental Hygiene program. Transfer students must be formally admitted into the Clinical Phase of the Dental Hygiene Program upon acceptance into the college.

Both transfer and in-house students must have their transcripts evaluated by a Dental Hygiene Faculty Advisor.

### **Program Readmission and Withdrawal Policy**

Students who withdraw from any DEN course(s) or request an official leave of absence are not guaranteed readmission into the program. The Program Coordinator must approve all readmission. Readmission will not be approved after one year. Students readmitted into the program must adhere to the same entrance requirements as new applicants.

### **Retention Policy - Scholastic Requirements**

Students may be suspended or dismissed from the Dental Hygiene Program for failure to meet academic standards of performance and/or failure to adhere to standards of professional conduct.

1. A Dental Hygiene student is required to obtain a grade of "C" or better in each course for each semester in the dental hygiene program.
2. Failure of two (2) Dental Hygiene courses results in immediate dismissal from the program.
3. A student may only repeat a Dental Hygiene course once, assuring that the overall GPA is 2.0 and above. The course can only be repeated during the Dental Hygiene Program course sequence.
4. Students who withdraw from the program will be considered for re-admittance only after all students meeting the entrance and progression requirements have been evaluated.
5. Students who are granted permission to return to the program will be required to register through the Office of Continuing Education and Workforce Development to maintain or remediate didactic and clinical competencies; to assure the retention of essential knowledge and skills.
6. Due to the highly competitive nature of the program repeated failures or withdrawals do not provide the academic profile required for progression/continuation the Clinical Phase of the Dental Hygiene program. Therefore, their acceptance for readmission into the programs is not guaranteed.

Misconduct includes but is not limited to:

1. Submission of assignments, examinations or other academic work that are not the work of the student.
2. Aiding another person to cheat.
3. Knowingly giving false evidence or false statements, making false accusations against any other person, or making false statements about one's own behavior as it relates to educational or professional matters.
4. Behavior that is disruptive to the learning process and academic environment.
5. Falsifying or misuse of confidential records to

include but not limited to: patient records, student grading records and/or any other Dental Hygiene Unit document.

6. Failure to comply with CUNY and Hostos policies on Academic Integrity as written in the Hostos Community College Catalog as well as the Code of Ethics and Professional Behavior defined by the American Dental Hygiene Association and adopted for all students to abide by.

7. Sanctions will be imposed according to college policy on Academic Standards.

### **Grading System**

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

A	100-93
B+	92-89
B	88-85
B-	84-81
C+	80-78
C	77-75
D	74-70
F	Grades below 70.

### **Deficient and Failing Grades Performance of "D"**

In any course required in the Dental Hygiene Program is unsatisfactory and not accepted in the program. A grade of "C" is minimal accepted performance for any of the listed dental hygiene program required courses.

### **Special Requirements for Dental Hygiene Students**

To progress into the clinical phase of the program, students must complete the following General Education courses with a grade of "C" or better: BIO 230, BIO 240, CHE 110, CHE 120.

- Prior to progressing into the clinical phase of the program students must successfully complete ENG 110
- Prior to progressing into the clinical phase of the program students must successfully complete or be exempt from MAT 20.
- Students must have liability insurance and be certified in C.P.R. before the client treatment phase of the clinical experience.
- Patient care will be suspended upon failure of external toxicology report
- All students must meet the citizenship requirements as stated in Chapter 133 of the 1982 citizenship laws. They must be United States citizens or have an alien registration number. The Division of Professional Licensing has set these stipulations forth.

Please visit [www.op.nysed.gov](http://www.op.nysed.gov) for further updates.

All candidates applying for a dental hygiene license under the New York State Education Department must admit or deny having been convicted of a crime (felony or misdemeanor) in any state or country. In addition, all candidates must admit or deny having been charged with a crime (felony or misdemeanor) in any state or country, if the disposition was other than acquittal or dismissal.

### Estimate of Expenses for Prospective Dental Hygiene Students

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

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

Dental Hygiene Supplies .....	\$1,800.00
Books .....	\$450.00
SADHA+ Dues .....	\$70.00
<b>Total.....</b>	<b>\$2,320.00</b>

#### Second Semester

Dental Hygiene Supplies .....	\$600.00
Books .....	\$500.00
<b>Total.....</b>	<b>\$1,100.00</b>

#### Summer Semester

Laboratory Supplies .....	\$50.00
Books .....	\$270.00
<b>Total.....</b>	<b>\$320.00</b>

#### Third Semester

Dental Hygiene Supplies .....	\$500.00
Books .....	\$455.00
SADHA+ Dues .....	\$70.00
<b>Total.....</b>	<b>\$1,025.00</b>

#### Fourth Semester

Dental Hygiene Supplies .....	\$300.00
Books .....	\$415.00
Dental Hygiene Exams Licensing Jurisdictions	

### Commission on Dental Competency Assessment Exams\*

Patient Treatment Clinical Examination .....	\$545.00
Computer Simulated Clinical Examination ....	\$450.00
Full Exam Total.....	\$995.00
NBDHE** .....	\$550.00
<b>Total.....</b>	<b>\$2,260.00</b>
<b>Grand Total .....</b>	<b>\$7,025.00</b>

#### Note:

#### Fees are subject to change on an annual basis

Students applying for financial aid should include these expenses. The grand total of **\$6,855.00** can make a significant financial impact.

+SADHA: Student American Dental Hygienist Association.

<http://www.adha.org/students-type>

\*CDCA: Commission on Dental Competency assessments.

<http://www.cdcaexams.org/dental-hygiene-exams/>

PTCE-Patient Treatment Clinical Examination

CSCE- Computer Simulated Clinical Examination

\*\*National Board Dental Hygiene Exam.

<http://www.ada.org/en/jcnde/examinations/national-board-dental-hygiene-examination>

### DENTAL HYGIENE – CUNY PATHWAYS

REQUIRED COMMON CORE	CREDITS
<b>English Composition .....</b>	<b>6</b>
ENG 110, ENG 111	
<b>Life &amp; Physical Sciences</b>	
BIO 230 ..... Anatomy & Physiology I .....	4
<b>FLEXIBLE COMMON CORE</b>	
<b>Scientific World</b>	
BIO 240 ..... Anatomy & Physiology II .....	4
<b>Individual &amp; Society</b>	
PSY 101 ..... Introduction to Psychology .....	3
SOC 101..... Introduction to Sociology .....	3
<b>Creative Expression</b>	
COM 110 ..... Fundamentals of Public Speaking ...	3

### MAJOR REQUIREMENTS

DENTAL HYGIENE CLINICAL PHASE	CREDITS
CHE 110..... Intro to Chemistry I (Lecture and Lab).....	4.0
CHE 120 ..... Principles of Organic Chemistry.....	2.0
DEN 110..... Oral Anatomy & Physiology (Lecture and Lab).....	2.0
DEN 111..... Head & Neck Anatomy.....	1.5
DEN 112..... Clinical Dental Hygiene Practice I...	2.0
DEN 120..... Clinical Dental Hygiene Practice II .	1.5
DEN 121..... Dental Radiology I: Basic Concepts (Lecture & Lab) .....	1.0
DEN 122..... Oral Microbiology	

	(Lecture and Lab) .....	1.5
DEN 123 .....	Oral Embryology & Histology .....	1.5
DEN 129 .....	Clinic I.....	3.0
DEN 130 .....	Nutrition.....	2.0
DEN 131 .....	Dental Radiology 2: Technique & Interpretation (Lecture and Lab) .....	2.0
DEN 132 .....	Dental Materials .....	2.0
DEN 210 .....	General & Oral Pathology .....	1.5
DEN 211 .....	Periodontology .....	1.5
DEN 212 .....	Dental Health Education .....	1.5
DEN 213 .....	Advanced Clinical Dental Hygiene Practice.....	1.5
DEN 219 .....	Clinic II .....	4.0
DEN 220 .....	Community Dental Health.....	1.5
DEN 221 .....	Pharmacology .....	1.5
DEN 222 .....	Dental Specialties .....	1.0
DEN 223 .....	Ethics, Jurisprudence & Practice Management .....	1.5
DEN 224 .....	Senior Seminar .....	1.5
DEN 229 .....	Clinic III .....	4.0
<b>Total Credits for Dental Hygiene Major.....</b>		<b>70.0</b>

**LICENSED PRACTICAL NURSING -  
CERTIFICATE**

The Certificate Program in Practical Nursing addresses the need for an alternative career option in the Allied Health Sciences. After completion of all the pre-requisite courses, then placing above the National Average in the ATI TEAS, the two-semester LPN course of study at Hostos Community College provides the successful graduate, who passes the NCLEX-PN Exam, with marketable skills as a Licensed Practical Nurse within one calendar year.

The major course content within this program is based on a practical nursing curriculum. This program supports a major focus for the College, which is the provision of both strong allied health career programs and a broad-based, liberal arts education. A unique feature of this course of study is that, unlike the traditional practical nursing programs, students are exposed to other disciplines in a collegiate setting - e.g., English and the natural, social, and behavioral sciences.

The framework for the Certificate Program in Practical Nursing embodies basic needs, selected components of the nursing process, and the skills that are needed to practice as a member of the health care team. Students learn to deliver nursing care to patients of all age groups in a variety of settings, under the direct guidance and supervision of qualified professional

nurse instructors. The Licensed Practical Nurse Certificate program is accredited by the New York State Education Department.

**Objectives of the Program in Licensed Practical Nursing**

Upon completion of the program, the graduate will be able to do the following:

1. Use critical thinking skills and knowledge acquired from nursing, the physical, biological, social, behavioral sciences and the humanities to identify and respond to health needs of our culturally diverse patients and their significant others across the life span.
2. Use components of the nursing process to deliver care to patients using therapeutic communication, patient teaching and a caring attitude.
3. Use components of the nursing process to deliver care to patients across the life span to function as a member of the interdisciplinary health care team.
4. Appropriately manage one's own nursing care and monitor the care provided by unlicensed caregivers.
5. Assume responsibility and accountability for one's nursing practice based on established standards for the Licensed Practical Nurse.

**Application/Entrance Process for LPN Certificate**

Students seeking to become Licensed Practical Nurses (LPN) must first apply for admission to Hostos Community College and must satisfactorily complete the pre-requisites specified below. Students seeking entry to the LPN Program are urged to seek academic and registration advisement from the Nursing faculty.

**Note:** Admission to the College does not guarantee entry to the Nursing Program. Upon satisfactory completion of all pre-requisites and entrance examinations, students will be selected for available spaces. Required courses must be taken in the identified sequence. Entry is competitive and the highest scores and ranks are given consideration. Students should obtain a copy of the "LPN Student Handbook". Students are expected to read and adhere to all policies outlined in the student handbook.

**Note:** All requirements for the LPN Certificate Program must be completed within three (3) years. Students are urged to seek advisement for academic and financial planning. Finally, students must take and pass the NCLEX-PN examination to be licensed.



**Pre-requisites for Freshmen, First-Time-To College**

Freshmen students must meet the following criteria to be considered "nursing-bound":

Be admitted to Hostos Community College and have successfully completed the required pre-requisite courses and be scheduled to take the ATI TEAS Test for admission into the clinical phase of the Nursing Program:

Pre-Requisites for Entry to the clinical phase of the LPN Program:

1. Students must place into ENG 110 or its equivalent, minimum B- score accepted
2. Students must take MAT 120 or its equivalent with minimum grade of B-; students may need to complete the pre-requisite courses necessary to take MAT 120 based on placement testing
3. Students must have a C or better in all pre-requisite Science courses: BIO 230, BIO 240, BIO 310 and all sciences courses must be within a 5 year range upon entering the first clinical nursing course
4. Students must complete SOC 101 or BLS 150, PSY 101 and PSY 110 with minimum course grades of C
5. Accepted minimum GPA of 2.75 required to take ATI-TEAS
6. Students are permitted to repeat any ONE required course ONLY ONCE. If more than one required course needs repetition due to grades, students are not permitted entry.

**Pre-requisites for Transfer Students**

Transfer students seeking to enter the LPN Certificate Program must ensure that all transcripts and test results have been submitted to Hostos Office of Admissions for review by the appropriate office and are able to register as accepted students into Hostos Community College.

Transfer students must meet the following criteria:

1. Overall GPA of 2.75 in all pre-requisite courses required in the LPN sequence. The Registrar's Office determines which courses are transferable to Hostos Community College. (See number three (3) below for more details about transferring courses.)
2. Testing Requirements - Students transferring from another college must meet the same testing requirements outlined above for first-time-to-college, freshmen students.
3. Transferring Courses:
  - a. The Nursing Admissions Committee will review transcripts of transfer students seeking entry to the LPN Program after credits have been transferred and pre-requisites met prior to ATI-TEAS testing.
  - b. Nursing courses taken at another college are nontransferable.

c. Science courses more than five (5) years old are non-transferable to the LPN Program.

d. ESL courses are non-transferable.

**Entrance to the LPN Program**

Students seeking to take the ATI TEAS exam for entry into the RN or LPN Programs at Hostos Community College must meet the following requirements:

1. Students who have met all the pre-requisite course requirements and are currently enrolled at Hostos Community College are permitted to take ATI-TEAS
2. Students who have met all the pre-requisite course requirements and failed the ATI TEAS exam the first time are permitted to take the ATI TEAS a second time
3. Transfer students who are currently enrolled in Hostos Community College, or have e-permit courses at Hostos, and have met the pre-requisite course requirements are permitted to take the ATI TEAS

**Entry into the LPN Program is competitive.**

1. The ATI Test of Essential Academic Skills (TEAS), a Pre-Nursing examination, must be taken when it is scheduled at Hostos Community College. Only official scores taken at and released to Hostos will be accepted. Students may repeat the ATI-TEAS examination, if necessary after one year has elapsed, when they are not accepted into the LPN Program. This ATI TEAS Test will be offered in the Spring Semester preceding the commencement of the LPN Program in the next Fall Semester.
2. Students who successfully complete all the pre-requisite courses with a G.P.A. of 2.75, who are currently registered at Hostos Community College, and have achieved a passing ATI TEAS Test, may be offered admission into the LPN Program on a space - available basis.
3. Students who achieve the highest combined scores on the ATI-TEAS Test, and cumulative GPA will be selected for available spaces in the LPN Program.
4. Admission is in the Fall Semester and graduation occurs the following Spring Semester. Each year the process begins anew.

An applicant is considered an LPN candidate only when selected by the Nursing Admissions Committee.

### **Progression in the LPN Program**

1. Students must maintain a GPA of 2.5 while in the LPN program.
2. The minimum acceptable grade for any required course is "C". The exceptions are NUR 111, ENG 110 and Math 120 because the minimum acceptable grade in these courses is "B-." (B minus)
3. All nursing courses must be taken in the identified sequence. Students must complete all coursework as scheduled. Incomplete grades are not accepted for any required and/or elective courses.
4. Students who achieve an unsatisfactory grade in nursing will be unable to continue in the nursing sequence.
5. **Students may repeat only one, non-clinical course – one time; this includes prerequisite and non-clinical nursing courses.**
6. Students who fail clinical courses (NUR 112, NUR 111 or NUR 120) and who wish to return to nursing, must submit a letter to the coordinator. Each petition will be considered on an individual basis and will be subject to space availability. **Students who fail NUR 110 will not be permitted to re-enter the nursing program if the course is not successfully passed the first time.** In order to return, students must take the ATI exams in the previous passed nursing courses and get a Level 1 in addition to successfully completing the failed nursing course to continue within the program. Students may choose to audit the lecture component of a previous course for a registration fee, in order to prepare for return into the LPN program.
7. All requirements for the LPN Nursing Program must be completed within three years.
8. All nursing students are required to pay for ongoing, external items each semester.
9. All applicants for admission into clinical nursing courses must provide documentation in one of the following categories, as per CUNY policy for entry into clinical areas:
  - a. US Citizenship
  - b. Permanent Residency
  - c. International Student with F1 status
  - d. Granted Asylum, Refugee status, temporary protected status, withholding of removal, or deferred action status by the US government.

### **10. Notice to Students on Criminal Background Checks:**

Current laws generally permit a state licensing board or agency to deny a license to practice nursing if the applicant has been convicted of a felony or other specified crime. Like many state licensing boards, the Office of the Professions of the New York State Education Department requires that a criminal background check be conducted prior to granting a license to practice nursing.

The Nursing Unit at Hostos Community College does not require a criminal background check for admittance, but the Nursing Unit's educational requirements include placement at one or more hospitals or other off-campus clinical training sites, and these sites frequently require a student to undergo a criminal background check before the student can be placed for clinical training. If, based upon the results of a criminal background check, the site determines that a student's participation in its clinical training program would not be in the best interest of the site, the site may deny that student admission to the training program. Even if the student has already begun the placement when the results are received, the site may elect to dismiss the student, regardless of the student's performance while in the training program. There is no appeal from the clinical training site's decision.

Each clinical training site that requires a criminal background check sets its own standards and procedures, and you may be asked by the site to pay the cost of the background check. You will have to complete more than one criminal background check during the course of the Nursing program at Hostos Community College, depending on the number of sites where you are placed and the requirements of each site.

Please note that if a clinical training site determines that you may not take part in its training program based on the results of a criminal background check, you will be unable to complete your course requirements and to continue in the Nursing program. It is important for you to consider this before you enroll in the Nursing Program. Hostos Community College has no obligation to refund your tuition or fees to accommodate you in the event you are ineligible to complete your course requirements based on the results of a criminal background check, or if you are denied a license to practice nursing.

### Requirements for Entry to the Clinical Phase

Prior to clinical placement, students must meet the state-mandated (1) health requirements including: toxicology screening, (2) liability insurance, and (3) complete a Basic Cardiac Life Support course from the American Heart Association and (4) completion of Infection Control and Child Abuse courses. (5) mandatory COVID, Flu shots or other lab work/vaccines as outlined by clinical sites and/or NYS Department of Health. More detailed information is provided in the LPN Student Handbook. The documentation must be presented prior to registration for NUR 110.

### Class Participation:

A student is obligated to participate in class. In accordance with Hostos Community College's enrollment requirements, students are responsible for the missing content and any required assignments.

Lab Participation: A student is required to make up any required lab time that is missed per staff/faculty availability. This make-up time is mandatory.

Clinical Attendance: Attendance and participation is mandatory, rare absences are permitted if supportive documentation is provided by legal bureaucracies where appearances are mandated. A student is required to make up any required clinical time that is missed per faculty availability. This make-up time is mandatory.

### PROGRAM OF STUDY LEADING TO THE CERTIFICATE IN LICENSED PRACTICAL NURSING

Semester I, Fall Term	Credits
ENG 110 .....Expository Writing.....	3.0
BIO 230 .....Anatomy & Physiology I.....	4.0
PSY 101 .....General Psychology .....	3.0
MAT 120.....Introduction to Probability & Statistics .....	3.0
<b>Total Semester Credits.....</b>	<b>13.0</b>
Semester II, Spring Term	Credits
BIO 240 .....Anatomy & Physiology II.....	4.0
SOC 101 .....Introduction to Sociology .....	3.0
PSY 110 .....Lifespan Development of Behavior.....	3.0
<b>Total Semester Credits.....</b>	<b>10.0</b>

### LPN CLINICAL COURSE SEQUENCE

Semester III, Fall Term	Credits
NUR 110 .....Clinical Nursing I.....	6.0
NUR 111 .....Pharmacology I.....	2.0

NUR 112..... Maternal / Child .....	2.0
<b>Total Semester Credits .....</b>	<b>10.0</b>

### Semester IV, Spring Term

NUR 120..... Clinical Nursing II .....	8.5
BIO 310..... Microbiology .....	4.0
<b>Total Semester Credits .....</b>	<b>12.5</b>
<b>Total General Education Credits .....</b>	<b>27.0</b>
<b>Total Nursing Credits.....</b>	<b>18.5</b>
<b>Total Credits for Certificate.....</b>	<b>45.5</b>

### Requirements for the Transition from LPN to A.A.S. RN Program

The transition from LPN to the A.A.S. RN program is another career option for Licensed Practical Nurses. The transition course is open to any Licensed Practical Nurse who fulfills the following criteria:

1. Successful completion of an accredited, practical nursing program.
2. Passed the NCLEX-PN Examination.
3. Completion of all the Hostos Community College RN pre-requisite courses.
4. Passed the NLN Mobility I Profile Examination prior to NUR 200.
5. Have a GPA of at least 3.0 to enter and a 2.5 GPA to progress through the Registered Nursing program.
6. Passed the ACT Reading, Writing and Math examinations.
7. Have passed the MATH – Compass examination and successfully completed MATH 120.
8. COMPLETION OF Nursing Transitions course (NUR 200).

*Note: If not a graduate of Hostos' Certificate Program in Licensed Practical Nursing or a CUNY certificate-bearing Practical Nursing Program, the candidate must meet the entrance requirements as outlined in the RN Student Handbook.*

### Curriculum for the LPN Graduate Transition to A.A.S. RN Program

Semester I	Credits
NUR 200..... Nursing Transitions.....	2.0
ENG 111..... Literature & Composition.....	3.0
SOC 101..... Introduction to Sociology .....	3.0
<b>Total Semester Credits .....</b>	<b>8.0</b>
Semester II	Credits
NUR 220..... Pharmacology.....	3.0
NUR 317..... Nursing Care of the Adult I.....	6.0
<b>Total Semester Credits .....</b>	<b>9.0</b>
Semester III	Credits
NUR 316..... Nursing Care of the Client With Mental Illness .....	3.0

NUR 326.....Nursing Care of the Adult II .....	7.0
HLT 215.....Nutrition.....	3.0
<b>Total Semester Credits.....</b>	<b>13.0</b>

<b>Semester IV</b>	<b>Credits</b>
NUR 227.....Nursing Care of the Childrearing Family I .....	3.0
NUR 228.....Nursing Care of the Childrearing Family II .....	3.0
NUR 320.....Issues & Trends in Nursing Practice.....	3.0
<b>Total Semester Credits.....</b>	<b>9.0</b>

**Description of the Clinical Simulation Laboratory**

The clinical simulation laboratory for nursing students is located on the fourth floor of the Allied Health Building. The laboratory simulates a hospital setting and provides a realistic environment for patient care and skills development. Students have the opportunity to learn and practice skills in a nurturing, safe, supportive, stimulating and comfortable environment before attempting them in an actual clinical site. This promotes confidence and improves skills, as well as awareness necessary for providing safe patient care under supervision in the clinical area.

The laboratory serves as an audiovisual / multimedia / computer area with authentic patient settings. Nursing faculty with Clinical Laboratory Technicians provide a total educational experience by using visual aides, anatomical simulators, and other faculty/staff directed activities. Participation during scheduled hours is mandatory.

**Ancillary Expenses for Practical Nursing Students\***

ATI TEAS Examination.....	\$58.00
Professional Basic Life Support Certification (AHA) .....	\$100.00
Child Abuse/Infection Control Certificate....	\$50.00
Uniforms, (Shoes, Name Pin) .....	\$200.00
Instruments and Carrying Case .....	\$125.00
Malpractice Insurance .....	\$50.00
Edited 6/2020	
Health Clearance – depends on the student’s medical insurance	
NCLEX-PN or NCLEX – RN Licensure Exam.....	\$200.00
NYS registration.....	\$165.00
ATI computer program (LPN) .....	\$1975.00
(Option to pay in 2 installments of \$987.50)	
Castle branch: Background checks – Medical records management:	

Medical Document Manager .....	\$30.00
New students .....	\$160.75
Returning students (each semester).....	\$116.25
* These are current prices and are subject to change without notice.	

**LPN Clinical Nursing Courses: It is highly recommended that BIO 310 be completed prior to starting NUR 216.**

Semester 1: NUR 110, NUR 111, NUR 112  
Semester 2: NUR 120

**REGISTERED NURSE PROGRAM - A.A.S**

The Nursing Program leads to an Associate in Applied Science (A.A.S.) degree for students who successfully complete the required five semesters of study. Students are prepared to become registered nurses upon successful completion of the course of study and satisfactory performance on the National Council Licensure Examination-Registered Nurse (NCLEX-RN). The framework for the nurse education program embodies basic needs, the nursing process, and the Associate Degree Nurse (A.D.N.) competencies. Students utilize the nursing process in the care of patients in acute general care hospitals and nursing homes. In addition to hospitals, students work within community settings. Teaching/learning environments also include lecture halls and patient simulated laboratory, where students practice and achieve proficiency in their technical skills to prepare them for patient assignments. Students, under the direct guidance of qualified professional nurse instructors, learn to provide nursing care for patients of all ages in a variety of settings. All students are encouraged to join the National Student Nurses Association of New York and the on-campus, Gonzalez-Tubman Nursing Club. Some scholarships are available to nursing students. The Registered Nurse program is accredited by the New York State Education Department.

**Goals and Objectives of the Nursing Program**

The program aims to prepare students who, as A.D.N. graduates, are able to:

- Integrate knowledge from the biological, physical, behavioral, and social sciences in nursing care of individuals. Families, and groups in a variety of health care settings.
- Demonstrate competency in critical thinking and the therapeutic use of self when applying the nursing process toward the promotion, maintenance and restoration of health.

- Demonstrate cultural sensitivity and communication skills in the delivery of nursing care in the urban community.
- Structure one's own nursing practice within the legal boundaries and an ethical framework consistent with the scope of nursing practice.
- Utilize advances in technology and research findings to support evidence-based practice.
- Demonstrate a commitment to the client and profession of nursing by serving as an advocate within the health care delivery system and the legal-political arena.
- Provide comprehensive nursing care based on the use of the nursing process in structured health care environments, and view men and women from a holistic perspective.
- Demonstrate competence as communicators, providers of patient care, patient teachers, managers of care, and as beginning members of the nursing profession.
- Collaborate with other health care professionals in the delivery of competent health care.
- Successfully complete the curriculum which includes Liberal Arts, Urban Health, Biological Sciences, Physical Sciences, and nursing courses encompassing both lecture and clinical practice.
- Take the NCLEX-RN.

Students seeking a degree in Nursing from Hostos Community College must first satisfactorily complete the pre-requisites specified below. Students seeking entry to the Nursing Program are urged to seek academic and registration advisement from the Nursing faculty.

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

After successfully meeting all pre-requisites, students interested in the nursing program will apply for progression to the Clinical phase. Students who need remediation or developmental coursework must complete these and pre-requisite courses. Upon satisfactory completion of all pre-clinical requirements, students are evaluated for progression to the clinical phase.

Required courses must be taken in the identified sequence. Students should obtain a copy of the "RN Student Handbook". Students are expected to read and adhere to all policies as outlined in the student handbook.

**Note:** All requirements for the A.A.S. degree in Nursing must be completed within five (5) years. Students are urged to seek advisement for academic and financial planning.

Finally, graduates must take and pass the NCLEX-RN examination to be licensed..

### **Pre-requisites for Freshmen, First-Time-To-College**

Freshmen students must meet the following criteria to be considered "nursing-bound":

1. Be admitted to Hostos Community College and have successfully completed the required pre-requisite courses and be scheduled to take the ATI TEAS Test for admission into the Clinical Phase of the Nursing Program:

### **Pre-requisites for Transfer Students\***

1. Transfer students seeking entry to the Nursing Program should ensure that all transcripts and test results have been submitted to Hostos for review by the Admissions Office and the Registrar. The Nursing Admissions Committee only reviews transcripts after all the pre-requisite courses have been successfully completed and the student is considered to be "nursing bound".

To be considered "nursing-bound," all students must meet the following criteria:

1. Have an overall GPA of 3.0 at previous institution(s), if applicable, and a GPA of 3.0 in all pre-requisite courses needed for admission into the RN Program. The transfer student must meet the same requirements as the student taking their pre-requisite courses at Hostos Community College. (See #3 below for more details about transferring courses.)
  - a. Transfers of credit bearing courses are evaluated through the Registrar's Office.
2. Transferring Courses
  - a. Any student who has not been permitted to enter, progress, or graduate from another nursing program may not transfer any nursing credits into the Hostos Nursing Program. They may be permitted to begin the program of study with the pre-requisite courses needed for the RN Program.
  - b. Nursing courses taken at another college are not transferable to Hostos.
  - c. Students must maintain a GPA of 3.0 or higher prior to entry into the nursing program. Letter grades will be reviewed for equivalency as per CUNY guidelines.
  - d. Science courses more than five (5) years old are not transferable to the Nursing program.
  - e. ESL courses are not transferable.

### **Pre-requisites for Second Degree Students**

Students who have completed one degree and seek entry to studies leading to the RN degree must meet the same requirements as Transfer students.

### **Progression into the Nursing Clinical Sequence**

All students must be approved by the Nursing Admission Committee. The following criteria will be used in determining those students who will be accepted into the Nursing Clinical Sequence.

### **Screening Procedures:**

All students must pass a screening process to be eligible for admission into the nursing clinical sequence. Screening takes place during the spring semester for fall acceptance into the Day Program and screening takes place during the fall semester for spring acceptance into the Evening Program. A student's composite score of the GPA, and ATI TEAS Test score will be used to admit students to the clinical sequence. Students will be selected from those with the highest scores. The composite GPA is determined by combining the GPA in the following courses: English 110, English 111, Biology 230, Biology 240, Biology 310, Chemistry 105, Health 215, Psych 101, Psych 110, Soc 101 and MATH 120. The English and Math courses may have equivalent courses as directed by CUNY. Only one re-requisite course may be repeated, except if that course was taken in the Spring 2020 semester.

The student must have a minimum grade of B- in ENG 110, MATH 120, BIO 230, BIO 240, BIO 310 and CHE 105. The science courses may not be older than 5 years upon entering the clinical phase of the nursing program.

### **Entry / Progression to Clinical Phase**

To progress into the Clinical Phase of the Nursing program, students must:

1. Maintain a minimum GPA of 3.0 in all the required pre-requisite courses, with no grade less than "B-" in ENG 110, BIO 230, BIO 240, BIO 310, CHE 105, and MAT 120; all Science courses are valid for 5 years only; only one repeat of any one pre-requisite course is permitted, except if that course was taken in the Spring 2020 Semester. Any course taken in the Spring 2020 Semester may be repeated and it does not count as the one allowed repeat.
2. Have completed all course work at time of registration to the Nursing Program. No incomplete grades are accepted for any required or elective course.
3. Completion of all pre-requisites courses is mandatory. Students are officially nursing majors

upon notification of entry into NUR 216, Fundamentals of Nursing.

Students seeking to take the ATI TEAS exam for entry into the RN or LPN Programs at Hostos Community College must meet the following requirements:

1. Students who have met all the pre-requisite course requirements and are currently enrolled at Hostos Community College are permitted to take the ATI-TEAS exam. Students are encouraged to seek academic counseling with nursing faculty or email Dr. Mohammad Usman([musman@hostos.cuny.edu](mailto:musman@hostos.cuny.edu)) for academic advisement at the completion of all pre-requisites (other than BIO 310) in order to be listed for the ATI-TEAS exams.
2. Students who have met all the pre-requisite course requirements and failed the ATI TEAS exam the first time are permitted to take the ATI TEAS a second time on campus as scheduled.
3. Transfer students who are currently enrolled in Hostos Community College, or have e-permit courses at Hostos, and have met the pre-requisite course requirements are permitted to take the ATI TEAS; students must seek academic counseling with nursing faculty or email Dr. Mohammad Usman ([musman@hostos.cuny.edu](mailto:musman@hostos.cuny.edu)) in order to be listed for the ATI TEAS.

The Clinical phase of the Nursing Program has limited capacity. When more students seek entry than can be accommodated, entry will be competitive based on:

1. Highest GPA in the pre-requisite courses required for Nursing;
2. Highest scores on the ATI TEAS Exam;
3. There is no waiting list; the application process begins anew annually.
4. All applicants for admission into nursing clinical must provide documentation in one of the following categories, in accord with CUNY Policy:
  - a. US Citizenship
  - b. Permanent Residency
  - c. International Student with F1 status
  - d. Granted Asylum, Refugee status, temporary protected status, withholding of removal, or deferred action status by the US government.

### **5. Notice to Students on Criminal Background Check**

Current laws generally permit a state licensing board or agency to deny a license to practice nursing if the applicant has been convicted of a felony or other specified crime.

The Nursing Unit at Hostos Community College does not require a criminal background check for

admittance, but the Nursing Unit's educational requirements include placement at one or more hospitals or other off-campus clinical training sites, and these sites frequently require a student to undergo a criminal background check before the student can be placed for clinical training. If, based upon the results of a criminal background check, the clinical site determines that a student's participation in its clinical training program would not be in the best interest of the site, the site may deny that student admission to the training program. Even if the student has already begun the placement when the results are received, the site may elect to dismiss the student, regardless of the student's performance while in the training program. There is no appeal from the clinical training site's decision.

Each clinical training site that requires a criminal background check sets its own standards and procedures, and you may be asked by the site to pay the cost of the background check. You will have to complete more than one criminal background check during the course of the Nursing program at Hostos Community College, depending on the number of sites where you are placed and the requirements of each site.

Please note that if a clinical training site determines that you may not take part in its training program based on the results of a criminal background check, you will be unable to complete your course requirements and to continue in the Nursing program. It is important for you to consider this before you enroll in the Nursing Program. Hostos Community College has no obligation to refund your tuition or fees to accommodate you in the event you are ineligible to complete your course requirements based on the results of a criminal background check, or if you are denied a license to practice nursing.

#### **Class Participation:**

A student is obligated to participate in class. In accordance with Hostos Community College's enrollment requirements, students are responsible for the missing content and any required assignments.

Lab Participation: A student is required to make up any required lab time that is missed per staff/faculty availability. This make-up time is mandatory.

Clinical Attendance: Attendance and participation is mandatory, rare absences are permitted if supportive documentation is provided by legal bureaucracies where appearances are mandated. A student is

required to make up any required clinical time that is missed per faculty availability. This make-up time is mandatory.

#### **Clinical Phase Requirements:**

1. Prior to first day of Clinical, students must meet and have documented current requirements:
  - Health Requirements;
  - Liability Insurance; (if not provided by CUNY);
  - Professional Basic Life Support for Health Care Professionals.
2. Completion of Infection Control and Child Abuse courses; Documentation of annual flu vaccination and other laboratory data may be required for clinical practice as per mandate by NYS Dept of Health prior to entering any clinical site; all students and faculty must comply with NYS Dept of Health as well as the clinical placement requirements.
3. Completion of required personal health examinations and clearances, including toxicology screening:
  - Anyone who fails a toxicology-screening test must withdraw from nursing courses. Students may apply for re-admission to the program, no sooner than one year, on a space-available basis but re-admission is not guaranteed.

#### **Progression in the Nursing Program**

1. A minimum GPA of 2.5 is required to progress within the nursing major.
2. A cumulative GPA of 2.0 is required for graduation, consistent with CUNY requirements.
3. Students may repeat only one, required non-nursing course one time.
4. A failure in a clinical nursing course results in student dismissal from the nursing program. A student may seek readmission by submission of a letter to the coordinator. Students may repeat one clinical nursing course if approved by the Nursing Unit Coordinator and faculty, if all other requirements are met. **If a student fails NUR 216, NUR 220, or NUR 317, re-entry is not permitted; failing any other NUR course requires the student to take ATI exam in all successfully passed NUR courses and achieve a Level 1 for re-entry. Additionally, the student must pass the failed NUR course.**
5. A second failure in a clinical nursing course results in the student dismissal from the Nursing Program.
6. Students who fail a clinical course may audit the lecture component of the previous clinical course for a registration fee.



7. The student who drops a nursing course may reapply the following year on a space-available basis, however, the student must demonstrate competency by getting Level 1 in previously passed NUR courses.
8. All nursing students in clinical nursing courses are required to pay for external testing measures through ATI Testing.
9. Ancillary expenses can be found in this College Catalog and the RN Student Handbook. These are current prices, and as such they are subject to change.

**Completion, Graduation, Licensing**

1. A minimum GPA of 2.5 is required to progress within the program.
2. A student must achieve a cumulative GPA of 2.0 in order to meet the CUNY requirements for graduation.
3. Completion of two (2) Writing Intensive courses (WI): NUR 228 and NUR 320 is necessary for graduation.
4. Upon successful completion of all requirements, graduates are eligible to take the NCLEX-RN licensing examination.

**Ancillary Expenses for Nursing Students\***

ATI TEAS Examination.....	58.00
Professional Basic Life Support	
Certification (AHA) .....	\$100.00
Child Abuse/Infection Control Certificate.....	\$50.00
Uniforms, (Shoes, Name Pin) .....	\$200.00
Instruments and Carrying Case .....	\$125.00
Malpractice Insurance .....	\$50.00
Health Clearance – depends on the student’s medical insurance	
NCLEX-PN or NCLEX – RN	
Licensure Exam.....	\$200.00
NYS registration fee.....	\$165.00
ATI computer program (RN) .....	\$3025.00
(Option to pay in 4 installments of \$756.25)	
Castle branch: Background checks – Medical records management:	
Medical Document Manager .....	\$30.00
New students.....	\$160.75
Returning students (each semester) .....	\$116.25

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

**Description of the Clinical Simulation Laboratory**

The clinical simulation laboratory for nursing students is located on the fourth floor of the Allied Health

Building. The laboratory simulates a hospital setting and provides a realistic environment for patient care and skills development. Students have the opportunity to learn and practice skills in a nurturing, safe, supportive, stimulating and comfortable environment before attempting them in an actual clinical site. This promotes confidence and improves skills, as well as awareness necessary for providing safe patient care under supervision in the clinical area.

The laboratory serves as an audiovisual / multimedia / computer area with authentic patient settings. Nursing faculty with Clinical Laboratory Technicians provide a total educational experience by using visual aides, anatomical simulators, and other faculty/staff directed activities. Participation during scheduled hours is mandatory.

**RN Clinical Nursing Courses: It is highly recommended that BIO 310 be completed prior to starting NUR 216.**

- Semester 1: NUR 216
- Semester 2: NUR 220, NUR 317
- Semester 3: NUR 316, NUR 326
- Semester 4: NUR 227, NUR 228 (WI), NUR 320 (WI)

**NURSING A.A.S – CUNY PATHWAYS**

<b>REQUIRED COMMON CORE</b>	<b>CREDITS</b>
<b>English Composition .....</b>	<b>6</b>
ENG 110, ENG 111	
<b>Mathematical &amp; Quantitative Reasoning</b>	
MAT 120 ..... Introduction to Probability and Statistic .....	3
<b>Life &amp; Physical Sciences</b>	
BIO 230..... Anatomy & Physiology I .....	4
<b>FLEXIBLE COMMON CORE</b>	
<b>Scientific World</b>	
BIO 240..... Anatomy & Physiology II .....	4
<b>Individual &amp; Society</b>	
PSY 101 ..... General Psychology .....	3
SOC 101..... Introduction to Sociology .....	3
<b>MAJOR REQUIREMENTS</b>	
BIO 310..... Microbiology .....	4
PSY 110 ..... Life-Span Development of Behavior .....	3
CHE 110..... Introduction to Chemistry .....	4
HLT 215 ..... Nutrition .....	3
NUR 216..... Fundamentals of Nursing Practice ..	6
NUR 220..... Pharmacology.....	3

NUR 227.....	Nursing Care of the Childrearing Family I.....	3
NUR 228.....	Nursing Care of the Childrearing Family II.....	3
NUR 316.....	Nursing Care of the Client with Mental Illness.....	3
NUR 317.....	Nursing Care of the Adult I.....	6
NUR 320.....	Issues & Trends in Nursing Practice.....	3
NUR 326.....	Nursing Care of the Adult II.....	7
<b>Total credits</b> .....		<b>71</b>

**RADIOLOGIC TECHNOLOGY - A.A.S**

Radiologic Technology is the art and science of using ionizing radiation to provide images of the tissues, organs, bones, and vessels that comprise the human body. These images may be recorded using digital processes or displayed on a video monitor. Under the supervision of a licensed physician, the Radiologic Technologist is responsible for the production and processing of these images for diagnosing pathology, and is an essential member of the health care team.

Hostos Community College’s Radiologic Technology Program is designed to provide students with the vital skills needed to use ionizing radiation as a means of determining the nature of disease or injury. Students participate in classroom lectures, demonstrations, activities in the department’s energized radiography laboratory and clinical practice experiences at affiliate hospitals in Manhattan and the Bronx. Additionally, learning adaptations using the college’s Black-Board learning management system provide students with interactive online modules that support student learning.

Students will be required to adhere to all regulations and policies as outlined in the Radiologic Technology Student Handbook. A didactic component begins in the Fall semester and a clinical education commences in the Spring semester of the freshman year and continues throughout the six-semester program. The Radiologic Technology Program is accredited by The New York State Department of Health, Bureau of Environmental Radiation Protection, and The Joint Review Committee on Education in Radiologic Technology.

**Program Mission Statement**

The mission of the Radiologic Technology Program at Hostos Community College is to provide an educational experience that culminates in the

production of a competent, entry-level professional radiologic technologist who can function effectively as a member of the health care team. The Radiologic Technology Program faculty believes that every student, when provided with an optimum educational experience and opportunities, will be able to perform all routine radiographic procedures after completion of the program.

**Program Goals and Student Learning Outcomes:**

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

Graduate students with the knowledge and skills necessary to perform radiographic procedures competently.

Students will be able to:

- Position patients properly.
- Apply the principles of radiation protection to patients, self and others.
- Formulate and compute appropriate technical exposure factors.
- Assess the patient’s needs and provide an optimal level of patient care.

Maintain a high level of program effectiveness by graduating entry-level radiographers who will fulfill the needs of the health care community:

- Graduates will be adequately prepared to pass the ARRT examination.
- Graduates will find employment as radiographers within twelve months of program completion.
- Graduates will report a high level of satisfaction with program.
- Employers will report a high level of satisfaction with graduates.
- The program will achieve a satisfactory student retention rate.

Graduate students who have the ability to demonstrate critical thinking and problem-solving skills to function effectively in the clinical setting.

Students will be able to:

- Modify routine procedures to accommodate patient conditions.
- Adapt exposure factors for various patient conditions.
- Recognize emergency conditions and initiate appropriate actions.

Graduate students from a learning environment that encourages high ethical standards, professional development and growth.

Graduates will:

- Demonstrate a high level of professional work ethics in the clinical setting.
- Exhibit professional development and growth through participation in professional organizations.
- Demonstrate professional development and growth by seeking advanced degrees and/or certifications.

Graduate students who will be able to communicate effectively.

Students will be able to:

- Communicate effectively with supervisors, technologist and patients.
- Communicate effectively through writing.

### **Criteria for Progression into the Radiologic Technology Program**

The Radiologic Technology Program accepts a limited number of students into the didactic phase of the program 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.). If more students qualify than the accepted limit, the students will be competitively evaluated.

### **The Selection Process**

Each Fall semester, a new group of students advance into the initial didactic phase of the program. The program utilizes a "*rolling admissions policy*" whereby students are accepted for the Fall semester immediately after completing all their pre-requisite course work.

1. Students who have completed **ALL** the prerequisites with a G.P.A of 3.0 or higher by the end of the Fall semester will be admitted into the program (for September) during the Spring advisement period.
2. If additional spaces are available, students who have completed the prerequisites during the spring semester will be considered. Transcripts will be reviewed after spring grades have been received.
3. If additional spaces are still available, students who complete the prerequisites during the summer may be considered.

4. If at any time during the admissions process more students qualify than spaces are available, a department committee will review transcripts. Progression into the initial didactic phase of the program will be competitively evaluated based upon:

- (a) the GPA for the general education courses required for the degree.
- (b) the number of general education courses required for the degree that were completed at Hostos.

### **Program Readmission and Withdrawal Policy**

#### **Students Withdrawal Policy**

Students who withdraw from the program and are not in good academic standing will not be considered for readmission back into the program.

#### **Leave of Absence Policy**

Students who request an official leave of absence for legitimate reasons (i.e. maternity leave, documented medical issues) are not guaranteed re-admission into the program. All readmissions must be approved by the program coordinator and will not be considered after one year.

Students readmitted into the program must adhere to the same entrance requirements as new applicants.

#### **International Students**

Any international student may apply for admission to a matriculated program at CUNY regardless of immigration status.

However, the radiology program has five mandatory clinical semesters of hospital internships. The hospitals require that all medical staff and employees must be able to prove their legal presence and their legal eligibility to work in this country. Legal presence means that a person is either a U.S. citizen or is legally authorized to be in the United States. Legal presence can be proved using a U.S. birth certificate, U.S. passport, Certificate of Citizenship or Naturalization, Resident Alien Card or a valid foreign passport with a visa, I-94 or an I-94W with a participating country. The clinical education centers reserve the right to deny access to students who are unable to prove their legal presence in this country.

Furthermore, the hospital internship is an essential, legal requirement as specified in the Joint Review Committee on Education in Radiologic Technology *Standards for an Accredited Educational Program in Radiologic Sciences*.

Consequently, *the radiology program only accepts students into the clinical phase of the program if they can prove their legal presence and their legal eligibility to work in the United States.* Students are encouraged to reapply for admission into the program after they have established their legal presence in the United States.

### **Student Grievance Policy**

A student has the right to seek a remedy for a dispute or disagreement through the established grievance procedures. These procedures shall not be substituted for other grievance procedures specific to the college, university or negotiated agreements. The grievance procedure provides an opportunity to resolve a program related problem such as the abuse of student's rights or a violation of the departmental rules and regulations. A grievance may deal with academic issues or other circumstances involving unfair or inappropriate behavior relating to departmental policies. No retaliation of any kind shall be taken against a student for participation in a complaint or grievance.

#### **Grievance Procedures:**

##### **Step 1: Informal Resolution at the Department Level**

The department encourages students to make every effort to resolve their problems or concerns directly and informally with faculty members or other involved parties. Students are encouraged to speak with the person as soon as the student first becomes aware of the act or condition that is the basis of the grievance. Discussions among involved parties constitute the first step in the informal process.

If the involved parties cannot reach a resolution, the Program Coordinator will mediate an informal discussion with all parties within 5 college days. If the Program Coordinator is involved in the grievance, the Department Chairperson or a designee from the Office of Academic Affairs will attempt to resolve the complaint.

##### **Step 2: Formal Resolution at the Department Level**

If informal discussion does not result in a resolution, the student may invoke a formal grievance procedure by submitting a written statement describing the nature of the complaint. The written complaint must be submitted to the Program Coordinator within 30 college days after the problem has been identified. If the Program Coordinator is named in the complaint, the Department Chairperson or a designee from the Office of Academic Affairs will handle the grievance.

The Program Coordinator will conduct a hearing utilizing the department's Academic Standards and Review Committee to review the complaint. The person named in the complaint shall not be part of the committee. The student will be informed of a decision within 20 college days. A copy of the committee's report will be filed in the department and a copy placed in the student's personal file.

##### **Step 3: Formal Resolution at the College Level**

If, after utilizing the procedures listed above, the problem is not resolved, the student has the right to file a grievance at the College level. The student will be encouraged to make an immediate appointment with the Vice President of Student Affairs to discuss the complaint.

##### **Student Appeals Policy**

The student has the right to appeal a departmental rule or regulation for reconsideration if they can demonstrate there are extenuating circumstances that prevented their academic success. These must be documented, extraordinary instances beyond the control of the student. A written request for an appeal must be made to the Program Coordinator within 15 college days after the change in their academic standing. Upon receipt of the letter, the Program Coordinator will convene an appeal hearing within 15 college days. The hearing will provide the student with an opportunity to present the documentation and discuss the issue with the committee. A written decision will be sent to the student within 15 college days of the hearing. If the student feels that the issue has not been resolved to their satisfaction, they have a right to appeal the decision to the College's Academic Standards Committee.

##### **Moral Character**

The New York State Department of Health and the American Registry of Radiologic Technologists (ARRT) require that all applicants for licensure be of good moral character.

A conviction of a plea of guilty towards illegal actions, or a plea of nolo contendere (no contest) to an offense which is classified as a misdemeanor or felony constitutes a conviction for ARRT purposes.

Students having been convicted of a crime must file a pre-application with the ARRT to obtain a ruling on the impact these convictions may have on their eligibility. This Pre-Application determines the impact these convictions may have on the student's eligibility to receive national certification and registration. The

student must submit the pre-application during the first month of the program. This process will enable the student to avoid delays in processing their application, which is made at the time of graduation. The pre-application form may be obtained from the Program Coordinator. A fee is charged by the ARRT for the pre-application review. The program is not responsible for any consequences that may arise from not submitting the application.

**Transfer Students**

Students transferring into the Radiology Program must make an appointment to meet with the Program Coordinator. Transfer students must meet the same criteria outlined above to progress to the clinical phase of the program.

**Certification**

Upon successful completion of all coursework, the graduate is eligible to take a national certifying examination sponsored by the American Registry of Radiologic Technologists. Successful completion of this exam will provide the applicant with National Certification and a New York State License.

**Ancillary Expenses for Radiologic Technology Student (Approximate)**

Textbooks & Supplies.....	\$1200
Uniforms and Shoes .....	\$300
Radiographic Accessories .....	\$100
Radiographic Markers.....	\$50
Pre-graduation Online Software .....	\$100
Post-Graduation Examination Fees .....	\$320
CPR Course.....	\$90
Background check.....	\$150
Trajecys.....	\$150
<b>Total.....</b>	<b>\$2,460</b>

**Academic Program Planning**

The following materials should be used as a guide to design your personal academic plan. Your specific program should be designed with the assistance of an academic advisor.

**Pre-Requisite Course Sequence**

To progress into the Radiologic Technology department's pre-requisite phase of the program, students must meet the following criteria:

- Maintain a minimum cumulative grade point average (GPA) of 3.0 at Hostos for all their courses.

- Successful completion of MAT 105, BIO 230, and BIO 240 with a grade of "B minus" or better and all other required general education courses with a grade of "C" or better.

**RADIOLOGIC TECHNOLOGY - CUNY PATHWAYS**

REQUIRED COMMON CORE	CREDITS
<b>English Composition</b> .....	<b>6</b>
ENG 110, ENG 111	
<b>Mathematics &amp; Quantitative Reasoning</b>	
MAT 105 ..... Mathematics for Allied Health.....	3
<b>Life &amp; Physical Sciences</b>	
BIO 230..... Anatomy and Physiology I .....	4
<b>FLEXIBLE COMMON CORE</b>	
<b>Scientific World</b>	
BIO 240..... Anatomy and Physiology II .....	4
<b>MAJOR REQUIREMENTS</b>	
HLT 103 ..... Interpersonal Relations .....	3
HLT 124 ..... Medical Terminology .....	3
XRA 110 ..... Radiography I & Lab.....	2.5
XRA 111 ..... Radiologic Science I & Lab .....	2.5
XRA 112 ..... Radiologic Physics.....	2
XRA 113 ..... Radiographic Anatomy I .....	2
XRA 114 ..... Professional Practice Issues in Diagnostic Imaging .....	2
XRA 120 ..... Radiography II & Lab.....	2.5
XRA 121 ..... Radiologic Science II & Lab .....	2.5
XRA 122 ..... Radiation Protection.....	2
XRA 123 ..... Radiographic Anatomy II .....	1
XRA 124 ..... Contrast Media.....	1
XRA 129 ..... Clinical Radiography I.....	2
XRA 139 ..... Clinical Radiography II.....	3
XRA 210 ..... Radiation Biology .....	1
XRA 211 ..... Advanced Procedures I.....	1
XRA 219 ..... Clinical Radiography III .....	2.5
XRA 220 ..... Pathology .....	2
XRA 221 ..... Advanced Procedures II .....	1
XRA 222 ..... Applied Quality Assurance .....	2
XRA 229 ..... Clinical Radiography IV .....	2.5
XRA 230 ..... Senior Seminar .....	2
XRA 239 ..... Clinical Radiography V.....	2.5
<b>Subtotal</b> .....	<b>47.5</b>
<b>Total Credits for Degree</b> .....	<b>64.5</b>

**DENTAL HYGIENE**

**DEN 110 Oral Anatomy & Physiology**

*(Formerly DEN 5302)*

*2 credits, 3 hours lecture, 1.5 hours lab*

*Co-requisites: All first semester courses*

The student will demonstrate a knowledge of the gross and microscopic anatomy of the teeth, tissues, organs of the oral cavity, nomenclature, functions and forms of the teeth, as well as identify normal and malocclusions.

**DEN 111 Head & Neck Anatomy**

*(Formerly DEN 5303)*

*1.5 credits, 3 hours lecture*

*Co-requisites: All first semester courses*

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

**DEN 112 Clinical Dental Hygiene Practice I**

*(Formerly DEN 5306)*

*2 credits, 3 hours lecture, 6 hours lab*

*Co-requisites: All first semester courses*

The student will demonstrate procedures relative to the dental appointment. These procedures include those aspects of Phase I and Phase II periodontal treatments, which are legally relevant to the clinical practice of dental hygiene.

**DEN 120 Clinical Dental Hygiene Practice II**

*(Formerly DEN 5308)*

*1.5 credits, 3 hours lecture*

*Pre-requisites: All first semester courses*

*Co-requisites: All second semester courses*

The student will demonstrate definitive instrumentation procedures used in the treatment of periodontal disease and maintenance of oral health. Emphasis is placed on treatment planning, principles of root planning, instrument care, and screening procedures.

**DEN 121 Dental Radiology I: Basic Concepts**

*(Formerly DEN 5316)*

*1 credit, 1.5 hours lecture, 1.5 hours lab*

*Pre-requisites: All first semester courses*

*Co-requisites: All second semester courses*

The student will learn the theory of radiation production and safety. Learning methods include lectures, demonstrations, visuals, and labs.

**DEN 122 Oral Microbiology**

*(Formerly DEN 5318)*

*1.5 credits, 3 hours lecture, 3 hours lab*

*Pre-requisites: All first semester courses*

*Co-requisites: All second semester courses*

The student will classify and describe the main groups of microorganisms, and isolate and cultivate microorganisms in the laboratory. The concepts of general microbiology will be correlated with the oral ecology and factors associated with pathogenesis. Special emphasis will be placed upon correlation to periodontology, dental caries, and phase contrast microscopy. Sterilization, disinfection, asepsis, and chemotherapy will also be emphasized.

**DEN 123 Oral Embryology & Histology**

*(Formerly DEN 5334)*

*1.5 credits, 3 hours lecture*

*Pre-requisites: All first semester courses*

*Co-requisites: 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.

**DEN 129 Clinic I**

*(Formerly DEN 5310)*

*3 credits (6 equated/billable), 8 hours clinical practice*

*Pre-requisites: All first semester courses*

*Co-requisites: All second semester courses*

In a clinical setting, the student will demonstrate procedures relative to dental hygiene therapeutic treatment. Procedures include taking health histories and other screening procedures, performing the oral prophylaxis, applying preventive treatment, and patient educating.

**DEN 130 Nutrition**

*(Formerly DEN 5315)*

*2 credits, 3 hours lecture*

*Pre-requisites: All second semester courses*

*Co-requisites: All summer semester courses*

The student will be able to relate the biological and chemical needs of patients to their nutritional intake. Nutritional disturbances observed in the clinic will be identified, analyzed, and discussed. Treatment of nutritional problems will have direct application to didactic material.

### **DEN 131 Dental Radiology II: Technique & Interpretation**

(Formerly DEN 5317)

2 credits, 1.5 hours lecture, 3 hours lab

*Pre-requisites: All second semester courses*

*Co-requisites: All summer semester courses*

The course will provide the student with knowledge necessary to utilize the techniques of bisecting and paralleling for the exposure of radiographs. The course will also provide students with the knowledge necessary to differentiate between normal anatomical structures and pathological conditions. Learning methods include lectures, demonstrations, slides, tapes, and laboratory experiences.

### **DEN 132 Dental Materials**

(Formerly DEN 5332)

2 credits, 2 hours lecture, 1.5 hours lab

*Pre-requisites: All second semester courses*

*Co-requisites: 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 2 hours lecture-discussion and 1.5 hours of laboratory exercises for each of the six (6) weeks of summer school.

### **DEN 210 General & Oral Pathology**

(Formerly DEN 5320)

1.5 credits, 3 hours lecture

*Pre-requisites: All first and second semester and summer courses*

*Co-requisites: All third semester courses*

The student will make clinical evaluations of conditions related to general and pathologic conditions, etiologies of disease, inflammation, infection, immunity, and degeneration processes.

### **DEN 211 Periodontology**

(Formerly DEN 5324)

1.5 credits, 3 hours lecture

*Pre-requisites: All second and summer semester courses*

*Co-requisites: 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 212 Dental Health Education**

(Formerly DEN 5327)

1.5 credits, 3 hours lecture

*Pre-requisites: All second and summer semester courses*

*Co-requisites: 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 213 Advanced Clinical Dental Hygiene Practice**

(Formerly DEN 5329)

1.5 credits, 3 hours lecture, 3 hours lab

*Pre-requisites: All second and summer semester courses*

*Co-requisites: 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. It will provide the student with an in depth study of anesthesia and pain control; the mechanism of actions of anesthetic agents as well as other methods of pain control will be studied, demonstrated and practiced.

### **DEN 219 Clinic II**

(Formerly DEN 5312)

4 credits (6 equated/billable),

12 hours clinical practice; 1 hour recitation

*Pre-requisites: All second semester courses*

*Co-requisites: All third semester courses*

The student will administer comprehensive dental hygiene care to patients based on individual treatment plans and make referrals when indicated. The course consists of 13 hours of clinical practice. Procedures will include those legalized aspects of Phase I and Phase II periodontal treatment that are relevant to the practice of dental hygiene. This course is a continuation of DEN 129.

### **DEN 220 Community Dental Health**

(Formerly DEN 5322)

1.5 credits, 3 hours lecture

*Pre-requisites: All third semester courses*

*Co-requisites: 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 221 Pharmacology**

(Formerly DEN 5325)

1.5 credits, 3 hours lecture

*Pre-requisites: All third semester courses*

*Co-requisites: 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 222 Specialties**

(Formerly DEN 5330)

1 credit, 3 hours clinical rotation

*Pre-requisites: All third semester courses*

*Co-requisites: All fourth semester courses*

This course will heighten the dental hygiene student's understanding and knowledge of the dental patients with varying medical conditions through case base learning, critical thinking exercises, scenarios, reflection and discussion. This course will serve as an onsite internship where students will be required to synthesize and apply the information to plan manage care for the pediatric, geriatric, adult, periodontal and the medical compromised patients.

### **DEN 223 Ethics / Jurisprudence / Practice Management**

(Formerly DEN 5331)

1.5 credits, 2 hours lecture

*Pre-requisites: All third semester courses*

*Co-requisites: 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 224 Senior Seminar**

(Formerly DEN 5333)

1.5 credits, 2 hours lecture

*Pre-requisites: All third semester courses*

*Co-requisites: 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 229 Clinic III**

(Formerly DEN 5314)

4 credits (6 equated/billable), 12 hours clinical practice; 1 hour recitation

*Pre-requisites: All third semester courses*

*Co-requisites: 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 219.

## **NURSING**

### **NUR 110 LPN Clinical Nursing I**

6 credits, 4 hours lecture, 10 hours lab

*Pre-requisites: Admission into the LPN Certificate Program*

*Co-requisites: NUR 111, NUR 112*

This course introduces students to the basic nursing knowledge, skills, behaviors, and role expectations required of the practical nurse as a healthcare provider; selected components of the nursing process include: Identifying patient problems, planning, intervention, and evaluation, enable the practical nurse to function effectively as a member of the healthcare team are incorporated in classroom and clinical learning experiences. The conceptual framework of basic human needs of culturally diverse patients and families are integrated throughout course content. Selected nursing skills are mastered in the clinical simulation laboratory prior to the clinical rotation.

### **NUR 111 Pharmacology**

2 credits, 2 hours lecture

*Pre-requisites: Admission into the LPN Certificate Program.*

*Co-requisites: NUR 110; NUR 112*

This pharmacology course will prepare the LPN student to compare brand name and generic drugs; describe the method of drug classifications; explain drug interactions with body tissues; and identify how drugs work. The use of the nursing process in drug therapy will be explored as well as the nurse's legal responsibilities in drug therapy.

### **NUR 112 Maternal/ Child**

2 credits, 2 hours

*Pre-requisites: Admission into the LPN Certificate Program.*

*Co-requisites: NUR 110; NUR 111*

This course introduces the student to the roles, functions and responsibilities of the practical nurse in the care of child-bearing and child-rearing family and the needs may be associated with the occurrence of common health problems throughout the life cycle. Utilizing components of the nursing process, students are expected to integrate patho-physiological, psychosocial, spiritual, environmental, and rehabilitative aspects in nursing care in the clinical area for forty hours. Topics of study include the social and medical issues that may support or weaken the family as a unit.

### **NUR 120 Clinical Nursing II**

8.5 credits, 5 hours lecture, 10 hours lab

*Pre-requisites: NUR 110; NUR 111; NUR 112*

This course introduces the student to the roles, functions, and responsibilities of the practical nurse in the care of adult clients with medical / surgical health problems throughout the life cycle and those experiencing psychiatric - mental health problems who have the potential for enhancement of their mental health. Special emphasis is placed on interpersonal relationships and ongoing development of the student's capacity for self-awareness and reflection. Students are encouraged to write

intensively. Learning in all domains-cognitive, affective and psychomotor is fostered throughout the program.

### **NUR 200 Transition into Nursing**

*2 Hrs. 2 Credits*

*Pre-requisite: Admission to the RN Program*

This course will explore concepts in current nursing practice as it affects the Professional Registered Nurse. Nursing process and legal and ethical principles will be applied to case studies to set the foundation for critical thinking as a Nurse Professional

### **NUR 216 Fundamentals of Nursing Practice**

*(Formerly NUR 7001)*

*Pre-requisites: Admission into the nursing sequence, NYS Certification in Infection Control BLS Course "Provider" by the American Heart Association.*

*6 credits, 4 hrs. lecture/ 2 hrs. laboratory, 10 hrs. clinical.*

Utilizing the principles of growth and development, the student will learn the bio-psychosocial assessment of basic human needs. Wellness promotion is emphasized. The student will utilize the five steps of the nursing process and will demonstrate basic technical skills of assessment. Skills and principles taught in pre-nursing and co-requisites courses will be integrated into the course. The approach to patient care will reflect the significance of ethical/legal issues, culture and ethnicity, and how one adapts to the urban community.

### **NUR 220 Pharmacology**

*(Formerly NUR 7102)*

*3 credits, 3 hours*

*Pre-requisite: NUR 216*

*Co-requisites: NUR 317*

The student will be able to describe accurately all major drug classification, identify commonly used medications in each classification, and develop strategies for patients receiving drugs in each classification. Students explore the implications of drug dependence. 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 and explore the use of the nursing process in drug administration.

### **NUR 227 Nursing Care of the Childbearing Family I**

*(3 credits, 2hrs. lecture, 1 hrs. lab, 10 hrs. clinical.*

*(Formerly NUR 7003)*

*Pre-requisites: NUR 216, NUR 220*

*Co-requisites: NUR 228*

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 family from conception to birth.

### **NUR 228 Nursing Care of the Childbearing Family II**

*3 credits; 2 hrs. lecture, 1 hrs. lab, 10 hrs. clinical*

*(Formerly NUR 7003)*

*Pre-requisite: NUR 216, NUR 220*

*Co-requisite: NUR 227*

The student will learn to care for the growing family from infant to adolescent. The nursing process will be utilized to assess, analyze and plan care with emphasis on self-understanding in use of self as therapeutic tool. The approach to patient care will reflect the student's ability to analyze the significance of patient care findings, ethical/legal issues, culture, ethnicity and how one adapts to the urban community.

### **NUR 316 Nursing Care of the Client with Mental Illness**

*(Formerly NUR 7004)*

*3 credits; 2 hrs. lecture, 1 hrs. lab, 10 hrs. clinical*

*Pre-requisites: NUR 317*

*Co-requisite: NUR 326*

The student will learn alterations of the alterations in the psychosocial development and relevant nursing interventions are analyzed with emphasis on self-understanding in the use of self as a therapeutic tool. The approach to patient care will reflect the student's ability to analyze the significance of ethical/legal issues, culture, ethnicity and how one adapts to the urban community.

### **NUR 317 Nursing Care of the Adult I**

*(Formerly NUR 7004)*

*6 credits; 4 hrs. lecture, 2 hrs. lab, 10 hrs. clinical*

*Pre-requisites: NUR 216*

*Co-requisite: NUR 220*

The student will learn to identify responses to illness and to provide appropriate nursing care. The focus is on adults who are experiencing physiologic alterations in how they meet their basic needs. The approach to patient care will reflect students' understanding of the assessment and evaluation of care to include ethical/legal issues, culture, ethnicity, and how one adapts to the urban community. Students effectively apply the nursing process to evaluate patient outcomes.

### **NUR 320 Nursing Trends and Issues**

*(Formerly NUR 7006)*

*3 credits, 3 hours lecture*

*Pre-requisites: NUR 216, NUR 220, NUR 316, NUR 317, NUR 326*

*Co-requisite: NUR 227, NUR 228*

This course is designed to increase the student's awareness of the current issues in the health care and their impact on the nursing profession. Current issues include: changes in the health care delivery system, legal boundaries and ethical frameworks of nursing practice, standards of care,

leadership and management, professional organizations and career opportunities. The focus of leadership theories and skills will be directed toward the role of the associate degree nurse.

### **NUR 326 Nursing Care of the Adult II**

*(Formerly NUR 7005)*

*7 credits; 4 hrs. lecture, 2 hrs. lab, 10 hrs. clinical.*

*Pre-requisites: NUR 317*

*Co-requisite: NUR 316*

The student continues to learn to identify responses to illness and to provide nursing care. The focus is on adults who are experiencing multi system disorders. The approach to patient care will reflect students' understanding of the evaluation of care to include ethical/legal issues, culture, ethnicity, and how one adapts to the urban community. This course will provide the opportunity for making the transition from student to practitioner.

## **RADIOLOGIC TECHNOLOGY**

### **XRA 110 Radiography I**

*(Formerly XRA 5113)*

*2.5 credits, (3.5equated/ billable), 4.5 Hours*

*Pre-requisite: ENG 110*

*Co-requisite: XRA 113*

All students will analyze detailed information and case studies on the standard/basic radiographic projections of the body and perform them in the on-site energized laboratory. The students will identify, compare, and summarize the positioning terminology, radiographic principles, clinical indications, technical factors, shielding, patient and part position, central ray, collimation, anatomic markers, respiration, and radiographic criteria for each projection covered. The students will also synthesize what they have learned by performing the radiographic procedures in the lab and applying their critical thinking skills to evaluate and correct the images produced using nationally established radiographic criteria for image analysis.

### **XRA 111 Radiologic Science I**

*(Formerly XRA 5111)*

*2.5 credits, (3.5equated/ billable), 4.5 Hours*

*Pre-requisites: ENG 110 and MAT 105*

*Co-requisites: XRA 112*

This course introduces students to the fundamentals of analog and digital radiography, which includes performance of hands-on lab exercises. In the lecture part of the course, students will discriminate between analog and digital receptor components and identify steps in the in imaging processing of both systems. In the lab component for the course, the students will synthesize the

theoretical knowledge gained in lectures by forming collaborative hands-on lab exercises. Critical thinking skills will be required to evaluate and correct image technical factors.

### **XRA 112 Radiologic Physics**

*(Formerly XRA 5217)*

*2credits, (3equated/ billable), 3 Hours*

*Pre-requisites: ENG 110; MAT 105*

*Co-requisites: XRA 111*

All students will be introduced to the principles of radiation, fundamentals of applied mathematics, radiologic units of measurement, and a brief history on the discovery of x-rays. Students will demonstrate an understanding of the basic components of the atom and will be able to identify the structure of matter. Principles of electromagnetic radiation, particulate radiation, electricity and magnetism will be differentiated. Upon conclusion of the course, students will illustrate knowledge of the basic circuits, generators, motors, transformers, timers and rectifiers. Components of the x-ray tube and the production and emission of x-radiation will be examined. Basic radiation safety and exposure practices will be introduced and students will be able to examine the five interactions of radiation with matter.

### **XRA 113 Radiographic Anatomy I**

*(Formerly XRA 5115)*

*2credits, (3equated/ billable), 3 Hours*

*Co-requisite: XRA 110*

This course is the study of skeletal anatomy excluding the skull. Emphasis is placed on the relationship between bony structures. Students will learn to identify bony landmarks relevant to radiographic positioning. Classes will stress the importance of identifying radiographic anatomy that correlates to radiographic images taught in XRA 110, Radiography 1. Gross Anatomy will be taught for the head, neck, chest, and abdomen/pelvis.

### **XRA 114 Professional Practice Issues in Diagnostic Imaging**

*(Formerly XRA 5112)*

*2 credits, 3 hours lecture*

*Pre-requisite: ENG 110*

*Co-requisite: HLT 124*

The student will identify professional practice issues in medical imaging in the context of the contemporary health care environment. Students will be introduced to the profession, communication practices, patient care and safety, infection control, asepsis, vital signs and basic concepts of personal and radiation safety.

### **XRA 120 Radiography II**

(Formerly XRA 5118)

2.5 credits, 3 hours lecture, 1.5 hours lab

Pre-requisite: XRA 110

Co-requisite: XRA 123

All students will analyze detailed information and case studies on the special/advanced radiographic projections of the body and skull and perform them in the on-site energized laboratory. The students will identify, compare, and summarize the positioning terminology, radiographic principles, clinical indications, technical factors, shielding, patient and part position, central ray, collimation, anatomic markers, respiration, and radiographic criteria for each projection covered. The students will also synthesize what they have learned by performing the radiographic procedures in the lab and applying their critical thinking skills to evaluate and correct the images produced using nationally established radiographic criteria for image analysis.

### **XRA 121 Radiologic Science II & Lab**

(Formerly XRA 5116)

2.5 credits, 3 hours lecture, 1.5 hours lab

Pre-requisite: XRA 111

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

### **XRA 122 Radiation Protection**

(Formerly XRA 5121)

2 credits, 3 hours lecture

Pre-requisites: XRA 111; XRA 112

Co-requisite: XRA 121

This course is designed to familiarize the student with the proper techniques to ensure maximum safety of patients, personnel, and equipment. Current and historical issues related to radiation protection will be discussed. Topics highlighted during the course include: Types and sources of radiation, interaction of x-ray with matter, radiation quantities and units, radiation monitoring, dose limits for exposure to ionizing radiation, equipment design for radiation protection, management of patient radiation dose, management of personnel radiation dose and radioisotopes and radiation protection.

### **XRA 123 Radiographic Anatomy II**

(Formerly XRA 5120)

1 credit, 1.5 hours lecture

Pre-requisite: XRA 113

Co-requisite: XRA 120

This course is designed to familiarize the student with bony skull anatomy. The student will be able to identify the anatomy, surface landmarks and baselines of the skull

using diagrams, handouts and radiographs. The course will prepare students for XRA 120 Radiography 2. In addition, cross-sectional anatomy of the head, neck, chest, abdomen and pelvis will be taught using diagrams, handouts and radiographic images. The student will learn basic cross-sectional anatomy to prepare them for Computed Tomography and Magnetic Resonance Imaging.

### **XRA 124 Contrast Media**

(Formerly XRA 5213)

1 credit, 1.5 hours lecture

Pre-requisites: XRA 110; XRA 111

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

### **XRA 129 Clinical Radiography I**

(Formerly XRA 5122)

2 credits (3.0 equated/billable), 16 hours hospital practice.

Pre-requisites: XRA 110; XRA 111

Co-requisite: XRA 122

Clinical Radiography I prepares radiography students to perform radiologic procedures on patients with direct technologist supervision. Students will apply radiation protection and standard precautions in the production of radiographs in a healthcare setting while adhering to ARRT legal and ethical guidelines. Students will learn basic Chest and Abdominal Radiography. Basic patient care skills, critical thinking and effective communications skills will be emphasized. Four clinical competencies are required.

### **XRA 139 Clinical Radiography II**

(Formerly XRA 5123)

3 credits (12 equated/billable), 40 hours hospital practice.

Pre-requisites: XRA 122; XRA 129

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

### **XRA 210 Radiation Biology**

(Formerly XRA 5211)

1 credit, 1.5 hours lecture

Pre-requisites: XRA 122

Co-requisites: BIO 230

The student will identify the biological effects of ionizing radiation.

### **XRA 211 Advanced Procedures I**

(Formerly XRA 5215)

1 credit, 1.5 hours lecture

Pre-requisites: XRA 120; XRA 124

The student will identify those radiographic examinations involving surgical procedures and the specialized

equipment required for, but not limited to, fluoroscopy, vascular angiography and non-vascular angiographic procedures. Topics may be revised to keep abreast with the latest advances in the radiologic sciences.

### **XRA 219 Clinical Radiography III**

(Formerly XRA 5214)

2.5 credits (6 equated/billable), 24 hours hospital practice

Pre-requisite: XRA 139

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

### **XRA 220 Pathology**

(Formerly XRA 5212)

2 credits, 3 hours lecture

Pre-requisites: XRA 210; BIO 230

Co-requisites: BIO 240

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

### **XRA 221 Advanced Procedures II**

(Formerly XRA 5218)

1 credit, 1.5 hours lecture

Pre-requisites: XRA 211

The student will identify those radiographic examinations involving digital imaging modalities and the specialized equipment required for, but not limited to, CT, MRI, digital radiography and digital image processing. Topics may be revised to keep abreast with the latest advances in the radiological sciences.

### **XRA 222 Applied Quality Assurance**

(Formerly XRA 5317)

2 credits, 1.5 hours lecture, 1.5 hours lab

Pre-requisites: XRA 121; XRA 112

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.

### **XRA 229 Clinical Radiography IV**

(Formerly XRA 5219)

2.5 credits (6 equated/billable), 24 hours hospital practice

Pre-requisites: XRA 219

The student will perform the advanced radiographic procedures under the direct supervision of a qualified radiologic technologist.

### **XRA 230 Senior Seminar**

(Formerly XRA 5216)

2 credits (6 equated/billable), 16 hours

Co-requisites: XRA 239

This course is restricted to senior Radiologic Technology students and incorporates many aspects of the profession

including emerging technologies. The goal of this course is to facilitate acquisition of the essential skills necessary to assist students adapt to the workplace environment. It was developed to enhance patient care skills in preparation for employment in various types of healthcare facilities. Required simulations and competencies include: CPR, venipuncture, medical emergencies, pharmacology, vital signs and infection control leading to a certificate of competence. Students are required to compile an oral case study presentation to better understand their patients. The major focus of this course is to assist students better integrate the didactic portion of the program with the clinical experience using simulated comprehensive exams. Resume writing and interviewing techniques will be included.

### **XRA 239 Clinical Radiography V**

(Formerly XRA 5220)

2.5 credits (6 equated/billable), 24 hours hospital practice

Pre-requisites: XRA 229

The student will perform the advanced radiographic procedures under the direct supervision of a qualified radiologic technologist.

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Anita Cunningham, Professor Emeritus, R.D.H.

Betsy Davis, R.D.H.

Vermell Ford, R.D.H.

Brady Hope, R.D.H.

Selena James, Professor Emeritus, R.D.H.

Alpheia Johnson, D.D.S.

James King, D.D.S.

Ernestine Leach, R.D.H.

Leonard Marotta, MDT, CDT, TF

Valerie Overton, R.D.H.

Gregory Page, D.M.D.

Rawle Philbert, D.D.S.

Maryann Riordan

Leola Rogers

Adeniz Rivera, R.D.H

Maria Serpico, R.D.H.

Richard Shao, R.D.H.

Daughn Thomas, R.D.H

\*Note: All Dental Hygiene Faculty are Advisory Committee members

## **BEHAVIORAL & SOCIAL SCIENCES DEPARTMENT**

The Behavioral and Social Sciences Department consists of the following units: Behavioral Sciences, Social Sciences, and Public Policy and Law. The Behavioral Sciences unit offers courses in the disciplines of Psychology, Sociology, Anthropology, and Social Work. The Social Sciences unit offers courses in the disciplines of History, Economics, and Political Science. The Public Policy and Law unit offers courses in Public Administration, Criminal Justice, Law, Paralegal Studies, and Police Science.

The Behavioral and Social Sciences disciplines are essential elements of a liberal arts education. In recognition of this, the College requires the successful completion of twelve (12) credits in these disciplines as part of the requirements of the A.A. degree. Three (3) credits in Public Administration may be applied toward the twelve-credit behavioral and social sciences graduation requirement for the A.A. degree. A study of these disciplines should contribute to an individual's functioning in many areas of life. Moreover, this study provides an opportunity for students to examine the nature of society and human behavior, social problems, and social change. The behavioral and social sciences are, therefore, recommended for all students.

Study in the behavioral and social sciences allows for a wide choice of careers in teaching, law, government, diplomacy, public agencies, social work, research foundations, business, health fields, as well as self-employment. Several introductory, behavioral and social sciences courses are offered in both English and Spanish.

### **Notations for Recommended Options/Electives for A.A. Liberal Arts and Science Degree Program.**

#### **INTERDISCIPLINARY STUDIES IN HUMAN BEHAVIOR AND SOCIAL INSTITUTIONS OPTION**

Behavioral Sciences disciplines study different social aspects of human behavior and the ways in which humans have developed and interacted in the context of their own social reality. The Behavioral Sciences disciplines included in this Option are Sociology, Anthropology, and Psychology. Sociology is a science that examines social behavior, social interactions, social institutions, and social change. Anthropology, as a science, adds to the knowledge about past and contemporary societies and cultures as well as the origins of humans. Psychology, as a science, concentrates on individual behavior and personality, although it also looks at different social aspects of human

behavior. These disciplines together not only help us to better understand our everyday reality, but also provide an understanding of our own culture, diverse cultural practices found in the United States and other societies, and the wide variations of norms and values from one society to another.

The Behavioral Sciences Option offers an interdisciplinary approach connecting and mapping concepts from Sociology, Anthropology, and Psychology. Students in this Option will use the tools of Behavioral Sciences theories and research. They will acquire critical thinking and intellectual skills such as comprehension, application, analysis, and evaluation. They will also become familiar with team work and communication skills that will prepare them for future studies in Sociology, Political Science, Criminal Justice, Psychology, Ethnic/Women's studies, Anthropology, Social work, and Counseling. Credits earned in this Option can be transferred toward a bachelor's degree in any of the disciplines mentioned above. After completion of a bachelor's degree, students can pursue graduate studies in these fields.

This Option will also provide a strong background for entry level positions as caseworkers, case managers, counselors, group workers, child advocates, family managers in social services, community organizations, non-profits, health services, and other agencies. Agencies are well aware of the specialized skillset necessary to effectively navigate our diverse, pluralistic, and changing world. Behavioral Sciences provides an extensive skillset focused on cultural competency and thus the ability to understand the values, needs and interaction of people from diverse cultures.

#### **The Interdisciplinary Studies in Human Behavior and Social Institutions Option requires 12 credits.**

##### **Group One**

The following courses are required (3-9 credits):

- PSY 101 General Psychology (Recommended for Flexible Common Core.)
- SOC 101 Introduction to Sociology (Recommended for Flexible Common Core.)
- ANTH 101 Introduction to Anthropology

##### **Group Two**

**Students may choose one to three of the following courses, depending on the number of courses taken in Group One for a total of 12 credits (3-9 credits):**

- SOC 105 Social Problems
- SOC 140 Race and Ethnicity
- SOC 150 Criminology



PSY 110 Life Span Development  
PSY 115 Educational Psychology  
PSY 120 Abnormal Psychology  
PSY 170 Cultural Psychology  
PSY 182 Social Psychology  
PSY 140 Psychology of Women  
PSY 144 Personality  
PSY 146 Small Group Dynamics

### **PSYCHOLOGY OPTION**

Why is General Psychology the most popular undergraduate course? The study of Psychology provides an understanding about WHY we think, feel and behave the way we do. In addition, the science of psychology provides a research and theoretical foundation that intersects with all disciplines in the liberal arts.

This Option gives students the opportunity to examine the broad scope of Psychology as an academic discipline, science, and profession. Course work stimulates critical thinking about the human mind and behavior from multiple lenses including child and adult psychology, the psychology of women, culture, race and ethnicity, aging and group dynamics. It also provides the communications and critical thinking skills needed for success in this field.

By engaging students in a dynamic understanding of Psychology, the Psychology Option provides increased awareness and preparation for service to the community and related careers. The Option also prepares students for transfer to a 4-year college to complete a B.A. in Psychology, as well as to pursue careers in allied health, business, criminal justice, education, human services, mental health services, social work, theater arts, and more. This Option also serves as a gateway for those interested in seeking advanced studies leading to a career as a Psychologist, whether in the specializations of clinical, sports, forensics, developmental and/or organizational psychology. Students can also seek a career as a licensed mental health counselor or counselor in some of the following human service fields: substance abuse, marriage and family, school and career.

**The Psychology Option requires 12 credits. Both courses in Group One are required. PSY 101 must be taken first. (May be taken as part of the Flexible Core)**

**After the required courses have been completed, students may take any two to three of the courses listed in Group Two.**

### **Group One**

#### **Sequence of Required Classes (3-6 credits):**

PSY 101 General Psychology (If not previously taken)  
PSY 142 Abnormal Psychology

### **Group Two**

#### **Select two to three courses from the list below (6-9 credits):**

PSY 110 Life-Span Development of Behavior  
PSY 115 Educational Psychology  
PSY 120 Developmental Psychology I Childhood  
PSY 121 Developmental Psychology II – Adolescence and Adulthood  
PSY 140 Psychology of Women  
PSY 144 Personality  
PSY 146 Small Group Dynamics  
PSY 170 Cultural Psychology  
PSY 180 Psychology of Aging  
PSY 182 Social Psychology  
PSY 250 Introduction to Research Methods  
SOC 140 Race and Ethnicity

### **PSYCHOLOGY – RESEARCH OPTION**

Psychology is the study of behavior and mental processes and entails the application and practice of the scientific method. The ability to make exciting new discoveries through scientific inquiry require research skills and the **Psychology – Research Option** creates a path for those who wish to critically examine the world and empower themselves as advocates. The required courses in this Option are an introduction to the concepts and theories critical to the understanding of human behavior, the scientific method, the math and writing used in the discipline as well as the research skills required for scientific investigation.

Successful completion of the **Psychology – Research Option** creates numerous opportunities to pursue additional degrees and entry level career paths in research, data analysis, and any of the Science, Technology, Engineering, and Math (STEM) fields. Graduates with degrees in Psychology can pursue entry-level opportunities in a multitude of fields such as community-based research and grants writing, social work, business, finance, marketing, healthcare, the performing arts, and education.

The **Psychology – Research Option** is additionally attractive due to its emphasis on the understanding and application of the scientific method. The ability to reason and problem solve as a scientist is a marketable skill set for any potential employer or school of study. Similarly,

as the principles of the scientific method are applicable to any STEM discipline, this Option is a viable path to not only further study of Psychology, but also any STEM area.

**The Psychology - Research Option requires 3 courses – 9 credits, in addition to the completion of the Required Common Core class, ENG 110.**

**PSY 101, MAT 120, and ENG 110 can be taken in any order (or concurrently), but PSY 101 must be taken before PSY 150.**

Additionally, students are highly encouraged to take ENG 202 – Technical Writing as an optional class. This course focuses on skills such as defining purpose, constructing effective sentences and paragraphs, composing drafts, and revising to produce quality finished documents. These abilities are required for effective scientific and grant writing.

**Required Common Core:**  
ENG 110 Expository Writing

**Required Classes: 3 courses - 9 credits**  
PSY 101 General Psychology  
PSY 250 Introduction to Research Methods  
MAT 120 Probability and Statistics

**Recommended Class:**  
ENG 202 Technical Writing

### **SOCIAL WORK OPTION**

An Option in Social Work at the Associate level opens many opportunities in the field through preparation for future education or applied practice at an entry level. The field of Social Work is one of the most versatile fields within Liberal Arts as it serves as a gateway to employment opportunities in Human Services.

Social Workers are the pillar of providing services in Child Welfare, Substance Abuse, Mental Health, Geriatric Care, the Prison System, Housing Services, Preventative Services, Foster Care, Judicial System, HIV Services, Medical system, Education, Private Practice in Psychotherapy, Administrative/Social Service Management, and Social Program Development.

In the introductory courses within the Social Work Option, students will learn about the effects of racial, ethnic, gender, and class inequalities. When students enter the Practicum, they will be able to apply the concepts acquired in previous courses as well as provide services to the

community. The student will acquire skills in interpersonal communications working as members of an interdisciplinary team while addressing the needs of the clientele. Students will develop an understanding of the diverse multi-lingual urban clientele receiving services in the South Bronx agencies, and will be in direct contact with the social problems affecting the clientele.

The Liberal Arts Option in Social Work will provide the students with job opportunities in Human Services agencies at the entry level. It will also facilitate further educational opportunities at the Bachelor level since the Social Work Option meets articulation agreements with Lehman and York Colleges' Social Work programs. The students will be able to transfer up to 60 credits to the above institutions.

**This Option requires 12 credits. All courses in Group One are required. PSY 101 and SOC 101 may be taken in the same semester. However, SW 101 must be completed before a student can enroll in SW 150.**

The courses listed in Group Two are courses that will be required at Lehman College or York College if a student should pursue a Bachelor's degree in Social Work at those colleges. As such, it is recommended that those students take at least one of the classes in Group Two at Hostos, which will then transfer into the Social Work programs at Lehman College because of our articulation agreement.

### **Group One (Required 12 credits)**

PSY 101 General Psychology  
SOC 101 Introduction to Sociology  
SW 101 Introduction to Social Work  
SW 150 Social Work Practice

### **Group Two (Recommended for students pursuing Social Work at Lehman or York College)**

SOC 105 Sociology of Social Problems  
PSY 146 Small Group Dynamics  
SOC 140 Race and Ethnicity  
HLT 103 Interpersonal Relations and Teamwork

### **HISTORICAL STUDIES OPTION**

The Historical Studies Option (HSO) helps students develop the disciplinary frameworks, research methodology, and historical knowledge necessary to analyze social groups, societies, and issues as an historian. Students will explore and analyze various societies and the experiences of ordinary people, with particular attention to the effects of class, race, ethnicity, and gender norms. In addition to learning about different geographical areas of the world,

students will also encounter essential and significant questions that humans have explored for millennia, and do so while learning about competing schools of historical thought and practice. Students will develop the skills to ask critical questions, improve their reading comprehension, research and write as historians, and become better problem solvers, which are marketable skills for a wide variety of careers and academic majors.

A multi-dimensional perspective on historical processes across time and space could help students transition into the following academic majors: History, Political Science, Pre-Law, Education, and Ethnic Studies; as well as into a variety of careers, including: Education, Politics, International Affairs, Educational or Political Consulting, Manuscript Editing, Public History, Museum Curation, creative fields, and others that value strong reasoning and writing skills.

In addition to any courses taken as part of the Common or Flexible Core, students must complete two (2) of the six (6) historical sequences listed below. At least one of the sequences must be from Tier 1: Required Sequences. Students will be permitted to either complete both of their sequences from Tier 1 or they can take one sequence from Tier 1 and one sequence from Tier 2.

**Tier 1**

**Required Sequences:** Students must complete at least one (1) sequence.

- 1) HIS 201 World History to 1500  
AND  
HIS 202 World History: 1500 to the Present
- 2) HIS 210 US History through the Civil War  
AND  
HIS 211 US History: Reconstruction to the Present
- 3) BLS 114 The African American Experience  
AND  
HIS 214 Modern African American History

**Tier 2**

**Optional Sequences:** Students can choose to complete one (1) of the three (3) sequences below

- 1) BLS 110 African Civilizations I  
AND  
BLS 112 African Civilizations II

- 2) LAC 109 Latin American History I  
AND  
LAC 110 Latin American History II
- 3) LAC 108 History of the Caribbean  
AND  
LAC 106 History of the Dominican Republic

**UNITED STATES STUDIES OPTION**

The United States Studies Option (USSO) provides students with interdisciplinary perspectives on the society and culture of the United States. Choosing this Option allows students to explore the nation’s political, historical, and economic foundations, and engage in contemporary debates on the major issues and questions affecting American society. The United States Studies Option also promotes civic knowledge and an understanding of its significance, both in the past and in contemporary American society. Students will develop the skills to ask critical questions, improve their reading comprehension, research and write in multiple disciplines, and become better problem solvers, which are marketable skills for a wide variety of careers and academic majors. A multi-dimensional perspective on the evolution of American society could help students transition into the following academic majors: History, Political Science, Economics, Sociology, Literature, and Ethnic Studies; and into many careers, including: Education, Politics, Educational or Political Consulting, Public History, creative fields, and others that value strong reasoning and writing skills.

In addition to any courses taken as part of the Common or Flexible Core, students must take three (3) additional courses as part of their electives. Students must take one (1) course from each of the tiers below:

**Tier 1**

- POL 101 Introduction to American Government **OR**
- HIS 210 US History through the Civil War

**Tier 2**

- HIS 211 US History: Reconstruction to the Present **OR**
- HIS 214 Modern African American History

**Tier 3** One (1) course from:

- SOC 140 Race and Ethnicity
- BLS 161 Hip Hop Worldview
- LAC 132 Hispanic Migration to the U.S.
- LAC 246 Latino/Latina Literature in the U.S.
- ENG 211 The Modern American Novel

ENG 225 Literature of the Black American  
 VPA 114 Modern Art in the City  
 WGS 200 Gender and Work

**SOCIAL STUDIES OPTION**

The Social Studies Option (SSO) provides students with interdisciplinary perspectives on the nature of human interactions and how societies function. Choosing this Option allows students to study the political, historical, cultural, and economic dynamics of social interactions from a variety of theoretical and pragmatic frameworks. Students will develop the skills to ask critical questions, improve their reading comprehension, write in multiple disciplines, and become better problem solvers, which are marketable skills for a wide variety of careers and academic majors. Students who complete this Option could transition into the following academic majors: History, Political Science, and Economics; and the following careers: Education, Politics, Educational or Political Consulting, Public History, and others that value strong reasoning and writing skills.

In addition to any courses taken as part of the Common or Flexible Core, students must take one (1) course from each of the four (4) tiers below:

**Tier 1**

SOC 101 Introduction to Sociology **OR**  
 PSY 101 Introduction to Psychology

**Tier 2**

ECO 101 Microeconomics **OR**  
 ECO 102 Macroeconomics

**Tier 3**

POL 101 Introduction to American Government **OR**  
 HIS 210 US History through the Civil War

**Tier 4**

HIS 211 US History: Reconstruction to the Present  
 HIS 214 Modern African American History  
 LAW 101 Law and Social Change  
 SOC 140 Race and Ethnicity  
 WGS 100 Introduction to Women’s Studies

**CRIMINAL JUSTICE - A.A**

Hostos Community College offers an Associate in Arts (A.A) degree in Criminal Justice as a jointly registered, dual admission program with the existing Bachelor of Science in Criminal Justice (B.S.) at John Jay College of Criminal Justice. The program will provide HCC students with the first two years of the program required at John Jay. Upon successful completion of the lower division at HCC, students will have a seamless transition to the upper division of the baccalaureate program at John Jay. The

dual/ joint program will offer increased educational opportunities for Hostos students.

Students entering the program will be granted dual admission to HCC and John Jay. John Jay guarantees admission and 60 credits in transfer to HCC students who complete the A.A. degree in Criminal Justice.

**CRIMINAL JUSTICE - CUNY PATHWAYS**

REQUIRED COMMON CORE	CREDITS
<b>English Composition</b> .....	<b>6</b>
ENG 110, ENG 111	
<b>Mathematical &amp; Quantitative Reasoning</b> .....	<b>3</b>
Strongly recommend MAT 120.	
<b>Life &amp; Physical Sciences</b> .....	<b>3</b>
<b>FLEXIBLE COMMON CORE</b>	
<b>World Cultures &amp; Global Issues</b> .....	<b>3</b>
HIS 201 <b>OR</b> 202 Recommended	
<b>US Experience in its Diversity</b> .....	<b>3</b>
POL 101 Recommended	
<b>Creative Expression</b> .....	<b>3</b>
ENG 203, ENG 204, ENG 210, ENG 212, ENG 214, ENG 221, VPA 114, VPA 141, VPA 181, COM 110 – VPA 114, 141, 192 <b>OR</b> ENG 210, 212, 214 Recommended	
<b>Individual &amp; Society</b> .....	<b>3</b>
SOC 101 Recommended	
<b>Scientific World.</b> .....	<b>3</b>
<b>One (1) additional course from the Flexible Common Core</b> ....	<b>3</b>
ENG 200, ENG 213, ENG 223, ENG 225 <b>OR</b> LAC 101, LAC 108 <b>OR</b> BLS 101, 114 Recommended courses	
<b>Subtotal</b> .....	<b>30</b>

MAJOR REQUIREMENTS	CREDITS
CJ 101..... Intro to Criminal Justice .....	3
CJ 150..... Role of Police in the Community .....	3
CJ 201..... Issues in Law Enforcement.....	3
CJ 202..... Corrections and Sentencing.....	3
LAW 150 ..... Criminal Law.....	3
SOC 150..... Criminology.....	3
LAW 101 ..... Law & Social Change.....	3
<b>OR</b>	
LAW 203 ..... Constitutional Law .....	3
<b>Additional Degree Requirements</b>	
COM 110..... Fundamentals of Public Speaking ...	3
Foreign Language.....	3-4
Electives .....	3
<b>Subtotal</b> .....	<b>30</b>
<b>Total Degree Credits</b> .....	<b>60</b>

**POLICE SCIENCE - A.S.**

The Associate in Science degree in Police Science provides a course of study that will develop and prepare students interested in the professional law enforcement/protective services community.

The curriculum will facilitate the acquisition of substantive knowledge coupled with the development of skills to address the broad variety of basic law enforcement situations. The curriculum will also provide students with academic and interpersonal skills needed to succeed in the law enforcement community and to prepare students to work in a technological, global and diverse society. This degree will also provide the first two years of an academic foundation for transfer into a four-year program in the discipline.

**POLICE SCIENCE - CUNY PATHWAYS**

REQUIRED COMMON CORE	CREDITS
English Composition .....	6
Mathematical and Quantitative Reasoning .....	3
Life and Physical Sciences .....	3
<b>FLEXIBLE COMMON CORE</b>	
World Cultures and Global Issues.....	3
US Experience in its Diversity.....	3
Creative Expression .....	3
Individual & Society.....	3
Scientific World... ..	3
One (1) additional course from the Flexible Common Core .....	3
<b>Subtotal .....</b>	<b>30</b>
<b>MAJOR REQUIREMENTS</b>	
PS 101 .....Introduction to Police Studies .....	3
PS 201 .....Police Organization.....	3
CJ 150.....Role of Police in the Community .....	3
CJ 201.....Issues in Law Enforcements.....	3
CJ 202.....Correction and Sentencing.....	3
LAW 101.....Law and Social Change .....	3
LAW 202.....Law & Evidence.....	3
LAW 203.....Constitutional Law.....	3
LAW 120 .....Penal Law <u>OR</u>	
LAW 150 .....Criminal Law .....	3
Free electives .....	3
<b>Subtotal .....</b>	<b>30</b>
<b>Total Credits for Degree .....</b>	<b>60</b>

**PUBLIC POLICY AND ADMINISTRATION - A.A.S.**

This program involves organization and management, for public agencies, private business, and corporations, including civil service and criminal justice. The Public Policy & Administration curriculum is designed to prepare men and women with the foundation for employment in management; supervisory, or executive positions in one of the many career areas available in the public sector at the federal, state, county, and municipal levels of government; in the private sector, in various areas of small business and corporate and industrial organizations; and in community organizations. The student completing the Public Policy & Administration sequence, including a language and science requirement, will also be prepared to transfer to a four-year college to pursue a bachelor's degree. Students successfully completing the requirements of this program shall be eligible to receive an Associate in Applied Science (A.A.S.) degree.

The objectives of this program are to educate individuals to become meaningfully employed in public, private, and community organizations, including civil service; to provide them with a practical understanding and background so that they can successfully, creatively, and effectively work in either the public or private sector; and to obtain promotions in these areas.

Comprising 60 credits, this program requires students to complete a minimum of 27 credits in Public Policy & Administration and/or Criminal Justice; the balance to be distributed among liberal arts courses and electives. Upon graduation, the student will be qualified to seek employment in various civil service, corporate, bureaucratic, or public service organizations.

**PUBLIC POLICY AND ADMINISTRATION - CUNY PATHWAYS**

REQUIRED COMMON CORE	CREDITS
<b>English Composition .....</b>	<b>6</b>
ENG 100 <u>OR</u> ENG 110 <u>AND</u> ENG 111	
<b>Mathematical &amp; Quantitative Reasoning.....</b>	<b>3</b>
MAT 100 ..... Intro to College Mathematics I <u>OR</u>	
MAT 120 ..... Intro to Probability & Statistics <u>OR</u> Higher <b>Life &amp; Physical Sciences.....</b>	<b>3-4</b>
BIO 110/111, BIO 140/141, BIO 210, BIO 220, BIO 230, BIO 240, CHE 105, CHE 110, CHE 210, CHE 220, ENV 110/111, PHY 105, PHY 110, PHY 120, PHY 210, PHY 220	

**FLEXIBLE COMMON CORE**

**Choose one (1) course from the following Areas:**

**US Experience in its Diversity.....3**

BLS 114 .....The African-American Experience

**OR**

LAC 101.....The Latino Experience in the United States

**OR**

HIS 211.....United States History: Reconstruction to the Present

**OR**

HIS 214.....Modern African American History

POL 101 .....American Government .....3

**World Cultures & Global Issues .....3**

HIS 201 .....World History to 1500

**OR**

HIS 202 .....Modern World History

**Individual & Society .....3**

SOC 101.....Introduction to Sociology

**MAJOR REQUIREMENTS**

PPA 101 .....Fundamentals of Public Administration & Management .....3

PPA 110.....State & Local Government .....3

PPA 120.....Unions and Labor .....3

PPA 123.....Administration of Personnel Resources.....3

LAW 101.....Law & Social Change.....3

LAW 125.....Immigration Law .....3

CJ 101.....Introduction to Criminal Justice.....3

**CHOOSE ONE CONCENTRATION**

**PUBLIC POLICY AND ADMINISTRATION**

**CONCENTRATION**

**CHOOSE TWO COURSES: .....6**

PPA 111 .....Federal Administration

PPA 121 .....Social Service Administration and Management

PPA 122 .....Health and Welfare Administration I

PPA 128 .....Field Practicum

PPA 251 .....Women in Management

LAW 126.....Family Law

LAW 150.....Criminal Law

LAW 203.....Constitutional Law

CJ 201.....Issues in Law Enforcements

CJ 250 .....Criminal Justice Policy and Management

**Free Electives .....8-9<sup>2</sup>**

COM 110 (Recommended)

Modern Languages (Recommended)

**HEALTH CARE ADMINISTRATION CONCENTRATION**

**MUST COMPLETE ALL FOLLOWING COURSES.....12**

PPA 122 .....Health and Welfare Administration I

PPA 125 .....Health and Welfare Administration II

PPA 127 .....Health Care Finance

PPA 130.....Health Care Human Resource Management

**Free Electives..... 2-3<sup>3</sup>**

COM 110 (Recommended)

Modern Languages (Recommended)

**Total Credits..... 60**

*2 If a 3 credit Science course is taken in the Common Core, 9 credits are required in the Free Electives. If a 4 credit Science course or a 3-credit course and a lab, are taken, then only 8 credits are required in the Free Electives.*

*3 If a 3 credit Science course is taken in the common core, 3 credits are required in the Free Electives. If a 4 credit Science course or a 3-credit course and a lab, are taken, then only 2 credits are required in the Free Electives.*

**PUBLIC INTEREST PARALEGAL - A.A.S**

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

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

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

Students in the program will concentrate their studies in one of the three specialty areas: Immigration Law, Family Law, and Public & Employee Benefit Law. Each concentration includes an introductory course and an advanced course emphasizing practical implementation of legal services in the student's concentration area. Two, three-credit semester courses in a field placement office that offers services in the student's legal concentration are also required. Thus, upon graduation, the student will have completed twelve (12) credit hours of study in an area of legal concentration.

**PUBLIC INTEREST PARALEGAL - CUNY PATHWAYS**

**REQUIRED COMMON CORE CREDITS**

**English Composition ..... 6**  
ENG 110, ENG 111

**Mathematical & Quantitative Reasoning**  
MAT 100, MAT 115 **OR** MAT 120 ..... 3

Life & Physical Sciences .....	3
<b>FLEXIBLE COMMON CORE</b>	
Behavioral & Social Sciences: Choose two (2) courses from two (2) different Flexible core areas .....	6
World Cultures & Global Issues	
HIS 201 <u>OR</u> HIS 202	
<u>OR</u>	
US Experience in its Diversity	
HIS 210 <u>OR</u> HIS 211 <u>OR</u> POL 101	
<u>OR</u>	
Individual & Society	
SOC 101 <u>OR</u> PSY 101	
<b>CHOOSE ONE (1) COURSE FROM A DIFFERENT FLEXIBLE COMMON CORE AREA OTHER THAN ABOVE 3</b>	
US Experience in its Diversity	
BLS 114 <u>OR</u> LAC 101	
<u>OR</u>	
World Cultures & Global Issues	
HUM 100 <u>OR</u>	
Creative Expression	
COM 110	
<b>MAJOR REQUIREMENTS</b>	
LAW 101 .....	Law & Social Change..... 3
LAW 202 .....	Law & Evidence..... 3
LEG 101 .....	Intro to Legal Systems ..... 3
LEG 102 .....	Law Office Management ..... 3
LEG 130 .....	Legal Research..... 3
LEG 131 .....	Legal Writing..... 3
LEG 240 .....	Legal Practicum I..... 3
LEG 241 .....	Legal Practicum II ..... 3
LEG 250 .....	Hearing & Trial Advocacy ..... 3
Science Lab .....	1
Free Electives.....	2
<b>MAJOR ELECTIVES: CHOOSE 3 COURSES:</b>	
CJ 101 .....	Intro to Criminal Justice ..... 3
LAW 120.....	Penal Law ..... 3
LAW 125 .....	Immigration Law..... 3
LAW 126 .....	Family Law ..... 3
LAW 127 .....	Public & Employee Benefit Law ..... 3
LAW 150 .....	Criminal Law ..... 3
<b>Total Credits for Degree .....</b>	<b>60</b>

**BEHAVIORAL & SOCIAL SCIENCES ►  
COURSE DESCRIPTIONS**

**ANTHROPOLOGY**

**ANTH 101 Introduction to Anthropology (WCGI)**

*(Formerly ANT 1110)*

3 credits, 3 hours

The student will demonstrate an understanding of the basic topics of cultural anthropology, including the concept of culture, cultural development, sex and marriage

patterns, family and kinship patterns, social control, religion-magic-arts, and physical anthropology including human evolution and race.

**ECONOMICS, POLITICAL ECONOMY**

**ECO 101 Economics: Microeconomics (IS)**

*(Formerly ECO 4643)*

3 credits, 3 hours

*Pre/Co-requisite: MAT 100 or higher AND Pre/Co-requisite: ENG 100/ESL 91 or higher*

In this course we learn how individuals and other decision-makers, such as consumers, resource owners, business firms, and public institutions, maximize gains and/or minimize losses. The determination of prices, output through supply, and demand in different market organizations will be examined.

**ECO 102 Economics: Macroeconomics (IS)**

*(Formerly ECO 4645)*

3 credits, 3 hours

*Pre/Co-requisite: MAT 100 or higher AND Pre/Co-requisite: ENG 100/ESL 91 or higher*

This course studies the major components of the economy such as the household, business, and government. It deals with the aggregate (total) level of output and employment, the level of national income, and the general price index. Private and government investment expenditures as well as imports and exports of goods and services are examined in depth.

**ECO 4641 Introduction to Political Economy**

3 credits, 3 hours

This course presents an examination of the relationship between political and economic structures. This is accomplished through a historical study from tribal society to the emergence of capitalism.

**ECO 4642 Contemporary Political Economy**

3 credits, 3 hours

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

**ECO 4647 Political Economy of Latin America**

3 credits, 3 hours

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

**ECO 4649 Political Economy of Africa**

3 credits, 3 hours

*Pre-requisite: Completion of an introductory course is*



*recommended*

The student will study the response of African nations to the problems of Balkanization and economic development, the influence of multinationals, foreign aid, and planning for rapid economic change. The issues of the colonial heritage (including neo-colonialism) and the effects of dependence on foreign markets will be analyzed.

### **ECO 4653 The Economics of Human Resources**

*3 credits, 3 hours*

*Pre-requisite: Completion of an introductory course is recommended*

The student will study the history of labor markets, including the role of technology, the development of primary and secondary markets, and the problems of women, minorities, and older workers. Contemporary issues, such as the private and social uses of labor, power in the labor market, reforms, and labor-leisure choices will also be studied. Emphasis will be placed on the impact of these issues on the African and Hispanic populations.

## **CRIMINAL JUSTICE**

### **CJ 101 Introduction to Criminal Justice Administration**

*(Formerly ADM 2519)*

*3 credits, 3 hours*

The student will examine the roles and functions of institutions within the criminal justice system at the federal, state, and local levels. Emphasis is placed on interactions between the police, the courts, the correctional institutions at the local level, and the influence of these institutions on the quality of life in the South Bronx community.

### **CJ 150 The Role of Police in the Community**

*(Formerly ADM 2521)*

*3 credits, 3 hours*

*Pre-requisite: CJ 101 or PS 101.*

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.

### **CJ 201 Issues in Law Enforcements**

*(Formerly ADM 2530)*

*3 credits, 3 hours*

*Pre-requisite: CJ 101 or PS 101*

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.

### **CJ 202 Corrections and Sentencing**

*3 credits, 3 hours*

*Prerequisite: CJ 101 or PS 101*

This course is designed to provide students with an overview of the correction component of the criminal justice system. Society's historical response to crime will be examined in the context of evolving theories about the corrective process. The underlying theories and goals of the present day corrective process will be analyzed with particular attention to the concept of punishment; the development and administration of prison systems; prison population and conditions; prison staffing; prison culture; the concept of civil rights for prisoners; prison unrest; and contending ideologies of corrections. Emerging subgroups within the prison population will be also studied, including women and juveniles. Alternatives to incarceration such as community correction, probation and parole will be explored.

### **CJ 250 Criminal Justice Policy and Management**

*(Formerly ADM 2531)*

*3 credits, 3 hours*

*Pre-requisite: CJ 150 or LAW 150*

This is a course regarding the conceptualization and administration of the criminal justice system in the US. It is designed for students who are interested in criminal justice reform issues especially from a research and/or public policy perspective. Students will explore theoretical principles and practices that have served to define for both criminal justice practitioners and the public, social roles and expectations in the criminal justice field. Students will examine how the principles and practices have been implemented historically as well as the sociopolitical conditions that have created challenges to, or facilitated their application in the context of our democratic, constitutional framework.

## **HISTORY**

### **HIS 201 World History to 1500 (WCGI)**

*(Formerly HIS 4660)*

*3 credits, 3 hours*

*Pre-requisite: ENG 110*

This course provides students with a global perspective on human history, from the emergence and migration of human populations, to the contact and connections of peoples of the world in the fifteenth century. Topics include the development of agriculture and cities, religious and political ideologies, and complex social systems; the impact of commerce; and the re-ordering of the world through religious and economic expansion. Students will examine Africa, Asia, Europe, and the Americas from a

comparative perspective and will explore the writing and representation of history in different cultures and over time.

### **HIS 202 Modern World History (WCGI)**

*(Formerly 4661)*

*3 credits, 3 hours*

*Pre-requisite: ENG 110*

This course provides students with a global perspective on the history of the modern world from the fifteenth century to the present. Students will study such pivotal developments as the commercial revolution, European expansionism, capitalist industrialization, imperialism and colonialism, global depression and war, and twentieth century revolutions and the struggle for social justice and democracy. Students will examine, from a comparative perspective, the changing economic, political, social, and cultural characteristics of the modern world in Africa, Asia, Europe, and the Americas.

### **HIS 210 United States History: Through the Civil War (USED)**

*(Formerly HIS 4663)*

*3 credits, 3 hours*

*Pre-requisite: ENG 110*

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 211 United States History: Reconstruction to the Present (USED)**

*(Formerly HIS 4665)*

*3 credits, 3 hours*

*Pre-requisite: ENG 110*

This course examines major issues in United States history from the Reconstruction Era (1866-76) to the present. Emphasis will be placed on the role of women, labor, immigrants, and racial and ethnic minorities in key developments such as urbanization, the Great Depression, and the Civil Rights Movement.

### **HIS 212 Major Themes in U.S. Women's History**

*3 credits, 3 hours*

*Pre-requisite: ENG 100 or ENG 110*

This course explores the experiences of women in the United States and its colonies, placing gender at the very center of the historical narrative. Students will examine women's lives and contributions through different eras of American history and learn how women have both worked within and pushed against societal norms and

boundaries to advance their social, political and economic positions, transforming American society and culture in the process. While privileging a gendered perspective, this course will also engage with other important themes and topics in U.S. history, illuminating in particular the intersectional relationship between gender, race, class, and ethnicity.

### **HIS 214 Modern African American History (USED)**

*3 Credits 3 Hours*

*Pre-requisite: ENG 110*

This course is a historical survey of the African American experience in the United States from the end of the Civil War through the present. This course examines the thoughts and actions of African Americans from the era of Reconstruction to the present. This course will employ the analytical lenses of race, gender, and class in order to illustrate how African Americans have helped shape the history of the United States since the end of the Civil War. Students will read primary sources and learn methods of historical analysis. Important topics include the Emergence of Jim Crow, the Great Migrations and Urban Development, the Black Women's Club Movement, the Harlem Renaissance, the Civil Rights Movement and "massive resistance," Black Power ideology, and the role of people of African origins in the post-civil rights era.

### **HIS 225 U.S. Immigration History**

*3 credits, 3 hours*

*Prel/Co-requisite: ENG 100 or ENG 110*

This course offers an overview of U.S. immigration history from colonial times to the present, with a particular emphasis on the large migration waves of the late nineteenth and twentieth centuries. Proceeding chronologically, students will first examine the historical causes and contexts that brought different groups of people to the United States. Then, they will study immigrants' experiences and settlement patterns, exploring themes such as American reception, immigrant adjustment to the new country, and the impact of immigration on American culture and society. And finally, they will discuss the politics of immigration, delving into twentieth century public debates over assimilation, incorporation and Americanization, and other salient issues that have reemerged in more recent years such as xenophobia, Islamophobia, nativism and border policing.

### **HIS 250 Ancient, Medieval, & Early Modern European History**

*(Formerly HIS 4668)*

*3 credits, 3 hours*

*Pre-requisite: 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 251 Modern European History**

(Formerly HIS 4670)

3 credits, 3 hours

*Pre-requisite: Completion of an introductory course*

The student will attain an overview of the basic currents in European society from the French Revolution to the present day, including the development of imperialism and fascism. Emphasis will be placed on mastering the factual material of this historical span to provide the student with a solid background for more advanced liberal arts courses.

## **LAW / CRIMINAL JUSTICE**

### **LAW 101 Law & Social Change**

(Formerly ADM 2522)

3 credits, 3 hours

*Pre/Co-requisite: ENG 110*

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.

### **LAW 120 Penal Law of New York State**

(Formerly ADM 2520)

3 credits, 3 hours

*Pre-requisite: CJ 101 or LAW 101 and ENG 110*

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.

### **LAW 125 Immigration Law**

(Formerly ADM 2525)

3 credits, 3 hours

*Pre-requisite: LAW 101*

Fundamentals of current immigration and nationality law in the United States, its history, and proposals for change.

### **LAW 126 Family Law**

(Formerly ADM 2526)

3 credits, 3 hours

*Pre-requisite: LAW 101*

The student will survey the theory and practice of family law, with an emphasis on New York State practice. The

student will become acquainted with primary source materials and with the courts and agencies that enforce and administer the law. The student will review the laws of marriage, divorce and annulment, child custody and guardianship, paternity and child support, and adoption. The student will study the role of the civil and criminal courts in assisting the victims of domestic violence.

### **LAW 127 Public & Employee Benefit Law**

(Formerly ADM 2527)

3 credits, 3 hours

*Pre-requisite: LAW 101*

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.

### **LAW 150 Criminal Law**

3 credits 3 hours

*Prerequisites: CJ 101 or LAW 101 and ENG 110*

This course provides students with a basic understanding criminal law, its development, purpose and administration within the US constitutional system. This course will consider the purpose of punishment, the historical development of the criminal laws, the elements of crimes, group criminality and defenses to crimes. The requirements for establishing criminal liability, including burden of proof, presumptions and the constitutional limitations on the government's use of the criminal law will be analyzed and discussed.

### **LAW 202: Law and Evidence**

3 Hours 3 Credits

*Prerequisites: LAW 101*

This course examines the Federal Rules of Evidence and their application to civil and criminal trials. New York State specific rules and US Supreme Court case law regarding constitutional limitations, hearsay, hearsay exceptions, relevance, witness impeachment, privileges, and character evidence will also be discussed in detail. We will focus on the text, legislative history, and recent public policy issues that govern the rules as they apply today.

### **LAW 203 Constitutional Law**

3 credits, 3 hours

*Pre-requisite: Law 101*

This course will provide an introduction to the principles of the American constitutional system, its philosophical underpinnings, historical development, and discussion of periods of transformation. Part I of this course will survey

the concepts of federalism, separation of powers, executive power, legislative power, federal judicial power, states in the constitutional framework, and the regular of economic activity. Part II of the course will emphasize the bill of rights including civil rights and liberties, equal protection, due process, property rights, freedom of expression, freedom of religion, fundamental rights and the application of the constitution's fourth, fifth, sixth and eighth amendments to the criminal justice system.

## **PUBLIC INTEREST PARALEGAL**

### **LEG 101 Introduction to the Legal System**

*(Formerly LEG 8500)*

*3 credits, 3 hours*

*Co-requisite: ENG 91 or 110*

The student will study the legal system including the organization of the courts, civil and criminal procedures and an overview of the law of contracts, torts, crimes, and the U.S. constitution. The three legal concentration areas of Family Law, Public and Employee Benefit Law, and Immigration Law will be introduced.

### **LEG 102 Law Office Organization**

*(Formerly LEG 8510)*

*3 credits, 3 hours*

*Co-requisite: ENG 91 or 110*

The student will be familiarized with the concepts of law office organization and administration. The student will learn calendaring and filing systems and will learn to use modern office equipment including facsimile and dictation machines, computers, and telephone systems.

### **LEG 130 Legal Research**

*(Formerly LEG 8530)*

*3 credits, 2 hours*

*Pre-requisite: ENG 111*

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 131 Legal Writing**

*(Formerly LEG 8532)*

*3 credits, 2 hours*

*Pre-requisite: ENG 111*

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 140 Field Work**

*(Formerly LEG 8540)*

*1 credit, 20 hours field experience per week*

*Pre-requisites: 10 credits in Legal Studies*

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

### **LEG 250 Hearing & Trial Advocacy**

*(Formerly LEG 8550)*

*3 credits, 3 hours*

*Pre-requisite: LEG 101*

*Co-requisite: LEG 130 or approval from department*

The student will study and practice trial and administrative hearing preparation and courtroom techniques. The student will learn to prepare clients and expert witnesses for direct examination, prepare for cross-examination and learn to present documentary evidence. The student will learn how to assist an attorney in trial preparation and will participate in a mock administrative hearing.

### **LEG 254 Legal Practicum II**

*(Formerly LEG 8543)*

*3 credits, 3 hours*

*Pre-requisite: LEG 140;*

*Co-requisite: LEG 130 or approval from department*

The student will continue the activities as in Legal Practicum I at the same site as in Legal Practicum II unless special problems arise necessitating a change. As in Legal Practicum I, the students will meet as a group with their instructor to discuss cases they are working on at their placement. In addition, in Legal Practicum II, the student will participate in trial advocacy training. The student's grade will be based on his/her performance on the

placement institution's evaluation, and his/her participation and attendance at the group meetings.

## **POLITICAL SCIENCE**

### **POL 101 American Government (USED)**

(Formerly POL 4701)

3 credits, 3 hours

This course identifies the major institutions of local, state, and national government, their powers, and interrelationships. Emphasis is placed on this country's legal principles as established in the United States Constitution. American Government is designed to enable students to participate effectively in the political process.

### **POL 102 Comparative Politics**

(Formerly POL 4702)

3 credits, 3 hours

*Pre-requisites: Completion of an introductory course*

The student will analyze and compare the history, concepts, and structure of liberal democracy, fascism, and socialism. Case studies will be used.

### **POL 207 Political Systems of Latin America (WCGI)**

(Formerly POL 107)

3 credits, 3 hours

*Pre-requisite: ENG 110*

This course analyzes and compares the history and the political and economic structures prevalent in Latin America. Case Studies include Mexico, Guatemala, Nicaragua, Cuba, Argentina and Brazil.

## **PSYCHOLOGY**

*Students wishing to take advanced Psychology courses must first take PSY 101 General Psychology.*

### **PSY 101 General Psychology (IS)**

(Formerly PSY 1032)

3 credits, 3 hours

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

### **PSY 110 Life-Span Development of Behavior (IS)**

(Formerly PSY 1037)

3 credits, 3 hours

*Pre-requisite: PSY 101 or equivalent or permission of instructor*  
*Co-requisite: ENG 110*

The student will learn the major psychological perspectives of human development from prenatal development and birth, infancy, early childhood, middle

and late childhood, adolescence, and early adulthood to middle and late adulthood. Students will also become well acquainted with the behavioral, cognitive, emotional, environmental, genetic, physiological, and sociocultural aspects of development across the life-span.

*Note: PSY 120 and PSY 121 are equivalent to PSY 110. Students cannot be given credit for both PSY 110 and PSY 120 or PSY 121.*

*(Nursing students who have taken PSY 120 can complete their requirement by taking PSY 121.)*

### **PSY 115 Educational Psychology**

(Formerly PSY 1050)

3 credits, 3 hours

*Pre-requisite: PSY 101 or equivalent or permission of instructor*  
Students will display knowledge of applications of psychology to education, including individual and cultural variations, principles of learning, motivation, teaching, and evaluation.

### **PSY 120 Developmental Psychology I (Childhood) (IS)**

(Formerly PSY 1036)

3 credits, 3 hours

*Pre-requisite: PSY 101 or equivalent or permission of instructor*  
The student will demonstrate an understanding of personality development from infancy to adolescence with an emphasis on the genetic determinants of behavior as well as on social learning. The student will demonstrate knowledge of prenatal development, cognitive development, language development, socialization, identification, deprivation studies, development of aggression, dependency, fears and anxiety, sex typing, and other topics. Offered in English and Spanish.

### **PSY 121 Developmental Psychology II Adolescence & Adulthood (IS)**

(Formerly PSY 1038)

3 credits, 3 hours

*Pre-requisite: PSY 101 or equivalent or permission of instructor*  
This course examines the behavior of the adolescent and adult through the perspective of development over the life-span. The student will demonstrate mastery of topics, theories, and research findings on adolescence, adulthood, and old age.

### **PSY 140 / WGS 140 Psychology of Women**

(Formerly PSY 1040)

3 credits, 3 hours

*Pre/Co-requisite: ENG 110*

This course aims to examine the biological, social, and cultural factors in the psychological development and functioning of women. It will introduce students to the major theories and methodologies in the field.

Credit will be awarded in either Psychology or Women's and Gender Studies.

### **PSY 142 Abnormal Psychology**

(Formerly PSY 1042)

3 credits, 3 hours

*Pre-requisites: PSY 101 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 144 Personality**

(Formerly PSY 1044)

3 credits, 3 hours

*Pre-requisite: PSY 101 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 146 Small Group Dynamics**

(Formerly PSY 1046)

3 credits, 3 hours

*Pre-requisites: PSY 101 or permission of instructor*

Students will review relevant theories and be exposed to practical demonstrations of group dynamics and small group interactions in order to understand the small group as a social system. It will emphasize such concepts as group cohesiveness, conformity, norms and standards, power and influence processes, communication, leadership and properties of group.

### **PSY 170 Cultural Psychology**

3 credits 3 hours

*Pre/Co-requisite: PSY 101; ENG 93, ESL 91, ENG 100 or higher*

This course examines a selection of the theoretical, empirical, and applied issues in cultural psychology. We discuss some aspects of human behavior that are universal and some that are culture-specific that include identity, parenting, intercultural interactions, culture-bound syndromes and taboos. We consider how and why behavior differs across cultures and what this implies for psychological theory and application.

### **PSY 180 Psychology of Aging**

(Formerly PSY 1080)

3 credits, 3 hours

*Pre-requisite: PSY 101 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 182 Social Psychology**

(Formerly PSY 1082)

3 credits, 3 hours

*Pre-requisite: PSY 101 or equivalent or permission of instructor*

The student will demonstrate an understanding of the development, maintenance, and change of regularities in behavior and interaction as affected by norms and norm formation, social roles, and interpersonal attraction. The student will also describe or identify the various processes that shape and influence a person's perceptual, cognitive, and affective responses toward aspects of his/her environment, attitude organization and change, personal and social perception, aggression, conflict, and intergroup conflict. Offered in English and Spanish.

### **PSY 190 Industrial & Organizational Psychology**

(Formerly PSY 1086)

3 credits, 3 hours

*Pre-requisite: PSY 101 or equivalent, any business course, or permission of instructor.*

The student will show mastery of important concepts of industrial psychology, including personnel selection and evaluation, learning and training, motivation, morale as related to job performance, employee-management relations, working conditions, safety, and consumer psychology.

### **PSY 250 Introduction to Research Methods**

3 Credits 3 Hours

*Pre-requisite: PSY 101 or SOC 101 or ANT 101 and ENG 110 and MAT 120*

This course will introduce students to the nature of scientific investigation via a comprehensive examination of the scientific method. Students will participate in all aspects of research including hypothesis development, experimental design, data collection and analysis, and written summary of findings. The teaching strategy will combine traditional classroom methods with an interactive hands-on approach to resolve experiment-based. Emphasis will be placed on the development of research questions with the appropriate use design, measurement of variables and controls, and the necessary consideration of validity, reliability and ethics of the experimental approach taken to answer the research questions.

## **PUBLIC ADMINISTRATION**

### **PPA 101 Fundamentals of Public Administration & Management**

*(Formerly ADM 2502)*

*3 credits, 3 hours*

The student will examine the basic concepts and processes of organization, leadership, decision-making, and information flow as they are applied in the public sector.

### **PPA 110 State & Local Government**

*(Formerly ADM 2510)*

*Pre-requisite: PPA 101*

*3 credits, 3 hours*

The student will explore, through case histories and selected readings, current problems arising from the relationships between American state, county, city, and local governments. Special emphasis will be paid to the influence of the media, laws, politicians, and pressure groups on organizing and managing public agencies and programs.

### **PPA 111 Federal Administration**

*(Formerly ADM 2511)*

*Pre-requisite: PPA 101*

*3 credits, 3 hours*

*Pre-requisite: PPA 101 and ENG 100 /ESL 91 or higher*

*Co-requisite: ENG 100/ ESL 91 or higher; Recommended Co-requisite PPA 101*

The student will study the nature, structure, and management of the federal bureaucracy and civil service; the types of roles of the public administrator, and employment in the public sector, particularly in the federal government. In addition, the student will analyze the role of the public administrator, as well as employment in the public sector.

### **PPA 123 Administration of Personnel Resources**

*(Formerly ADM 2504)*

*3 credits, 3 hours*

*Recommended Co-requisite: PPA 101*

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.

### **PPA 253 Bureaucracy**

*(Formerly ADM 2507)*

*3 credits, 3 hours*

*Recommended Co-requisite: PPA 101*

The student will assess the administrative processes as

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

### **PPA 120 Unions and Labor**

*(Formerly ADM 2514)*

*3 credits, 3 hours*

*Pre-requisite: ESL/ENG 91/92; and/or recommended co-requisite PPA 101*

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.

### **PPA 121 Social Services Administration**

*(Formerly ADM 2532)*

*3 credits, 3 hours*

*Pre-requisite: PPA 101*

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.

### **PPA 122 Health & Welfare Administration I**

*(Formerly ADM 2533)*

*3 credits, 3 hours*

*Pre-requisite: PPA 101*

*Prel/Co-requisite: ENG 100 or higher*

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.

### **PPA 125 Health and Welfare Administration II**

*3 credits, 3 hours*

*Pre-requisite: PPA 122*

*Prel/Co-requisite: ENG 100 or higher*

As the second course in health care administration, this course will define healthcare management and the role of the health

care manager. Roles, functions, and responsibilities of health care managers will be discussed. We will compare and contrast key competencies and identify current areas of research in health care management. This course will also continue to examine the organization and operation of community hospitals in the U.S. Specific attention will be devoted to the management's organizations, operations, and community hospitals in U.S. The management of internal operations and external relationships will be discussed. Additionally, the course will explore the ethical issues health care managers often confront (This is the second course of the sequence, PPA 122 followed by PPA 125)

### **PPA 127 Health Care Finance**

*3 credits, 3 hours*

*Pre/Co-requisite: ENG 100 or higher, ECO 101*

This course is an introduction to basic financial health care management for non-financial managers.

### **PPA 128 Field Practicum / Organization Theory**

*(Formerly ADM 2508)*

*3 credits, 3 hours*

*Recommended Pre-requisites: PPA 101; eighteen (18) more ADM credits*

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

### **PPA 130 Health Care Human Resource Management**

*3 credits 3 hours*

*Pre-requisite: PPA 101*

*Pre/Co-requisite: ENG 100 or higher*

This course is an introduction to human resources management within the health care setting. It is a comprehensive overview of the role of Human Resource Management (HRM) in all aspects of healthcare management. Beginning with a survey of HRM, from its beginnings to present-day trends, the course covers state and federal healthcare laws, codes of ethics, staffing organizations, training and development, employee relations, and long-term planning. This course is an introduction to basic financial health care management for non-financial managers.

### **PPA 251 Women in Management**

*(Formerly ADM 2512)*

*3 credits, 3 hours*

The course will analyze the role of women in managerial positions, particularly in public sector organizations. Case examples will be utilized to provide students with a practical understanding of the obstacles encountered and strategies used to successfully achieve the objectives.

### **PPA 256 Careers in Criminal Justice**

*(Formerly ADM 2516)*

*3 credits, 3 hours*

The student will explore career opportunities in the criminal justice system at state and local levels, including the courts, correctional institutions, police agencies, and parole and probation departments. The student will understand the human relations and technical skills associated with such careers.

## **POLICE SCIENCE**

### **PS 101 Introduction to Police Studies**

*3 Credits, 3 Hours*

*Pre-requisite: ENG 091 or ESL 091*

This course is designed to provide undergraduate students with an understanding about the development, structure and functions of police organizations, their relationship with members of the community, the business sector and other governmental agencies in the American federal system. The focus of the course will be how the police function in a complex social environment as the agents of formal social control and serve a critical role in the informal control of our society. Evolving methods and approaches will be analyzed in the context of cultural and ethnic diversity, constitutional limitations and the application of new technology to the law enforcement process.

### **PS 201 Police Organization**

*3 Credits, 3 Hours*

*Pre-requisite: PS 101, ENG 110*

This course will examine the historical development of police organizations, their current organization and administration and the principles that ensure effective service to the community. The major themes explored include: the effect of organizational structure and administrative procedure on the implementation of police function; assessment of processes of recruitment, career advancement and leadership; administrative problems of staffing, supervision and morale; the utilization of planning and the evaluation of staff and functions.



## **SOCIAL WORK**

### **SW 101 Introduction to Social Work**

(Formerly SOC 1200)

3 credits, 3 hours

The student will develop a basic understanding of the principles and practice of social work through a historical perspective and through examining the sociological, political, economic, and psychological processes involved.

### **SW 150 Social Work Practice**

(Formerly SOC 1202)

3 credits, 3 hours

Pre-requisites: SW 101

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 101 Introduction to Sociology (IS)**

(Formerly SOC 1232)

3 credits, 3 hours

The student will demonstrate an understanding of the basic topic of sociology, including social mobility, role status, race and prejudice, and factors leading to social change. Offered in English and Spanish.

### **SOC 105 Sociology of Social Problems**

(Formerly SOC 1234)

3 credits, 3 hours

Pre-requisite: Any social science introductory course (except PSY 101)

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 140 Race and Ethnicity (USED)**

3 credits, 3 hours

Pre/Co-requisite: ENG 110

The student will be exposed to an in-depth analysis of the diverse ethnic and racial structure of the urban community. The student will explore the different aspects of multi-pluralism, but also searching for common experiences, theories of assimilation, amalgamation, and prejudice and discrimination will be discussed.

## **SOC 150 Criminology**

Prerequisites: SOC 101 and ENG 110

3 credits 3 hours

This course is designed to introduce students to the various theories of criminology. The course will examine current theories about the nature and causes of criminal and deviant behavior and its relationship to the definition of crime and to the legal system. The impact of theories and empirical research on public policy designed to punish and deter crime will be discussed. The significance of criminological theories will be assessed within the context of the social, economic and political environment that influences the behavior of individuals, groups and institutions as well as the consequences of criminalizing behavior on various subgroups.

## **SOCIAL SCIENCE**

### **SSC 101 Introduction to Social Sciences**

(Formerly SSC 4601)

3 credits, 3 hours

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

## **BEHAVIORAL & SOCIAL SCIENCES DEPARTMENT ► FACULTY & STAFF**

**Ernest Ialongo**, Professor, Chairperson,  
Social Sciences Unit, B.A., M.A., Ph.D.

**Marta Rivera**, Lecturer, Unit Coordinator, Behavioral  
Sciences Unit, B.A., M.A., M.A.

**Kristopher Burrell**, Associate Professor, Unit  
Coordinator, Social Sciences Unit, B.A., M.A.,  
Ph.D.

**Linda Anderson**, Professor, Behavioral Sciences Unit,  
B.A., M.S., M.Phil., Ph.D.

**Leslie Ault**, Emeritus Professor.

**Marcella Bencivenni**, Professor, Social Sciences Unit,  
B.A., M.A., Ph.D.

**Adrian Benítez**, Adjunct, Behavioral Sciences Unit, B.A.,  
M.S.

**Felix Cardona**, Assistant Professor, Public Policy and  
Law Unit, B.A., J.D.

**Helen Chang**, Assistant Professor, Social Sciences Unit,  
B.A., M.A., Ph.D.

**Stacey Cooper**, Assistant Professor, Behavioral Sciences  
Unit, B.A., M.A., Ph.D.

**Oliver Crespo**, Associate Professor, Behavioral Sciences  
Unit, B.A., M.S.W., M.A., M.Phil., Ph.D.

**Nancy Genova**, Lecturer, Public Policy and Law Unit, B.A., M.P.A.  
**Eugena Griffin**, Associate Professor, Behavioral Sciences Unit, B.A., M.A., Ph.D.  
**Norberto Hernandez Valdez-Portela**, Instructor, Social Sciences Unit, B.A., M.A.  
**Sarah Hoiland**, Associate Professor, Behavioral Sciences Unit, B.A., M.A., Ph.D.  
**Howard Jordan**, Assistant Professor, Public Policy and Law Unit, B.A., J.D.  
**Rupert Phillips**, Lecturer, Behavioral Sciences Unit, B.A., M.A.  
**Felipe Pimentel**, Assistant Professor, Behavioral Sciences Unit, B.A., M.A., M.Phil., Ph.D.  
**Amy Ramson**, Professor, Public Policy and Law Unit, B.A., J.D.  
**Hector Soto**, Assistant Professor, Public Policy and Law Unit, B.A., J.D.  
**Karen Steinmayer**, Assistant Professor, Behavioral Sciences Unit, B.S., M.A., Ph.D.  
**Nelson Torres-Ríos**, Associate Professor, Public Policy and Law Unit, B.A., M.S., J.D.  
**Antonios Varelas**, Professor, Behavioral Sciences Unit, B.A., M.A., Ph.D.  
**Kate Wolfe**, Professor, Behavioral Sciences Unit, B.A., M.A., Ph.D.

### **BUSINESS DEPARTMENT**

The Business Department offers programs of study in Accounting, Business Management, and Office Technology. Students can earn the Associate in Applied Science (A.A.S.) or the Associate in Science (A.S.) degree. In Accounting, the Department offers the A.A.S. in Accounting for students who seek immediate employment. The A.S. in Accounting is offered for students seeking to further their career in accounting by pursuing a bachelor’s degree at a senior institution. The A.S. in Accounting for Forensic Accounting is a Joint Bachelor of Science Program with John Jay College of Criminal Justice for students seeking a career in Forensic Financial Analysis – Fraud Investigation. The A.S. degree in Business Management is offered for entry level administrative or supervisory positions in industry. In addition, the Office Technology Program offers the A.A.S. degree as well as the following options: Administrative Assistant and Medical Office Manager.

### **ACCOUNTING - A.A.S.**

The need for professionally trained men and women to fill accounting positions in business and industry is a vital concern of the Accounting Program. The Accounting Program has three aims:

- To train students for entry-level career positions in the accounting profession.
  - To provide students with an educational foundation to pursue advanced accounting studies at any four-year college leading to a bachelor's degree.
  - To provide Spanish-dominant students the opportunity to learn accounting and to make a successful transition to an English-speaking work environment.
- The program is designed for professional training in two tracks: English dominant and Spanish dominant. A broad and comprehensive introduction to accounting is provided. Upon successful completion of these course requirements, the student is granted an Associate in Applied Science (A.A.S.) degree in Accounting. After graduation, a bachelor's degree may be pursued. With appropriate experience, additional credits, and the passing of a state examination, a student may qualify as Certified Public Accountant (CPA). The following represents the credit distribution and requirements for the program of study leading to the A.A.S. degree in Accounting.

### **ACCOUNTING A.A.S – CUNY PATHWAYS**

REQUIRED COMMON CORE	CREDITS
<b>English Composition</b> .....	<b>6</b>
ENG 110, ENG 111	
<b>Mathematical &amp; Quantitative Reasoning</b>	
MAT 160 ..... Pre-Calculus.....	4
<b>Life &amp; Physical Sciences</b> .....	<b>3</b>
<b>FLEXIBLE COMMON CORE</b>	
<b>Individual &amp; Society</b>	
ECO 101 <u>OR</u> ECO 102 .....	3
<b>Choose from any Flexible Core Area (Creative Expression)</b>	
<b>Humanities Elective</b> (COM 110 recommended) .....	3
 <b>MAJOR REQUIREMENTS</b>	
ACC 100 ..... Introduction to Accounting .....	2
ACC 101 ..... Accounting I .....	3
ACC 102 ..... Accounting II .....	3
ACC 150 ..... Computerized Accounting .....	3
ACC 199 ..... Internship Seminar .....	1
ACC 201 ..... Intermediate Accounting I.....	3
ACC 250 ..... Federal Personal Income Tax .....	3
BUS 100 ..... Introduction to Business .....	3
BUS 105 ..... Personal Financial Planning .....	3
BUS 210 ..... Business Law I.....	3
BUS 215 ..... Business Applications using Excel ..	3
BUS 222 ..... Principles of Finance.....	3
OT 103 ..... Introduction to Computer Software	

Packages .....	3
Physical Education .....	1
Science Lab .....	1
<b>Choose one (1) course from the following:</b>	
ACC 106 .....	Federal Business Income Taxes ..... 3
BUS 110 .....	Business Ethics..... 3
BUS 201 .....	Principles of Management ..... 3
BUS 212 .....	Business Law II..... 3
BUS 220 .....	Principles of Marketing ..... 3
BUS 230 .....	E-Commerce..... 3
BUS 240 .....	Entrepreneurship ..... 3
<b>Total Credits for Degree .....</b>	<b>60</b>

**ACCOUNTING - A.S.**

Hostos Community College offers an Associate in Science program in Accounting with a course of study that will provide students with the first two years of a Baccalaureate program in Accounting. The program has been designed as a transfer program and students will be advised that they should complete the baccalaureate degree in order to be prepared for careers in Business, Industry and Government. This program consists of courses which will allow students to pursue further education and careers in accounting, auditing, as well as financial operations and management fields.

**ACCOUNTING AS - CUNY PATHWAYS**

<b>REQUIRED COMMON CORE</b>	<b>CREDITS</b>
<b>English Composition.....</b>	<b>6</b>
ENG 110, ENG 111	
<b>Mathematical and Quantitative Reasoning .....</b>	<b>4</b>
MAT160 Required	
<b>Life and Physical Sciences .....</b>	<b>3</b>
<b>FLEXIBLE COMMON CORE</b>	
World Cultures and Global Issues.....	3
US Experience in its Diversity.....	3
Creative Expression.....	3
Individual & Society.....	3
Scientific World.....	3
One (1) additional course from the Flexible Core.....	3
<b>MAJOR COURSES</b>	
ACC 110 .....	College Accounting I ..... 4
ACC 111 .....	College Accounting II..... 4
ACC 150 .....	Computerized Accounting..... 3
ACC 201 .....	Intermediate Accounting I..... 3
ACC 210 .....	Cost Accounting I..... 3
BUS 100 .....	Introduction to Business..... 3
BUS 201 .....	Principles of Management ..... 3
BUS 210 .....	Business Law I..... 3
<b>Subtotal .....</b>	<b>26</b>

**Free Elective..... 0-3**  
**Strongly recommend ECO 101 or ECO 102**  
**Total Degree Credits..... 60**

*The program has received a waiver to specify particular courses students must take in STEM areas of the Common Core (Math and Quantitative Reasoning). If students take a different course in this area, they will be certified as having completed the Common Core area, but it may not be possible for them to finish their degree programs within the regular number of credits.*  
*+ Students who intend to transfer to Baruch College should complete MAT 210 Calculus as part of the Flexible Common Core.*

**ACCOUNTING FOR FORENSIC ACCOUNTING - A.S.**

Hostos Community College offers an Associate in Science degree in Accounting for Forensic Accounting as a jointly registered, dual admission program with the existing Bachelor of Science in Economics: Forensic Financial Analysis at John Jay College of Criminal Justice. After successful completion of the lower division at Hostos Community College, students will have a seamless transition to the upper division of the Baccalaureate program at John Jay. This program consists of courses that will allow students to pursue further education and careers in Management, Business, and Financial operations, and the opportunity and encouragement to succeed in these fields.

**ACCOUNTING FOR FORENSIC ACCOUNTING - CUNY PATHWAYS**

<b>REQUIRED COMMON CORE</b>	<b>CREDITS</b>
<b>English Composition .....</b>	<b>6</b>
ENG 110, ENG 111	
<b>Mathematical &amp; Quantitative Reasoning.....</b>	<b>3</b>
MAT 120 Required	
<b>Life and Physical Sciences .....</b>	<b>3</b>
<b>FLEXIBLE COMMON CORE</b>	
World Cultures and Global Issues .....	3
US Experience in its Diversity .....	3
Creative Expression.....	3
Individual & Society .....	3
<b>Scientific World.....</b>	<b>4</b>
MAT 160 or MAT 210 Required	
One (1) additional course from the Flexible Common Core.....	3
<b>MAJOR REQUIREMENTS</b>	
ACC 110.....	College Accounting I..... 4
ACC 111.....	College Accounting II..... 4
ACC 150 .....	Computerized Accounting ..... 3
ACC 201 .....	Intermediate Accounting I..... 3
ACC 250.....	Personal Income Tax..... 3

CJ 101 .....	Introduction to Criminal Justice .....	3
<b>Select one of the following elective sequences: .....</b>		
BUS 100 .....	Introduction to Business <b>AND</b>	6
BUS 210 .....	Business Law I <b>OR</b>	
LAW 101.....	Law and Social Change <b>AND</b>	
LAW 150.....	Criminal Law	
<b>Free Elective.....</b>		<b>3*</b>
<b>Subtotal .....</b>		<b>29</b>
<b>Total Hostos Credits for Degree.....</b>		<b>60</b>

\*Advisor approval is needed prior students registering.

Note: The program has received a waiver to specify particular courses students must take in STEM areas of the Common Core. If students take a different course in these areas, they will be certified as having completed the Common Core area, but it may not be possible for them to finish their degree program within the regular number of credits.

**BUSINESS MANAGEMENT – A.S.**

The Business Management Program provides training for students in entry-level, administrative positions in the private sector. The program also offers courses that may be transferred to a baccalaureate program, thereby allowing the option of further study for the bachelor’s degree in Business Management.

Candidates for the Associate in Science degree will be given substantial exposure to the field of administrative management. Functional areas in business are covered by courses in the principles of management, finance, marketing, and accounting. In addition, students will be given a strong grounding in legal aspects of business activity. Students will become familiar with basic concepts and applications of data processing to business problems. Courses have been selected so that transfers within the Department are possible between the A.S. in Business Management and the A.A.S. programs in Accounting, should a student elect to change within the first two semesters of study. MAT 120 Introduction to Probability and Statistics is required for all students who are candidates for the A.S. degree in Business Management.

**BUSINESS MANAGEMENT - CUNY PATHWAYS**

**Criteria for Progression into the Business Management Program**

For English-dominant students: The student must be able to register in or have completed ENG 91 Core English and MAT 20 Elementary Algebra.

For Spanish dominant students: The student must be exempt from or have completed SPA 121 Basic Spanish Composition I AND must be able to register in or have completed ESL 25 Intensive ESL Reading and

Conversation II AND must be able to register in or have completed MAT 20 Elementary Algebra.

<b>REQUIRED COMMON CORE</b>	<b>CREDITS</b>
<b>English Composition .....</b>	<b>6</b>
ENG 110, ENG 111	
<b>Mathematical and Quantitative Reasoning .....</b>	<b>3</b>
*Strongly recommend MAT 120	
<b>Life and Physical Sciences .....</b>	<b>3</b>
<b>FLEXIBLE COMMON CORE</b>	
World Cultures and Global Issues .....	3
US Experience in its Diversity .....	3
Creative Expression.....	3
Individual & Society .....	3
<b>Scientific World. ....</b>	<b>3</b>
MAT 210*	
Strongly recommend MAT 210	
One (1) additional course from the Flexible Core .....	3
<b>Subtotal.....</b>	<b>30</b>

**MAJOR COURSES** **CREDITS**

MAT 120* .....	3
ACC 100..... Introduction to Accounting .....	2
ACC 101..... Accounting I .....	3
ACC 102..... Accounting II .....	3
BUS 100..... Introduction to Business .....	3
BUS 201..... Principles of Management .....	3
BUS 210..... Business Law I.....	3
BUS 215..... Business Applications using Excel ..	3
Choose 2..... Business and Accounting electives..	6
<b>Subtotal .....</b>	<b>26-29</b>

Free Electives..... 1-4  
Strongly recommend Economics

**Total..... 60**

\* Students who complete this course will fulfill the MQR requirement of the common core.

+Students transferring to Baruch College, Zicklin School of Business must take Mat 210, Calculus I and have an overall 2.25 GPA plus a 2.25 in ACC 100 and ACC 101. Students should take MAT 210 as part of the Flexible Common Core.

**OFFICE TECHNOLOGY – A.A.S.**

The Office Technology Program prepares administrative support professionals for today’s technological offices. The program offers two (2) options leading to an Associate in Applied Science (A.A.S.) degree: Administrative Assistant, and Medical Office Manager. Students in degree options are provided with work-related experience through a required internship program.

Course content incorporates the latest technology and software programs. Students are made aware of critical thinking skills, communications skills, and teamwork

skills essential for success in today's challenging workplace.

**Program of Study Leading to the A.A.S. Degree in Office Technology with options in Administrative Assistant and Medical Office Manager**

**OFFICE TECHNOLOGY - CUNY PATHWAYS**

REQUIRED COMMON CORE	CREDITS
English Composition.....	6
ENG 110, ENG 111	
<b>Mathematical &amp; Quantitative Reasoning</b>	
MAT 100 <b>OR</b> Above .....	3
<b>Life &amp; Physical Sciences</b> .....	4
<b>FLEXIBLE COMMON CORE</b>	
<b>CHOOSE FROM ANY FLEXIBLE COMMON CORE AREA</b>	
Behavioral & Social Sciences .....	3
Humanities .....	3
Liberal Arts Elective .....	3
<b>MAJOR REQUIREMENTS</b>	
<b>CREDITS</b>	
BUS 100 .....Introduction to Business .....	3
BUS 201 .....Principles of Management .....	3
BUS 203 .....Business Communications .....	3
OT 101 .....Computer Keyboarding & Document Formatting I .....	3
OT 102 .....Computer Keyboarding & Document Formatting II.....	3
OT 103 .....Introduction to Computer software Packages .....	3
OT 104 .....Office Systems and Procedures .....	3
COOP 101.....Introduction to Career Practices.....	1
COOP 102 .....Work Experience I .....	1

**Select one option from the following:**

**Administrative Assistant**

ACC 100 .....Introduction to Accounting .....	2
BUS 110 .....Business Ethics.....	3
BUS 210 .....Business Law I .....	3
BUS 215 .....Business Applications Using Excel .....	3
BUS 240 .....Entrepreneurship .....	3
Free elective credit .....	1

**OR**

**Medical Office Manager**

HLT 124 .....Medical Terminology.....	3
OT 105 .....Electronic Health Records .....	3
OT 206 .....Medical Billing and Insurance.....	3
OT 209 .....Medical Office Procedures.....	3
OT 210 .....Medical Billing/Coding and Insurance II .....	3

**Total** ..... **60**

**BUSINESS ► COURSE DESCRIPTIONS**

**ACCOUNTING**

**ACC 100 Introduction to Accounting**

(Formerly ACC 1841)

2 credits, 3 hours

*Pre-requisite: MA 20 or higher or equivalent; ENG 91/ENG 93 or ESL 91/ESL 93 or higher*

The student will become familiar with the nature of accounting and recording process for business transactions, and will acquire an understanding of the complete accounting cycle for a service and merchandising business. The student will develop the ability to record business transactions in special journals, to maintain general and subsidiary ledgers, to prepare simple entries, to adjust recorded data, and to prepare financial statements commencing with the worksheet for a service business and a merchandising business. The student will study the accounting operations associated with each. The student will become familiar with accounting for payroll, develop the ability to calculate employee earnings and deductions, complete a payroll register and record accounting entries for employee earnings and deductions and for payment of the payroll. Both service and merchandise will be covered. Computerized accounting will be emphasized through the use of computerized general ledger software.

**ACC 101 Accounting I**

(Formerly ACC 1842)

3 credits, 3 hours

*Pre-requisite: ACC 100*

*Co-requisites: ENG 091 or ESL 091 or above*

The student will study the accounting operations associated with employer payroll taxes and reports. The student will become familiar with accounting for notes payable and notes receivable and interest, and accounting for bad debts. The student will study the accounting processes associated with merchandise inventories, accounting for plant assets and depreciation and accounting for accruals and deferrals. The student will study the accounting process associated with corporate formation and paid-in capital. In addition, the student will develop the ability to analyze and calculate the effects of operating, investing and financing activities on cash and prepare a statement of cash flow. The student will be required to complete a computerized practice set for a corporation.

**ACC 102 Accounting II**

(Formerly ACC 1843)

3 credits, 3 hours

*Pre-requisite: ACC 101*

The student will study in detail the techniques and

methods of managerial accounting and become familiar with accounting for partnerships. Areas of concentration will include: cost concepts and analysis of costs, materials control, accounting for labor, the nature and application of manufacturing overhead, job order cost systems, process cost systems, cost/volume profit analysis, budgeting, and standard costing. Statement of cash flow will be covered in detail, and a comprehensive discussion on long-term liabilities and investments will be presented.

### **ACC 106 Federal Business Income Taxes**

*(Formerly ACC 1846)*

*3 credits, 3 hours*

*Pre-requisite: ACC 250*

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 110 College Accounting I**

*4 credits, 4 hours*

*Co-requisites: ENG 110 and MAT 150 or higher*

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 transaction in special journals, summarizing the transactions, adjusting and closing entries. Areas covered include receivables and payables, merchandising inventory, fixed and intangible assets, current liabilities and payroll accounting. The student will be introduced to manual and computerized accounting systems and basic internal control procedures. Sarbanes-Oxley reporting will be discussed. Integrity, objectivity and Business Ethics will be covered at the of each chapter.

### **ACC 111 College Accounting II**

*4 credits, 4 hours*

*Pre-requisite: ACC 110*

The student will study the accounting process associated with corporate formation, payment of dividends and paid-in capital. Corporate organization, issuance of stocks and dividends, issuance of bonds and related interest accruals will also be discussed in depth. In addition, the student will be introduced to long-term liabilities and investments. The statement of cash flows will be discussed and analyzed in depth. A thorough discussion will cover job order, process costing and standard costs, as well as cost behavior and cost-volume profit analysis. Analysis and interpretation of Financial Statement will be covered.

### **ACC 150 Computerized Accounting**

*(Formerly ACC 1850)*

*3 credits, 3 hours*

*Pre-requisites: ACC 102 or ACC 111*

This course demonstrates how management information systems can be utilized to automate the accounting process. Students will get "hands-on" microcomputers experience in the processing of accounting data to solving accounting problems. Students will prepare computerized accounting records and reports including balance sheets, income statements and statements of cash flows and the relationship of these statements to each other; general journals, ledgers, trial balances, accounts receivable, accounts payable aging schedules, and payroll. Students will explore one of the most widely used accounting software packages suitable for most small and medium size businesses (Quickbooks). Topics covered are introduction to computers and Quickbooks Pro, sales and receivables, payables and purchases, general accounting and end-of-period procedures, and payroll (Service & Merchandising Businesses).

### **ACC 199 Accounting Internship Seminar**

*(Formerly ACC 1849)*

*1 credit; 6 hours*

*Pre-requisite: Completion of 14 credits in accounting and permission of the Coordinator; ENG 110 or higher*

Students will apply classroom theory and techniques to assigned work situations through department-selected part-time experience in the accounting field. Employers or the college will provide work sites. Evaluation of the experiential learning will be based on student reports and weekly conferences between the work supervisor and the faculty coordinator. The work assignment will be equivalent to six hours per week for a semester. The presentation of a final written report on the internship experience is required.

### **ACC 201 Intermediate Accounting I**

*(Formerly ACC 1844)*

*3 credits, 3 hours*

*Pre-requisite: ACC 102 or ACC 111*

The students will increase their ability to analyze and interpret accounting data as a result of having an in-depth study of accounting concepts which apply to cash, receivables, inventories, investments, property and equipment, and intangibles. There will be a detailed discussion of the statement of cash flow.

### **ACC 210 Cost Accounting I**

*3 credits, 3 hours*

*Pre-requisites: ACC 102 or ACC 111*

Techniques, methods and procedures of cost accounting are examined, including cost concepts and analysis of

costs, material control, job-order cost systems and methods, process costing, accounting for labor and budgeting applicable to job order type of industry, direct and full costing; the application of standard materials, labor, and manufacturing expense and cost control to historical statements and projection of budgets; special costing problems; joint and by-products and marketing analysis. Emphasis is placed on the importance of cost accounting as a quantitative tool for management in controlling and analyzing cost data and for decision-making and planning future operations.

### **ACC 250 Federal Personal Income Tax**

*(Formerly ACC 1845)*

*3 credits, 3 hours*

*Pre-requisite: ACC 101*

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.

## **BUSINESS**

### **BUS 100 Introduction to Business**

*(Formerly BUS 1802)*

*3 credits, 3 hours*

*Pre-requisite: MAT 10 or higher.*

*Co-requisites: For sections in Spanish: Exempt from or passed SPA 121. For sections in English: ESL 91 or above. For sections in Spanish, ESL 35 or above.*

The student will discuss and analyze problems relating to financing and operating a business, and will demonstrate knowledge of the functions of a business including terms, such as human resources and market management. The student will explain the principles of business management, such as planning, staffing, organizing, directing, and decision-making. The student will participate in individual and group written analysis and oral presentation of cases. The student will also apply analytical thinking by solving business problems using microcomputers in a laboratory setting. Offered in English and Spanish.

### **BUS 101 Introduction to Business for the Digital Entrepreneur**

*3 credits, 3 hours*

*Pre-requisite: MAT 10 or Higher and ENG 110 or Higher*

*Co-requisite: ENG 110 or Higher*

This course introduces students from the Media Design Programs to the fundamentals of how to start and operate a small business enterprise. Students are introduced to the

fundamentals of business as well as common issues encountered by entrepreneurs starting out in the business world. A variety of methods utilized by successful entrepreneurs will be explored and analyzed in order to engage students in discussions of how to succeed in the competitive world of media production. Students will also be introduced to important strategies for the establishment of an independent media company, including concepts in company structure, marketing research, market strategies, legal and tax issues, management practices, cash flow, and investment. The term's culminating project will involve the preparation and presentation of a usable media business plan. **This course is ONLY for students in the Digital Media Design Program.**

### **BUS 105 Personal Financial Planning**

*(Formerly BUS 1805)*

*3 credits, 3 hours*

*Pre-requisite: ACC 100*

The student will learn the skills needed by a personal financial counselor. Topics will include consumer credit, budgets, home ownership, insurance, pensions, investing, taxes, and wills and trusts. Computer spreadsheets and case studies will be used.

### **BUS 110 Business Ethics**

*3 credits, 3 hours*

*Pre-requisites: ENG 91/ENG 93 or ESL 91/ESL 93 or higher.*

This course examines the origins, principles, and practices of business ethics within the context of the work environment. Students will examine, analyze, and discuss ethical issues concerning consumerism, civil rights, ecology, technological change (cyberethics), and social responsibility from a moral and philosophical perspective. Topics will include: Contemporary conceptual frameworks for business ethics, the corporation in society, business in its diverse moral contexts, marketplace and workplace issues, and the moral manager. Both descriptive and case studies of unethical decision making in business will be analyzed.

### **BUS 201 Principles of Management**

*(Formerly BUS 1813)*

*3 credits, 3 hours*

The student will examine the historical, developmental, and contemporary aspect of management. The student will be introduced to qualitative as well as quantitative tools and techniques, and to management case materials. In addition, the student will study the role of the manager as a decision maker in a dynamic environment.

### **BUS 203 Business Communication**

*(Formerly OT 203)*

*3 credits, 3 hours*

*Pre-requisite: ENG 110*

*Co-requisite: ENG 110*

The student will plan and write a variety of business letters, memos, emails, and reports for business audiences at the computer; revise and proofread business communications; develop speaking skills and gather information for reports through research and interviewing. The student will be required to make oral presentations and be made aware of the need for teamwork and the human relations aspect of communicating either in writing or orally.

### **BUS 210 Business Law I**

*(Formerly BUS 1809)*

*3 credits, 3 hours*

This course begins with an introduction to the American legal system, court system, common law, and statutory law as they relate to contracts. The course examines the essential principles of the law of business contracts in depth. Through the use of cases, the principles are applied to typical modern business transactions. Heavy emphasis is placed on case analysis and student participation. Particular reference is made to New York law.

### **BUS 212 Business Law II**

*(Formerly BUS 1811)*

*3 credits, 3 hours*

*Pre-requisite: BUS 210*

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 215 Business Applications Using Excel**

*3 credits, 3 hours*

*Pre-requisites: MAT 10 or higher; ESL91/ENG 93 or higher*

*Co-requisite: MAT 10 or higher; ESL91/ENG 93 or higher*

Students will learn the fundamentals of Microsoft Excel in solving problems and working with statistical analysis tools. They will use logical decision making and effective data display to design charts. They will also learn to retrieve data from analysis and reference before evaluating the financial impact of loans and investments organize data. In addition, they will use data tables and Excel scenarios, enhance decision making with Solver, and troubleshoot workbooks.

### **BUS 220 Principles of Marketing**

*(Formerly BUS 1815)*

*3 credits, 3 hours*

*Pre-requisite: MAT 10 or higher*

The student will undertake a basic survey of marketing

focusing on the methods, policies, and institutions involved in the flow of goods and services from the conception of the product to the adoption of the product by the consumer. The social and legal environment in which marketing operates will be analyzed. Other topics include consumer behavior, marketing organization, product planning, pricing, promotion, and channels of distribution.

### **BUS 222 Principles of Finance**

*(Formerly BUS 1812)*

*3 credits, 3 hours*

*Pre-requisite: ACC 101*

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 230 E-Commerce**

*(Formerly BUS 1820)*

*3 credits, 3 hours*

This course introduces students to the rapidly evolving concepts of e-commerce. Students will analyze the e-strategies of various firms and examine how companies are using the Internet to solve business problems. Topics to be covered include marketing, sales procurement, managerial decision making, supply chain management, and on-line financial investment decisions.

### **BUS 240 Entrepreneurship**

*(Formerly BUS 1822)*

*3 credits, 3 hours*

This course examines the fundamentals of how to start and operate a small business. Students are introduced to the importance of small business, its status, problems, and requirements for success. Students are also introduced to the various methods of how a successful entrepreneur functions in today's competitive business world. Students will learn the steps leading to the establishment of an independent business involving the choice of the form of business structure, financial needs and cash flow management, startup, marketing strategies and market research, legal and tax issues, and management practices. Preparing and presenting a usable Business Plan is a term requirement and the culmination of this course.



## **BUS 250 Principles of International Business**

3 credits, 3 hours

*Pre-requisite:* BUS 201

*Co-requisites:* SPA 121 for sections offered in Spanish; ESL 91 or ENG 91 for sections offered in English

This course examines relationship between the economic, legal, social, and cultural factors that impact international business in world markets. Major areas of analysis include: The evolution and changing patterns of international business relations; principles dealing with world trade; foreign environments and the ongoing development of opportunities in international business; the responses of multinational firms to these opportunities; global operations; human resource management and the necessary global managerial skills required for success in such activities. The students will also apply written, analytical and critical thinking skills to review questions, ethics case studies, exercises, as well as assigned periodical literature.

## **COOPERATIVE EDUCATION**

### **COOP 101 Introduction to Career Practices.**

1.0 credit, 1.0 hrs

*Pre-requisite:* ESL 91/ENG 91 or higher

*Co-requisite:* ESL 91/ENG 91 or higher

This course is designed to prepare students in setting personal and career goals; development of effective resumes, cover letters, interviewing skills, and job-search skills and strategies. Instruction will include legal and ethical considerations for Co-operative employment.

### **COOP 102 Work Experience I**

1.0 credit, 10 hrs Field work

*Pre-requisite:* ENG 91

*Pre/Co-requisites:* ENG 91

*Acceptance by the Cooperative Education Committee*

This course is designed to provide students with entry-level work experience related to the field of study. Students will gain clarity of career goals and an understanding of workplace culture and workplace culture and workplace competencies.

### **COOP 103 Work Experience II**

1.0 credit, 10 hrs Field work

*Pre-requisite:* ENG 110 & Passing grade/exemption of COMPASS

*Pre/Co-requisites:* Coop 101 and/or Coop 102 and acceptance by the Cooperative Education Committee.

This course is a continuation of Coop 102. This course will be graded pass/fail.

## **MICROCOMPUTERS FOR BUSINESS**

### **CIP 101 Introduction to Information Systems**

(Formerly CIP 2308)

3 credits, 3 hours lecture, 1-hour laboratory

*Pre-requisites:* MAT 10 or higher; ESL 35 or ESL 91 or higher.

This course introduces the student to information systems as applied to business organizations and the management of those systems. The course will explore issues of security and the ethical use of technology in society as well as application of various software currently used in a business environment. Students will be expected to demonstrate proficiency in such software as word processors, spreadsheets, and database management and presentation programs.

## **OFFICE TECHNOLOGY**

### **OT 101 Computer Keyboarding and Document Formatting I**

(Formerly MSS 5602)

3 credits, 3 hours

*Pre-requisite:* ESL 25 or ESL 81

The student will acquire basic keyboarding skills, learn computer terminology, format and process documents including reports, manuscripts, letters, tables and memoranda. The student will develop proofreading skills and will be required to key a minimum of 30 wpm for three minutes.

### **OT 102 Computer Keyboarding and Document Formatting II**

(Formerly MSS 5604)

3 credits, 3 hours

*Pre-requisite:* OT 101 or equivalent skill as demonstrated on a proficiency examination

The student will demonstrate the ability to format and key unarranged documents including tables, manuscripts, two-page letters, newsletters, mail merge and other documents using word processing and other software. The student will continue to develop keyboarding skills and will be required to key a minimum of 40 wpm for five minutes. The student is expected to work a minimum of two hours a week in the Academic Learning Center to develop keyboarding and formatting skills.

### **OT 103 Introduction to Computer Software Packages**

(Formerly MSS 5670)

3 credits, 3 hours

*Pre-requisite:* ENG 091 or ESL 091

The student will have hands-on experience on computers and will be introduced to business applications of Word,

Excel, Access, and PowerPoint. The student is expected to work a minimum of two hours per week in the Academic Learning Center to develop computer skills.

#### **OT 104 Office Systems and Procedures**

*(Formerly MSS 5656)*

*3 credits, 3 hours*

*Pre-requisite: OT 101*

The office manager is a professional who has to interact with a diverse workforce, organize and manage an office, and keep current with the software that will be utilized in the office. To prepare the student to be an office manager, the course will focus on developing interpersonal, collaborative, and presentation skills, as well as techniques for working with diversity, and improving written and oral communication skills. The student will learn organizational skills by creating time management schedules using the latest Personal Digital Assistant (PDA). The student will apply keyboarding and production skills to routine office procedures using the latest technology. Students will be required to create or update their e-Portfolio.

#### **OT 105 Electronic Health Records**

*3 Credits 3 Hours*

*Pre-requisite: OT 101*

*Co-requisite: ESL / ENG 91, 93 or higher*

This course explores the development and standards of electronic health records. Students will learn the technical components of electronic health records including laboratory information systems, pharmacy information systems, picture archiving and communication systems, order sets, clinical protocols, provider orders, medication administration records, point-of-care charts, and clinical decision support systems. The benefits and barriers of implementing electronic health records will be discussed. The course will also cover personal health records, network architectures, and connectivity. Utilizing materials in the classroom, students will create patient charts.

#### **OT 201 Advanced Computer Keyboarding and Document Formatting**

*(Formerly MSS 5606)*

*3 credits, 3 hours*

*Pre-requisite: OT 102 or equivalent skill as demonstrated on a proficiency examination*

The student will format more complex letters, memoranda, tables, manuscripts, and other business documents in addition to integrating various software applications. The student will continue to develop keyboarding skills and will be required to key a minimum of 45 wpm for five minutes. The student is expected to work a minimum of

two hours a week in the Academic Learning Center to develop keyboarding and formatting skills.

#### **OT 202 Transcription**

*(Formerly MSS 5626)*

*3 credits, 3 hours*

*Pre-requisite: OT 102*

The student will develop the ability to accurately transcribe memos, letters, and reports from various areas of the business world from pre-recorded dictation. The student will develop English and transcribing skills through grammar, number usage, word usage, and punctuation exercises. The student is expected to work a minimum of two hours a week in the Academic Learning Center to develop transcribing skills.

#### **OT 204 Medical Terminology / Transcription**

*(Formerly MSS 5649)*

*3 credits, 3 hours*

*Pre-requisites: OT 102, OT 202*

The student will be introduced to medical terminology related to a variety of medical specialties. The student will demonstrate the ability to transcribe from pre-recorded dictation medical histories, summaries, treatment forms, and other documents relating to various medical specializations including the cardiovascular system, the endocrine system, and the respiratory system.

#### **OT 205 Legal Terminology/Transcription**

*3 credits, 3 hours*

*Pre-requisites: OT 102, OT 202*

The student will be introduced to legal terminology related to various areas of law. The student will demonstrate the ability to transcribe documents from pre-recorded dictation related to the courts and legal systems, litigation, civil actions probate, contracts, leases and others. The student is expected to work a minimum of two hours a week in the Academic Learning Center to develop legal transcription skills.

#### **OT 206 Medical Billing & Insurance**

*(Formerly MSS 5651)*

*3 credits, 3 hours*

*Pre-requisites: HLT 124*

The student will use billing software to input patient information, process patient transactions, produce various reports, print statements and insurance forms, and process claims. The student will become familiar with various types of health coverage and insurance programs and will be introduced to medical coding.

### **OT 207 Office Technology Internship**

(Formerly MSS 5634)

2 credits, 6 hours

Pre-requisites: OT 102, OT 104

The student will apply theory and the technical skills of an office worker to assigned work situations in an actual office in the business world and/or allied health field. The student will be required to meet regularly with the cooperating program faculty member and will be evaluated by both the faculty member and the job site supervisor. The student will be required to keep a journal of work experience. Local employers or the College will provide job sites.

### **OT 208 Professional Office Management**

(Formerly MSS 5650)

3 credits, 3 hours

Pre-requisites: OT 102, OT 103, OT 104, OT 202

Co-requisites: OT 204 or department permission for Medical Option majors; OT 205 or department permission for Legal Option majors; OT 206 or department permission for Medical Option majors.

Students enrolled in the administrative, legal, and medical options will be given the opportunity to become familiar with office management and procedures through projects, case studies, and class discussions related to their particular specialties. Students will write resumes, letters of application, and participate in role-playing for job interviews.

### **OT 209 Medical Office Procedures**

3 credits, 3 hours

Pre/Co-requisite: OT 104

The course is designed to acquaint the student with the routines of a medical office, including medical records, financial records, correspondence, case histories, medical articles, appointment scheduling, and filing methods. The student will acquire these specific skills through office projects such as case histories, medical reports, filing systems, and record-keeping. The student will also develop the skill of transcribing medical records.

### **OT 210 Medical Coding/Billing and Insurance II**

3 Credits 3 Hours

Pre/Co-requisite: OT 206

This course is a continuation of Medical Coding and Billing I. The main focus will include the following: computerized medical billing using the Medisoft Advanced Practice Management Program, the use and advantages of health information technology in the health care profession, coding diagnoses and procedures in the different body systems. The students will continue to navigate the billing program by entering patient information, diagnoses,

procedures, payment posting, adjustment, billing statements, collections. Medical insurance rules and guidelines, the relationship between the patient, provider and insurance will also be presented. The student will continue to process the updated CMS 1500 claims and review the electronic submission process. The student will learn how to code for operative reposts and summaries.

## **WEB DESIGN**

### **WEB 101 Fundamentals of Web Design**

3 credits, 3 hours

Pre-requisite: ESL 35 or above

This course introduces Web design principles and basic programming techniques for developing effective and functional web sites. The course provides students with a foundation in the fundamentals of Internet technology and Web authoring using current Web authoring software. Course work will emphasize Web site structure and navigational models, practical and legal usability considerations, and performance factors related to using various types of media and tools such as hypertext markup language (HTML), cascading style sheets (CSS), dynamic HTML (DHTML) and scripting.

## **BUSINESS DEPARTMENT FACULTY & STAFF**

**Hector Lopez**, Professor, Business Department  
Chairperson; A.S., B.S., M.B.A., M.S. Ed., D.B.A.

**Claude Fernandez**, Assistant Professor, Unit Coordinator  
– Business & Accounting; B.S., M.B.A., C.P.A.

**Sandy Figueroa**, Associate Professor, Office Technology;  
A.A.S., B.S., M.S.

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

**Carol Huie**, Assistant Professor, Business & Accounting;  
A.A.S., B.S., M.S., Ph.D.

**Eddy Garcia**, Lecturer, Business & Accounting; A.A.S.,  
B.B.A., M.B.A.

**Linda L. Ridley**, Lecturer, Business & Accounting – M.B.A

**Joseph Kwame Gyan**, Instructor, Business & Accounting,  
A.S., B.S., M.S.

**Mayra Mojica**, Lecturer, Business & Accounting, B.B.A.,  
M.B.A

**Irma Silva**, CUNY Office Assistant, Business &  
Accounting Department.

**Julio Gallardo**, Emeritus Professor

**Patricia Parzych**, Emeritus Professor

## ENGLISH DEPARTMENT

By providing all students with a solid grounding in reading, composing, and critical thinking skills, English Department courses enable students to use language as a tool for expressing ideas, thinking analytically and creatively in academic and career contexts, and for reading literature with sensitivity and enjoyment.

The specific goals of the English Department are threefold: first, to further develop students' language and literary skills; second, to give students a liberal arts perspective through the offering of electives in literature and composition; third, to contribute to the transfer process by offering courses accredited in other institutions.

To complete English courses successfully, students are required to demonstrate their achievement of course objectives through essays, research assignments, and other measures of assessment.

On the basis of performance on placement tests, the entering student will be advised as to whether s/he may register for: (1) Freshman Composition (ENG 110, Expository Writing); or (2) or a co-requisite (ENG 100) or (ENG 10- linked with ENG 110) course.

### The English Program

The program is designed to enable the student to use written and spoken English as a flexible, creative tool to express ideas and improve facility with written and spoken language. Emphasis is given to the essentials of English, the nature of language, writing as communication, and imaginative literature as a vitalizing and humanizing experience.

The English program consists of two Freshman-level English courses, ENG 110 Expository Writing and ENG 111 Literature and Composition, and Sophomore-level Elective courses. The following six-credit sequence is required for satisfying the Core requirements of the A.A. and A.S. degrees:

- ENG 110 Expository Writing
- ENG 111 Literature & Composition

In addition, some Options (e.g. Women's and Gender Studies and Pre-Engineering) require one or more Elective English courses which range from ENG 200 to ENG 251 and include WGS 100 and ENG 202.

After completing Core English requirements, students may elect to study for an Option in English.

### Notations for Recommended Options/Electives for A.A. Liberal Arts and Science Degree Program.

The English Department values the ability of literature to enrich our lives. Our electives foster deep engagement with texts and the ability to use writing as a creative, flexible tool. As such, the English Department offers three Options as part of the A.A. Degree in Liberal Arts.

#### STYLE, STORY AND EXPRESSION OPTION

How do writers build stories? How does the style of a poem shape its meaning? What is the difference between reading words on a page and hearing them performed on stage? Why are comic books, popular music, and movies worthy of serious attention? The English Option in Style, Story, and Expression invites students to explore the multitude of ways that writers tell stories. It emphasizes the pleasure of reading while teaching students to analyze literature at a more advanced level. This Option prepares students for further studies in English upon transfer to a four-year college. It also empowers students to be effective communicators in a number of disciplines, including literature, film, media studies, visual art, philosophy. It also prepares students for further studies in career fields including translation, education, publishing, and the law.

**Students will take 4 courses for a total of 12 credits:**

**Two of the following foundational courses:**

ENG 203	Creative Writing Workshop <b>OR</b>
ENG 204	Creative Non-Fiction
ENG 210	Studies in Fiction
ENG 212	Studies in Drama
ENG 214	Readings in Poetry
ENG 213	Shakespeare
ENG 215	The Bible and Literature

**Two of the following specialized courses:**

ENG 211	Modern American Novel
ENG 221	Introduction to Children's Literature
ENG 226	Literature of Science Fiction
ENG 237	Reading Film
ENG 240	The Graphic Novel
ENG 242	Writing about Music
ENG 251	Female Detective Novel

#### WRITING STUDIES OPTION

How does writing become persuasive? What is the relationship between writing and thinking? People write more than ever in the digital age. In this Option, students practice the foundations and features of powerful and diverse types of writing. This Option also empowers students to be effective communicators in a number of

different styles and prepares students for all types of careers and degrees as they move forward with their professional progress. The technical and written expertise in many of the included courses will benefit students, including STEM majors of all types, future engineers, nurses, business administrators, social scientists, and those whose passion lies in the arts.

**Students must take 4 of the following courses for a total of 12 credits:**

**Choose 3 of the following courses for a total of 9 credits:**

DD 102	Media Design in the Digital Age
ENG 202	Technical Writing
ENG 203	Creative Writing Workshop
ENG 204	Creative Non-Fiction
BUS 203	Business Communication
ENG 238	Tutoring Writing
ENG 242	Writing about Music

**Choose an additional English Elective from ENG 210-251 excluding ENG 238 and ENG 242 for a total of three credits.**

#### **LITERATURE AND THE HUMAN EXPERIENCE OPTION**

Through the study of literature, this suite of courses provides insight into our understanding of the human experience and invites students to consider diverse and sometimes conflicting literary representations of our world. This Option prepares students for further studies in English upon transfer to a four-year college. Studying literature in this context will also enrich perspectives on courses in sociology, psychology, political science, history, and cultural studies. This Option emphasizes skills valued in the professional workplace including thoughtful reading, careful attention to detail, openness to different perspectives, imaginative thinking, evidence-based reasoning, deep analysis, and advanced research methods. As such, it also prepares students for further studies in career fields including translation, education, publishing, and the law.

**Students will choose 4 of the following courses for a total of 12 credits:**

BLS 125	The Harlem Renaissance
WGS 203	Women and Religious Experiences
ENG 213	Shakespeare
ENG 215	The Bible and Literature
ENG 216	Holocaust Literature
ENG 221	Introduction to Children's Literature
ENG 222	Latin American Literature in Translation
ENG 223	Women in Literature
ENG 224	Literature and Psychology
ENG 225	Literature of the Black American

ENG 227	Literature and Aging
ENG 228	Literature and Illness
ENG 230	Language, Culture and Society
ENG 239	The Nation in Global Literature
LAC 246	Latino/Latina Literature in the United States

#### **WOMEN AND GENDER STUDIES OPTION**

Through the Women and Gender Studies Option, students learn about gender and sexuality in the family, media, popular culture, language, literature and the arts, employment, religions, politics, and hidden histories. Students strengthen critical thinking skills by questioning commonly held assumptions about gender, sexuality, race, and class, examining intersections among different forms of oppression. The WGS Option opens a seamless pathway to CUNY senior colleges where majors and/or minors are offered in WGS. Graduates develop marketable skills such as research, problem solving, communication, and leadership. They are valued for their knowledge about the impact of gender on private and public life. Demand for this expertise is strong in health care, law, education, community organizing, psychology, criminal justice, social work, counseling, and government service. In WGS courses, students connect personal experiences with their studies, deepening their learning and encouraging civic engagement. Examining attitudes and practices that foster gender justice, WGS students are poised to effect change in their communities and places of employment.

**Students take one required course, Introduction to Women's and Gender Studies (WGS 100), and choose two electives, one from each category below, to fulfill the nine credit Option.**

#### **Required Foundational Course:**

WGS 100	Introduction to Women's and Gender Studies
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#### **Two Electives:**

Students will take one 3 credit course from each of the two lists below, totaling 6 elective credits. Together with successful completion of WGS 100, students will have earned 9 credits in total for the WGS Option.

#### **I. Social Science and Humanities**

WGS 200	Gender and Work
WGS 201	Women and Religious Experience
WGS 270	Topics in Women's and Gender Studies
PSY 140	Psychology of Women

## II. Literary Study

ENG 223/WGS 223	Women in Literature
ENG 241	Introduction to LGBTQ Literature
ENG 251	The Female Detective Novel
LAC/WGS 260	U.S. Latina Women's Literature

### ENGLISH ► COURSE DESCRIPTIONS

#### ENGLISH

##### ENG 10 Accelerated Writing Skills

0 credit, 2 hours

*Pre-requisite: Placement*

The Accelerated Learning Program (ALP) links ENG 110: Expository Writing and a non-credit bearing course, ENG 10: Accelerated Writing Skills. ENG 10 integrates developmental students into a college-level English course. The main objective of ENG 10 is to reinforce the skills learned in the required composition course by providing faculty-led, individualized instruction in a section capped at ten students. The two additional hours of instruction will reinforce reading, composition, and revision strategies so that students will be able to produce essays expected of students who successfully complete ENG 110, Expository Writing.

##### ENG 89 Basic Writing I

(Formerly ENG 089)

2 credits 4.5 hours lecture and 6 hours lab (7.5 Equated hours)

*Prerequisites: Score 2, 3, 4 ACT Writing; 69 or below (ACT Reading) or permission of the department.*

*Co-requisites: ENG 92 (suggested)*

This course introduces incoming students to the composing process. Students will write essays in response to classroom discussions and assigned readings at the college level. Emphasis is on principles of grammar, sentence structure, and paragraph development. Students will learn strategies to develop academic vocabulary and proofreading and editing skills. The lab hours each week will enable students to work on improving both reading comprehension and writing skills.

##### ENG 90 Basic Writing II

(Formerly ENG 090)

2 credits, 4.5 hours lecture and 2 hours lab (5.5 equated hours)*Pre-requisites: ENG 89 (formerly ENG 049)*

*Co-requisites: ENG 92 (if needed)*

This course provides students with extensive writing practice. Emphasis is on essay organization and development. Students are introduced to college writing strategies of organization, including narration, description, argument, and comparison and contrast.

##### ENG 91 Core English

(Formerly ENG 091)

3 credits

(6 equated/billable), 6 hours

*Pre-requisite: Placement test*

*Co-requisite: ENG 92, unless exempt*

As the core of LIBRA, a blocked interdisciplinary program, ENG 91 emphasizes analytical and critical thinking through writing assignments across academic disciplines. The student will learn how to use class discussions and readings as the basis for composing organized and well-developed essays. Students work in collaborative groups to analyze and challenge ideas and learn how to revise and edit their work effectively. Additionally, students will be provided with practice in grammar, vocabulary enrichment, and sentence structure. The course will support students' successful performance on the CUNY/ACT writing test and provide a foundation for further academic work.

##### ENG 92 Developmental Reading

(Formerly ENG 092)

1 credit (3 equated/billable), 3 hours

*Pre-requisite: Placement test*

*Co-requisite: ENG 91, unless exempt*

As the complement to ENG 91, ENG 92 is a reading course designed to help students develop strategies from improving comprehension through discussions of and written responses to cross disciplinary texts. Students will learn to become active readers, to summarize and explain their understanding of ideas, and to support their analysis with appropriate references to the readings. By the end of the semester, students will have acquired strategies for improving their reading speed and their close reading skills, and for performing successfully on the CUNY/ACT reading test.

##### ENG 93 Core Reading and Writing

0 Credit 6 Hours

*Pre-requisite: Failing both the Accuplacer and the CAT-W; or passing the CAT-W but scoring below 42 on the Accuplacer; or passing the Accuplacer but scoring below 48 on the CAT-W.*

English 93 is an integrated reading and writing course that emphasizes analytical and critical thinking through reading and writing assignments across academic disciplines. Students will develop strategies for vocabulary development, comprehension, and analysis. Students will discuss and write responses to cross-disciplinary texts and become active readers and writers who summarize and support their analysis with textual evidence. Students will plan, write, and revise formal essays. Students will acquire

strategies for improving their reading, thinking, and writing skills. Student success will be assessed by both the CAT-W exam and a portfolio of formal writing collected from the work done during the semester.

### **ENG 94 Skills and Written Composition**

*(Formerly ENG 094)*

*3 credits (4.5 equated / billable), 4.5 hours*

*Pre-requisite: A score of 6 on the ACT Writing and 80 or higher on the ACT Reading.*

Open only to entering students without transfer credit for ENG 110. This course expedites students' learning of the basic reading, writing and critical thinking skills necessary to pass the ACT midway through the semester and strengthens their composing skills so they will be able to produce the increasingly complex essays expected of students in ENG 110 by the end of the semester. The course provides extensive expository writing practice using readings studied at the 110 level. Students will submit at least six revised essays in modes such as description, narration, comparison/contrast, process analysis, argumentation and cause and effect. They will be introduced to the use of print and online secondary sources and complete a research project.

### **ENG 100 Integrated Reading and Composition (EC)**

*3 Credits 6 hours*

*Pre-requisite: Placement; OR passing the Accuplacer Reading Test with a score of 55 or higher and attaining a score between 48-55 on the CAT-W; OR passing the CAT-W with a score of 56 or higher and attaining a score between 41-54 on the Accuplacer; OR Attaining a score between 48-55 on the CAT-W and 41-54 on the Accuplacer.*

ENG 100 integrates core reading and writing skills. This foundational course develops students' reading, composition, and revision skills so they will be able to produce the essays expected of students who successfully complete ENG 110, Expository Writing. Students will learn how to use readings and discussion as the foundation for expository essays and research projects. Students will be introduced to the use of print and online secondary sources. On completion of the course, students will be able to read and write critically about a variety of texts, integrating their own ideas with those of the readings. This course combines in one semester the work of developmental writing/developmental reading and ENG 110. **Students who pass ENG 100 will have fulfilled the requirements of ENG 110.**

### **ENG 101 Writing Skills and Composition (EC)**

*3 credits 6 hours*

*Pre-requisite: Passing the Accuplacer Reading Test with a score of 55 and attaining a score between 48-55 on the CATW or passing ENG 93.*

Writing Skills and Composition combines, in one semester, the work that is usually done in two different courses, developmental writing and ENG 110. This course develops students' composition and revision skills so that they will be able to produce the increasingly complex and better-structured essays expected of students who successfully complete ENG 110. Students will learn how to use class discussions and interdisciplinary readings as the basis for both expository essays and research projects. Students will read and respond to interdisciplinary texts representing various rhetorical modes. Students will gain further practice in paraphrasing and summarizing, enrich their vocabulary and improve their writing, revision, and proofreading skills. Students will be introduced to the use of print and on-line secondary sources. Students will be able to respond critically, in writing, to a variety of texts, integrating their own ideas with those presented in the readings. To pass ENG 101, students must pass all components of the developmental writing course and ENG 110.

### **ENG 102 Reading Skills and Composition (EC)**

*3 credits 6 hours*

*Pre-requisite: Passing the CATW with a score of 56 and attaining a score between 42-54 on the Accuplacer Reading Test or passing ENG 93.*

Reading Skills and Composition combines, in one semester, the work that is usually done in two different courses, developmental reading and ENG 110. This course develops students' composition and revision skills so that they will be able to produce the increasingly complex and better-structured essays expected of students who successfully complete ENG 110. Students will learn how to use class discussions and interdisciplinary readings as the basis for both expository essays and research projects. Students will read and respond to interdisciplinary texts representing various rhetorical modes. Students will gain further practice in paraphrasing and summarizing, enrich their vocabulary and improve their writing, revision, and proofreading skills. Students will be introduced to the use of print and on-line secondary sources. Students will be able to respond critically, in writing, to a variety of texts, integrating their own ideas with those presented in the readings. To pass ENG 102, students must pass all components of the developmental reading course and ENG 110.

### **ENG 110 Expository Writing (EC)**

*(Formerly ENG 1302)*

*3 credits, 3 Contact hour and 1 recitation hour*

*Pre-requisite: Passing CUNY Assessment Tests in Reading and Writing, or Exemption or passing ENG 93.*

English 110, a foundational writing course, is designed to strengthen students' composing skills so that they will produce increasingly complex and better-structured essays. Reading and responding to interdisciplinary texts representing various rhetorical modes, students will practice paraphrasing and summarizing these texts, enrich their vocabulary, and improve their writing, revision, and proofreading skills. Additionally, students will be introduced to the use of print and on-line secondary sources. Upon completion of the course, students will be able to respond critically in writing, to a variety of texts, integrating their own ideas with those presented in the readings.

### **ENG 111 Literature & Composition (EC)**

*(Formerly ENG 1303)*

*3 credits, 3 hours*

*Pre-requisite: ENG 110 or Department permission.*

English 111, the second semester of freshman composition and a foundational writing course, introduces students to techniques for close reading of literary texts. This course develops students' critical thinking skills through the study of literary elements such as plot, character, setting, point of view, symbolism, and irony. Additionally, students will learn the Modern Language Association (MLA) system of parenthetical citation and how to incorporate quotations into their analysis of literary texts; they will also complete a research paper by consulting both print and on-line sources. By the end of the semester, students will be able to interpret and write critically about each of the three major genres: poetry, fiction, and drama.

### **ENG 200 Medieval and Renaissance English Literature (WCGI)**

*3 credits, 3 hours*

*Pre-requisite: ENG 111*

Focuses on Late Medieval and Renaissance literature. Lays a foundation for further literary studies by evaluating the antecedents of contemporary texts. Introduces the interdisciplinary fields of Medieval and Renaissance Studies, and explores the history, politics and culture of the Late Middle Ages and the Renaissance from a number of different theories and perspectives. Analyzes the ways in which the geography of Europe, the influence of European cultures, and the ruling class's attitudes to social differentiation, gender and belief shaped the development of literature.

### **ENG 202 Technical Writing**

*(Formerly ENG 1340)*

*3 credits, 3 hours*

*Pre-requisite: ENG 111*

In this course, students will perform tasks related to the technical writing process in order to write effectively on the job. In addition to learning to generate written documents for the technical and business professions, this course will focus on skills such as defining purpose, understanding readers, understanding clients, constructing effective sentences and paragraphs, composing drafts, testing drafts and revising the quality of finished documents. At the completion of the course, students will be able to create communications that will succeed in the workplace.

### **ENG 203 Creative Writing Workshop (CE)**

*3 credits, 3 hours*

*Pre-requisite: ENG 111*

This course, offered in a workshop format, will introduce students to various aspects of the craft of writing fiction, poetry and personal memoir/autobiography. Reading from the work of established writers will serve as a frame for explorations of different genres, focusing on the essentials of literary criticism as a means of understanding these works. Students will be encouraged to pursue publication possibilities in small presses as well as online websites and e-zines. Weekly reading and writing assignments, oral presentations and midterm assessment of the rewriting process, a portfolio of the student's completed work and instructor conferences are required.

### **ENG 204 Creative Non-Fiction: Autobiography and Memoir (CE)**

*3 credits, 3 hours*

*Pre-requisite: ENG 111*

A creative writing course and workshop in autobiography and memoir, the course will focus on critical reading of significant works in the genre, on the tools used to craft these works and analysis of how personal experience can be intertwined with first hand research and secondary sources in creative ways. Students will be expected to practice the craft and submit original creative works to workshop through several short essays and to produce one full length essay. A final portfolio will include the full-length essay of 8-12 pages as well as critiques, several short papers and assignments produced and developed through workshops.



### **ENG 210 Studies in Fiction (CE)**

(Formerly ENG 1342)

3 credits, 3 hours

*Pre-requisite: ENG 111 or Department permission*

In this course students will further develop skills in the interpretation and written analysis of prose fiction by a diverse selection of major writers. Students will write several essays and will complete at least one research paper. By the semester's end, students will be able to compare the various writers' works, interpreting their themes, narrative styles, characterizations, and points of view, with attention to each author's particular contribution to prose fiction.

### **ENG 211 The Modern American Novel**

(Formerly ENG 1354)

3 credits, 3 hours

*Pre-requisite: ENG 111 or Department permission*

Students will analyze major works of 20th century American fiction, identifying their themes, styles, and structural components. A variety of male and female novelists will be studied in relation to their cultural milieu. Students will write short papers and complete one research project using print and on-line resources. By the end of the semester, students will have broadened their perspective of American literature and culture as seen through the works studied.

### **ENG 212 Studies in Drama (CE)**

(Formerly ENG 1346)

3 credits, 3 hours

*Pre-requisite: ENG 111 or Department permission*

Students will read, discuss, and closely analyze works by a variety of playwrights. In addition, students will experience theatrical performances, both live and on film. By the end of the semester, students will be able to critically identify the elements and function of dramatic structure, gain an understanding of dramatic genres such as comedy and tragedy, and learn about theatrical movements from antiquity to modern times.

### **ENG 213 Shakespeare (WCGI)**

(Formerly ENG 1352)

3 credits, 3 hours

*Pre-requisite: ENG 111 or Department permission*

In this course students will examine Shakespeare's life within the cultural and political influences of his age and trace the evolution of the playwright's career through close study of selected Shakespearean histories, comedies, and tragedies. Students will be encouraged to attend performances and/or view videotapes of his plays. Development of the students' ability to read and understand the Shakespearean play within the genre of

drama is a primary objective of the course. Students will write short papers and complete one research project using print and on-line resources. Upon completion of this course, students will have gained an in-depth understanding of the playwright, his works, and the time and place in which he lived and wrote.

### **ENG 214 Readings in Poetry (CE)**

(Formerly ENG 1365)

3 credits, 3 hours

*Pre-requisite: ENG 111 or Department permission*

An introduction to the genre of poetry, this course will expose students to a selection of poems that are generally regarded as classics. Students will learn to summarize, discuss, and interpret these poems, thus increasing their familiarity with ways that various poets use image, metaphor, alliteration, onomatopoeia, pun, verse, and rhythm. To demonstrate their control of the course materials, students will write explications and critical commentary about selected texts, at times using print and on-line sources as well as conventions for citation. By the end of the semester, students will be able to use the critical terms taught in class to analyze a range of poetry, spanning several centuries, cultures, and representing different forms.

### **ENG 215 The Bible and Literature (WCGI)**

3 credits, 3 hours

*Pre-requisite: ENG 111*

This course introduces the Judeo-Christian Bible and examines the textual history and exegesis of selected Biblical texts. Students will consider the history of the Bible in English, and explore how the Bible has been used and alluded to in literature. Upon completion of this course, students will have gained insight into the ways that writers and artists approach and understand the Bible.

### **ENG 216 The Holocaust in Literature and Film**

3 credits, 3 hours

*Pre-requisite: ENG 111 or equivalent*

This course introduces the Shoah or Holocaust as it is depicted in various literary genres such as short fiction, poetry, autobiography, and in fictional and documentary film. Students will explore the basic historical background and narrative of the Holocaust from its origins in European anti-Semitism to the rise of Hitler and the start of World War II through to its aftermath in the Nuremberg War Crimes Trials. Upon completion of this course, students will have gained insight into survivor narratives, the concept of representing the Holocaust, and the debate over the "banality of evil."

**ENG 221 Introduction to Children's Literature (CE)**

(Formerly ENG 1348)

3 credits, 3 hours

*Pre-requisite: ENG 111 or Department permission*

This course will introduce students to the culturally diverse body of children's literature as a field of literary study. After a brief historical introduction in which the development of writing for children is presented within a socio-cultural context, students will read and respond, orally and in writing, to outstanding selections reflecting the multicultural heritage of this literature. Through lectures, class discussion, and supplemental textbook and journal article readings, students will be exposed to folklore, fairy tales, fantasy, poetry, and realistic fiction. As a final project, students will conduct an in-depth genre, author, or cultural study by using print and on-line resources. Upon completion of the course, students will be able to analyze, synthesize, and evaluate literature written for readers from pre-school through young adult.

**ENG 222 Latin American Literature in Translation (WCGI)**

(Formerly ENG 1350)

3 credits, 3 hours

*Pre-requisite: ENG 111 or Department permission*

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

**ENG 223 / WGS 223 Women in Literature (IS)**

(Formerly ENG 1356)

3 credits, 3 hours

*Pre-requisite: ENG 111*

This course features analysis of literature by well-known and lesser-known women writers emphasizing conventional and unconventional treatment of gender, including roles, stereotypes, and representations of sex and love. Studying feminist literary criticism about assigned texts, students will examine the interplay of gender, race, class, and sexuality in a writer's imaginative work. They will also explore how gender-related cultural norms influence a writer's critical reception. By semester's end, students will demonstrate knowledge of women writers from a range of historical periods and cultures.

**ENG 224 Literature & Psychology (IS)**

(Formerly ENG 1351)

3 credits, 3 hours

*Pre-requisites: ENG 111, PSY 101 or Department permission*

This course will introduce psychology as a tool for interpreting literature. Course readings from the field of psychology will provide students with background about topics such as psychoanalytic theory, relational theory, group process theory, studies of moral decision-making and scapegoating, and ideas about madness. Applied to literary study, psychological concepts will illuminate character motivation, differing points of view, and relational conflict as expressed through theme, symbol, imagery, and narrative strategy. By completion of this course, students will demonstrate the ability to interpret literature through the lens of psychological perspectives.

**ENG 225 Literature of the Black American (USED)**

(Formerly ENG 1358)

3 credits, 3 hours

*Pre-requisite: ENG 111 or Department permission*

This course features the study of autobiography, fiction, poetry, and drama by a variety of African American writers. Students will investigate key themes and tropes in the tradition, and will consider how race, gender, class, sexuality, and geography intersect to create diversity of styles, genres, and motifs within Black American literature. By the semester's end, students will be able to analyze and compare the different works studied, with special attention to the dynamics of history, culture, and production of literary texts within the African American community of writers.

**ENG 226 Science Fiction**

(Formerly ENG 1360)

3 credits, 3 hours

*Pre-requisite: ENG 111 or Department permission*

This course introduces the literature and films of science fiction and alternate visions of society. Students will explore topics such as the role of science, the technological explosion, world famine, gender roles, human relationships, and the location of power sites in visions of possible futures. Upon completion of this course, students will have gained insight into speculative fiction.

**ENG 227 Literature & Aging**

(Formerly ENG 1364)

3 credits, 3 hours

*Pre-requisite: ENG 111 or Department permission.*

This course will introduce students to issues relating to the motivations, transitions, milestones, and conventions of aging. This may include the development and construction of identity and interpersonal relationships throughout the

stages of life. Upon completion of this course, students will have acquired an in-depth perspective on the ways in which literature reflects key aspects of the aging process.

### **ENG 228 Literature & Illness (IS)**

*(Formerly ENG 1368)*

*3 credits, 3 hours*

*Pre-requisite: ENG 111 or Department permission.*

In *Literature and Illness*, students explore literary works concerned with medical issues and their ethical, social, and cultural context. Students analyze the perspectives gained through poetry and prose written by doctors, nurses, and patients. Through close reading and written assignments, students assess the body and its illnesses through the redeeming and transformative power of art. Class readings reflect the healing effects of writing and the importance of living an examined life. In addition, students examine the impact of gender, race, and sexual orientation on attitudes toward diagnosis, treatment, and survival. In this course, students will achieve a greater understanding of illness and wellness through art appreciation: the study of poetry, memoir, short fiction, paintings, and film.

### **ENG 230 Language, Culture & Society (IS)**

*(Formerly ENG 1341)*

*3 credits, 3 hours*

*Pre-requisite: ENG 111 or Department permission*

This course will introduce students to some of the major issues that arise from the cultural, anthropological, and political aspects of language. Through assigned readings such as autobiographical excerpts, newspaper articles, and scholarly sociolinguistic texts, students will examine why they speak the way they do, what effect this has on other people, and what factors make their language what it is. The class will define and discuss such concepts as dialects, bidialectalism, bilingualism, bilingual education, and official English. Students will be asked to make connections to language issues in their native countries or geographical regions. Students will write short papers and complete at least one research project using print and on-line sources. Upon completion of this course, students will have gained an understanding of how language and dialects influence the ways in which people are perceived and treated by different sectors of society.

### **ENG 237 Reading Film**

*3 Credits 3 Hours*

*Pre-requisite: ENG 111*

This course introduces techniques for interpreting and writing about film, combining the study of literary elements such as setting, plot, theme and character with the study of filmic elements such as *mise-en-scène* (staging), cinematography, editing, and sound editing.

Students will also examine the basic history of motion pictures, explore common film genres, and analyze the process of adaptation. ENG 237 reinforces research skills using print and on-line sources specific to the discipline of film studies.

### **ENG 238 Tutoring Writing English**

*3 Credits, 3 Hours*

*Pre-requisite: Completion of ENG 110 and 111 with a grade of B+ or higher, a letter of recommendation from a faculty member, and a successful interview with the Writing Center Director.*

This course will cover the basics of tutoring and common issues discussed in tutoring classes. Through observational analysis and interaction with foundational texts about tutoring, students will continue to develop as critical thinkers even as they grow as tutors. This course views writers as the products of multiple and overlapping cultures. As such, this semester-long investigation into tutoring practices, will allow the work of tutoring to complement the development of a broader awareness of writing and thinking within a cultural context. The course will require two hours a week of tutoring in the Writing Center.

### **ENG 239 The Nation in Global Literature in English**

*3 Credits, 3 Hours*

*Pre-requisite: ENG 111*

This course explores fictionalized representations of nation from the perspective of writers around the world. Students will consider the development, rise, and fall of national identities, and encounter arguments both for and against the nation's continued existence. This course stresses how literary works across cultures reference and respond to one another.

### **ENG 240 The Graphic Novel**

*3 Credits, 3 Hours*

*Pre-requisite: ENG 111*

This course will introduce students to the graphic novel, and will examine the cultural history and defining features of the genre. Students will examine the relationship of text and art in the graphic novel. Students will learn to write effectively about the graphic novel in a variety of modes, including a research paper using print and online sources. At the end of the course, students will put knowledge into practice by creating their own short graphic narrative and artist's statement.

### **ENG 241 Introduction to LGBTQ Literature**

*3 credits, 3 hours*

*Prel/Co-requisite: ENG 111*

This course introduces students to a culturally diverse

body of literature that illustrates the Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) experience as a field of literary study. Students will analyze interdisciplinary works such as fiction, creative non-fiction, poetry, drama and film by established and emerging LGBTQ writers. This course will demonstrate their understanding of the development of LGBTQ literature by completing several short essays which may incorporate research using print and on-line sources. By the semester's end, students will be able to examine and compare different works with special attention to the dynamics of history, culture, and the production of literary texts in the LGBTQ community.

### **ENG 242 Writing about Music**

*3 credits, 3 hours*

*Pre-requisite: English 111*

This course focuses on ways to think and write about music. The course is generally divided into reading and listening assignments in preparation for writing assignments. Assignments will include descriptive and narrative writings, and expository and analytical assignments about music and its relationship to culture. In addition, students will explore various themes and topics, such as the connection between music, narrative, and cultural memory, and music as an expression of romantic and national feeling. Students will develop the ability to think and write about the means of goals of musical expression as well as the components of musical forms in their most inclusive sense. Additionally, the course will develop the students' writing through musical perceptivity and sharpen the students' awareness of the relation between writing and musical thought, expression and performance.

### **ENG 250 Special Topics – Genre**

*3 credits, 3 hours*

*Pre-requisite: ENG 1303*

This class will familiarize students with the major elements of a particular genre – defined by Merriam-Webster as “a category of ... literary composition characterized by a particular form, style or content – through the study of representative works according to a variety of topics and themes. Students will consider works both in terms of their individual merits and their contributions to the genre. In addition, students will consider the relationship between form and theme, and the influences of culture and history on the development of the genre. The class will enhance students' critical understanding of the elements of a particular genre (for example, formal rules of composition, stock characters, and typical settings), and how these contribute to the formulation of its predominant themes.

### **ENG 251 Female Detective Novel**

*3 Credits 3 Hours*

*Pre-requisite: ENG 111*

This class will familiarize students with major elements of the female detective novel through the study of representative books with a variety of topics and themes. Students will deepen their understanding of this genre through examining texts by different authors both in terms of the works' individual merits and their contribution to the field. In addition, students will consider the relationship between form and theme in the female detective novel, and any cultural/historical influences deemed worthy of being examined in relation to it. This course will also enhance students' critical understanding of the rules of female detective fiction in general and how these contribute to the formulation of its predominant themes.

## **WOMEN AND GENDER STUDIES**

### **WGS 100 Women's and Gender Studies (USED)**

*3 credits, 3 hours*

*Pre-requisite: ENG 110*

An interdisciplinary course that draws on literature, history, psychology, science, economics and feminist theory, Introduction to Women's Studies and Gender Studies examines cultural assumptions about gender (e.g., femininity, masculinity, sexual preference), promoting new ways for students to look at the construction of knowledge from woman-centered and feminist perspectives. Assignments emphasize women's and men's diverse experiences (across races, religions, cultures and economic class), masculinity studies and gay studies. Topics include: woman's nature in myth and symbol; historical and cultural sources of gender oppression; the family circle; women and work; new visions for the future. At the end of the course, students will be able to discuss from both a theoretical and personal standpoint how and why gender shapes nearly all aspects of life; additionally, students will gain understanding of women's studies and masculinity studies: their evolution, current debates within the field, and their application to other fields of study.

### **WGS 200 Gender and Work (WCGI)**

*3 credits, 3 hours*

*Pre-requisite: ENG 111*

This interdisciplinary liberal arts course examines gender equity in the world of work, broadly defined as what one does to earn income. Assignments emphasize feminist theory/gender studies and international perspectives on gender-related problems that women, in particular, encounter in employment--from factory work to politics to

sex work/slavery. Through completion of a participatory civic engagement project, students become involved with the goals and operations of feminist organizations in NYC that empower women and men, here and abroad. Additionally, through their civic engagement project, students can investigate avenues for field research and/or careers.

### **WGS 201 Women and Religious Experiences**

*3 credits 3 hours*

*Pre-requisite: ENG 111*

This course will study the religious and spiritual writings of women from a diversity of faiths and from many time periods to explore the ways in which women have subscribed to, challenged, subverted, reinterpreted, and sought to change patriarchal religious narratives. Have women been the passive, dominated subjects of religion? Has religion and spirituality offered a venue for access to power for women? Does religion reinforce patriarchal power structures or provide a space to rupture them? How do spiritual texts connect to other aspects of society—gender, sexuality, politics, class, family? If they connect, how do spiritual and religious texts impact these other realms of society? The course will seek answers to these questions by exploring three central concepts: Representations of the divine, the speech silence dichotomy, and politics and power.

### **WGS 223 / ENG 223 Women in Literature**

*3 Credits, 3 Hours*

*Pre-requisite: ENG 111*

This course features analysis of literature by well-known and lesser-known women writers emphasizing conventional and unconventional treatment of gender, including roles, stereotypes, and representations of sex and love. Studying feminist literary criticism about assigned texts, students will examine the interplay of gender, race, class, and sexuality in a writer's imaginative work. They will also explore how gender-related cultural norms influence a writer's critical reception. By semester's end, students will demonstrate knowledge of women writers from a range of historical periods and cultures.

### **WGS 251 The Modern Female Detective Novel**

*3 credits 3 hours*

*Pre-requisite: ENG 111*

This class will familiarize students with the major elements of a particular genre through the study of representative works with a variety of topics and themes. Students will be introduced to the overall goal of deepening their understanding of the genre being studied. Students will read works both in terms of their own individual merits and their contribution to the genre. In addition, students

will consider the relationship between form and theme in the genre, and any cultural/historical influences deemed worthy of being examined in relation to it. This course will also enhance student's critical understanding of the rules of a particular genre and how these contribute to the formulation of its predominant themes.

### **WGS 270 Special Topics on Women's and Gender Studies**

*3 credits, 3 hours*

*Pre-requisite: ENG 111*

This class will familiarize students with women's experiences, status, perspectives and accomplishments through emphasis on a particular field of study, specific topic/theme, geographical area, genre, or period of history. This course will promote awareness of the continued effects of gender discrimination / oppression by placing women and inclusive feminist scholarship at the center of the inquiry. Texts and assignments will provide students with analytical tools for understanding gender socialization as it affects both women and men; additionally, readings and writing assignments will encourage students to question gendered assumptions that underlie traditional scholarship. Students will be expected to read critically and write analytically, applying intellectual learning in women's studies to the world outside the classroom.

## **ENGLISH ► FACULTY & STAFF**

**Andrea Fabrizio**, Chairperson, Professor, B.A., Ph.D

**Heidi Bollinger**, Deputy Chairperson, Associate Professor, B.A., M.A., Ph.D

**Aaron Botwick**, Assistant Professor, B.A., M.A., Ph.D

**Craig Bernardini**, Professor, B.A., Ph.D

**Jason Buchanan**, Associate Professor, B.A., Ph.D

**Louis Bury**, Associate Professor, B.A., Ph.D

**Michael Cisco**, Associate Professor, B.A.M.A., Ph.D

**Andrew Connolly**, Associate Professor, B.A., Ph.D

**Ann Genzale**, Assistant Professor, B.A., M.A., Ph.D

**Sean Gerrity**, Assistant Professor, B.A., Ph.D

**Carl James Grindley**, Professor, B.F.A, M.A., Ph.D.

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

**Christine Hutchins**, Associate Professor, B.A., M.A., Ph.D.

**Cynthia Jones**, Lecturer, B.A, M.A

**Gregory Marks**, Professor, B.A., M.A., Ph.D

**Krystyna Michael**, Assistant Professor, B.A., M.A., Ph.D

**Alexandra Milsom**, Assistant Professor, B.A., Ph.D

**Matthew Moses**, Lecturer, B.A., M.A.

**Victoria Muñoz**, Assistant Professor, Ph.D

**Tram Nguyen**, Associate Professor, B.A, M.A., Ph.D.

**Elizabeth Porter**, Assistant Professor, Women's and Gender Studies Coordinator B.A., M.A., Ph.D.  
**Charles Rice-González** Assistant Professor, B.A., M.F.A.  
**Clarence Robertson**, Lecturer, B.A.  
**Anne Rounds**, Associate Professor, A.M, A.B., Ph.D.  
**Remy Roussetzki**, Associate Professor B.A., M.A., Ph.D.  
**Amina Tajbhai** , Lecturer, Ph.D  
**Elyse Zucker**, Associate Professor Ph.D  
**Diana Diaz**, Emeritus Professor.  
**Kathleen Kane**, Emeritus Professor.  
**John Scarry**, Emeritus Professor.  
**Brijraj Singh**, Emeritus Professor.  
**Frances B, Singh**, Emeritus Professor.  
**Alfredo Villanueva**, Emeritus Professor.

## **EDUCATION DEPARTMENT**

The Education Department offers degree programs that lead to rewarding careers in gerontology, community health education, and early childhood education. The Associate in Arts (A.A.) degree program is recommended for students interested in pursuing a baccalaureate degree, while the Associate of Applied Science (A.A.S.) degree programs are designed for students who plan to enter the workforce immediately after graduation. The Associate in Science (A.S) degree program prepares students for the job market in the health care industry and for transfer to senior institutions where they can continue their studies and career aspirations. The department also has offerings in physical fitness, nutrition, and mental health.

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

The mission of the Education Department is to advance knowledge centered in research and grounded in best practice in the fields of Gerontology, Health Education, Physical Education, and Teacher Education to prepare competent, caring, effective practitioners. Embracing a global perspective to address the needs of all learners, the Education Department nurtures students by providing experiential learning and service opportunities within the community; fosters a holistic approach to teaching and learning by helping students develop intellectual, communication, and workplace skills that provide a strong background to further students' career and academic goals; and promotes faculty engagement in research and community service.

## **Physical Education Unit**

The philosophy of the Physical Education 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. The Unit seeks to ensure that each student acquires a comprehensive understanding of physical fitness, dynamic health, and leisure living; the ability to identify personal fitness and leisure living needs on a continuing basis; the experience of counseling techniques which explore available options toward meeting individual fitness and leisure living needs; and basic and advanced skills in healthful physical activities of the student's own selection.
2. Students who are interested in planning a concentration in physical education are advised to consult with the Physical Education Unit Coordinator.

All required physical education modules within the program are to be taken from among modules PED 100 to PED 146. Courses identified with an asterisk (\*) will be offered when there is sufficient demand.

## **Health Education Unit**

**The mission of the Health Education Unit is four-fold:**

1. The Health Education Unit serves to introduce students to a wide range of educational experiences within the health field by offering an interdisciplinary overview of basic health concepts (common to all the health professions) derived from biological, behavioral, and social sciences. Emphasis is placed on human relations skills essential for effective performance in the health professions. The generic curriculum is organized around three major components: scientific knowledge, attitude exploration, and behavioral concepts related to health.
2. The Health Education Unit offers students, enrolled in career programs, courses which are accepted by the appropriate accrediting agencies and designed to complement their professional studies. Courses are regularly offered and reserved in order to accommodate their rigorous, professional schedule. The Health Education Unit curriculum relies heavily on an interdisciplinary approach developing guided learning experiences which are relevant to these emerging health professionals. Students who want to prepare for a career that involves working with older adults may pursue a course of study leading to an A.A.S. Degree in Gerontology.
3. The Health Education Unit strives to meet the needs of Spanish dominant students by offering them the

opportunity to take required career courses in their native language while they continue to develop their English skills.

4. The goal of the A.S. degree in Community Health Education is to educate an emerging group of public health professionals in an effort to increase diversity in health-related fields.

## **Notations for Recommended Options/Electives for A.A. Liberal Arts and Science Degree Program**

### **COMMUNITY HEALTH OPTION**

As an introduction to the field of public health, the Community Health Liberal Arts A.A. Option focuses on studying, protecting, and improving the health of individuals, communities, and organizations. The Community Health Option introduces students to a wide range of educational experiences within the health field by offering an interdisciplinary overview of basic health concepts that are common to all the health professions and are derived from biological, behavioral, and social sciences.

Students enrolled in this Option will obtain a foundational understanding of current health issues such as health inequity, health promotion and disease prevention. In addition, they will develop the skills needed to effectively address contemporary health issues affecting their communities. The Community Health Option thus prepares students with the competencies they need to pursue their professional and academic goals in health-related areas. Students completing this Option will have the ability to work in a variety of settings including nonprofit community health organizations, public health agencies, worksite and health promotion programs, schools, and voluntary health agencies.

This Option also enables students to transfer to a four-year college program in health-related fields. Courses are transferable to senior colleges, are accepted by appropriate accrediting agencies and complement students' professional studies in the health field. Significantly, The Community Health Option will enable students to join national efforts to eliminate health disparities in New York City and other metropolitan areas in the United States.

In addition to the courses taken as part of the Common Core and Flexible Core, students must take 9 credits from the offerings below:

HLT 110 Introduction to Community Health Education (**Required**)

**Choose two out of the three courses below:**

HLT 214 Substance Use and Abuse

HLT 215 Nutrition

HLT 220 Contemporary Health Issues

### **HEALTH CARE MANAGEMENT OPTION**

This interdisciplinary concentration will provide students with a broad understanding of the health care field. It consists of courses from several academic programs such as community health, public policy & administration, and business management. It will provide a strong foundation in the liberal arts as well as foundational understanding of current health issues such as health inequity, cross-cultural and interpersonal communication, health and public administration as well as business management. All of the courses in this concentration are transferrable to a four-year CUNY College such as Lehman where students will be able to pursue a Bachelor of Science degree in Health Services Administration.

**Health Care Management Option Courses (12 credits)**

HLT 110 Introduction to Community Health Education

HLT 103 Interpersonal Relations and Teamwork

PPA 101 Fundamentals of Public Administration & Management

BUS 100 Introduction to Business

### **INTERDISCIPLINARY STUDIES IN AGING AND HEALTH: PATHWAYS TO CAREERS WORKING WITH OLDER ADULTS**

Robert Butler, the first director of The National Institute on Aging, said, "Human beings need the freedom to live with change, to invent and reinvent themselves a number of times through their lives." The Liberal Arts Option in Aging and Health Studies prepares students with interdisciplinary and experiential learning opportunities to develop lifelong professional strategies to work, serve, support, and educate older adults. The Option allows graduates to build a professional portfolio that prepares them for job opportunities in settings such as hospitals, nursing and rehabilitation centers, senior centers, adult day care programs, assisted living facilities, respite care, and home health care agencies. While completing their Associate Degree, they may be employed as recreation leaders, therapy aides, care management assistants, activities and recreation specialists, and direct services as activities and outreach workers. In addition, students who complete this Option can apply the course credits to a

bachelor's degree program to pursue careers such as Gerontology, Health Education, Nursing, Social Work, Physical Therapy, Occupational Therapy, or Recreational Therapy.

**In addition to the courses taken as part of the Common/Flexible Core, students must take 12 credits from the offerings below:**

GERO 101 Introduction to Gerontology (**REQUIRED**)

**Choose three (3) out of the four (4) courses below:**

GERO 102 Therapeutic Recreation in Long Term Care

GERO 103 Health and Aging

PSY 180 Psychology of Aging

SW 101 Introduction to Social Work

### **TEACHER EDUCATION OPTION**

The Teacher Education Option Supports students interested in theories and practices of education. This option is for students interested in learning about the profession of teaching; the cognitive, physical, psychological, and social development of children from birth through adolescence, including human exceptionalities. It is a strong basis for those interested in becoming paraprofessionals or assistant teachers, working toward state certification as a lead teacher or operating a childcare center. Students will complete a 25-hour field experience where they will observe day-to-day activities in a classroom or childcare setting. Each of these courses are transferrable to the four-year Early Childhood Education programs at Lehman College and Medgar Evers College.

#### **REQUIREMENTS:**

EDU 101 Foundations of Education (required)

EDU 116 Child Development (required)

EDU 130 Teaching in the Multicultural/Multilingual Classroom (required)

#### **CHOOSE ONE:**

EDU 150 Introduction to Special Education

EDU 104 Language Arts for Young Children

### **PHYSICAL EDUCATION SCIENCE OPTION**

In the Physical Education Science Option, students investigate scientific topics to understand more closely how physical movement works. Coursework includes the historical background of Physical Education and Sports, techniques and skills in selected sports and exercises, and science courses.

The Physical Education Science Option prepares students for careers as Physical Therapy Aides (ultimately leading to Physical Therapy Assistant and Physical Therapist), Personal Trainers and Athletic Trainers. The Option enable

students to transfer to four-year college degree programs in the fields of Exercise Science, at, for example, Queens College, Lehman College, or York College.

### **Courses for Physical Education Science Option (12 credits)**

PED 201 Foundations of Physical Education,

Exercise Science, and Sport (3 credits)

PED 202 Motor Learning and Control (3 credits)

### **One from the following, depending upon courses taken to date:**

BIO 150 Human Biology II Lecture

**OR**

BIO 230 Anatomy & Physiology I

### **Physical Activity Courses (2 or 3 credits)**

**Students who take BIO 150 will take three (3) Physical Activity Courses (3 credits)**

**Students who take BIO 230 (4 credits) will take two (2) Physical Activity Courses (2 credits)**

PED 100 Personal Fitness (required)

**Choose one or two of the following courses (1 or 2 credits)**

PED 105 Volleyball

PED 122 Beginning Swimming

PED 139 Yoga PED 145 Dance

### **PHYSICAL EDUCATION TEACHER OPTION**

In the Physical Education Teacher Education Option, students delve into a variety of topics in the sciences and education. Coursework covers the historical background of Physical Education and Sports and allows students to gain an understanding of how physical movement works and to learn techniques and skills in selected sports and exercises.

The Physical Education Teacher Option provides Liberal Arts students with the skills and knowledge to begin careers as Physical Education Teachers, Coaches, Dance instructors, and Camp Sports Specialists. Students can transfer to four-year college degree programs in the field of Physical Education at, for example, Queens College, Lehman College, or York College.

### **The Physical Education Teacher Option Course Requirements (12 credits)**

**Students must complete BIO140 and BIO 141 before taking this Option**



**Each of the courses below are required for this Option:**

- PED 201 Foundations of Physical Education, Exercise Science, and Sport (3 credits)
- PED 202 Motor Learning and Control (3 credits)
- EDU 101 Foundation of Education (3 credits)

**Physical Activity Courses (total of 3 credits)**

- PED 100 Personal Fitness (required)

**Choose two of the following courses (2 credits)**

- PED 105 Volleyball
- PED 122 Beginning Swimming
- PED 139 Yoga
- PED 145 Dance

**EARLY CHILDHOOD EDUCATION - A.A.S.**

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

**Transfer Program - Associate in Arts (A.A) 60 credits**

The A.A. degree program is designed for students interested in pursuing their studies in education, child psychology, counseling, or social work after graduating from Hostos. This course of study will allow the maximum number of credits to transfer to a senior college, and is strongly recommended for students who seek careers requiring a baccalaureate degree, such as primary and secondary school teachers.

**Career Program - Associate in Applied Science (A.A.S.) 60 credits**

The A.A.S. degree program in Early Childhood Education is designed for students who plan to enter the workforce immediately after graduation to work in daycare centers, residential homes, and other facilities designed for the care and development of the preschool child. Students may also choose between a non-bilingual or bilingual option.

**EARLY CHILDHOOD EDUCATION - CUNY PATHWAYS**

REQUIRED COMMON CORE	CREDITS
English Composition.....	6
ENG 110, ENG 111	
Mathematical & Quantitative Reasoning .....	3
MAT 100.....Introduction to College Mathematics	
OR Higher (Except MAT 105, MAT 130, CSC 140, CSC 215)	
Life & Physical Sciences.....	3

**FLEXIBLE COMMON CORE**

<b>Individual &amp; Society</b> .....	3
PSY 101 ..... General Psychology	

**OR**

SOC 101..... Introduction to Sociology	
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<b>US Experience in its Diversity</b> .....	3
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HIS 210..... U.S. History: Through the Civil War	
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**OR**

HIS 211 ..... U.S. History: Reconstruction to the Present	
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**OR**

POL 101..... American Government	
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**MAJOR REQUIREMENTS**

HLT 103..... Interpersonal Relations .....	3
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HLT 111..... Health and the Young Child .....	3
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EDU 101 ..... Foundations of Education.....	3
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EDU 107 ..... Creative Arts for Young Children	
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**OR**

EDU 109 ..... Music and Movement.....	3
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EDU 111 ..... Science and Mathematics for Young Children.....	3
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EDU 113 ..... Field Experience in Early Childhood Education I.....	3
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EDU 116 ..... Child Development of the .....	3
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EDU 130 ..... Teaching in the Multicultural/Multilingual Classroom .....	3
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EDU 150 ..... Introduction to Special Education .....	3
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Science Lab .....	1
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Modern Languages .....	3-4
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Physical Education .....	1
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Free Electives.....	3-4
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**CHOOSE ONE OF THE FOLLOWING CONCENTRATIONS:**

**Early Childhood Education**

EDU 104..... Language Arts for Young Children...	3
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EDU 105..... Social Studies for Young Children ....	3
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**Bilingual Education**

EDU 131 ..... Language Arts in a Bilingual Classroom .....	3
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EDU 132..... Social Studies in a Bilingual Classroom .....	3
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<b>Total Credits</b> .....	<b>60</b>
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**COMMUNITY HEALTH - A.S.**

The A.S. degree in Community Health at Hostos Community College will produce graduates who can provide culturally and linguistically appropriate services to the most vulnerable populations in New York City. The goal of this program is to educate an emerging group of public health professionals in an effort to increase diversity

in health-related fields. Students graduating from this program would be in unique positions to join national efforts to eliminate health disparities in New York City and other metropolitan areas in the United States.

**COMMUNITY HEALTH – CUNY PATHWAYS**

REQUIRED COMMON CORE	CREDITS
<b>English Composition</b> .....	<b>6</b>
ENG 110, ENG 111	
<b>Mathematical and Quantitative Reasoning</b> .....	<b>3</b>
Strongly recommend MAT 120	
<b>Life and Physical Sciences</b> .....	<b>3</b>
Strongly Recommend BIO 230	
<b>FLEXIBLE COMMON CORE</b>	
<b>World Cultures and Global Issues</b> .....	<b>3</b>
Strongly recommend Modern Language	
US Experience in its Diversity .....	<b>3</b>
Creative Expression .....	<b>3</b>
Individual & Society .....	<b>3</b>
<b>Scientific World</b> . .....	<b>3</b>
Strongly recommend BIO 240	
<b>One (1) additional course from the Flexible Common Core</b> .....	<b>3</b>
Strongly recommend Modern Language	
<b>Subtotal</b> .....	<b>30</b>
<b>MAJOR REQUIREMENTS</b>	
	<b>CREDITS</b>
MAT 120* .....	<b>3</b>
BIO 230** .....	<b>4</b>
BIO 240** .....	<b>4</b>
HLT 110.....	<b>3</b>
Intro to Community Health	
Education .....	<b>3</b>
HLT 212.....	<b>3</b>
Bilingual Issues in Community	
Health .....	<b>3</b>
HLT 214.....	<b>3</b>
Substance Use and Abuse .....	<b>3</b>
HLT 215.....	<b>3</b>
Nutrition.....	<b>3</b>
HLT 220.....	<b>3</b>
Contemporary Health Issues .....	<b>3</b>
HLT 299.....	<b>3</b>
Field Experience in Community	
Health .....	<b>3</b>
<b>Subtotal</b> .....	<b>18-29</b>
<b>Free Electives</b> .....	<b>1-12</b>
Strongly recommend Modern Language*** and an HLT elective.	
<b>Total</b> .....	<b>60</b>

\*Students who take MAT 120 under the common core MQR requirement will fulfill this major requirement.

\*\*Students who take BIO 230 and 240 under the common core LPS (Life Physical Science) and SW (Scientific World) area requirements will fulfill this major requirement.

\*\*\*Only if not completed as part of the common core.

**AGING AND HEALTH STUDIES – A.A.S.**

The purpose of the Aging and Health 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 Aging and Health Program awards the Associate in Applied Science (A.A.S.) degree. Students who would like to further their education may then apply their courses at a four-year institution in a program of gerontology, social work, physical or recreation therapy, etc.

The Aging and Health Program is interdisciplinary in nature and will draw upon faculty expertise from different departments within the College. Individual courses are therefore listed throughout this catalog under the various disciplines. Students who are interested in planning a concentration in the field of Aging and Health should consult the Aging and Health Coordinator for further information.

**AGING AND HEALTH STUDIES - CUNY PATHWAYS**

REQUIRED COMMON CORE	CREDITS
<b>English Composition</b> .....	<b>6</b>
ENG 110, ENG 111	
<b>Mathematical and Quantitative Reasoning</b>	
MAT 100 <u>OR</u> Higher.....	<b>3</b>
<b>FLEXIBLE COMMON CORE</b>	
<b>Choose the English elective from Creative Expression or US Experience in its Diversity</b>	
ENG English elective course above 200 Level	
<b>OR</b>	
One course in a Foreign Language.....	
<b>Individual and Society</b>	
PSY 101 .....	<b>3</b>
SOC 101 .....	<b>3</b>
<b>Life &amp; Physical Sciences</b>	
BIO 110 .....	<b>4</b>
Principles of Biology .....	
<b>AND</b>	
<b>Scientific World</b>	
BIO 130 .....	<b>4</b>
Organismic Biology .....	
<b>OR</b>	
<b>Life &amp; Physical Sciences</b>	
BIO 230 .....	<b>4</b>
Anatomy and Physiology I.....	
<b>AND</b>	
<b>Scientific World</b>	
BIO 240 .....	<b>4</b>
Anatomy and Physiology II.....	

**MAJOR REQUIREMENTS**

PSY 180 .....Psychology of Aging.....3  
LAC 118 .....Caribbean Society & Culture

**OR**

BLS 150 .....Ethnicity Health and Illness .....3  
SW 101 .....Introduction to Social Work

**OR**

PPA 121 .....Social Service Administration.....3  
PED elective..... .....1  
HLT 103.....Interpersonal Relations and  
Teamwork .....3  
HLT 215.....Nutrition.....3  
GERO 101 .....Introduction to Gerontology.....3  
GERO 102 .....Therapeutic Recreation in Long  
Term Care.....3  
GERO 103.....Health & Aging .....3  
GERO 299.....Fieldwork with Older Population.....3  
Free electives .....6  
**Total Credits .....60**

aging may require. It will also explore other health topics but not be limited to chronic diseases, medication use, exercise, sexuality, elder abuse, long term care and death, dying and grief as they affect the older adult. It will equip future professionals in the field of aging with the knowledge that will provide skills in the service field.

**GERO 299 Fieldwork with an Older Population**

3 credits, 1-hrs. lecture plus fieldwork  
Pre-requisites: ENG 110, GERO 101, GERO 102

This fieldwork course will give students an opportunity to apply the skills they have acquired as well as gain firsthand experience in working with the elderly population in such places as senior citizen centers, nutrition sites, hospitals, recreation centers, nursing homes, and adult day care programs. It will include seminars and weekly journaling to document the field experience, as students increase their knowledge, exchange ideas, and discuss any problems from the field experience.

**EDUCATION DEPARTMENT - COURSE DESCRIPTIONS**

**AGING & HEALTH STUDIES**

**GERO 101 Introduction to Gerontology**

(Formerly HLT 130)  
3 credits, 3 hours  
Pre/Co-requisite: English Sections: ENG 100 or ENG 110 or ESL 86 or ESL 91

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.

**GERO 102 Therapeutic Recreation in Long Term Care**

3 credits, 3 hours  
The student will discuss the organization, administration, and recreational programs for the aging. The course will include the principles and practices of therapeutic recreation services in settings serving the elderly, with emphasis on the role of the therapeutic recreation professional in client assessment, and documentation. The course will prepare students for entry level positions in facilities that service elders. Field observations will be required.

**GERO 103 Health and Aging**

3 credits, 3 hours  
Pre/Co-requisite: English Sections: ENG 100 or ENG 110 or ESL 86 or ESL 91  
The course will focus on the physical changes that occur with age and discuss the health care alternatives that the

**EDUCATION**

**EDU 101 Foundation of Education**

(Formerly EDU 6802)  
3 credits, 3 hours lecture, 1-hour fieldwork  
Pre/Co-requisite: ENG 100 or higher; or ESL 86 or higher  
This course introduces students to a variety of critical contemporary and foundational issues and themes that influence modern urban education models. It focuses on the historical, philosophical, social, and political foundations of education, especially in urban and diverse settings. Students will conduct twenty (20) hours of observations in a classroom setting.

**EDU 102 Introduction to Youth Studies**

3 credits, 3 hours  
Pre-requisites: ESL 91 or ENG 91  
This course provides an overview of the Youth Development movement. It introduces the student to the transitional experience of adolescence through adulthood, including principles, theory, and anthology analysis and how youth behave, learn, and spend their free time. The overview also includes the role of youth in historical change, diverse cultural practices, community resources and expression throughout the twentieth century.

**EDU 104 Language Arts for Young Children**

(Formerly ECE 6804)  
3 credits, 3 hours  
Pre-requisite: EDU 101  
Pre/Co-requisite: ENG 100 or higher; or ESL 86 or higher  
The student will plan and organize language- arts activities

in early-childhood education. The student will demonstrate familiarity with children's literature and reading-readiness skills. The student will be able to effectively read, tell, and dramatize children's stories, and participate in language games and reading-readiness activities.

### **EDU 105 Social Studies for Young Children**

(Formerly ECE 6805)

3 credits, 3 hours

Pre-requisite: EDU 101 and EDU 104

Pre/Co-requisite: ENG 100 or higher; or ESL 86 or higher

The student will plan and organize social-studies activities in early-childhood programs. The student will demonstrate familiarity with the resources and methods used in developing social-studies concepts through the preparation of materials and activities.

### **EDU 107 Creative Art Activities for Young Children**

(Formerly ECE 6807)

3 credits, 3 hours

Pre-requisite: EDU 101 and EDU 104 or EDU 131

Pre/Co-requisite: ENG 100 or higher; or ESL 86 or higher

The student will demonstrate ability to organize creative-art activities for young children. The student will display dexterity with such media as paint, clay, paper, and wood, and an understanding of the methods of introducing young children to the values of these materials.

### **EDU 109 Music & Movement**

(Formerly ECE 6809)

3 credits, 3 hours

Pre-requisite: EDU 101 and EDU 104 or EDU 131

Pre/Co-requisite: ENG 100 or higher; or ESL 86 or higher

Students will be introduced to the foundation of music education. The course will focus on the principles and methods of planning, implementing and evaluating music and movement experiences. Students will demonstrate an understanding of terms related to the fundamentals of music theory and the techniques needed in introducing singing, listening, playing, creating and moving.

### **EDU 111 Science & Mathematics for Young Children**

(Formerly ECE 6811)

3 credits, 3 hours

Pre-requisites: EDU 101 and EDU 104 or EDU 131

Pre/Co-requisite: ENG 100 or higher; or ESL 86 or higher

The student will plan and organize science and mathematics activities for young children. The student will also prepare materials used to present introductory science and mathematics concepts to young children.

### **EDU 113 Field Experience in Early Childhood Education I**

(Formerly ECE 6813)

3 credits, 1 hr. seminar, 8 hrs. fieldwork per week

Pre-requisites: EDU 101 and EDU 104 or EDU 131

Pre/Co-requisite: ENG 100 or higher; or ESL 86 or higher

The student will observe and participate in early-childhood programs such as child-care centers, kindergarten, and infant-care programs. The student will also participate in weekly seminars.

### **EDU 114 Field Experience in Youth Studies**

Pre-requisites: EDU 102 and either EDU 117 OR EDU 160

3 Credits, 45 Hours

The student will observe and participate in educational programs in schools, afterschool programs, YMCAs, and other youth serving agencies for a minimum of 8 hours per week for 120 hours. The student will also engage in bi-weekly discussions with the instructor and complete tasks as assigned. The class will meet for ten 1-hour and 15-minute sessions. Some of the activities will include: Journal activities, environmental assessments, focus groups, implementation of lessons. Overall the execution of these activities will support the student in meeting the eight youth worker core competencies, required by the Department of Youth and Community Development (DYCD).

### **EDU 116 Child Development**

(Formerly ECE 6816)

3 credits, 3 hours

Pre-requisite: PSY 101

Pre/Co-requisite: ENG 100 or higher; or ESL 86 or higher

The student will demonstrate knowledge of the physical, cognitive, social, and emotional development of infants, toddlers, and preschool children and its implications for group programs for young children.

### **EDU 117 Adolescent Development**

3 credits, 3 hours

Pre-requisite: EDU 101

This course focuses on students' development (cognitive, affective, and physical), on the factors and processes that influence development and how teachers can help their students to grow and develop. Role of culture, ethnicity, race, gender, and social class will be examined and its influence on biological and psychological processes. Students in this class will learn to analyze classroom situations using various theoretical perspectives, to synthesize their analyses, and to create classroom strategies which facilitate growth and achievement.

### **EDU 121 Home, School, and Community**

(Formerly ECE 6821)

3 credits, 3 hours

*Co-requisites: ENG 91 or ESL 91 or higher when offered in English; ESL 35 and SPA 222 when offered in Spanish*

The student will study various aspects of parent-teacher-child relationships, including an understanding of parents as people with values, goals, individual background and needs to be met. Communication processes, group dynamics and leadership styles will also be studied. Attention is given to strategies and tactics used by school districts, community groups, and private sector organizations to support academic, health, and social goals for children and their families.

### **EDU 130 Teaching in the Multicultural/ Multilingual Classroom**

(Formerly ECE 6817)

3 credits, 1.5 hrs. seminar, 5 hrs. fieldwork per week

*Pre-requisite: EDU 101*

*Pre/Co-requisite: ENG 100 or higher; or ESL 86 or higher*

Student will address curricular and instructional guidelines for implementing multicultural education in K-12 programs. Instructional and learning strategies cover planning, implementing, and evaluating classroom processes and materials in meeting specific and unique needs of students coming from diverse educational, cultural, and linguistic backgrounds. The cultural, social, political, and economic realities of teaching in an urban setting will be explored.

### **EDU 131 Language Arts in a Bilingual Classroom**

(Formerly ECE 6818)

3 credits, 1.5 hrs. seminar, 5 hrs. fieldwork per week

*Pre-requisites: EDU 101*

*Pre/Co-requisite: ENG 100 or higher; or ESL 86 or higher; and EDU 130*

Students will plan, organize, and implement language-arts activities in a bilingual school environment. They will also demonstrate their familiarity with children's literature and reading-readiness skills. Students are expected to demonstrate their ability to read effectively, read, tell, and dramatize children's stories, and participate in language games and reading- and writing-readiness activities. The course is required for all students in the Bilingual Education Concentration. Students not in the bilingual concentration must have the instructor's permission to register for this course.

### **EDU 132 Social Studies in a Bilingual Classroom**

(Formerly ECE 6819)

3 credits, 3 hours

*Pre-requisites: EDU 101 Foundations of Education; and EDU 131 Language Arts in a Bilingual Classroom*

*Pre/Co-requisite: ENG 100 or higher; or ESL 86 or higher*

The students will become familiar with the concept of social-studies curriculum in a bilingual class, as well as the basic concepts and skills to be taught. Students will demonstrate their familiarity with the resources and methods used in developing social-studies concepts through the preparation of materials and activities. This course is required for all students in the Bilingual Education Concentration.

### **EDU 140 Instructional Strategies for Middle and High School**

3 credits, 3 hours

*Pre-requisite: EDU 101*

Student will develop strategies for classroom management, lesson planning skills, and the use of relevant technology and software. Students also will become familiar with and practice principles and techniques to teaching, including individualized teaching methods for particular students' populations, including limited English proficiency students, low-achieving students, minority and inner-city students, and students in special education.

### **EDU 141 The Teaching Profession: Birth-Grade 6**

3 credits, 3 hours

*Pre-requisite: EDU 101*

Study of the professional lives of teachers and the diverse roles they assume in urban schools. Work with teachers developing children's multiple literacies including linguistic, mathematical, technologies, artistic, and musical, with an emphasis on how children use oral and written language to communicate and construct meaning; emphasis on how communities of learners are created. Requires visits to early childhood and childhood settings with diverse populations and contrasting social and economic environments and the development of an academic portfolio. Thirty hours of field work is required.

### **EDU 150 Introduction to Special Education**

(Formerly ECE 6820)

3 credits, 3 hours

*Pre-requisite: 9 Credits in EDU*

*Pre/Co-requisite: ENG 100 or higher; or ESL 86 or higher*

The student will become acquainted with current theories and techniques of identification and treatment, and with methods and materials found to be effective in educating the disabled or exceptionally abled child. The student will

gain basic understanding of preparation for teaching the mainstreamed child and the bilingual special-needs child.

### **EDU 160 After-School Programs**

*3 Credits 3 Hours*

*Pre-requisite: EDU 101*

This course introduces students to the growing field of after-school. It will provide students with an understanding of how politics, government, and society have impacted the after-school profession. Students also will become familiar with the components and resources needed to implement, manage, and evaluate after-school programs serving diverse communities. Students will conduct fifteen (15) hours of observations in an after-school program

### **EDU 222 Field Experience in Parent Education**

*(Formerly ECE 6822)*

*3 credits, 1-hrs. seminar/6-hrs. fieldwork per week*

*Pre-requisites: EDU 101 and EDU 121*

*Co-requisite: ENG 91 or ESL 91 or higher*

The student will observe and become an active participant in an early childhood education program which emphasizes parental involvement. The student will acquire the skills to coordinate activities for a group of parents in the program.

### **EDU 224 Writing in the School Workplace**

*3 credits, 3 hours*

*Pre-requisites: EDU 101*

This course is geared toward developing writing skills in the school workplace for educators. Students will receive instruction in writing job-related material in the school setting, including letters to parents and colleagues, resumes for school employment, and reports for administrations. Students reflect on their practice through writing and learn to prepare appropriate assignments for students.

### **EDU 226 Introduction to Instructional Technology**

*3 credits, 3 hours*

*Pre-requisite: EDU 101 or permission from Program Coordinator*

This course is an overview of the issues and best practices for teaching digital fluency and digital technologies in an educational setting. In addition to utilizing technology, students are now required to learn about digital literacy, universal design of learning, and computational thinking. This course will equip educational professionals with a wide range of resources, models, methods, and techniques for integrating these topics and skills into their classrooms through evidence-based pedagogy to facilitate the development of all students.

### **EDU 299 Independent Study in Education**

*3 credits, 3 hours*

*Pre-requisite: EDU 101*

*Pre/Co-requisite: ENG 100 or higher; or ESL 86 or higher*

This course offers students the opportunity to conduct intensive, individually guided, advanced research on a topic in education. Only one course in Education may be taken as an independent study.

## **HEALTH EDUCATION**

### **HLT 101 Health & Human Values**

*(Formerly HLT 6501)*

*3 credits, 3 hours*

*Pre-requisite: ESL 25*

The course will introduce the student to critical health issues within a humanistic, historical, and cultural framework. The student will understand the role of the individual and society in developing ethical values and their relationship to the study of health. The role of the health professional as a health care provider within our society will be emphasized. The student will explore and discuss the interrelationships among personal, communal, and social values, and will review universal issues such as: health and disease, nutrition and malnutrition, population and over-population, and their interdependence in the modern world.

### **HLT 103 Interpersonal Relations & Teamwork**

*(Formerly HLT 6503)*

*3 credits, 3 hours*

*Pre/Co-requisite: English Sections: ENG 100 or ENG 110 or ESL 86/ESL 88, or ESL 91*

*Spanish Sections: SPA 121*

The student will demonstrate knowledge and use of various interpersonal skills in the area of human relationships by participating in small T-groups, role playing, and lecture-demonstrations. The student will also identify and analyze certain psychological concepts necessary to understand the dynamics of human behavior. Offered in English and Spanish.

### **HLT 106 Introduction to Health Care (Ethics & Law/Laboratory Skills)**

*(Formerly HLT 6526)*

*3 credits, 3 hours*

*Pre/Co-requisite: ENG 110*

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 110 Introduction to Community Health Education**

(Formerly HLT 6518)

3 credits, 3 hours

*Pre/Co-requisite: ENG 91 or ESL 91 when offered in English; SPA 121 when offered in Spanish*

The student will examine and analyze various health organizations and their role in community health; the emerging role of community health workers in promoting health of neglected populations; the spread and control of communicable diseases; the community health structure and the principles underlying health behavior, learning, and change; theories of health behavior and practical models for community health worker interventions.

### **HLT 111 Health and the Young Child**

(Formerly HLT 6511)

3 credits, 3 hours

*Pre/Co-requisite: English Sections: ENG 100 or ENG 110 or ESL 86/ESL 88, or ESL 91*

*Spanish Sections: SPA 121*

The student will identify the health needs and problems of young children. S/he will analyze the role played by the home and school in the physical development of the child. S/he will examine common disorders and diseases of childhood and the principles of nutrition related to meal planning for young children. Offered in English and Spanish.

### **HLT 117 First Aid**

2 credits, 2 hours

*Pre/Co-requisite: ENG 91 or ESL 91 when offered in English; SPA 121 when offered in Spanish*

This course offers first aid techniques leading to American Red Cross Certification. The students will be tested on their knowledge of and ability to administer proper care for injuries. Students will also be required to demonstrate their knowledge of preventative measures that can be taken to prevent injuries.

### **HLT 118 CPR**

1 credit, 1 hour

*Pre/Co-requisite: ENG 91 or ESL 91 when offered in English; SPA 121 when offered in Spanish*

This course provides instruction in the principles and skills of emergency first aid for respiratory failure and cardiac arrest in victims of all ages: Mouth-to-mouth breathing, CPR, and care for an obstructed airway. Upon satisfactory completion of this course, students will receive American Red Cross certification in basic life support.

### **HLT 120 Human Sexuality**

(Formerly HLT 6510)

3 credits, 3 hours

*Pre/Co-requisite: English Sections: ENG 100 or ENG 110 or ESL 86/ESL 88, or ESL 91*

*Spanish Sections: SPA 121*

The student will study and analyze the dynamics of human sexuality by exploring basic knowledge and attitudes related to human sexual behavior. Prevention of sexually transmitted diseases will be discussed. Students will improve their ability to educate and promote sexual health. Students will increase their comfort level with topics of human sexuality. Offered in English and Spanish.

### **HLT 124 Medical Terminology**

(Formerly HLT 6524)

3 credits, 3 hours

*Pre/Co-requisite: English Sections: ENG 100 or ENG 110 or ESL 86/ESL 88, or ESL 91*

*Spanish Sections: SPA 121*

This course will introduce the student to basic principles of medical word building and in developing an extensive medical vocabulary. The language of medicine will be enriched by using the body systems approach in an experiential context of the contemporary health care setting, as well as the art of critical thinking.

### **HLT 133 AIDS Perspectives & Implications for Health Professionals**

(Formerly HLT 6533)

3 credits, 3 hours

*Pre-requisite: ENG 91 or ESL 91 when offered in English; SPA 121 when offered in Spanish*

This course is an introduction to the study of the HIV/AIDS epidemic, its impact on the world and how health service providers have historically and are presently responding to the needs of the community. The course includes the history, epidemiology, etiology, transmission, risks, and signs and symptoms of HIV, as well as treatments, interventions and strategies to reduce the spread of HIV.

### **HLT 210 Dynamics of Patient Care**

(Formerly HLT 6525)

2 credits, 2 hours

*Pre/Co-requisite: ENG 110*

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 212 Bilingual Issues in Community Health**

*3 credits, 3 hours*

*Pre/Co-requisite: HLT 110*

This course presents an overview of the impact of linguistic diversity on the provision and delivery of health education and services, particularly with Hispanics. First, the consequences of language discordance between patient and providers in health and mental health settings are analyzed. Second, the challenges and opportunities to ensure linguist access are examined. Third, information and health literacy strategies to overcome linguistic barriers are reviewed. Fourth, models and strategies for providing linguistically and culturally relevant services are considered. Finally, the impact of laws and policies on the provision of linguistically relevant services are explored.

### **HLT 214 Substance Use and Abuse**

*3 credits, 3 hours*

*Pre/Co-requisite: HLT 110*

This course provides students with an overview of the problem of chemical abuse and dependence and an introduction to models of intervention in these problems. The course content will cover the core theory and research related to etiology of chemical abuse and dependence, basic pharmacology of alcohol and other abused substances, as well as drug use and abuse in special populations. The students will also explore the impact of drug and alcohol abuse on family systems, and domestic violence, and provide an introduction to treatment process and service systems.

### **HLT 215 Nutrition**

*(Formerly HLT 6515)*

*3 credits, 3 hours*

*Pre/Co-requisite: ENG 110*

The student will demonstrate knowledge of the meaning of nutrition and its relation to health. The student will analyze and identify the different kinds of nutrients, their chemical nature and main sources. S/he will also demonstrate his/her knowledge of the specific diets for different age groups and various pathological conditions.

### **HLT 220 Contemporary Health Issues**

*(Formerly HLT 6507)*

*3 credits, 3 hours*

*Pre-requisite: HLT 110*

The student will analyze current health problems such as emotional/mental health and psychological disorders, sexuality (STD's and sexual dysfunctions), Cardiovascular disease, chronic and infectious disease, substance abuse and stress. Students will study theories of etiology and the impact they have on individuals, families and communities.

### **HLT 225 Nutrition Education**

*3 credits, 3 hours*

*Pre-requisite: HLT 215*

This course presents information on the fundamentals of nutrition education including traditional models and theories of learning as well as emerging education models for promoting healthy eating and an active lifestyle. Students will learn the application of nutrition education by linking research, theory, and practice. Students will study a stepwise procedure for designing a nutrition education program. Students will have the opportunity to reflect more about how people learn, the dynamics of teaching and how to enhance their communication skills to provide accurate and current research information to the consumer. In addition, students will learn to view nutrition education from different perspectives and increase their awareness of individual and social factors influencing nutrition.

### **HLT 299 Field Experience in Community Health**

*3 credits, 3 hours*

*Pre/Co-requisite: HLT 110 and 6 credits in 200 level HLT Courses*

Students will have the experience of working in the health field as community health workers in such places as hospitals, nursing homes, and other health care facilities. Students will volunteer at least 6 hours per week for the semester. Students will also be required to attend a seminar class meeting once a week for one hour and fifteen minutes.

### **HLT 6509 Mental Health**

*3 credits, 3 hours*

*Pre/Co-requisite: ENG 91 or ESL 91 when offered in English; SPA 121 when offered in Spanish*

The student will recognize and define terms related to the field of mental health. S/he will review the history of the mental health movement along with the determinants of positive mental health. The student will study and analyze in depth various life adjustment problems from birth to old age. Offered in English and Spanish.

## **PHYSICAL EDUCATION**

### **PED 100 Personal Physical Fitness**

*(Formerly PED 0100)*

*1 credit, 2 hours*

The module is required of all freshman students in programs requiring physical education. The student will analyze modern concepts of fitness; obtain an evaluation of his or her own level of fitness and health and participate in a variety of exercise programs designed to improve the muscular and cardiovascular systems. Students will be counseled to answer their fitness-health needs.



### **PED 105 Beginner's Volleyball**

This is a beginner level course covering the rules and skills of the sport of volleyball. It will be taught using the Sport Education model of Physical Education, encompassing inclusion, socialization, and festivity. The history and rules of volleyball will be taught, along with the beginner level volleyball skills. The focus will be on gaining the form necessary to play appropriately in a social setting, however, competition will be integrated as the course takes on a "season" type of structure, in line with the philosophy of Sport Education.

### **PED 115 Beginning Karate**

*(Formerly PED 0115)*

*1 credit, 2 hours*

At the conclusion of this module, the student will be able to perform the fundamental skills related to karate. This course will meet for two hours per week for one semester.

### **PED 117 Judo**

*(Formerly PED 0117)*

*1 credit, 2 hours*

The student will perform the skills in the attainment of a "Yellow Belt." This course will meet for two hours per week for one semester.

### **PED 119 Self Defense for Men & Women**

*(Formerly PED 0119)*

*1 credit, 2 hours*

The student will defend himself or herself against attacks from the side and back, and will identify the various safety programs for the home and streets. This course will meet for two hours per week for one semester.

### **PED 121 Non-Swimmer**

*(Formerly PED 0121)*

*1 credit, 2 hours*

The student will observe rules of water safety and perform the fundamental strokes and survival skills in deep water. This course will meet for two hours per week for one semester.

### **PED 122 Beginning Swimming**

*(Formerly PED 0122)*

*1 credit, 2 hours*

The student will observe the rules of water safety and perform the basic swimming strokes associated with the American Red Cross Program for beginning swimmers. This course will meet for two hours per week for one semester.

### **PED 123 Intermediate Swimming**

*(Formerly PED 0123)*

*1 credit, 2 hours*

*Pre-requisite: PED 122*

The student will learn advanced swim skills and develop

stamina in the water.

### **PED 124 Senior Life-Saving**

*(Formerly PED 0124)*

*1 credit, 2 hours*

The student will observe advanced rules of water safety and perform advanced swimming strokes and life-saving techniques as required by the American Red Cross Senior Life Saving. This course will meet for two hours per week for one semester.

### **PED 130 Bowling**

*(Formerly PED 0130)*

*1 credit, 2 hours*

The student will learn the basic rules, methods of scoring, and etiquette of bowling and demonstrate the fundamental bowling skills. Learning methods include discussions, videotapes, demonstrations, and lab sessions. This course will meet for two hours per week for one semester.

### **PED 131 Beginning Fencing**

*(Formerly PED 0131)*

*1 credit, 2 hours*

The student will perform competitively with the foil, executing various attacks and parries. The course will meet for two hours per week for one semester.

### **PED 134 Introduction to Jogging & Running**

*(Formerly PED 0134)*

*1 credit, 2 hours*

This course meets an elective requirement for Physical Education. The purpose of this course is to enable students to develop knowledge and skills in jogging and to maintain or improve health-related fitness. Appropriate instructional practices and assessments are used to elicit evidence of student understanding and proficiency of course specific benchmarks related to Cognitive Ability, Movement Competency, Lifetime Fitness, and Responsible Behavior and Values as outlined by the New York State Standards for Physical Education and the Common Core State Standards.

### **PED 136 Beginning Tennis**

*(Formerly PED 0136)*

*1 credit, 2 hours*

The student will perform basic tennis ground strokes, analyze court strategy, define court rules and observe the etiquette of both single and doubles tennis matches.

### **PED 137 Intermediate Tennis**

*(Formerly PED 0137)*

*1 credit, 2 hours*

The student will improve and strengthen basic ground strokes, develop advanced strokes, and implement court strategy in both single and double tennis matches.

### **PED 138 Weight Training & Body Development**

(Formerly PED 0138)

1 credit, 2 hours

The student will learn the basic terms and concepts and perform the proper basic skills associated with weight training and body building; analyze modern concepts of weight training, muscular development, and physical fitness; and participate in an individual weight-training program. The student will learn the basic terms and concepts and perform basic skills associated with weight training and body building. This course will meet for two hours per week for one semester.

### **PED 139 Beginning Yoga**

(Formerly PED 0139)

1 credit, 2 hours

The student will perform the fundamental exercises and breathing techniques of Yoga as a basis for physical and mental self-improvement. Learning methods include lecture-discussions, demonstrations, and lab sessions. This course will meet for two hours per week for one semester.

### **PED 144 Independent Study**

(Formerly PED 0144)

1-2 credits, 2 hours

Pre-requisite: 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 145 Black & Puerto Rican Dance**

(Formerly PED 0145)

1 credit, 2 hours

The student will perform the basic movements of Black and Puerto Rican dance. The student will have the opportunity to explore creative movement. This course will meet for two hours per week for one semester. Offered in English and Spanish.

### **PED 146 Fitness Through Dance**

(Formerly PED 0146)

1 credit, 2 hours

The student will improve his or her physical fitness through specific dance steps and exercises performed to music. Teaching methods include lecture-discussions and demonstration. This course will meet for two hours per week for one semester.

### **PED 177 First Aid & Safety**

(Formerly PED 0177)

2 credit, 2 hours

Pre-requisite: ESL 25

The student will analyze and perform immediate and

temporary care for an accident victim. The student will also demonstrate knowledge of accident prevention principles and practices of safety education in the home, in school, on the job, and in the community with special attention given to sport-derived injuries. (This course does not fulfill the two-credit PED requirement for students in any degree program).

### **PED 201 Principles and Foundations of Physical Education, Exercise Science, & Sport**

3 Credits 3 Hours

Pre/Co-requisite: ENG 100 or higher; or ESL 86 or higher

This course addresses the processes involved in understanding the historical foundations of physical education and examining the current issues and trends in physical education and its sub-disciplines.

### **PED 202 Motor Learning and Control**

3 credits 3 hours

Pre-requisite: PED 201, BIO 140, BIO 141

This course introduces students to the processes involved in human movement. Motor Learning is the study of motor skill acquisition from practice and experience, while Motor Control is the study of processes affecting control of skilled movements. Connecting research and practice, this course provides students with the necessary tools to build a solid foundation to assess performance, to deliver effective instruction, and to design practice, rehabilitation, and training experiences for optimal skill acquisition and performance in Motor Learning and Control.

### **PED 203 Movement Education**

3 credits, 3 hours

Pre-requisite: PED 201

Pre/Co-requisite: EDU 116

This course introduces students to content, curriculum, and learning standards in Physical Education, with an emphasis on Movement Education. Participants will be actively involved in designing and applying developmentally appropriate physical-education activities for students in Pre-K through Grade 2. Students will practice multiple teaching strategies throughout this course.

## **EDUCATION ► FACULTY & STAFF**

**Jacqueline M. DiSanto**, Chair, Professor and Coordinator, Teacher Education, B.S., M.A., P.D., Ed.D.

**Asrat Amnie**, Assistant Professor, Health Education, B.S., M.D., M.P.H., Ed.D., M.B.A.

**Denise Cummings-Clay**, Assistant Professor, Teacher Education, B.S., M.S., Ph.D.

**Eunice Flemister**, Lecturer and Coordinator, Gerontology, B.S., M.P.H.

**Michael Gosset**, Lecturer and Coordinator, Physical Education, B.S., M.A., P.D., Ed.D.

**Sonia Maldonado**, Professor, Teacher Education, B.A., M.A., Ed.D.

**Iris Mercado**, Associate Professor, Health Education, B.S., M.S., CDN, Ed.D.

**Sherese A. Mitchell**, Professor, Education Department, B.A., M.S.Ed., Ed.D.

**Juan Preciado**, Professor, Health Education, B.A., M.A., Ed.S., Ph.D.

**Elys Vasquez-Iscañ**, Associate Professor and Coordinator, Health Education, B.A., M.P.H., Ed.D.

**Carlos Acevedo**, Professor Emeritus, A.A., B.A. (Elem.Ed.), B.A. (Second.Ed.), M.A., Ed.D.

## HUMANITIES DEPARTMENT

The Humanities Department fosters and maintains the history and practice of all aspects of humanistic endeavor in the College and the community. Through its curriculum, members of the College community and other members of the urban community explore, interpret, and apply the humanistic practices that lead to a better understanding of themselves, their environment, and their roles in the world.

The Humanities Department comprises the following: Black Studies, Latin American and Caribbean Studies, Modern Languages, Philosophy, Visual and Performing Arts, World Literature, and Humanities.

### Black Studies:

The Black 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 Black Studies should consult with the Black Studies Coordinator.

### Latin American & Caribbean Studies

Latin American and Caribbean Studies offer a program that introduces students to the various facets of Latin American and Caribbean cultures.

This program is designed to promote and further develop an understanding of the Latin American and Caribbean realities and to motivate involvement with those communities. For the Latin American and Caribbean students, the curricular offerings foster a better understanding and appreciation of their culture and history. The program also introduces non-Hispanic students to the complexities of the Latin American and

Caribbean societies and their cultural diversity.

The Latin American and Caribbean Studies curriculum provides an opportunity for intensive interdisciplinary exploration of the Caribbean and Latin American reality. Interested students can pursue a liberal arts concentration with a focus on the literary, sociological, or historical aspects of the region.

A variety of courses dealing with the history, politics, economics, society, literature, performing and visual arts of Latin America and the Caribbean are offered in English and Spanish as determined by student need. To earn credit and achieve progress, the student must successfully complete the course requirements as outlined in the respective syllabi.

### Modern Languages

The study of modern languages is designed to help students acquire elementary communication skills in French, Italian, or Spanish for daily social and professional purposes, and for career goals; to encourage students who wish to reinforce and develop their native language written and verbal comprehension skills; and to offer those students who already possess developed linguistic abilities the opportunity to pursue offerings in language and literature in French, Italian, and Spanish.

In the elementary offerings, the use of the vernacular will be limited to the minimum necessary to insure comprehension. Only the modern language itself will be used in composition and literature courses.

In the above offerings, credit is earned by the achievement of the course objectives through oral and written tests. To attain conversational skills in the 01 and 02 sequence, attendance is mandatory at each class meeting, reinforced by a minimum of one-hour-per-week oral practice in the language laboratory. We urge the student to arrange immediately for the 01-02 elementary sequence without interruption, in order to solidify those skills established initially.

In the advanced courses, credit is earned by the development of skills basic to the appreciation of literature. These include the identification of literary genres, analysis of texts, patterns reflected in a given work, comparison of stylistic modes, and the organization of ideas in writing techniques.

An integral part of Modern Languages course offerings is development in Spanish composition. A student placed in SPA 121 is required to complete the Spanish composition sequence. The skills developed in this sequence are fundamental for successful performance in content courses taught in Spanish. A diagnostic test will be administered

during the first week of classes, in all language courses, to assess and assure accurate placement.

Students in Liberal Arts are encouraged to take six (6) credits in one, and the same, language.

Students interested in continuing the study of modern languages should be advised by members of the Modern Languages faculty.

Since 1980, the Modern Languages faculty has also granted the Dr. Raul Perez Award to the graduate with the highest-grade point average in modern languages. To qualify, students must have completed at least nine (9) credits in language study.

### **Visual & Performing Arts**

Visual and Performing Arts offers courses in art, commercial art, painting and drawing, photography, music, public speaking, theater, and the development of arts and civilization. Lecture courses are designed for those students who may choose to pursue advanced study in a senior college. Skill courses are designed for those students who may choose to seek career, or employment opportunities.

Students who elect to earn credits in the visual and performing arts will find a variety of approaches to learning which include lectures, workshops, reading assignments, tests, field trips, individual projects, and public performances. Students who complete courses successfully will find a background in the arts a useful and, in some situations, essential basis for study in other disciplines as well as a valuable source for personal development. Students interested in planning a concentration in the visual and performing arts are advised to consult with the Visual and Performing Arts Coordinator.

### **Notations for Recommended Options/Electives for A.A. Liberal Arts and Science Degree Program.**

#### **LATINA/O, LATIN AMERICAN, AND CARIBBEAN STUDIES OPTION**

The Latina/o, Latin American, and Caribbean Studies Option offers students the opportunity to critically engage the histories and cultures of the people of the Caribbean, Latin America, and their diasporas in the United States throughout the centuries.

It consists of an interdisciplinary course of study through which students develop critical thinking, reading, and writing skills applicable across disciplines such as History, Literature and Cultural Studies, Anthropology, Sociology, or Political Science. This interdisciplinary knowledge constitutes an invaluable career tool for students pursuing jobs as teachers, lawyers and paralegals, social workers, managers of cultural institutions, and other positions in which they will work with and advance the plight and understanding of Latina/o and Latin American peoples. LAC Option students will also develop a solid knowledge and skill base transferrable to CUNY senior colleges in which Bachelor's Degrees in Latina/o, Latin American, and Caribbean Studies are offered, which include John Jay College, Lehman College, Hunter College, City College, among others.

LAC Option courses typically include an experiential learning component. Students typically participate in, and reflect on, curriculum integrated, Bronx-based, city-based, and campus-based cultural, educational, and social events. These events focus on the U.S. Latina/o experience, the Afro Latina/o and Afro-Caribbean, and Latin American experience, Puerto Rican, and Dominican Studies, and Border and Immigration Studies. Literature, art, and cultural expressions, specifically, are often explored through activities organized by the Latin American Writers Institute of Hostos and the Hostos Center for the Arts and Culture. In addition, our faculty encourage and facilitate students' participation in relevant student clubs, such as the Caribbean Student Club, the Puerto Rican Student Club, and the Hostos DREAMERS Club, which supports immigrant and undocumented students.

The Latina/o, Latin American, and Caribbean Studies Option supports all students with developing English language skills and all of our faculty are bilingual (English/Spanish). Students also have access to a small bilingual (English/ Spanish) library and conference room devoted to Latina/o, Latin American, and Caribbean Studies.

#### **Option Requirements**

Students must successfully complete at least three of the following courses in addition to any courses taken as part of the Common or Flexible Core. One course is required in each area: A, B, and C.

##### **A. Required Foundational Course**

LAC 101 The Latino Experience in the U.S.

##### **B. History and Political Science**

LAC 106 History of the Dominican Republic

LAC 132 Hispanic Migrations to the U.S.

POL 207 Political Systems of Latin America

### **C. Cultural Studies.**

LAC 118 Caribbean Society & Culture (WCGI)

LAC 202 Latin American Film and Literature

LAC 246 Latina/Latino Literature in the U.S.

#### **Recommended Electives:**

BLS 122 Negritude

BLS 141 The African-American and Latino Family

EDU 131 Language Arts in a Bilingual Classroom

EDU 132 Social Studies in a Bilingual Classroom

HUM 100 Introduction to Global Humanities

LAW 101 Law and Social Change

LAW 125 Immigration Law

SOC 140 Race and Ethnicity

### **BLACK STUDIES OPTION**

The Black Studies Option introduces students to Black Studies, a discipline focused on African centeredness and an Afrocentric frame of reference in research methodology, pedagogy, and intellectual production. Students study the intellectual heritage of people of African descent with complementary goals of raising Black consciousness, generating emancipatory knowledge, and contributing to the edifice of a quality education. Hence, students will engage in interdisciplinary inquiry with a wide array of courses and student-centered extracurricular programming hosted by student clubs such as the Black Student Union, the Hip-Hop Club and the Capoeira Club. This Option can conform to any future career and academic plans of study in fields such as history, law, anthropology, art, government, international relations, education, policy, health, literature, sports, music, and beyond. Ultimately, the Black Studies Option prepares students to succeed professionally and excel academically; and transfer to 4-year CUNY institutions and other senior colleges.

The Black Studies Option requires students to successfully complete 4 courses from 4 distinct categories: (1) African Antiquity Courses, (2) Black Heritage Introductory Courses, (3) Black Creative Expression in African Diaspora Communities Courses, (4) Core Career Courses

#### **African Antiquity | Complete 1 Course**

BLS 110 African Civilization I

OR

BLS 112 African Civilization II

OR

BLS 202 African Spirituality

#### **The Black Heritage Introductory Courses | Complete 1 Course**

BLS 101 Introduction to Black Studies

OR

BLS 114 The African-American Experience

#### **Black Creative Expression in African Diaspora Communities | Complete 1 Course**

BLS 123 African-American Literature

OR

BLS 125 The Harlem Renaissance

#### **Core Career Courses | Complete 1 Course, 3 credits, 3 hours and Optional 1 Credit Course**

BLS 150 Ethnicity, Health & Illness

OR

BLS 161 The Hip Hop Worldview

OR

LAW 101: Law and Social Change

OR

VPA 121 Painting & Drawing I, Professor Ian Scott, International Renown Artist

OR

BLS 201 Black Rebellion and Resistance in the Americas

#### **HIGHLY RECOMMENDED ELECTIVE:**

PED 145 Black & Puerto Rican Dance

### **THEATER OPTION**

The Theater Option within the VPA Unit provides students majoring in Liberal Arts with the skills and knowledge necessary to begin a career in the theater. The Option recognizes that theater is a combination of different arts, from writing and designing to performing and directing. This Option provides a well-grounded introduction to all the components that make theater such an exciting and creative art form. Students can enroll in a series of classes designed to lay the foundation for careers in theater, including working on a variety of fully-produced plays and appreciating the various artistic aspects of theater. Field trips to Broadway and Off-Broadway plays are part of course offerings.

In addition to any courses taken as part of the Common or Flexible Core, students must take 3 additional courses from the offerings below:

VPA 171 Introduction to Theater

VPA 172 Play and Performance Analysis

VPA 181 Acting I

VPA 182 Movement for the Actor I: Theory and Practice

VPA 193 Voice & Diction  
VPA 281 Acting II  
VPA 282 Movement for the Actor II

### **ART HISTORY OPTION**

The Art History Option supports students interested in the history of creative expression. This Option is for students who are interested in the history of art and visual culture and who want to explore the world of images and what they mean. It is a strong basis for the pursuit of further study in art history or any of the humanities disciplines at a four-year institution and beyond. Successful completion will help prepare students for career paths that rely on the ability to have visual image literacy such as advertising, marketing, merchandising, social media, and creative direction.

*NOTE: If student has already taken a course in this category as part of their Common Core or Flexible Core course of study, the student could complete an additional course in this category.*

#### **A. Foundation\***

**Student must take one of the following courses:**

HUM 100 Introduction to Global Humanities  
VPA 111 Arts and Civilization I: Prehistory to  
1400  
VPA 112 Arts and Civilization II: 1400 to Present  
VPA 113 Introduction to Art  
VPA 114 Modern Art in the City

#### **B. Elaboration\***

**Remaining 2 courses (6 credit hours) may be chosen from the following courses:**

VPA 111 Arts and Civilization I: Prehistory to  
1400  
VPA 112 Arts and Civilization II: 1400 to Present  
VPA 113 Introduction to Art  
VPA 114 Modern Art in the City  
BLS 131 Black-American Art  
ENG 240 The Graphic Novel

\* A student may not fulfill an A. Foundation and B. Elaboration requirement with the same course.

### **STUDIO ART OPTION**

The Studio Art Option supports students interested in creative expression. It allows the student to discover, explore, and refine their own creative abilities through a selection of courses designed to give a free reign to creativity in a supportive environment that provides important feedback and instruction. Students will develop and refine skills that will be transferrable to the study of studio practice at four-year institutions and beyond. Successful completion will prepare students for careers for

which the ability to communicate visually is key, such as illustration, design, or production.

*NOTE: If student has already taken a course in this category as part of their Common Core or Flexible Core course of study, the student could complete an additional course in this category.*

#### **A. Foundation\***

**Student must take one of the following courses:**

HUM 100 Introduction to Global Humanities  
VPA 111 Arts and Civilization I: Prehistory to 1400  
VPA 112 Arts and Civilization II: 1400 to Present  
VPA 113 Introduction to Art  
VPA 114 Modern Art in the City

#### **And**

**One of the following courses:**

VPA 121 Painting and Drawing I  
VPA 133 Digital Photography I  
VPA 133H Digital Photography I (HONORS)

#### **B. Elaboration\***

**Remaining 2 courses (6 credit hours) may be chosen from the following courses:**

VPA 122 Painting and Drawing II  
VPA 134 Digital Photography 2  
VPA 124 Still Life Oil Painting  
ENG 240 The Graphic Novel

\* A student may not fulfill an A. Foundation and B. Elaboration requirement with the same course.

### **MUSIC OPTION**

The Music Option delivers a curriculum of music theory and practice designed to help each student develop skills in analysis, composition and ear training. It allows students to learn about music history and music in world cultures, as well as music theory. They will also develop their listening skills by recognizing different ensembles and groups of instruments including the human voice. Students interested in pursuing a Bachelor's degree in Music can easily transfer to Lehman College or any other CUNY senior college. Students will engage with known faculty musicologists and performers. They will be able to participate in the college's dynamic programming of the Hostos Center for the Arts & Culture that features musicians from diverse backgrounds and styles. Field trips to concerts at Carnegie Hall and/or Lincoln Center are an integral part of the curriculum. Students will provide written reports of all concerts they attend. The Option provides students with the opportunity to learn first-hand what it means to work in the 21st century world music industry. Career opportunities have exploded in various fields of music and performing arts such as arts administration, music teaching, and sound production

management; students can gain exposure to these professional opportunities.

**In addition to any courses taken as part of the Common or Flexible Core, students must take at least 9 additional credits from the offerings below:**

- VPA 141 Music Appreciation
- VPA 151 Fundamentals of Music Theory at the Piano I
- VPA 152 Fundamentals of Music Theory at the Piano II
- VPA 153 Music Theory
- DM 103 History of Electronic Music
- DM 106 Introduction to Recording Techniques
- VPA 161 Chorus
- BLS 161 The Hip Hop Worldview
- ENG 242 Writing about Music

**DIGITAL DESIGN & ANIMATION - A.A.S**

The Associate in Applied Science degree in Digital Design and Animation will provide students with a strong foundation for future occupations in motion graphics, animation, graphic design and/or web through a series of intensive lecture and studio-based classes. The curriculum emphasizes the use of industry standard digital technology and media to help students develop the artistic and technical skills necessary to plan, analyze, and create visual solutions to communications problems.

**DIGITAL DESIGN AND ANIMATION - CUNY PATHWAYS**

REQUIRED COMMON CORE	CREDITS
<b>English Composition</b> .....	<b>6</b>
ENG 110, ENG 111	
<b>Mathematical &amp; Quantitative Reasoning</b>	
MAT 100.....College Mathematics <b>OR</b>	
Higher (except MAT 105) .....	3
<b>Life &amp; Physical Sciences</b> .....	<b>4</b>

**FLEXIBLE COMMON CORE**

<b>Individual &amp; Society</b> .....	<b>3</b>
PSY 101 .....	General Psychology

**OR**

SOC 101 .....	Introduction to Sociology
Foreign Language .....	4

**MAJOR REQUIREMENTS** **CREDITS**

DD 100.....Foundation Drawing .....	3	
DD 101 .....	Intro to the Digital Toolbox.....	3
DD 102.....Media Design in the Digital Age.....	3	
DD 105.....2D Design .....	3	

**CHOOSE ONE MAJOR SEQUENCE**

**Digital Design Sequence**

DD 112.....	Web Design I .....	3
DD 114.....	Digital Illustration I .....	3
DD 120.....	Typography I.....	3
DD 201.....	Communication Design .....	4
DD 215.....	Portfolio.....	3
DD 220.....	Typography II.....	3

**Electives Courses: Choose two courses from the following.....** **6**

BUS 101 .....	Intro to Business for the Digital Entrepreneur	
DD 104.....	Color Theory & Design	
DD 106.....	Intro to Usable Design	
DD 107.....	Concepts in Animation	
DD 108.....	Visual Narrative	
DD 111.....	Intro to Sound Design	
DD 113.....	Motion Graphics & Animation Production	
DD 202.....	Video Production	
DD 205.....	3D Design	
DD 207.....	3D Computer Animation I	
DD 298.....	Independent Study I	
DD 299.....	Independent Study II	
DD 301.....	Digital Illustration II	
DD 302.....	Web Design II	
DD 307.....	3D Computer Animation II	
GD 101.....	Introduction to Games	
GD 105.....	Code for Art and Design	
GD 110.....	visual Design for games	
VPA 133 .....	Digital Photography I	
VPA 134 .....	Digital Photography II	

**Animation Sequence**

DD 107.....	Concepts in Animation .....	3
DD 108.....	Visual Narrative .....	3
DD 111.....	Intro to Sound Design .....	3
DD 113.....	Motion Graphics & Animation Production .....	3
DD 207 .....	3D Computer Animation I.....	3
DD 250.....	2D Computer Animation .....	4

**Electives Courses: Choose two courses from the following .....** **6**

BUS 101 .....	Intro to Business for the Digital Entrepreneur	
DD 104.....	Color Theory & Design	
DD 106.....	Intro to Usable Design	
DD 112.....	Web Design I	
DD 114.....	Digital Illustration I	
DD 120.....	Typography I	
DD 202.....	Video Production	
DD 205.....	3D Design	
DD 207.....	3D Computer Animation I	

DD 290.....	Special Topics in Animation	
DD 298.....	Independent Study I	
DD 299.....	Independent Study II	
DD 307.....	3D Computer Animation II	
GD 101.....	Introduction to Games	
GD 102.....	Beyond Games	
GD 105.....	Code for Art and Design	
GD 110.....	Visual Design for Games	
VPA 121.....	Painting & Drawing I	
VPA 122.....	Painting & Drawing II	
VPA 133.....	Digital Photography I	
Free Electives ( <i>Writing Intensive strongly recommended for on-time Graduation</i> ).....		3
<b>Total Credits for Degree</b> .....		<b>60</b>

**DIGITAL MUSIC - A.A.S**

The Associate in Applied Science Degree in Digital Music will provide students with a strong foundation for music careers in business and industry. The curriculum is designed to provide students with the specialized knowledge, skills and hands-on experience now needed by creative professionals in addition to an awareness of industry opportunities. The curriculum also emphasizes the use of industry standard technology to help students plan, analyze and create music, sound and artistic productions.

**DIGITAL MUSIC - CUNY PATHWAYS**

<b>REQUIRED COMMON CORE</b>	<b>CREDITS</b>	
<b>English Composition</b> .....	<b>6</b>	
ENG 110, ENG 111		
<b>Mathematical &amp; Quantitative Reasoning</b>		
MAT 100 .....	Intro to College Mathematics or higher (except MAT 105) .....	3
<b>Life &amp; Physical Sciences</b> .....	<b>4</b>	

**FLEXIBLE COMMON CORE**

<b>Individual &amp; Society</b>		
PSY 101.....	General Psychology <b>OR</b>	
SOC 101 .....	Introduction to Sociology .....	3
Foreign Language .....		4

**MAJOR COURSES**

MUS 101.....	Fundamentals of Music at the Keyboard.....	3
MUS 102 .....	Music Theory & Ear Training I.....	3
MUS 118 .....	History of Western Musical Styles...3	
<b>Music Electives: Choose one of the following</b> .....	<b>3</b>	
BLS 161 .....	Hip Hop World View	

<b>OR</b>		
LAC 262 .....	History of Latin American and Caribbean Music	
<b>OR</b>		
MUS 114 .....	History of the Film Score	
<b>OR</b>		
MUS 116 .....	World Music	
<b>Digital Music Sequence</b>		
DM 103 .....	History of Electronic Music .....	3
DM 106.....	Introduction to Recording Techniques .....	3
DM 201 .....	Synthesizers, Sampling & MIDI Production .....	3
DM 202 .....	Sound Lab 1 .....	3
DM 205 .....	Sound Design .....	3
DM 206 .....	Production I.....	4

**Major Area Electives:**

**Choose three of the following** .....

BUS 101 .....	Intro to Business for the Digital Entrepreneur	
DD 101.....	Intro to the Digital Toolbox	
DD 102.....	Media Design in Digital Age	
DD 107.....	Concepts in Animation	
DD 202.....	Video Production	
DM 298.....	Independent Study I	
DM 299.....	Independent Study II	
DM 310.....	Sound as Story	
DM 315.....	Sound Design in Context	
DM 316.....	Production II	
MUS 207.....	Music Theory & Ear Training II	
VPA 141 .....	Music Appreciation	
<b>Total Credits for Degree</b> .....		<b>60</b>

**GAME DESIGN - A.A.S.**

The Associate in Applied Science degree in Game Design will provide students with a strong foundation for future occupations in the entertainment software industry. The course of study in this curriculum will provide students with additional career opportunities in the field of entertainment software publishing. In addition, the program is designed to allow expansion as technology advances or need arises. The program will prepare Hostos graduates for careers in titles such as Concept/Storyboard Artist, Game Level Designer, Character Artist, Game Play Designer, Flash Developer, 3D Artist, Character Animator, Graphics/Special Effects Designer, Interface Designer, Texture Artist and Visual Effects Editor, Sound Designer, and Professional Tester.



**GAME DESIGN - CUNY PATHWAYS**

**REQUIRED COMMON CORE CREDITS**

**English Composition**.....6  
 ENG 110, ENG 111

**Mathematical & Quantitative Reasoning**  
 MAT 100.....College Mathematics or Higher  
 (except MAT 105).....3

**Life & Physical Sciences**.....4

**FLEXIBLE COMMON CORE**

**Individual & Society**  
 PSY 101.....General Psychology **OR**  
 SOC 101.....Introduction to Sociology.....3

**Choose from any flexible common core area**  
 Foreign Language.....4

**MAJOR REQUIREMENTS**

DD 101.....Intro to the Digital Toolbox.....3  
 DD 102.....Media Design in the Digital Age.....3  
 DD 113.....Motion Graphics and Animation  
 Production **OR**  
 DD 207.....3D Computer Animation I.....3  
 GD 101.....Introduction to Games.....3  
 GD 102.....Beyond Games.....3  
 GD 105.....Code for Art and Design.....3  
 GD 110.....Visual Design for Games.....3  
 GD 201.....Digital Games.....3  
 GD 210.....Game Studio.....4

**Code Requirement**.....3  
**(choose one of the following)**  
 CSC 215.....Modern Programming  
 DD 112.....Web Design I  
 DD 302.....Web Design II  
 GD 205.....Code for Games

**Major Electives: Choose two courses from the following**.....6

BUS 101.....Intro to Business for the Digital  
 Entrepreneur

CSC 215.....Modern Programming  
 DD 100.....Foundation Drawing  
 DD 107.....Concepts in Animation  
 DD 108.....Visual Narrative  
 DD 111.....Intro to Sound Design  
 DD 112.....Web Design I  
 DD 202.....Video Production  
 DD 302.....Web Design II  
 DD 307.....3D Computer Animation II  
 GD 205.....Code for Games  
 GD 290.....Special Topics in Game Art & Design  
 GD 298.....Independent Study I  
 GD 299.....Independent Study II

**Free Electives** (*Writing Intensive strongly recommended for on-time Graduation*).....3  
**Total Credits for Degree**.....60

**HUMANITIES DEPARTMENT ► COURSE DESCRIPTION**

**AMERICAN SIGN LANGUAGE**

**ASL 101 American Sign Language**

*3 credits, 3 hours*

*Prel/Co-requisite: None*

This is an introductory course in American Sign Language, which is designed to teach basic skills in ASL and to teach an awareness of various aspects of Deaf culture. ASL 101 introduces the fundamentals of American Sign Language (ASL) used by the Deaf community, including basic vocabulary, syntax, fingerspelling, and grammatical non-manual signals. The course focuses on communicative competence and teaches gestural skills as a foundation for ASL. In addition, the course introduces cultural knowledge; students will increase their awareness and understanding of the Deaf community, a significant subculture in both the U.S. and throughout the world.

**BLACK STUDIES**

**BLS 101 Introduction to Black Studies (WCGI)**

*3 Credits, 3 hours*

*Prel/Co-requisites: ENG 100 or higher*

This course provides an introduction to the discipline of Black Studies. Students are broadly acquainted with continental and Diaspora African history, religion, sociology, politics, economics, arts and psychology.

**BLS 110 African Civilization I**

*(Formerly CUB 3103)*

*3 credits, 3 hours*

*Pre-requisites: ESL 91 or ENG 100 or higher*

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.

**BLS 112 African Civilization II**

*(Formerly CUB 3104)*

*3 credits, 3 hours*

*Pre-requisites: ESL 91 or ENG 10 or ENG 100 or higher*

This course is designed to provide a broad acquaintance with modern African social history, civilization, and

culture. After a quick overview of the period of Oral Civilization and the colonial partition of Africa, the continuity and development of African culture and civilization will be analyzed: Its social and political institutions, its people and the growing social issues which confront African society today. The course will explore the social, political, economic, and intellectual dimensions of African life through a wide variety of readings from the various disciplines of history, anthropology, political science, literature, music, and the arts.

**BLS 114 The African-American Experience (USED)**

(Formerly CUB 3106)

3 credits, 3 hours

*Pre/Co-requisite: ESL 91 or ENG 100 or higher*

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

**BLS 116 African-American Religion**

(Formerly CUB 3119)

3 credits, 3 hours

The student will trace the history of African-American religion as a continuation of African religions as well as a response to the experience of the Diaspora. Major emphasis will be placed on the church as an integral part of the African-American community.

**BLS 119 Diversity & Pluralism in America**

(Formerly HUM 3021)

3 credits, 3 hours

*Pre/Co-requisite: SPA 121 or ENG 100 or higher*

This foundation course is the study of various racial, ethnic and cultural components of the Americas society from the 16th century to the present. Historical and contemporary issues of the American mosaic will be surveyed as they relate to race, ethnicity, religion, cultural diversity and pluralism. The course will explore a variety of theoretical perspectives and empirical cases in assimilation, discrimination and reverse discrimination, integration, racism, segregation, social harmony, coexistence, and the future of racial and ethnic groups and cultures in the United States. This is, therefore, a course aimed at understanding and analyzing the various situations of our different and differing American populations, suggesting a comparative comprehension of various patterns of group relations.

**BLS 120 Social Problems of the Minority Communities**

(Formerly CUB 3124)

3 credits, 3 hours

The student will analyze various aspects of social problems which affect disadvantaged and multicultural communities, including drugs, housing, welfare, and crime, with respect to their etiology, as well as strategies for amelioration.

**BLS 121 African Literature**

(Formerly CUB 3172)

*Pre-requisite: ENG 111*

3 credits, 3 hours

The student will identify the main sources and trace the thematic development of African oral and written literature. The student will discuss and evaluate the contribution of literature to African historiography. The student will discuss, analyze, and criticize representative works from such countries as Nigeria, Kenya, and Ethiopia. The works considered will be from the earliest times to the present. Credit will be awarded in either English or Africana Studies.

**BLS 122 Negritude**

(Formerly CUB 310)

3 credits, 3 hours

*Pre/Co-requisites: ESL 91 or ENG 100 or higher*

This course is designed to explore the cultural, literary, intellectual, political, moral, artistic and social values of people of Africa and the African Diaspora as represented in the literature of the Negritude Movement. The course will trace the development of Negritude as a political, literary, cultural, moral movement which attempts to rehabilitate the people of African descent from the psychological and moral degradation of slavery, colonialism and imperialism. The inter-relationship between the Negritude Movement, the Harlem Renaissance and the Pan Africanist Movement will be explored. The critique of Negritude by Anglo-phone African writers and intellectuals will be examined. The issue of alienation, and the dilemma of the assimilated African (*l'évolue, l'assimile*) will be emphasized.

**BLS 123 African-American Literature**

(Formerly CUB 3174)

3 credits, 3 hours

*Pre-requisite: ENG 100 or higher or ESL 91 or higher*

This survey course will introduce students to African-American literature pertaining to enslavement and freedom struggles (1700s-1865), Reconstruction to the New Negro (1865-1919), the Harlem Renaissance (1919-1940), Realism, Naturalism, Modernism (1940-1960), the Black Arts Era (1960-1975), and Black American literature after

1975 to present-day. Course discussions and assignments will task students with identifying and critically analyzing the genre, theme, and relevant literary devices of assigned readings. Students will also explore the intersections between race, politics, and gender to achieve a comprehensive reading of the texts.

### **BLS 125 The Harlem Renaissance**

*(Formerly CUB 320)*

*3 credits, 3 hours*

*Pre/Co-requisite: ENG 100 or higher*

This course is designed to explore the socio-political environment and evolution of Afro-Americans as reflected in the literature of the Harlem Renaissance (1919-1939) in drama, fiction, poetry and other forms of artistic expression. Students will study the relation of the various changes taking place on the social and political scenes during the first four decades of the twentieth century. The birth of the "New Negro", the impact of black Art and Music first in Europe and in the United States will be treated through its literature of justification/revolt or literature of racial/ethnic promotion, cultural awareness and identity. The course will compare the works of key figures of the Harlem Renaissance such as Claude McKay, Countee Cullen, Langston Hughes, Jean Toomer and those of writers of the "lost generation" such as Hemingway and Fitzgerald. New themes and forms developed by the Renaissance writers and their influence on succeeding generations will be studied.

### **BLS 131 Black-American Art**

*3 credits, 3 hours*

The student will be able to trace the major works of art from the earliest times to the present. S/he will analyze the works of art in relation to the cultural and social conditions under which they were produced. The works of Henry Tanner, Aaron Douglas, Charles White, and others will be considered.

### **BLS 133 African-American Music**

*(Formerly CUB 3180)*

*3 credits, 3 hours*

*Pre-requisite: VPA 141- Music Appreciation*

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.

### **BLS 141 The African-American & Latino Family**

*(Formerly CUB 3116)*

*3 credits, 3 hours*

The student will consider the family as a social institution and those behavior patterns that are specific to the African-

American and Latino family. Emphasis will be placed on the affective influence of the family environment.

### **BLS 150 Ethnicity, Health & Illness**

*(Formerly CUB 3130)*

*3 credits, 3 hours*

*Pre/Co-requisite: ESL 91 or ENG 100 or higher*

The student will investigate the relationship between health, illness, and ethnicity from the standpoint of folk beliefs and traditions rooted in the socio-cultural histories of African-Americans, Asians, Hispanics, and other ethnic groups.

### **BLS 161 The Hip Hop Worldview**

*3 Credits 3 Hours*

*Pre/Co-requisites: ENG 100 or higher*

This course is designed to explore the sociological realities of the Hip-Hop community, from its most visible recognition in the 1970s, to its current form at the inception of the twenty-first century. Thus, students will examine the historical, cultural, economic, and political dynamics out of which Hip-Hop culture emerged, and learn about how various social institutions have interpreted it in various ways.

### **BLS 201 Black Rebellion and Resistance in the Americas**

*3 credits 3 hours*

*Pre-requisites: BLS 101 or BLS 111 or BLS 112 or BLS 114*

*Pre/Co-requisite: ENG 110*

This course offers an Afrocentric and revisionist analysis of the role of Blacks in the fight against European conquest in the Americas, which consisted of armed resistance, sabotage, subversion, and the creation of maroon\* communities from the early 1500s to the 19th century. After completing this class, students will have an understanding of how Africans and their descendants achieved their autonomy and fostered social, cultural, political and economic practices that neutralized the destructive impact of life under Makumbo (Enslavement). In addition, students will obtain a greater understanding and appreciation of Black women resistance throughout the Americas.

\*A maroon is a formerly enslaved person who resides beyond official colonial authority after fleeing from their enslaver.

### **BLS 202 African Spirituality (WCGI)**

*3 credits, 3 hours*

*Pre-requisites: Any 100 or 200-level Black Studies Course*

*Co-requisite: ENG 100 or Higher*

This course offers an Afrocentric overview of continental and diasporic forms of African spirituality. African spirituality encompasses complex transgenerational

beliefs and practices dating back to 5,000BCE ancient Egypt to the practices of Ifa in Nigeria prior to the advent of Makumbo (Enslavement) in the 1400s. African spirituality is truly holistic since it informs every facet of human life. The African worldview acknowledges the importance of maintaining relationships and connections with the cosmic order, that is, the living, ancestors, unborn, supreme being, divinities (ex. Orishas) and the physical environment. An imbalance or breakdown in the relationship with one's kinship, family, or ancestor(s) can be addressed according to the African worldview. Hence, this course will emphasize how African cosmology and spiritual practices align humans to the cosmic order and in turn played a transformative role in purifying the body and mind; and, repairing imbalances in people, family, community and nation.

## **COMMUNICATION**

### **COM 110 Fundamentals of Public Speaking (CE)**

*(Formerly VPA 192)*

*3 credits, 3 hours*

*Co-requisite: ESL 91 or higher or ENG 100 or higher*

Fundamentals of Public Speaking supports students in improving their skills in verbal and nonverbal delivery while presenting ideas to diverse audiences in public settings. Students learn research skills, create outlines, build strong arguments, and present informative, persuasive, and special-occasion speeches using extemporaneous, manuscript, and impromptu speaking styles. Appropriate technology will also be covered.

### **COM 200 Intercultural Communication**

*3 credits, 3 hours*

*Pre-requisite: ENG 110 or Higher*

*Pre/Co-requisite: COM 110*

Cultural realities are sustained through practices of communication—linguistic practices, non-verbal communication, societal norms and meanings, etc. In this course, we discuss intercultural communication theories, varied cultural communication practices, how to appreciate cultural similarities, as well as how to handle communication challenges arising from cultural differences. Acquiring competence in intercultural, inter-ethnic, and co-cultural communication settings are emphasized.

## **DIGITAL DESIGN**

### **DD 100 Foundation Drawing**

*3 credits, 3 hours*

This foundational drawing course focuses on observational drawing. Students will learn to use a variety of drawing tools, draw 3-D objects in one, two, and three

point perspective, and generate drawings that explore creative approaches to visual thinking.

### **DD 101 Introduction to the Digital Toolbox**

*3 credits 3 hours*

This course introduces students to the essential software for creative industries including image editing, vector graphics, and time-based editing tools. The class will provide an overview of the various interface elements and program capabilities through a variety of engaging design projects.

### **DD 102 Media Design in the Digital Age**

*3 credits 3 hours*

This course provides students with a foundational understanding of new media, its definitions, and potential design. We will explore the basic principles and constructions methods as well as historical precedents to digital based media. Along the way students will gain a better understanding of how computers and their systems work, and be exposed to some of the leaders in digital art and design, as well as being exposed to examples of these leader's work and their resulting impact on the medium.

### **DD 103/VPA 133: Digital Photography**

*3 credits, 3 hours*

This course introduces students to the basic technical skills necessary for using a digital camera and image editing software. Students will develop artistic skills in photography through experience in creating, observation and critical consideration of photography. Throughout the semester, students will be expected to photograph consistently, present assignments and projects in class, and thereby develop their understanding of, and confidence in, using digital tools and media. Class time will consist of lectures, demonstrations, critique of student work, and lab work. Grading will be determined by participation in these activities, performance on projects presented as well as midterm and final technical exams. These exams will consist of exercises to ensure the understanding of basic camera functions and digital imaging skills. Students will be expected to take advantage of their access to the digital lab's open hours. Credit will not be granted for both DD 103 and VPA 133.

### **DD 104 Color Theory & Design**

*3 credits, 3 hours*

*Prerequisite: DD 101*

This course provides students with a foundational understanding of color from the perspective of design, and help students to recognize how color choices can enhance or undermine an intended message. The class will explore the basic principles of color theory as well as its history

theorists, and students will learn to apply this information to the practice of graphic design through projects and brief research papers.

### **DD 105 2D Design**

*3 credits, 3 hours*

*Prerequisite: DD 101*

This course will help students to build a familiarity with the use of point, line, shape, value and texture in order to create effective compositions. Knowledge of these fundamentals and how they work will help them to better understand design across media platforms. Students will explore scale, contrast, emphasis, pattern, as well as rhythm by means of exercises and readings. These readings and exercises will serve as a foundation for their future careers in design.

### **DD 106 Introduction to Usable Design**

*3 credits, 3 hours*

This course will explore primary issues relating to usability studies, why they are necessary, their application, and their influence on design. Students will investigate various methods of conducting usability studies for original designs through testing scenarios and heuristic analysis. Students will then analyze their collected data and learn to apply that data to their own (and each other's) designs. The final assignment will revolve around the presentation of a paper analyzing a design of their own, the testing process and the influence of testing on that design.

### **DD 107 Concepts in Animation**

*3 credits, 3 hours*

This course introduces students to principles and techniques of character animation. With an emphasis on process, experimentation, and critical thinking, students will explore techniques for depicting movement, expression and emotion through an assortment of projects working with traditional and digital animation techniques. Projects will involve physical movement, narrative structure, character development and sound design. By terms end each student will have the beginnings of a sophisticated animation portfolio.

### **DD 108 Visual Narrative**

*3 Credits, 3 Hours*

*Pre-requisite: VPA 121*

This course explores the techniques of visual storytelling through the analysis, critiquing and development of storyboards, graphic novels and comics with the purpose of further understanding the meaning and structure underlying all stories and time-based media. This course explores: Basic Story Structure (Inciting Incident, Gap Widening Events, Climax, Resolution); The Basic Principles of Story Telling (Crisis Decision, Risk =

Motivation, The Basic Elements of Comedy, Types of Conflict, Story Argument, Status, Set Up and Pay Off, Subtext); How to Tell a Story Visually ( Panels, Framing, Composition, Lay Out, Elements of Design).

### **DD 111 Introduction to Sound Design**

*3 credits, 3 hours*

This course introduces students to basic sound recording, sound and music editing for multimedia. In this course, students will explore recording dialogue, narration, sound effects and foley for an assortment of projects. Assignments will involve learning how to use microphones, edit and mix sound and music in audio editing software, work collaboratively and have a more comprehensive understanding of sound and music design for commercial and independent multimedia.

### **DD 112 Web Design I**

*3 credits, 3 hours*

This course introduces web design principles and basic programming techniques for developing effective and functional web sites. The course provides students with a foundation in hand coding in hypertext markup language (HTML) and cascading style sheets (CSS). Course work will emphasize information design, hierarchical and navigational models, screen-based design considerations, and current industry trends.

### **DD 113 Motion Graphics and Animation Production**

*3 credits 3 hours*

*Prerequisites: DD 107*

This course introduces students to motion graphics and animated short film production through the use of current industry standard software. Students will gain insight into making both independent and commercial animated shorts, through critical viewing, lectures, in-class exercises, and creative projects.

### **DD 114 Digital Illustration I**

*3 credits, 3 hours*

*Prerequisites: DD 105, VPA 121*

This course introduces Students to illustration process, consideration and implementation in the digital environment with a firm grounding in design. The course will be covering historical precedents, illustrative techniques, and stylistic approaches, as well as software and hardware considerations.

### **DD 120 Typography I**

*(Formerly DD 204)*

*3 Credits, 3 hours*

*Pre/Co-requisites: DD 105*

This course provides students with a foundational understanding of typography, its history, principles,

considerations, and techniques. Bridging the gap between visual design and language, typography is one of the most important elements of graphic design. The course will explore the power of communication that the letterform holds, and the rules that guide a typographer's hand. Through a series of readings and exercises, students will gain insight into the world of typography.

### **DD 200 Animation History**

*3 credits, 3 hours*

*Pre-requisite: ENG 110*

This course is an introduction to the history and development of the field of animation. We will explore this subject from various perspectives: by chronology, from its prehistory before the invention of film to the present day; by form, including method and medium; by culture, comparing the US to Japan, Russia, Europe and others; by subject; and by personality, concentrating on the figures who have shaped the art form and continue to influence it through their example. Students are expected to bring an enthusiastic interest in the medium, and to devote serious effort to reading about, viewing, researching and discussing animation and the artists who have created it. During our examination of the artwork, we will pay special attention to the attitudes and influences of race, gender, technology, culture, and the correlation between art and industry. There are several writing assignments, reading questions, and quizzes throughout the quarter, in addition to a scaffolded final research paper.

### **DD 201 Communication Design**

*4 credits, 4 hours*

*Pre/Co-requisites: DD 220*

This course will explore primary issues relating to communication design, its practice and application. Students will be introduced to conceptual approaches to the field, as well as to various methodologies and points of consideration, which will assist them in their practice as designers in all media. Projects involving research and analysis, as well as practical application will allow students to put into practice what they have learned.

### **DD 202 Video Production**

*3 credits 3 hours*

*Prerequisites: DD 101*

This class is designed to build a strong foundation in all aspects of digital video production and editing. Students will learn everything from basic editing skills to creating transitions and motion effects, real-time color correcting, titling techniques, editing multi-camera projects, and outputting video for a wide array of mediums. Projects will help students to develop their strengths, explore new forms of visual expression and experience the thrill of

creating their own professional quality video projects.

### **DD 203 Digital Photography for Design**

*3 Credits 3 Hours*

*Prerequisites: DD 101 Introduction to the Digital Toolbox; DD 102 Media design in the Digital Age; DD 103 Digital Photography.*

This course helps students to refine their technical skills for using digital cameras and digital imaging software, and to further develop students' individual style in photography through experience in creating, looking at and talking about photography. In addition the class will consider the photograph from a designer's perspective. Throughout the semester, students are expected to photograph consistently, present assignments and projects in class, and develop their understanding and confidence in using digital tools and media. Class time will consist of lecture, demonstrations, discussions of student work, and lab time. Students will have the opportunity to show their work for the critique throughout the semester. There will also be a midterm and final technical exam. Each exam consists of exercises to ensure the understanding of camera functions and digital imaging skills. Students are expected to take advantage of their access to the digital's lab open hours.

### **DD 205 3D Design**

*3 Credits, 3 hours*

*Prerequisites: VPA 121, DD 101*

This course introduces students to three-dimensional design through figure drawing, enlightening gallery/museum visits, and by means of design projects exploring the issues and techniques discovered. Particular attention will be paid to the importance of depicting the environment, object, and figure.

### **DD 207 3D Computer Animation I**

*3 Credits, 3 hours*

*Prerequisites: DD 107 or GD 110*

This class introduces students to 3D computer animation with a series of exercises and projects created to develop a strong foundation. Students will develop necessary modeling, rigging, and animating skills, as well as a solid understanding of the complex software interfaces. Along the way students will be exposed to project development strategies as well as more complex issues dealing with 3D design.

### **DD 208 Sound Design in Context**

*3 Credits 3 Hours*

*Prerequisites: DD101 Introduction to the Digital Toolbox; DD108 Introduction to Sound Design; DD113 Introduction to Motion Graphics*

This course exposes students to more hands on experience with sound design and digital audio technologies by

means of a number of projects meant to enhance their contextual understanding of production methodologies. The course focuses on dealing with concepts and procedures related to designing sound for animation, film, and multimedia applications. It will provide students with greater experience using digital recorder tools including microphones, dynamic processors and effects units, as well as techniques for recording and editing with various popular audio outboard gear and computer software packages, mixing, editing, etc.

### **DD 215 Portfolio**

*3 credits, 3 hours*

*Pre/Co-requisite: DD 220*

This course will explore the process of branding and portfolio development for design professionals. Students will create and publish branded materials such as logos and business cards for use in the presentation of their own design work to industry professionals. In addition, students will iterate on past work to be included in a portfolio suitable for seeking professional opportunities.

### **DD 220 Typography II**

*3 credits, 3 hours*

*Pre/Co-requisite: DD 120*

This course addresses advanced typographic design principles. Typographic applications for web design, print and motion graphics are explored, as well as integration of design and production in the laboratory. Exercises include intensive use of body copy for magazines, newspapers, tables, and books. Font management and file preparation are also discussed.

### **DD 250 2D Computer Animation**

*4 Credits, 4 hours*

*Pre-requisites: DD 101, DD 107*

This course is designed to synthesize all aspects of animation production learned over the course of this two-year animation program. Students will spend the semester working on a carefully scaffolded capstone style assignment which places emphasis on tying together writing, designing, animating and compositing skills. At the end of the course, students will walk away with a fully realized, short animated film that can be used as the center piece of their portfolio.

### **DD 290 Special topics in Animation**

*3 Credits, 3 Hours*

*Pre-requisite: DD 107*

This studio course covers special topics that respond to the fast-changing landscape of animation, such as projection mapping, motion capture, special effects, compositing, etc. Students will produce animation using

cutting-edge techniques and methodologies. Topics will vary depending on current developments in the field.

### **DD 298 – Independent Study**

*Pre-requisites: DD101, One additional Digital Design course, and the approval of the program coordinator.*

*3 Credits, 1 Hour*

The digital independent study credits have been designed to provide students in digital design and animation, professional and practical experience in their field of study.

### **DD 299 – Independent Study**

*Pre-requisites: DD 298 and the approval of the program coordinator.*

*3 Credits, 1 Hour*

The digital independent study credits have been designed to provide students in digital design and animation, professional and practical experience in their field of study.

### **DD 301 Digital Illustration II**

*3 Credits 3 Hours*

*Prerequisites: DD 114*

This course takes illustration students on in-depth explorations of illustration process, technique and implementation in the digital environment. It will introduce students to a number of modern illustrators, their work, and their techniques by means of readings, gallery visits, and tutorial exercises.

### **DD 302 Web Design II**

*3 Credits 3 Hours*

*Prerequisites: DD 112*

This course expands on the foundation established in DD112 Web Design I focusing on web design principles and programming techniques for developing web content. Students will further explore hypertext markup language (HTML) and cascading style sheets (CSS) while broadening the scope of their programming knowledge focusing on server-side scripting and relational databases.

### **DD 307 3D Computer Animation II**

*3 Credits 3 hours*

*Prerequisites: DD 207*

In this class students will explore 3D animation to a far deeper extent than previously experienced in its pre-requisite class Introduction to 3D Animation. Students will explore rigging, animating and rendering their own animation short, as well as developing techniques in lighting, skinning, texturing and painting their creations.

## **DIGITAL MUSIC**

### **DM 103 History of Electronic Music**

*3 credits, 3 hours*

*Pre-requisite: ENG 110*

This course will introduce students to the historical precedents, societal influences, and core technological concepts of electronic music. Beginning with the birth of recorded sound in Edison's Menlo Park lab, we will follow the growth of the recording industry, its varied practices and technologies, as well as their effect on popular music and culture. Students will gain a historical perspective on the recording arts, examine and compare various forms of sound reproduction, be introduced to sound synthesis, and gain important insights into the record industry. Lectures and in class discussions will be augmented by weekly reading, listening, and viewing assignments. Related reaction papers will allow the students to assess the relevance of the material to the course and their own experiences. In addition to exams at both the midterm and end of term, a research paper and presentation will be assigned.

### **DM 106 Introduction to Recording Techniques**

*3 credits, 3 hours*

This course will give students experience with the recording process by introducing them to varied approaches and techniques, individual hands on projects involving many of the most valuable tools and components, and by explaining how these techniques and components are used in common applications. In this process, students will be exposed to basic electronics, signal flow, elementary acoustic design, microphone types, microphone placement, and a myriad of signal processing tools and techniques. A series of projects will give students hands on experience and help them to develop a stronger applicable skill set as well as improve their critical listening skills.

### **DM 201 Synthesizers, Sampling, & MIDI Production**

*3 credits, 3 hours*

*Pre-requisites: MUS 101, DM 106*

This course introduces students to important skills in sound synthesis, sampling techniques, and MIDI production. Students will gain a better understanding of the history of these important elements as well as the history of electronic music. Students will learn how to work with the electronic keyboard as a tool in audio production, music composition, arranging, and sound design and gain a better awareness of how synthesis, sampling, and MIDI continue to play an important role in sound production. By means of "hands-on" exercises and projects working in actual production environments,

students will gain competence with one of the most important tools in a music professional's arsenal.

### **DM 202 Sound Lab 1**

*3 credits, 3 hours*

*Pre-requisite: MUS 101*

*Co-requisite: DM 201*

This course will allow students to hone their audio engineering and production skills while using their critical listening abilities to focus on sound creation rather than strict sound reproduction. From sonic reassembly of tones using synthesis to the reproduction of existing arrangements by means of waveform analysis and replacement using sampled sounds the course allows students to think creatively while mastering technical applications to develop fully developed electronic compositions. Students will do several minor audio exercises and then develop two major compositional projects of their own design.

### **DM 205 Sound Design**

*3 credits, 3 hours*

*Pre-requisite: MUS 101, DM 106, DM 201*

This course takes students of the recording arts farther into the process of sound production by introducing them to a greater number of recording techniques and experiences. In addition, there is a focus on how these more advanced techniques may be applied to various forms of new media. A series of projects focusing on sound composition will help students to hone their concepts of sound production while further exploring varied approaches to the recording process and in so doing gain insight into the world of sound design.

### **DM 206 Production**

*4 credits, 4 hours*

*Pre-requisite: MUS 101, DM 106, DM 201*

This course is designed to synthesize all aspects of digital music production learned over the course of this two-year program. Students will spend the semester working on a carefully scaffolded capstone-style assignment which places emphasis on tying together recording, sound design, digital synthesis, mixing, and mastering professional-quality audio. At the end of the course, students will obtain a fully-realized and cohesive body of work that can be used as the centerpiece of their portfolio.

### **DM 298 Independent Study**

*Pre-requisites: DM 101, One additional Digital Music course, and the approval of the program coordinator.*

*3 credits, 1 hour*

The digital independent study credits have been designed to provide students in digital music production, professional and practical experience in their field of study.



### **DM 299 Independent Study**

*3 credits, 1 hour*

*Pre-requisites: DM 298 and the approval of the program coordinator.*

The digital independent study credits have been designed to provide students in digital music production, professional and practical experience in their field of study.

### **DM 301 Sound Lab 2**

*3 credits, 3 hours*

*Pre-requisite: DM 202*

This course will further develop students' engineering and production skills through extended studies in sonic and melodic arrangement. Projects will focus on combining elements of sound synthesis, music composition, production arrangement, recording and mixing techniques, as well as sonic aesthetics. Two major projects will be presented by each student to be critiqued by professor and peers.

### **DM 310 Sound as Story**

*3 credits, 3 hours*

*Pre-requisite: MUS 101, DM 106*

*Co-requisite: DM 201*

It has been argued that narrative is the cornerstone of mankind's social development. From stories told around campfires to the modern experience of media streaming into homes around the world, it is used to entertain, educate and enlighten. Traditional narrative in the form of storytelling and text inspired individuals to imagine a separate reality – one where an audience would paint specific features, sub narratives, and even sounds in their minds with which to 'flesh out' the story. Modern media does much of this for us, with vivid imagery, complex plots, and extensive use of sound design. This course will focus on developing students' talents in recording and creating sounds in order to hone their skills and enable them to convey narrative effectively. By combining technical recording skills with production techniques and taking into consideration concepts of composition introduced in ENG 101 & 111 Students will explore storytelling through sound. They will be expected to research and analyze various forms of audio storytelling from ambient performance art and radio-theater to sound effects in film in order to articulate the varied approaches to sonic narrative and develop several original audio projects.

### **DM 315 Sound Design in Context**

*3 credits, 3 hours*

*Pre-requisite: MUS 101*

*Co-requisite: DM 106, DM 201*

This course allows students to explore more exact applications of sound design than previously possible

working to develop their production skills in specific media environments. Sound Design In Context works to expose students to a more varied number of sound design applications via a number of short projects, and to allow students to define, develop, execute, and present for critique a larger final project. Working singly or in groups this final project requires students to seek out other media designers such as animators, filmmakers, or theater groups with whom they can collaborate and develop substantive media pieces. This exposure to more "real world" application of their budding professional practice will be an opportunity to develop greater practical abilities, a more substantial portfolio, and an opportunity to begin building professional relationships important to any career in the field.

### **DM 316 Production 2**

*3 credits, 3 hours*

*Pre-requisite: DM 206*

This course allows students to explore various forms of audio engineering and production that they have been exposed to and worked with in the many digital music courses they have taken thus far. In Production 2 students define, develop, and execute two seven week long group projects and work with their professor in honing collaborative abilities, engineering skills and production techniques in order to produce strong portfolio pieces

## **FRENCH**

### **FRE 117 French for Heritage Speakers**

*3 credits, 3 hours*

*Pre/Co-requisite: Placement*

This course will support and develop the learning of the French language and of Francophone cultures for newly immigrated students of Francophone backgrounds enrolled at Hostos Community College. The primary objectives of the program are for students to gain a proficiency in French and maintain their connection to their respective cultures and identities. Additionally, the course will encourage students to advance French speaking and writing as part of their skill set in a competitive global job market. The course's activities, collaborations, and guest speakers will draw attention to the value of language learning on campus, and generally promote an interest in Francophone cultures. The course will be conducted in French.

### **FRE 101 Elementary French I**

*(Formerly FRE 1901)*

*4 credits, 4 hours*

This course introduces the basic elements of the language by providing a foundation in grammar, pronunciation and vocabulary. Using a communicative approach, students

will learn listening, speaking, reading and writing skills in cultural and social contexts. One weekly hour of work in the Language Lab is required.

### **FRE 102 Elementary French II**

(Formerly FRE 1902)

4 credits, 4 hours

*Pre-requisite: FRE 101 or by placement*

*Co-requisite: None*

This course will continue to develop communicative skills for basic social functions in various cultural contexts. Films and other cultural texts will be used to enhance and support learning. One weekly hour of work in the Language Lab is required.

### **FRE 201 Intermediate French I**

(Formerly FRE 1903)

3 credits, 3 hours

*Pre-requisite: FRE 102 or by placement*

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 202 Intermediate French II**

(Formerly FRE 1904)

3 credits, 3 hours

*Pre-requisite: FRE 201 or by placement*

The student will demonstrate self-expression in French through continued systematic review of grammar, the reading and discussion of the works of selected contemporary writers, and the presentation of written and oral reports based on current periodicals, happenings, subjects or personal interest. The student will use the language laboratory for supplementary oral drill.

### **FRE 321 French Culture & Science**

(Formerly FRE 1921)

3 credits, 3 hours

*Pre-requisite: FRE 202 or by placement*

The student will read and discuss key excerpts of works by French thinkers who reflect contemporary culture and values. Through classroom demonstrations, the student will identify major research contributions of renowned French scientists, one of whom will be chosen for the written and oral report. Offered in French.

### **FRE 324 African Literature in French**

(Formerly FRE 1924)

3 credits, 3 hours

*Pre-requisite: FRE 202 or by placement*

The student will read, discuss, and prepare written or oral reports on the imaginative didactic works of such

contemporary African writers as Oyono, Diop, Senghor, Camara Laye, and Franz Fanon and Aime Cesaire of the Caribbean Philosophies such as "La Negritude" will be analyzed as well as political, economic, aesthetic, and linguistic trends in the African nations represented by these men of letters. Offered in French.

### **FRE 370 Extensive Readings in French**

(Formerly FRE 1970)

3 credits, 3 hours

*Pre-requisite: FRE 202 or by placement*

The student will read five to seven works from a list recommended by the instructor or suggested by the student and approved by the instructor. The student will submit a written report on each of the readings and will meet with the instructor to discuss these reports.

## **GAME DESIGN**

### **GD 101 Introduction to Games**

3 credits, 3 hours

This course introduces students to game culture, theory, design and development. Principles from traditional board games, sports games, and party games will be analyzed and this analysis will then be applied to designing two paper-based games over the course of the semester. Students will analyze several readings focusing on game history and theory. They will also play, make and analyze several games in order to build a common and more extensive vocabulary to both discuss and understand what game development is all about.

### **GD 102 Beyond Games**

3 credits, 3 hours

*Pre-requisite: GD 101*

This course explores how games are used beyond entertainment by artists, storytellers, educators, and others. The class will be divided into four sections focusing on: games as art, games as story, games as social interaction, and games as tools for learning and social change. Students will read a variety of articles as well as play games relating to these topics. Students will develop educational games and learn about game analysis and criticism.

### **GD 105 Code for Art and Design**

3 credits, 3 hours

*Pre-requisite: MAT 100 or higher (except MAT 105)*

This course introduces students to the use of creative coding for art and design projects. Students will explore core coding concepts, such as variables, syntax, conditionals, loops, functions and classes. Students will incorporate their knowledge of illustration, images, text, animation, and sound to create meaningful interactive experiences in code.

### **GD 108 Narrative & Writing for Games**

*3 credits, 3 hours*

*Pre/Co-requisite: ENG 110*

The course provides an introduction to interactive writing for video games. Through a combination of lectures, readings, case studies, analytical and creative exercises, students will gain a better understanding of the process of bringing a game story to life and how to read and analyze game narratives. Topics covered include: branching narratives, hypertext, multi- and non-linear concepts, procedural narratives, and technical writing (e.g. rules, design documents, worldbuilding decks).

### **GD 110 Visual Design for Games**

*3 credits, 3 hours*

*Pre-requisite: DD 101*

This course serves as an introduction to visual design concepts and artistic tools utilized by designers in the game industry. Students will employ visual design strategies and methods within the context of games with an emphasis on aesthetics and usability. Design topics include characters, textures, environments and user interfaces.

### **GD 111 History of Games & Play**

*3 credits, 3 hours*

*Pre/Co-requisite: ENG 110*

Humans have been playing games since prehistory. This course critically examines the many forms those games have taken—from Backgammon to Super Mario Bros. to Dungeons & Dragons to Fortnite. Students will build an understanding of where modern games come from, how they influence our culture at large, and where they may be headed.

### **GD 201 Digital Games**

*3 credits, 3 hours*

*Pre-requisite: GD 101*

*Pre/Co-requisite: GD 105, GD 110*

This course introduces students to the concepts of game mechanics, game theory and digital game production by affording them the opportunity to read about games and game development, play test several different video games, and finally to create their own game using important development tools. The course explores the effect of gaming on entertainment, learning, and even business by analyzing how games can be more critically discussed. In this way, students learn to be better developers through building skills in critical thinking, analysis, game design, and communication. On a deeper level, the course works to find ways to address fundamental misunderstandings by the general public that

the form is entirely represented by games with a violent subject matter.

### **GD 205 Code for Games**

*3 credits, 3 hours*

*Pre-requisite: GD 105*

This course builds upon students' foundational knowledge of coding fundamentals with a focus on the creation of games. Students are introduced to new applications of core coding concepts such as variables, loops, classes and conditionals, as well as basic animation techniques. Using professional tools, students create a series of game interactions in preparation for conceptualizing and building a final small game. This course also covers topics such as artificial intelligence, collision, and physics algorithms, as well as teaching students how to use a variety of pre-built game architectures.

### **GD 290 Special Topics in Game Art & Design**

*3 credits, 3 hours*

*Pre/Co-requisite: GD 101*

This studio course covers special topics that respond to the fast-changing landscape of game design and development, such as VR/AR/XR, artificial intelligence, alternative controllers, etc. Students will produce games and/or artwork using cutting-edge techniques and methodologies. Topics will vary depending on current developments in the field.

### **GD 298 Independent Study I**

*3 Credits 3 Hours*

*Pre-requisite: DD 101*

The digital independent study credits have been designed to provide students in digital design, animation, music production and game design, professional and practical experience in their field of study.

### **GD 299 Independent Study II**

*3 Credits 3 Hours*

*Pre-requisite: DD 101*

The digital independent study credits have been designed to provide students in digital design, animation, music production, and game design professional and practical experience in their field of study.

## **HUMANITIES**

### **HUM 100 Introduction to Global Humanities (WCGI)**

*(Formerly HUM 3001)*

*3 credits, 3 hours*

*Co-requisite: SPA 121 or ENG 91*

This course will offer a global awareness and understanding of the expansive history of humanity and the diversity of cultural forms and practices. Its aim is to

give foundational knowledge from multiple perspectives that describe the chronological and geographical relationships between cultures. This course will also pique students' interest in history, philosophy, literature, social sciences, art, and music. This will encourage the student to reflect on how personal origins and beliefs affect actions and values.

### **HUM 141 Introduction to Global Film**

*3 credits, 3 hours*

This is an introductory film course with a focus on the cross-cultural study of film from multiple world traditions. Students will learn the basics of film analysis and terminology. They will develop a familiarity with films made in diverse national contexts including, but not limited to Senegal, Nigeria, India, Iran, Korea, China, Columbia, Mexico, France, as well as some American films made by ethnic minorities. In all cases, we will think about the ideas behind the films, and how these different perspectives inform our own understanding of the world.

### **HUM 151 Race, Gender, and Sexuality in the Media**

*3 credits, 3 hours*

*Pre/Co-requisite: ENG 100/ENG 10 or higher*

This course will analyze changes in cultural representation of sexuality, gender, race and ethnicity in films, TV shows, mass media and social media throughout the years. Students will explore the importance of cultural representation from the prism of cultural studies. Students will deepen their critical thinking abilities to through the examination of how society has built concepts and prejudices through media that are at the core of our contemporary identity, political debate and artistic expression.

### **HUM 161 Race-ing the Center: Thinking & Practicing Intersectionality**

*3 credits, 3 hours*

*Pre/Co-requisite: ENG 100/ENG 10 or higher*

This course engages feminist theory and practice as a series of questions, which are both personal and political. What is gender? What is sex? What is a woman (or man)? What is theory? Who gets to theorize ...and who gets to decide? What is the relationship between theory and political struggle? The range of answers, debates and transformations generated by the questions have given birth to and enriched multiple fields of political action, activism, and scholarship. The course takes as its basic and most essential premise that none of these questions can be answered without critical consideration of race and class - the study of gender in the US is incomplete without them. So, this course brings intersectionality and black feminist thought from the margins to the center of the study of

gender. The course will equip students to understand and articulate how gender, race and class in the U.S. are entangled and to illustrate this claim with examples that demonstrate show how experiences, opportunities, and social power within social institutions including the economy, state, family, and media vary according to one's class, gender or racial position. You will also learn how to draw upon varied social and cultural theories and research to pose critical questions and engage with current debates on how the social environment shapes the behavior and experiences of women, men and others.

### **HUM 162 Outlaw(ed): Progressive women in literature and society**

*3 credits, 3 hours*

*Pre/Co-requisite: ENG 100*

This course examines outlaw(ed) women from a cultural studies perspective by questioning and denaturalizing what it means to be a "real" or "normal" woman in literature written by women of color, and consider how these "laws" of womanhood are manifest in actual women's lives. The course departs from two related questions: Who gets to define what it means to be a woman, how and for what purpose? And, what are the consequences for those who transgress the rules - by choice or chance? Students will deepen their critical thinking abilities through class discussions, as well as written and oral presentations as they explore how writers draw on personal experience, social theories, literary devices and cultural rituals to develop persuasive arguments that questions, disturb, revise or fortify the boundaries of womanhood. By revealing the underlying norms, rules & expectations that delimit acceptable womanhood, we will pay particular attention to how the constraints on and consequences of transgression vary with class, race, religion and nationality.

### **HUM 201 Black: Color and Concept, An Art Historical Phenomenology**

*3 credits, 3 hours*

*Pre/Co-requisites: HUM 100 and ENG 100 / ENG 10, or higher*

This course is a meditation and a critical interpretation of black, a subject that covers a vast range of human experience beyond being a color, or even a concept. Using a methodology that combines a wide range of humanities-based approaches (art history, cultural studies, and philosophy, to name a few), Black: Color and Concept, An Art Historical Phenomenology is an engaged and inclusive cultural history that brings students into scholarly discourse by asking them to reflect on their own experiences and backgrounds. The study of the humanities allows us to think

expansively and deeply about the world around us, to contextualize it, and to create change. This is a ZeroCost Course

### **HUM 399 Special Topics in the Humanities**

*3 Credits 3 Hours*

*Pre-requisites: ENG 110 or SPA 222 when taught in Spanish*

In this course students will examine and learn about special themes that are significant in the study of the Humanities. The course may include topics that are embedded in one discipline or that are interdisciplinary in scope. Topics may explore the development of major intellectual or cultural trends, the impact of important authors or events, the formulation and spread of key concepts and ideas, or the examination compelling social issues. Faculty proposals will be considered on a semester basis by the Humanities curriculum committee.

## **ITALIAN**

### **ITA 101 Elementary Italian I**

*(Formerly ITA 2101)*

*4 credits, 4 hours*

This course introduces the basic elements of the language by providing a foundation in grammar, pronunciation and vocabulary. Using a communicative approach, students will learn listening, speaking, reading and writing skills in cultural and social contexts. One weekly hour of work in the Language Lab is required.

### **ITA 102 Elementary Italian II**

*(Formerly ITA 2102)*

*4 credits, 4 hours*

*Pre-requisite: ITA 101 or by placement*

*Co-requisite: None*

This course will continue to develop communicative skills for basic social functions in various cultural contexts. Films and other cultural texts will be used to enhance and support learning. One weekly hour of work in the Language Lab is required.

### **ITA 201 Intermediate Italian I**

*3 credits, 3 hours*

*Pre-requisite: ITA 102 or placement*

*Co-requisite: None*

This course continues to develop the basic language skills learned in Elementary Italian I and II. Conversation drills and selected readings will enhance oral and written expression and will provide an understanding of Italian culture.

### **ITA 202 Intermediate Italian II**

*3 credits, 3 hours*

*Pre-requisite: ITA 201*

*Co-requisite: None*

This course is a continuation of Italian 201. It integrates vocabulary and grammar in new contexts and enhances the students' ability to speak and write at a higher level. Students will read short passages by major Italian authors and will be introduced to the vocabulary of genre, poetics, and literary appreciation.

## **JAPANESE**

### **JPN 101 Elementary Japanese I**

*4 Credits, 4 Hours*

This course introduces the basic elements of the Japanese language by providing a foundation in grammar, pronunciation, vocabulary and writing. Using a communicative approach, students will learn listening, speaking, reading and writing skills in cultural and social contexts.

### **JPN 102 Elementary Japanese II**

*4 credits, 4 hours*

*Pre-requisite: JPN 101*

This course will continue to develop Japanese communicative skills for basic social functions in various cultural contexts. Films and other cultural texts will be used to enhance and support learning.

## **LATIN AMERICAN AND CARIBBEAN STUDIES**

### **LAC 101 The Latino Experience in the United States (USED)**

*Pre/Co-requisites: ENG 100 or ESL 92 or higher*

*3 credits, 3 hours*

This survey course will introduce students to the Latino experience in the United States: The immigration history of the various Latino groups, a consideration of competing theories of international labor migration and examine the position of Latinos in the U.S. economy. Student will learn ways in which economic restructuring has impacted on the ability of the Latino population to achieve upward economic and social mobility, the Latino experience with the social welfare and criminal justice systems, the way in which Latinos have been portrayed in the U.S. media and will study the history of Latino literature and music.

### **LAC 104 History of Puerto Rico**

*(Formerly CUP 3204)*

*3 credits, 3 hours*

*Pre-requisite: ENG 91 OR ESL 91 when offered in English; SPA 121 when offered in Spanish*

The student will discuss the geography of the island; the

events that led to the advent of Spain in America; the Spanish conquest and colonization of Borinquen; the later transformation of the island from an unprofitable mine to a military garrison by the end of the 16th century; the factors leading to the economic, military, and population deterioration of the island during the 17th century. The student will discuss and analyze the turn of events that improved conditions on the island during the 18th century, especially the reforms promoted by Marshall O'Reilly.

### **LAC 106 History of Dominican Republic**

(Formerly CUP 3206)

3 credits, 3 hours

*Pre/Co-requisite: ENG 100 or ESL 92 or higher*

The student will discuss the geography of Hispaniola. The student will also discuss and analyze: the events that led to the arrival of Spain in America; the subsequent Spanish conquest and colonization; the relations of Santo Domingo, Haiti, and France; the historical turn of events in the 19th century; the political and economic factors that led to U.S. intervention, the new "caudillismo" and the Trujillo regime.

### **LAC 108 History of the Caribbean (WCGI)**

(Formerly CUP 3208)

3 credits, 3 hours

*Pre/Co-requisite: ENG 100 or ESL 92 or higher*

The student will discuss the concept of history and its application to the historical and geographical reality of the Caribbean. The varied colonial developments of the area and their effects upon the development of a modern Caribbean community will be analyzed. The student will compare the historical and geographical differences of the area in order to develop personal interpretations of the Caribbean reality based upon careful analysis. The student will also compile facts, categorize, explain, analyze, and summarize historical events in the different written assignments that will be given.

### **LAC 109 History of Latin America I**

(Formerly CUP 3209)

3 credits, 3 hours

*Pre-requisite: ESL 91 or ENG 91 when offered in English; SPA 121 when offered in Spanish*

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.

### **LAC 110 History of Latin America II**

(Formerly CUP 3210)

3 credits, 3 hours

*Pre-requisite: ESL 91 or ENG 91 when offered in English; SPA 121 when offered in Spanish*

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.

### **LAC 118 Caribbean Society & Culture (WCGI)**

(Formerly CUP 3218)

*Pre/Co-requisite: ENG 100 or ESL 92 or higher*

This course will provide a general perspective on the different territories that comprise the modern Caribbean, including the Hispanic and non-Hispanic Caribbean. Organized by themes, the assigned readings and class discussions will focus on the region's political development, economic history, women's status, issues of race and racism, the development of popular music, and contemporary labor migrations.

### **LAC 132 Hispanic Migration to the United States (USED)**

(Formerly CUP 3232)

3 credits, 3 hours

*Pre/Co-requisite: ENG 100 or ESL 92 or higher*

This course will survey the major Hispanic migrations to the United States during the twentieth century, particularly in the period after 1960. Consideration will be given to Mexican, Puerto Rican, Cuban, and Dominican settlement in this country. In each case, attention will be drawn to the political, social, and economic forces that influenced migration, the history of the movement of these groups to the U.S., their impact on society, and their current socio-economic status in the United States. Additional subtopics include: the conditions of Latinos in U.S. society and their contribution to the economy, the particular experiences of Hispanic women, the portrayal of Latinos in the mass media, and contemporary Hispanic migration to this country from other areas of the Caribbean, Central America and South America.

### **LAC 160 Histories of Race in Latin America and the Caribbean**

3 credits, 3 hours

*Pre-requisite: ESL 86-ESL 88 or ESL 91 or higher, or ENG 100 or higher when offered in English; or SPA 121 or higher when offered in Spanish*

This interdisciplinary course examines the meanings, origins, and trajectories of race in Latin America and

Caribbean societies. Since the onset of European imperialism, racial hierarchies have shaped asymmetrical relations of power in colonial and postcolonial societies. However, racial identifications have also informed indigenous and anti-slavery movements across the Americas. This course traces continuities and changes in colonial and modern depictions of race from Mesoamerica, the Caribbean, the Andean region, and Brazil. We will study a wide array of materials, including legal documents, essays, films, paintings, contemporary performance art, narratives, photographs, and selected historical accounts.

### **LAC 202 Latin American Film and Literature**

*3 Credits, 3 Hours*

*Pre-requisites: ESL 86-ESL 88 or ESL 91 or higher, or ENG 100 or higher when offered in English; SPA 121 or higher when offered in Spanish.*

In this course students will be introduced to the rich literary and cinematic traditions of Latin America. They will gain an appreciation for some of the milestones in these two artistic media and examine the social and cultural contexts in which these expressions were produced. The course will be structured thematically around a series of significant films and literary texts. Evaluation of students' work will be based on short papers and other written assignments, as well as class participation and a final exam. Attendance at special events and activities, such as talks or film presentations, will be encouraged.

### **LAC 216 The African Presence in Caribbean & Latin American Culture**

*(Formerly CUP 3216)*

*3 credits, 3 hours*

*Pre-requisite: ESL 86-ESL 88 or ESL 91 or higher, or ENG 100 or higher when offered in English; SPA 121 or higher when offered in Spanish.*

This course will trace the history of people of African origin from their arrival in the Americas through the first half of the twentieth century. It will examine the African slave trade, slave rebellions and resistance, and the presence of people of African origin in the various countries and territories of Latin America and the Caribbean. In addition, the class will consider the cultural, social, and political contributions of people of African origin to the Americas, as well as the problems of race and racism in the Caribbean and Latin America. Although not required, it is recommended that students registering for this class also take the BLS African Civilization I course.

### **LAC 244 Women in Caribbean & Latin American Literature**

*(Formerly CUP 3344)*

*3 credits, 3 hours*

*Pre-requisite: ESL 86-ESL 88 or ESL 91 or higher, or ENG 100 or higher when offered in English; SPA 121 or higher when offered in Spanish.*

*Co-requisite: SPA 222 or above*

The student will discuss and analyze women as a creative force in Caribbean and Latin American 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. The student will discuss and 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 early twenty first century.

### **LAC 246 Latina/Latino Literature in the U.S.**

*(Formerly CUP 3346)*

*3 credits, 3 hours*

*Pre-requisite: ESL 92 or higher*

*Prel/Co-requisite: ENG 100*

This course offers an overview of the literature and print culture of Latina/o authors in the U.S. since the mid-19th century. Organized by themes, genres, cultural and political traditions, students examine the topics, forms of expression, and experiential concerns that Latina/o writers have discussed in their writing over the decades.

### **LAC 252 History of the Caribbean and Latin American Art**

*(Formerly CUP 3252)*

*3 credits, 3 hours*

*Pre-requisites: ESL 86-ESL 88 or ESL 91 or higher, or ENG 100 or higher when offered in English; SPA 121 or higher when offered in Spanish.*

This course will present an overview of contemporary Latin American and Caribbean art. This course will underscore the African heritage of the island nations, the political nature of Latin American art, and particular attention will be placed on the art of the Dominican Republic, Taino Indians and Puerto Rico.

### **LAC 262 History of Latin America & Caribbean Music**

*(Formerly CUP 3362)*

*3 credits, 3 hours*

*Pre-requisite: ESL 86-ESL 88 or ESL 91 or higher, or ENG 100 or higher when offered in English; SPA 121 or higher when offered in Spanish.*

*Co-requisite: Recommended VPA 141 Music Appreciation.*

This course will examine the history of music in Latin

America and the Caribbean as well as the history of Latin Music in the United States. Students will study the development of musical traditions in Latin America, the Caribbean and the history of Latin American music in the United States; its influence on music from the early years of the twentieth century to the present.

### **LAC/WGS 260 Women's Literature**

*3 credits, 3 hours*

*Pre-requisite: ESL 92 or higher*

*Pre/Co-requisite: ENG 100 or higher*

LAC 260 examines the literature of US Latina authors since the 19th century, with a particular focus on texts published in the late 20th and early 21st centuries. Students explore the diverse depictions of Latina identity and how Latina women authors have staged oppositional and differential figurations of gender, cultural, racial, and sexual identifications through writing. Primary readings are placed in conversation with each other and with critical writings on gender, feminism, race, sex, and ethnicity. Alongside conventional literary texts, students will consider poetry, memoir, short story, novel, other genres and forms of cultural production, including children's fiction, performance text, graphic novel, film, photography, and performance art. Through their own creative and critical writing and class discussion, students analyze the relationship between this literature and multiple cultural movements and spaces in the light of contemporary theories of race, ethnicity, and gender developed by Latina feminists and other feminists of color.

### **LAC 290 Seminar & Fieldwork in Caribbean Society & Culture**

*(Formerly CUP 3290)*

*3 credits, 3 hours*

*Pre-requisite: ESL 86-ESL 88 or ESL 91 or higher, or ENG 100 or higher when offered in English; SPA 121 or higher when offered in Spanish.*

This is an academic course used as a course equivalent for the Study Abroad Program for seminar and fieldwork in the Caribbean (the geographical location - Puerto Rico, Dominican Republic and Cuba - will be identified by section-specific codes), and conducted in Spanish or English. Recommended for third semester Hostos/CUNY undergraduate students. The course focuses on the most relevant aspects of Caribbean history, culture and society. To reach these goals, participants will have the opportunity of meeting and working with academicians, intellectuals and artists, while participating in the everyday life of the country. The students will be able to appraise people's lifestyles and problems and relate to them in their natural environment. Participants will thus be able to obtain a clear view of the country, and of its place

in the Caribbean. Academic lectures will be held in the morning and the afternoon will be occupied with fieldwork experience, including field trips to institutional settings, historical sites, museums, art galleries, and artists' studios. Guided by notable academicians, the students will be able to distinguish between fact and stereotypes, and between folk and scientific knowledge. The students will compile facts, categorize, explain, analyze, and summarize them in written term papers. This course will be offered during the winter (three (3) weeks) and/or summer (four (4) weeks).

### **LAC 350 Hostos & Martí: Trailblazers for Freedom & Progress in the Americas**

*(Formerly CUP 3350)*

*3 credits, 3 hours*

*Pre-requisites: ESL 86-ESL 88 or ESL 91 or higher, or ENG 100 or higher when offered in English; SPA 121 or higher when offered in Spanish.*

This course follows the lives of Eugenio María de Hostos and José Martí through their literature, their endeavors, achievements and contributions to the struggles for freedom, education and progress in the Americas. Students will read, analyze, discuss and gain an understanding of these authors' major works in a historical, political, and literary context. Students will study Hostos and Martí's historical presence in New York City in the later part of the 19th century, and their activism for the self-determination and social development of their peoples. Students will also gain an appreciation for similarities and differences between these two important writers, and will explore their legacies to Latin American and Latino intellectual and political pursuits.

### **LAC 360 The Life of Eugenio María de Hostos**

*(Formerly CUP 3360)*

*3 credits, 3 hours*

*Pre-requisite: ESL 86-ESL 88 or ESL 91 or higher, or ENG 100 or higher when offered in English; SPA 121 or higher when offered in Spanish.*

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



### **LAC 370 Special Topics in Latin American and Caribbean Studies**

*3 Credits, 3 Hours*

*Co-requisites: ENG 110 or SPA 222 when taught in Spanish*

This class will offer students the opportunity to explore special topics in the field of Latin American and Caribbean Studies that are not covered in any of the courses currently listed in our list of classes. Topics may include major historical events and movements; contemporary or historical political and social issues of critical interest; new trends in Latin American and Caribbean music, art, or literature; or innovative scholarly contributions that provide a better understanding of Latin American and Caribbean societies and cultures. Evaluation of student work will be based on the completion of up to twenty pages of reading per week, two or three short formal writing assignments, active participation in class discussions, a midterm and a final examination.

## **MUSIC**

### **MUS 101 Fundamentals of Music Theory at the keyboard**

*3 credits, 3 hours*

This course is designed to develop a basic knowledge and practice of Music Theory as applied to the keyboard for students with no previous musical training. Topics will include melodic and rhythmic notation, intervals, scales and basic keyboard harmony.

### **MUS 102 Music Theory & Ear Training I**

*3 credits, 3 hours*

*Pre-requisite: MUS 101*

This class introduces students to music theory by helping them to understand how sound frequencies form, interact and influence what we call music. Students will learn to read and notate both pitch and rhythm, to recognize intervals, triads, as well as chord progressions, explore simple musical forms and to learn to work with scales and key signatures to create and develop melody. In this way, students will build on what they have learned in the Fundamentals of Music at the Keyboard course (DM101) to become better musical communicators and musicians. In addition, students will be able to hone their listening skills by learning to recognize important audio elements essential to both music production and audio engineering.

### **MUS 114 History of the Film Score**

*3 credits, 3 hours*

*Pre-requisites:*

*ENG 110 and MUS 101*

This course introduces students to an important element in the history and development of the recording arts. While the record industry was in its infancy the fledgling film

companies worked to bring sound to film, develop and improve synchronization techniques, and gain higher fidelity sound reproduction in order to enhance the viewing experience. In so doing, filmmakers stretched the limits of sound recording and began the initial stage of multimedia development. With their successes, visual and aural communication was at last able to be controlled by their creators for optimal impact on an audience. This class will look at the sound and scores of several landmark films. Through interviews and articles, lectures and discussions, we will examine the effective use of sound in motion pictures and ultimately how multiple forms of media can most effectively coincide.

### **MUS 116 World Music**

*3 credits, 3 hours*

*Pre-requisites: ENG 110 and MUS 101*

This class will introduce students to an overview of ethnomusicology through a wide array of music from around the world. Students will develop new tools for listening to, discussing, and comparing various types of music. They will also hone their skills in recognizing a more varied group of musical instruments, vocal styles, rhythmic patterns, and harmonic relations. Finally, students will also be exposed to many unfamiliar cultures, their histories, and philosophies.

### **MUS 118 History of Western Musical Styles**

*3 credits, 3 hours*

*Pre-requisite: MUS 101*

This course introduces students to the basic components of western music and how these have been manifested in various musical styles throughout history. Students will compare and contrast the commonalities and differences in musical styles seeking to identify the root elements various epochs share in their music.

### **MUS 207 Theory & Ear Training II**

*3 credits, 3 hours*

*Pre-requisite: MUS 102*

This class takes up where Music Theory & Ear Training I (DM102) left off to further students' understanding of music theory by helping them to understand how tonal frequencies form and influence sound and music. Students will hone their reading and notation and improve their tonal recognition. With an eye toward helping students to be better musical communicators and musicians, the course will introduce more advanced concepts in musical forms; chord progressions, scales, and key signatures, as well as the influence of loudness, pitch, timbre, and intervals in the creation of music. Students will also further develop their listening skills with explorations of the interaction of frequencies, auditory systems and the

perception of sound with the goal of making students better audio engineers.

## **PHILOSOPHY**

### **PHI 100 Introduction to World Philosophies: A Comparative Approach**

(Formerly PHI 3403)

3 credits, 3 hours

*Pre-requisites: ENG 93 or equivalent or ESL 91/93 AND HUM 100.*

Emphasizing a global approach, this course acquaints students with central areas of world philosophies through a study and comparison of foundational works from philosophical traditions throughout the world—Greece, China, India, Egypt, Sub-Saharan Africa, and MesoAmerica, as well as modern approaches to ethics.

### **PHI 101 Thinking & Reasoning**

(Formerly PHI 3400)

3 credits, 3 hours

*Co-requisite: SPA 121 for Spanish section; ENG 91 or ESL 91 for English section*

In this course, the student will become familiar with the vocabulary of philosophical thinking and develop thinking and logical reasoning skills needed for academic performance. Study topics will include: reasoning, analysis of arguments, forms and uses of inferences, assertions, explanations, generalizations, analogies, and fallacies. The examination of the topics discussed will serve to facilitate the application of clear thinking and logical reasoning to the student's mental, verbal, and writing process.

## **SPANISH**

### **SPA 101 Elementary Spanish I**

(Formerly SPA 2201)

*Pre-requisite: by placement*

4 credits, 4 hours

Elementary Spanish I introduces the basic elements of the language by providing a foundation in grammar, pronunciation and vocabulary. Using a communicative approach, students will learn listening, speaking, reading and writing skills in cultural and social contexts. One weekly hour of work in the Language Lab is required.

### **SPA 102 Elementary Spanish II**

(Formerly SPA 2202)

4 credits, 4 hours

*Pre-requisite: SPA 101 or by placement*

*Co-requisite: None*

Elementary Spanish II will continue to develop communicative skills for basic social functions in various

cultural contexts. Films and other cultural texts will be used to enhance and support learning. One weekly hour of work in the Language Lab is required.

### **SPA 110 Elementary Spanish for Healthcare Workers**

4 credits, 4 hours

*Pre/Co-requisite: None*

This Spanish course is designed for students with no previous knowledge of the language who are interested in acquiring basic conversational skills in Spanish relevant to healthcare. Thus, the course presents the student with health and medical terminology, basic grammar, and important aspects regarding Hispanic and Latinx Culture. Emphasis will be constantly placed on patient-professional communication, and on the vocabulary, scientific terms, and idioms necessary in that context. A significant part of the course will be spent in roleplay situations with the professor, classmates, and Spanish-speaking volunteers.

### **SPA 117 Spanish for English Dominant Hispanics I (WCGI)**

(Formerly SPA 2217)

3 credits, 3 hours

*Pre-requisite: by placement*

The course is designed for students of Hispanic background born and/or educated in the United States, who wish to develop skills in speaking, reading, and writing. This is achieved through a review of Spanish grammar and illustrative readings.

### **SPA 118 Spanish for English Dominant Hispanics II (WCGI)**

(Formerly SPA 2218)

3 credits, 3 hours

*Pre-requisite: SPA 117 or by placement*

Continuation of SPA 117, but with special emphasis on reading and composition skills, spelling, and paragraph organization.

### **SPA 121 Spanish Composition I**

(Formerly SPA 2221) 4 credits, 4 hours

*Pre-requisite: by placement*

This course deals with enhancement of oral and written use of the Spanish language, emphasizing its specific forms of writing (narration, description, definition, exposition); its reading comprehension and its grammatical structure. The course will gradually develop the students' ability to think logically and critically. Precision of vocabulary, coherence, and transferability of skills for learning a second language will be reinforced.

### **SPA 201 Intermediate Spanish I**

(Formerly SPA 2203)

3 credits, 3 hours

*Pre-requisite: SPA 102 or by placement*

The student will demonstrate self-expression in Spanish through a systematic review of grammar and the reading and discussion of selected prose and poetry in class. The student will use the language laboratory for supplementary oral drill.

### **SPA 202 Intermediate Spanish II**

(Formerly SPA 2204)

3 credits, 3 hours

*Pre-requisite: SPA 201 or by placement*

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

### **SPA 222 Basic Spanish Composition II**

(Formerly SPA 2222)

3 credits, 3 hours

*Pre-requisite: SPA 121 or by placement*

The student will learn to develop techniques of exposition, comparison and contrast, analogy, definition, and persuasion to create coherent compositions and elements of term paper writing. The importance of syntax, orthography, and punctuation will be stressed. Reading comprehension will serve as an important component of this course.

### **SPA 223 Literature of the Humanities in Spanish**

3 credits, 3 hours

*Pre/Co-requisite: Placement (Req)*

This course, taught entirely in Spanish, will introduce students to the Western literary canon and to some of the ways in which Spanish language authors have confronted and reappropriated it. The course will combine the reading and discussion of classics in Spanish translation, and of contemporary plays and a short novel, with brief exercises aimed at improving the students' writing in Spanish. All works, both classical and contemporary, will be read in their entirety.

### **SPA 300 Introduction to Literature**

(Formerly SPA 2230)

3 credits, 3 hours

*Pre-requisite: SPA 222 or SPA 202 or by placement*

The student will analyze and discuss, orally and in writing, readings in the literary genres selected from representative

authors from Spanish, Latin American, and world literature.

### **SPA 306 Advanced Spanish Composition**

(Formerly SPA 2223)

3 credits, 3 hours

*Pre-requisite: SPA 222 or SPA 202 or by placement*

The student will demonstrate the ability to present ideas effectively in written Spanish through expository, descriptive, narrative, and persuasive compositions.

### **SPA 333 Spanish American Literature I**

(Formerly SPA 2233)

3 credits, 3 hours

*Pre-requisite: SPA 222 or SPA 202 or by placement*

The student will read representative short works by writers from the colonial period through those of the 19th century Spanish American countries, with emphasis on the latter century; participate in literary discussions based on readings and lectures presented by the instructor; and prepare oral and written reports.

### **SPA 334 Spanish American Literature II**

(Formerly SPA 2234)

3 credits, 3 hours

*Pre-requisite: SPA 222 or SPA 202 or by placement*

A continuation of SPA 333. The student will read representative works of contemporary writers, participate in literary discussions based on readings and lectures presented by the instructor, and prepare oral and written reports.

### **SPA 336 Caribbean Literature**

(Formerly SPA 2236)

3 credits, 3 hours

*Pre-requisite: SPA 222 or SPA 202 or by placement*

The student will read, analyze, and discuss selections from the contemporary literature of Cuba, the Dominican Republic, and Puerto Rico, paying special attention to the political, social, and cultural aspects of each work. Written and oral reports are required.

### **SPA 338 The Spanish American Short Story**

(Formerly SPA 2238)

3 credits, 3 hours

*Pre-requisite: SPA 222 or SPA 202 or by placement*

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 340 The Contemporary Spanish American Novel**

(Formerly SPA 2240)

3 credits, 3 hours

*Pre-requisite: SPA 222 or SPA 202 or by placement*

The student will read some of the most important Spanish American novels of today, and discuss them both orally and in writing. A term paper may be required. Novelists such as Asturias, Carpentier, and Garcia Marquez will be analyzed.

**SPA 342 Spanish American Essay**

(Formerly SPA 2242)

3 credits, 3 hours

*Pre-requisite: SPA 222 or SPA 202 or by placement*

The student will read, analyze, and discuss essays of modern Spanish American writers such as Alfonso, Reyes, Ezequiel Martinez Estrada, Pedro Henriquez Ureña, and Antonio S. Pedreira. Written and oral reports are required.

**SPA 344 Contemporary Spanish American Theater**

(Formerly SPA 2244)

3 credits, 3 hours *Pre-requisite: SPA 222 or SPA 202 or by placement*

The student will analyze and discuss representative dramatic works of present-day Spanish American writers as related to the social, political, and economic conditions prevailing in the different countries. The student will compare and contrast works, formulate character analysis, and identify dramatic elements noted therein.

**SPA 350 Hostos & Martí: Trailblazers for Freedom & Progress in the Americas (LAC 350)**

(Formerly SPA 2250)

3 credits, 3 hours

*Pre-requisite: SPA 222 or SPA 202 or by placement*

This course follows the lives of Eugenio María de Hostos and José Martí through their literature, their endeavors, achievements and contributions to the struggles for freedom, education and progress in the Americas. Students will read, analyze, discuss and gain an understanding of these authors' major works in a historical, political, and literary context. Students will study Hostos and Martí's historical presence in New York City in the later part of the 19th century, and their activism for the self-determination and social development of their peoples. Students will also gain an appreciation for similarities and differences between these two important writers, and will explore their legacies to Latin American and Latino intellectual and political pursuits.

**SPA 354 The Golden Age**

(Formerly SPA 2254)

3 credits, 3 hours

*Pre-requisite: SPA 222 or SPA 202 or by placement*

The student will read and discuss representative works of Lope, Calderon, Quevedo of the classical period, and prepare oral and written reports based on the readings and lectures presented by the instructor.

**SPA 358 Modern Spanish Literature**

(Formerly SPA 2258)

3 credits, 3 hours

*Pre-requisite: SPA 222 or SPA 202 or by placement*

The student will read representative works by Spanish authors from the Generation of 1898 to the present; participate in literary discussions based on readings and lectures presented by the instructor; and prepare both oral and written reports.

**SPA 360 The Life of Eugenio María de Hostos**

(LAC 360)

(Formerly SPA 2260)

3 credits, 3 hours

*Co-requisite: SPA 222 or SPA 202 or by placement*

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

**SPA 370 Extensive Readings in Spanish**

(Formerly SPA 2270)

3 credits, 3 hours

*Pre-requisite: SPA 222 or SPA 202 or by placement*

The student will read five to seven works from a list recommended by the instructor or suggested by the student and approved by the instructor. The student will submit a written report on each of the readings and meet with the instructor to discuss the reports.

**SPA 399 Special Topics in Spanish**

3 credits, 3 hours

*Pre-requisite: SPA 222 or SPA 202 or by placement*

Study of selected topics dealing with language, culture and literature. Topics and title will vary from semester to semester.

## **VISUAL AND PERFORMING ARTS**

### **VPA 111 Arts and Civilization I: Prehistory to 1400**

(Formerly VPA 3502)

3 credits, 3 hours

*Co-requisite: ENG 100 or higher or ESL 91 or higher*

Students will become familiar with core global examples of material culture, art, design, and architecture from the Paleolithic era to the fifteenth century. Through museum visits, readings, class discussions, and writing assignments, students will consider the crucial role of these images and objects in the formation of their respective historical and cultural context.

### **VPA 112 Arts and Civilization II: 1400 to Present**

(Formerly VPA 3504)

3 credits, 3 hours

*Co-requisite: ENG 100 or higher or ESL 91 or higher*

Students will expand and refine their knowledge of core global examples of material culture, art, design, and architecture from the fifteenth century to the present in Arts and Civilization II. Through museum visits, readings, class discussions, and writing assignments, students will consider the crucial role of these images and objects in the formation of their respective historical and cultural context.

### **VPA 113 Introduction to Art**

(Formerly VPA 3552)

3 credits, 3 hours

*Pre/Co-requisite: ENG 100 or higher or ESL 91 or higher*

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 114 Modern Art in the City (CE)**

3 credits, 3 hours

*Pre/Co-requisite: ENG 100 or higher or ESL 91 or higher*

Modern Art in the City introduces students to a diverse range of twentieth and early twenty-first century visual art and architecture. Students will consider the crucial role of art and architecture in their respective historical and cultural contexts. Through museum visits, readings, writing assignments, web resources, and by exploring New York City itself as a case study, students will examine the history of modern art and the role of the city in the creation and reflection of our modern, global experiences.

### **VPA 115 Twentieth Century Art**

3 credits, 3 hours

*Co-requisite: ENG 100 or higher or ESL 91 or higher*

This course surveys the principal developments in art from the end of the nineteenth century through the twentieth

century: School of Paris (1865-1909), Impressionism and Post-Impressionism; School of New York (1910-present), Cubism, Futurism, Dadaism, Surrealism, Social Realism, Contemporary Black and Hispanic art.

### **VPA 121 Painting & Drawing I**

(Formerly VPA 3528)

3 credits, 3 hours

In this course students will be introduced to various techniques for creating drawn and painted artwork. In addition they will be exposed to important master works of both contemporary and classical art through select readings, slide presentations and visits to museums and galleries. Focus will be paid to the process of both creation and creative thinking. In this way we will develop the students' critical eye as well as their technical aptitude.

### **VPA 122 Painting & Drawing II**

(Formerly VPA 3530)

3 credits, 3 hours

*Pre-requisite: VPA 121 or approval of the instructor*

The advanced art student will develop or improve skills in painting, assemblage, and three-dimensional art. S/he will become acquainted with and master the use of "found objects" in making a picture. S/he will complete a master project to the satisfaction of the instructor.

### **VPA 124 Still Life Oil Painting**

3 credits 3 hours

Students learn to create still-life paintings. This class will focus on classical painting techniques such as chiaroscuro, under-painting and glazing.

### **VPA 131 Photography I**

(Formerly VPA 3540)

3 credits, 3 hours

The student will operate a 35-mm camera and light meter; expose, process, and make contact prints from film which has been shot on class assignments; use negatives which s/he has already generated in performing contact printing, editing, enlarging, and photo finishing. Offered in English and Spanish.

### **VPA 132 Photography II**

(Formerly VPA 3542)

3 credits, 3 hours

*Pre-requisite: VPA 131 or approval of instructor*

The student, with previous photographic experience, will be able to plan and execute a picture story and identify the method of other photojournalists by viewing published picture stories and books. S/he will edit and enlarge prints that s/he will present to the instructor and class. Offered in English and Spanish.

### **VPA 133 Digital Photography I**

*3 credits, 3 hours*

*Co-requisite: ESL 91 or higher or ENG 100 or higher*

This course introduces the student to fundamentals of two-dimensional digital art forms created from original images shot with a digital camera. This course covers technical aspects of the digital image using image enhancement through photo-editing software. Imagination and originality of images and their manipulations will be emphasized.

### **VPA 134 Digital Photography II**

*3 credits, 3 hours*

*Pre-requisite: VPA 133*

This course covers in-depth exploration of digital photography using advanced editing software for students who already have a working knowledge of the medium. The connection between original digital images, composition, ideas and attitudes will be investigated.

### **VPA 135 Commercial Arts I**

*(Formerly VPA 3544)*

*3 credits, 3 hours*

The student will master specific techniques and skills used in the commercial and advertising art field. S/he will prepare paste-ups and mechanicals used in printing reproduction. S/he will assemble a portfolio of paste-up specimens of letterheads, book jackets, graphs and charts, advertisements, and brochures. The student will master entry-level skills and will produce a portfolio of artwork, which is essential to entering this field.

### **VPA 136 Commercial Arts II**

*(Formerly VPA 3546)*

*3 credits, 3 hours Pre-requisite: VPA 135 or consent of instructor*

The student will master the fundamentals of graphic design and combine media skills with graphic techniques in the preparation of design projects. Beginning with the basic principles of design and layout, the student enlarges his/her concepts from rough visualizations through comprehensive and finished layouts. The student will rough up, crop, and finish original design projects which include business letterhead, book jacket, record cover, and an industrial, educational, or governmental brochure. S/he will review these pieces with the instructor and select additional works for the portfolio begun in Commercial Arts I.

### **VPA 137 Color and Design**

*3 credits, 3 hours*

*Pre-Requisite: ESL 91 or higher*

*Pre/Co-requisite: ENG 100 or higher*

This course focuses on color and its influence upon society.

Students will study color theory, historical and psychological characteristics of color, principle of design, and applications of color in industry. Students will develop color projects with paint and collage, as well as explore computer colors in an electronic environment. Topics will include color theory models and color matching, color perception and design considerations, and choosing color for multiple media.

### **VPA 141 Music Appreciation (CE)**

*(Formerly VPA 3552)*

*3 credits, 3 hours*

*Co-requisite: ENG 91 or ESL 91*

The course explores the basic components of music and how these have manifested themselves in different cultures at different times in history. The students will acquire a musical vocabulary, auditory skills and an understanding of a wide range of musical styles. Offered in English and Spanish.

### **VPA 151 Fundamentals of Music Theory at the Piano I**

*(Formerly VPA 3560)*

*3 credits, 3 hours*

Fundamentals of Music Theory at the Piano I is designed to develop a basic knowledge and practice of Music Theory as applied to the keyboard for students with no previous musical training. Topics will include melodic and rhythmic notation, intervals, scales and basic keyboard harmony. Ear training and dictation will be included, as well as simple digital sequencing.

### **VPA 152 Fundamentals of Music Theory at the Piano II**

*(Formerly VPA 3562)*

*3 credits, 3 hours*

*Pre-requisite: VPA 151*

Fundamentals of Music Theory at the Piano II is designed to further develop a basic knowledge and practice of Music Theory as applied to the keyboard for students who completed Fundamentals of Music at the Piano 1. Minor scales, augmented and diminished intervals and chords, musical forms, non-harmonic tones and more advanced keyboard harmony will be covered. Ear training and dictation will be included, as well as more advanced digital sampling.

### **VPA 153 Music Theory**

*(Formerly VPA 3558)*

*3 credits, 3 hours*

The student will discuss the physics of sound; read notation; identify pitch, beat, rhythm; write major/minor triads; identify basic chord progressions; sing solfeggio exercises; sight read; identify pitch with a given octave;

play scales; and coordinate reading and playing. Offered in English and Spanish.

#### **VPA 161 Chorus**

(Formerly VPA 3578)

1 credit, 3 hours

*Pre-requisite: 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.

#### **VPA 171 Introduction to Theater**

(Formerly VPA 3582)

3 credits, 3 hours

*Co-requisite: ENG 100 or higher or ESL 91 or higher*

The student will analyze, discuss, and define the nature, meaning, and components of theater, as well as the creative collaborations that contribute to its shape and effect. The course will include field trips and special projects.

#### **VPA 172 Play & Performance Analysis**

3 credits, 3 hours

*Pre/Co-requisite: ENG 100 or higher or ESL 91 or higher*

Students will examine plays to find production and performance values as well as analyze for literary structure. Using a variety of plays, students will learn to investigate a script and this will assist them when acting, designing, and directing. This course empowers practitioners with analytical skills to enhance their artistic work. Students will examine various approaches to reading plays as dramatic texts and as the basis for production, focusing on elements such as structure, character, language, theme, and larger social significance. Students will present a final written and oral presentation of their own artistic interpretation of a specific play. This course is recommended for students planning to major in theater but all students can benefit from this course.

#### **VPA 174 Introduction to Film & TV**

3 credits, 3 hours

*Pre/Co-requisite: ENG 100 or higher or ESL 91 or higher*

This course will introduce students to various technical aspects of filmmaking from the practical, creative and problem-solving approaches to universal messages and timeless themes. Students are expected to learn basic terminology that applies to film and TV narrative structures, genres, styles, technological practices and theoretical imaginings for the purpose of discussing and writing about films in critical terms.

#### **VPA 181 Acting I (CE)**

(Formerly Theater Production)

(Formerly VPA 3598)

3 credits, 3 hours

*Co-requisite: ENG 100 or higher or ESL 91 or higher*

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 182 Movement for the Actor I: Theory and Practice**

(Formerly VPA 107)

3 credits, 3 hours

This course introduces the student to a diversity of movement influences such as mime, the Alexander Technique, the Suzuki training, and Anne Bogart's Viewpoints for the stage. Methods will be used to help the student connect physically, emotionally and mentally with the challenges of the dramatic text. The student will become familiar with the different theories as well as with the application of various methods.

#### **VPA 191 Speaking and Listening**

(Formerly VPA 3610)

3 credits, 3 hours

*Pre/Co-requisite: Only for ESL students*

This course is an introduction to phonological and phonemic awareness of American English language designed for Intermediate ESL students. Students will understand sound structure and further develop their listening, speaking, and reading skills by using readings in poetry and drama rhymes, auditory blending, segmentation, alliteration, and drilling exercises. Students will identify and manipulate the sounds of American English and will improve their pronunciation, enunciation, and auditory skills.

**This course is only for students for whom English is not their native language.**

#### **VPA 192 Fundamentals of Public Speaking (CE)**

(Formerly VPA 3612)

(Changed to COM 110 – Spring 2021)

3 credits, 3 hours

*Pre-requisite: ESL 35 or ESL 86*

*Co-requisite: ENG 91 or ESL 91*

The student will present introductions; present impromptu, extemporaneous, and manuscript speeches; perform exercises to improve public speaking technique; limit topics; create outlines; and present informative and persuasive speeches, as well as speeches for special occasions.

### **VPA 193 Voice & Diction**

(Formerly VPA 3614)

3 credits, 3 hours

*Pre-requisite:* ESL 25 or ESL 82/84 or higher

*Co-requisite:* ESL 35 or ESL 86/88 or higher, ESL 91 or higher or ENG 10 or higher

The student will take a speech diagnostic test at the beginning of the course, and through individual and group exercises, demonstrate measurable improvement in speech production, diction, and pronunciation.

### **VPA 281 Acting II**

(Formerly VPA 206)

3 credits, 3 hours

*Pre-requisite:* VPA 3598 - Acting I

This course further develops the basic principles mastered in Acting I. The student will learn a diversity of exercises and improvisational work to expand the imagination and stimulate the instruments—an actor's body and mind—by increasing sensorial awareness, enabling each student to make specific and clear choices in becoming a truthful character on the stage. The emphasis will be on characterization through monologues and scene work.

### **VPA 282 Movement for the Actor II**

(Formerly VPA 207)

3 credits, 3 hours

*Pre-requisite:* VPA 107

*Co-requisite:* None

This course continues the work introduced in Movement for the Actor I. The student will be further challenged in a diversity of movement influences; methods and trainings will be used to help the student connect physically, emotionally, and mentally with the challenges of the dramatic text and the development of a character. The student will become familiar with different theories as well as with application of various methods.

### **VPA 292 Advanced Public Speaking**

(Formerly VPA 3616)

3 credits, 3 hours

*Pre-requisite:* COM 110

*Co-requisite:* ENG 100 or higher or ESL 91 or higher

The student will organize and deliver informative and persuasive speeches at an advanced level. Topics will be appropriate to academic and career situations. Students will deliver speeches from a lectern using a microphone. Selected exercises will be audio and video taped. Students will engage in analysis and criticism of the content and delivery of the speeches. Problem-solving exercises will be included.

## **HUMANITIES ► FACULTY & STAFF**

**Ana Ozuna**, Associate Professor, Chairperson & Coordinator Black Studies, B.A., M.A., Ph.D.

**Juno Morrow**, Assistant Professor & Coordinator Media Design Unit, B.A., M.F.A.

**Inmaculada Lara-Bonilla**, Associate Professor & Coordinator Latin American & Caribbean Studies Unit (Secondary: Modern Languages Unit), B.A., M.A., Ph.D.

**Humberto Ballesteros**, Assistant Professor & Coordinator Modern Languages Unit, B.A., M.A., M.Phil., Ph.D.

**Natasha Yannacañedo**, Assistant Professor & Coordinator Visual and Performing Arts Unit, B.A., M.F.A.

**Thomas Beachdel**, Assistant Professor & Unit Coordinator Humanities Unit, M.A., M. Phil, Ph.D.

**Alisa Roost**, Professor, Visual and Performing Arts Unit, B.A., M.A., M. Phil, PhD

**Walter Rada**, Associate Professor, Modern Languages Unit, B.A., M.A., M.Phil., Ph.D.

**Jovonne Bickerstaff**, Assistant Professor, Humanities Unit, B.S., B.S., M.Phil., M.A., Ph.D.

**Joseph Carvalho**, Assistant Professor, Media Design Unit, B.A., MFA

**Thelma Ithier-Sterling**, Lecturer, Visual and Performing Arts Unit, B.M., M.M.

**Catherine Lewis**, Associate Professor, Media Design Unit, B.A., MFA

**Andrew London**, Lecturer, Media Design Unit, M.A.

**Angel Morales**, Lecturer, Visual and Performing Arts Unit, M.A.

**Simona Prives**, Assistant Professor, Media Design Unit, B.A., M.F.A.

**Ian C. Scott**, Associate Professor, Visual and Performing Arts Unit, B.A., M.F.A.

**Maria Subert**, Assistant Professor, Visual and Performing Arts Unit, PhD

**Victor M Torres-Vélez**, Assistant Professor, Latin American and Caribbean Studies Unit, B.A., M.A., Ph.D.

**Emmanuel A. Velayos Larrabure**, Assistant Professor, Latin American and Caribbean Studies Unit, PhD

**Marcelo D. Viana Neto**, Assistant Professor, Media Design Unit, BFA., MFA

**Nicole Beth Wallenbrock**, Assistant Professor, Modern Languages and Humanities Units B.A., M.Phil, PhD

**Weldon Williams**, Assistant Professor, Black Studies Unit, B.A., J.D., Ph.D.

**Rafael Mejia**, Lecturer, Visual and Performing Arts Unit, B.A., M.A.

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

**Marino A. Corniel**, Senior College Laboratory Technician Media Design Unit, A.A.S., B.A.



**William Sorice**, Senior College Laboratory Technician  
Visual and Performing Arts Unit, B.F.A.

**Alberto A. Bird**, Emeritus Professor.

**Pablo A. Cabrera-Ramirez**, Emeritus Professor.

**Orlando J. Hernandez**, Emeritus Professor.

**Edward Samuel Maynard**, Emeritus Professor.

**Judith Nowinski**, Emeritus Professor.

**Manuel Ramos**, Emeritus Professor.

## LANGUAGE & COGNITION DEPARTMENT

The Department of Language and Cognition facilitates the acquisition of English language and academic skills within a sequential program of academic content-based ESL instruction. It seeks to help students to acquire reading and writing skills that satisfy university requirements and to prepare for success in the college's academic programs. The department also offers courses in Linguistics.

### **ESL - English as a Second Language**

Entering students whose native language is other than English, and whose performance on the CUNY entrance examinations in reading and writing mandates additional instruction, are referred to the Language and Cognition Placement Committee for evaluation and placement. Depending on their placement level and progress, ESL students take a sequence of courses to complete the requirements for the A.A. or A.S. degree. The number of credits they need to complete depends on their original level of placement and progress.

### **Content-Based Program of ESL Instruction**

The ESL program develops students' English language skills within an interdisciplinary content-based instructional model. Students enrolled in the ESL program concurrently enroll in content courses to satisfy their general education requirements. The sequence of ESL courses offered by the department is:

- ESL 15 (ESL in Content Areas I) AND ESL 16 (Literature and Contemporary Issues for ESL Students I). These courses are co-requisites.
- ESL 25 (ESL in Content Areas II) AND either ESL 26 (Contemporary Issues for ESL Students II) or ESL 27 (Literature for ESL Students II). ESL 25 and 26/27 are co-requisites.
- ESL 35 (ESL in Content Areas III) AND either ESL 36 (Contemporary Issues for ESL Students III) or ESL 37

(Literature for ESL Students III). ESL 35 and 36/37 are co-requisites.

- ESL 91 (Basic Composition) AND ESL 92 (Foundations of Critical Reading). These courses are co-requisites, but students with advanced skills who satisfy college and university requirements may place out of one or the other.
- ESL 93 (Basic Composition II). This course gives continuing students who satisfy CUNY requirements in reading and have strong writing skills and/or at least one attempt in ESL 91 the opportunity to meet university requirements in writing. Freshmen students with strong entry skills may also register in ESL 93.
- ESL 94 (Readings in the Natural Sciences). This course gives students who have already taken ESL 92 the opportunity to read advanced texts in the natural sciences to meet university requirements in reading. Freshmen who qualify may register directly into this course.
- ESL 96 (Readings in the Social Sciences). This course gives students who have already taken ESL 92 the opportunity to read advanced texts in the social sciences to meet university requirements in reading. Freshmen who qualify may register directly into this course.

After successfully completing ESL 91 OR ESL 93 AND ESL 92, ESL 94 OR ESL 96, and successfully taking the CUNY writing skills test, students proceed to ENG 110, Expository Writing.

### **College Language Policy**

The College offers a transitional ESL Program designed to foster the movement from native language to English:

- Students in the beginning level (ESL 15) must take ONE content course in English.
- Students at the intermediate level (ESL 25) must take TWO content courses in English.
- Students at the advanced level (ESL 35) must take ALL\* their content courses in English.
- Once students enter Basic Composition (ESL 91) they must take ALL\* of their content courses in English.

\*Students would be permitted to take courses to fulfill foreign language and literature requirements.

### **ESL Intensive Program**

The ESL Intensive Program is a one-year accelerated ESL program divided into two (2) levels. This program provides content-based instruction in all language skills and is designed to bring a selected group of students through three (3) semesters of ESL in two (2) semesters. Students are selected after their first or second semester at

Hostos through teacher recommendation and individual testing. Each level of the program involves fifteen (15) hours of ESL class work per week. This includes writing and reading components, as well as a language workshop. Additionally, students are blocked into two (2) content courses taught in English as part of the curriculum. The schedule for the student in the ESL Intensive Program includes the following:

#### Level I

- ESL 81 Intensive ESL Writing and Language Workshop I - 3 credits, 9 hours
- ESL 83 Intensive ESL Reading and Conversation I - 2 credits, 6 hours

#### Level IIA

- ESL 82 Intensive ESL Writing and Language Workshop II - 3 credits, 9 hours
- ESL 84 Intensive ESL Reading and Conversation II - 2 credits, 6 hours

#### Level IIB

- ESL 86 Intensive ESL Writing and Language 3 credits, 9 hours
- ESL 88 Intensive ESL Reading and Conversation 2 Credits, 6 hours

In addition, content courses include selected courses in Mathematics, Behavioral Sciences, Humanities and Visual and Performing Arts. ESL 81/83 and ESL 82/84 of the Intensive ESL Program are the equivalents of the regular ESL sequence, ESL 25 and ESL 35.

**Note:** Students in the Intensive Program who have completed four (4) courses, but have received only 11 credits, may apply for an exemption from the 12-credit requirement. The College Language Policy and all ESL offerings are currently under review and may change during the life of this Catalog.

#### Academic Support

The College offers basic skills support services within the Hostos Academic Learning Center (HALC), Writing Center, and Writing Lab, where trained tutors offer students at all levels of the ESL sequence the opportunity to develop their fluency, clarity, and grammar, and to refine reading and writing skills requisite to success in their classes. Students referred to the center may seek assistance in meeting course requirements. Individual students may also drop into the center for assistance, subject to tutor availability.

## Notations for Recommended Options/Electives for A.A. Liberal Arts and Science Degree Program.

### LANGUAGE, SOCIETY AND CULTURE OPTION

Linguistics is the study of language and communication and draws upon knowledge from psychology, education, sociology, political science, anthropology, history, computer science, artificial intelligence, and media studies. Linguists study all aspects of language and how these are used for successful communication and optimal academic development. Topics include how children acquire language, how language and culture influence our interactions with others and how political and social power shapes attitudes to language. Linguistics is a field that is constantly growing. Linguistics students can pursue majors in education, ESL, speech pathology, and library/information science. Knowledge of linguistics has also become closely associated with careers in health, business, law, criminal justice, social work, computer science, government, advertising, and the media.

#### Linguistics Courses (Select Three)

LIN 100	Introduction to Linguistics
LIN 102	Bilingualism
LIN 103	Language Acquisition
ENG 230	Language, Culture, & Society

#### Elective Courses (Select One, to be taken in addition to the courses taken for the Common or Flexible Core)

LAW 101	Law and Social Change
ANTH 101	Introduction to Anthropology
SOC 101	Introduction to Sociology
SOC 140	Race and Ethnicity
PSY 120	Developmental Psychology I (Childhood)
HLT 212	Bilingual Issues in Community Health

### LANGUAGE & COGNITION DEPARTMENT ► COURSE DESCRIPTIONS

#### ENGLISH AS A SECOND LANGUAGE

##### ESL 15 ESL in Content Areas I

(Formerly ESL 015)

2 credits (6 equated/ billable), 6 hours

*Pre-requisite: Placement through the ACT Skills Assessment Test*

*Co-requisite: ESL 16*

This six-hour content-based course for beginning academic ESL students utilizes subject matter from selected disciplines. In response to topics discussed, students will expand their vocabulary and improve their grammar

within an integrated skills context that will permit practice in reading, writing, listening and speaking in English. This course will target linguistic and critical thinking skills through level-appropriate content material designed to motivate students to participate in class discussions and to prepare written assignments related to the various topics presented.

### **ESL 16 Literature and Contemporary Issues for ESL Students I**

*(Formerly ESL 016)*

*2 credits (6 equated/ billable), 6 hours*

*Pre-requisite: Placement through the ACT Skills Assessment Test*

*Co-requisite: ESL 15*

This six-hour course provides students with the opportunity to improve their linguistic and critical thinking skills through extensive reading, interpretation and analysis of a newspaper and authentic literary texts that are appropriate for beginning academic ESL students. The course also presents cultural and historical perspectives necessary to construct meaning from these texts. Students will begin to develop their understanding of literary and journalistic elements and broaden their general knowledge base. They will practice level-appropriate language structures through discussing and writing fiction, poetry and news articles. Students will develop speaking and listening skills through their participation in independent and collaborative projects.

### **ESL 25 ESL in Content Areas II**

*(Formerly ESL 025)*

*2 credits (6 equated/ billable), 6 hours*

*Pre-requisites: ESL 15 or by placement*

*Co-requisite: ESL 26 or 27*

This intermediate six-hour content-based ESL course utilizes subject matter from selected disciplines. In response to the topics discussed, students will expand their vocabulary and improve their grammar within an integrated skills context that will permit practice in reading, writing, listening and speaking in English. This course will target linguistic and critical thinking skills through intermediate level content material designed to motivate students to participate in class discussion and to prepare written assignments related to the various topics presented. The course will reinforce structures covered previously and will go on to cover intermediate-level grammar structures required for academic literacy. By writing multiple drafts for a variety of assignments, students will develop the ability to revise and edit their work. Assessment of student performance will be based on comprehension of and written/oral responses to uniform interdisciplinary content.

### **ESL 26 Contemporary Issues for ESL Students II**

*(Formerly ESL 026)*

*1 credit (3 equated/ billable) 3 hours*

*Pre-requisite: ESL 15 or by placement*

*Co-requisite: ESL 25*

This intermediate three-hour ESL course provides extensive reading of newspapers, magazines, and internet sources. Students will explore contemporary issues and their historical context while expanding their vocabulary and further developing their linguistic and critical thinking skills. They will learn to recognize the author's point of view, distinguish between news reports and editorial commentary, and interpret related charts and graphs. Students will be required to summarize, discuss, and interpret issues presented in these sources. Upon completion of the course, students will have broadened their general knowledge base and acquired the necessary skills to respond critically to contemporary issues.

### **ESL 27 Literature for ESL Students II**

*(Formerly ESL 027)*

*1 credit (3 equated/ billable), 3 hours*

*Pre-requisite: ESL 15 or by placement*

*Co-requisite: ESL 25*

This three-hour course provide students with the opportunity to improve their linguistic and critical thinking skills through extensive reading, interpretation, and analysis of authentic literary texts appropriate for intermediate level ESL students. These texts, selected for their relevance and literary value, include a variety of genres (fiction, poetry and drama). The course also presents cultural and historical perspectives necessary to construct meaning from these texts. Students will develop their understanding of literary elements such as point of view, character, plot, setting, irony and figurative language and employ them in their analysis. Assessment of student performance will be based on class discussion, personal response essays and other forms of writing that require students to compare and contrast themes and issues encountered in texts and relate them to personal experience.

### **ESL 35 ESL in Content Areas III**

*2 credits, (6 equated/ billable), 6 hours*

*Pre-requisite: ESL 25 or placement into ESL 35*

*Co-requisite: ESL 36 or ESL 37*

This advanced 6-hour content-based ESL course utilizes subject matter from selected disciplines. In response to the topics discussed, students will expand their vocabulary and improve their grammar within an integrated skills context that will permit practice in reading, writing, listening and speaking in English. This course will target linguistic and critical thinking skills through challenging content material designed to motivate students to

participate in class discussions and to prepare in-depth written assignments. The course will reinforce structures covered in previous levels and will go on to cover more complex grammar and discourse knowledge required for academic literacy. By writing multiple drafts for a variety of assignments, students will develop the ability to revise and edit their work. Assessment of student performance will be based on comprehension of and written/ oral response to uniform interdisciplinary content.

### **ESL 36 ESL Contemporary Issues III**

*(Formerly ESL 036)*

*1 credit, (3 equated/ billable), 3 hours*

*Pre-requisite: ESL 26 or ESL 27 or placement into ESL 35*

*Co-requisite: ESL 35*

This advanced three-hour ESL course provides extensive reading of newspapers, magazines, and Internet sources. Students will explore contemporary issues and their historical context while expanding their vocabulary and further developing their linguistic and critical thinking skills. They will learn to recognize the author's point of view, distinguish between news reports and editorial commentary, and interpret related charts and graphs. Students will be required to summarize, discuss, and interpret issues in these sources. There will be written homework assignments and various kinds of in-class writing. Assessment will be based upon students' knowledge of events and their ability to analyze, synthesize, and evaluate the course materials. Upon completion of the course, students will have broadened their general knowledge base and acquired the necessary skills to respond critically to contemporary issues.

### **ESL 37 ESL Studies in Literature III**

*(Formerly ESL 037)*

*1 credit, (3 equated/ billable), 3 hours*

*Pre-requisite: ESL 26 or ESL 27 or placement into ESL 35*

*Co-requisite: ESL 35*

This three-hour advanced-level ESL course provide students with the opportunity to further develop their linguistic and critical thinking skills through extensive reading, interpretation, and analysis of authentic literary texts. These texts, selected for their relevance and literary value, include a variety of genres (fiction, memoir, poetry and drama). The course will also provide cultural and historical perspectives necessary to construct meaning from these texts. Students will deepen their understanding of literary elements such as point of view, character, plot, setting, irony and figurative language and employ them in their analysis. Assessment of student performance will be based on in-class discussion, personal-response essays and other forms of writing that require students to compare and contrast themes and issues raised by texts.

### **ESL 81 Intensive ESL Writing & Language Workshop I**

*(Formerly ESL 081)*

*3 credits (9 equated/ billable), 9 hours*

*Pre-requisites: ESL 15 or placement into ESL 25. Students must also be recommended by their ESL instructor and must pass a written exam and oral interview.*

*Co-requisite: ESL 83*

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 82 Intensive ESL Writing & Language Workshop II**

*(Formerly ESL 082)*

*3 credits (9 equated/ billable), 9 hours*

*Pre-requisites: ESL 15 or ESL 81 and ESL 83 or placement into ESL 25. Students must also be recommended by their ESL instructor and must pass a written exam and oral interview.*

*Co-requisite: ESL 84*

This nine-hour course is comprised of two components: A six-hour intensive ESL writing component and a three-hour language workshop. Students will continue to develop their ability to write narrative, descriptive, and expository essays, with special emphasis on rhetorical modes of argumentation and comparison/contrast. Basic verb tenses and grammatical structures will be reviewed and reinforced and use of more complex tenses and grammatical points will be introduced. Students in Language Workshop II will be responsible for planning and producing creative collaborative projects such as original plays and/or magazines.

### **ESL 83 Intensive ESL Reading & Conversation I**

*(Formerly ESL 083)*

*2 credits (6 equated/ billable), 6 hours*

*Pre-requisite: ESL 15 or placement into ESL 25. Students must also be recommended by their ESL instructor and must pass a written exam and oral interview.*

*Co-requisite: ESL 81*

This course is designed to give students extensive practice in the use of all English language skills, with particular emphasis on reading and conversation. The course is intended to help students read and talk about gradually more complex texts in English with greater fluency and comprehension and to develop students' ability to utilize appropriate strategies to make meaning of different kinds of texts. Students will develop their ability to recognize general themes and concepts in their reading, to draw conclusions and make inferences using discussion, summary writing and critical essays. Students will be able

to use reading as a way to increase their knowledge of self and the world.

### **ESL 84 Intensive ESL Reading & Conversation II**

*(Formerly ESL 084)*

*2 credits (6 equated/ billable), 6 hours*

*Pre-requisites: ESL 15 or ESL 81 and 083 or placement into ESL 25. Students must also be recommended by their ESL instructor and must pass a written exam and oral interview.*

*Co-requisite: ESL 82*

This course is designed to give students extensive practice in the use of all English language skills, with particular emphasis on reading and conversation. The course is intended to help students read and talk about gradually more complex texts in English with greater fluency and comprehension, and to develop students' ability to utilize appropriate strategies to make meaning of different kinds of texts. Students will develop their ability to recognize general themes and concepts in their reading, to draw conclusions and make inferences using discussion, summary writing, and critical essays. Students will be able to use reading as a way to increase their knowledge of self and the world.

### **ESL 86 Basic Academic Writing in ESL**

*(Formerly ESL 086)*

*3 credits, 6 hours*

*Pre-requisites: ESL 25 or placement into ESL 35. Students must also be recommended by their ESL instructor and must pass a written exam and oral interview.*

*Co-requisite: ESL 88*

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 88 Intensive ESL Reading & Conversation III**

*(Formerly ESL 088)*

*2 credits (6 equated/ billable), 6 hours*

*Pre-requisite: ESL 25 or placement into ESL 35. Students must also be recommended by their ESL instructor and must pass a written exam and oral interview.*

*Co-requisite: ESL 86*

This course is designed to give students extensive practice in the use of all English language skills, with particular

emphasis on reading and conversation. The course is intended to help students read and talk about gradually more complex texts in English with greater fluency and comprehension and to develop students' ability to utilize appropriate strategies to make meaning of different kinds of texts. Students will develop their ability to recognize general themes and concepts in their reading, to draw conclusions and make inferences using discussion, summary writing, and critical essays. Students will be able to use reading as a way to increase their knowledge of self and the world.

### **ESL 91 Basic Composition**

*3 credits, (6 equated/ billable), 6 hours*

*Pre-requisite: ESL 35 and 36/37 or ESL 82 or ESL 86*

*Co-requisite: ESL 92 (unless exempt)*

This course focuses on writing as an effective means of communication, with particular emphasis on expository writing, along with critical reading and analysis of selected works. Students will be required to read, understand, and respond in writing to passages from different sources and academic disciplines and write well-organized and developed essays in response. The course will also emphasize grammatical structures and language usage. Students will develop increased competence in sentence construction, sentence variety, word choice, correct usage, grammar, and mechanics. Successful students will demonstrate competence in writing.

### **ESL 92 Foundations of Critical Reading**

*(Formerly ENG 092)*

*1 credit (3equated/billable), 3 hours*

*Pre-requisite: ESL 35 or placement into ESL 91*

*Co-requisite: Continuation in the appropriate ESL courses.*

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 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 paragraph readings 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.

## **ESL 93 Basic Composition II**

3 Credits 6 Hours

*Pre-requisite: Continuing students with at least one “R” grade in ESL 91 with a failing score of 48 or higher on the CAT-W writing examination; Continuing students who have completed ESL 35 (and ESL 36 or ESL 37) or ESL 82 or ESL 84 or ESL 86 or ESL 88 with a failing score of 48 or higher on the CAT-W writing examination; First-semester students who have placed in the ESL 91 level with a failing score of 48 or higher on the CAT-W writing examination.*

The goal of this 6-hour course is to give learners of English as a Second Language the opportunity to engage in writing as a means of communication. The students will learn the major rhetorical modes through the preparation of written essays. This will be achieved not only through writing itself but also by means of an extensive reading component that has been woven into the curriculum in order to respond to the advanced skills of the students of the class. Reading selections will be analyzed regularly for structure and meaning, and grammar will also be reviewed weekly. In addition, because the readings will be presented in thematic units, students will learn to write summaries reflecting a synthesis of ideas. As is generally the case, students may be referred to the Writing Center for additional work by their instructor.

## **ESL 94 (Readings in the Natural Sciences)**

1 Credit 3 Hours

*Pre-requisite: For qualifying first-semester students who have been placed in the ESL 91/93 level (level 4 and 5); students who have completed ESL 92, or ESL 82, ESL 84, or ESL 86, ESL 88 with a high-failing R grade; students with a 60-69 % on the CUNY CAT-R exam.*

This course has been designed to give students who have already taken ESL 92 (“Foundations in Critical Reading”) the opportunity to respond to the challenges of reading advanced texts in the natural sciences. The readings give students a grasp of the major changes that have occurred in the history of science from antiquity to modern times. Students are given an overview of the progress made in each historical period. By offering students key excerpts from authentic reading materials, they study in depth the contributions of one or two scientists in each period. Students become aware of how different discoveries and scientific theories have contributed to society and human development but have also clashed with religious and spiritual views throughout history and resulted in conflicts that have often made life dangerous for the innovators because of the threats their ideas posed to the particular status quo of their time. As various topics are discussed in their specific sociocultural context, students consider the varying “tensions” that often exist between scientists and members of the public media and government policy

makers and religious leaders and how the “facts” of scientific discoveries in our natural world are not always embraced by everyone despite their apparent authenticity. They also learn to appreciate how these “tensions” have often been mitigated in time and how, through the progress made through scientific inquiry, we humans have become increasingly aware of our ability to tap the resources of the natural world – in ways that have sometimes proven not only to be to our advantage but also to our disadvantage.

In addition to the selected readings, students study a work of fiction or nonfiction during the semester that is related to the scientific experience. Students will have completed a review of this work at the end of the semester.

Through the prism of the specific content of the course, students work on refining their reading skills. A conscious effort is made to improve students’ reading comprehension, while focusing on vocabulary development, reference building, past and present, and the critical thinking skills that are essential for success with the college reading experience.

The following college-level pedagogical strategies are incorporated into the course curriculum:

1. Making students aware from the start that reading is a problem-solving process and key to their success in their college programs;
2. exposing students to more complex prose so that they will acquire the higher-level vocabulary and advanced reading skills necessary to negotiate the more complex academic discourses they will encounter in the major content areas;
3. Learning skimming and scanning strategies;
4. Learning to anticipate outcomes and draw conclusions;
5. Learning to identify and build connections between central points, main ideas, and supporting details;
6. Learning to go from literal comprehension of texts to more interpretive, inferential reasoning;
7. Learning to differentiate between facts and opinions, purpose and tone; different rhetorical modes and text functions;
8. Learning to critically analyze maps, graphs and charts.
9. Learning to create outlines and summaries not only for written texts but also for maps, graphs, and charts;
10. learning through the reading process how to become better writers; writing in response to reading.

## ESL 96 Readings in the Social Sciences

### 1 Credit 3 Hours

*Pre-requisite: Continuing students with at least one "R" grade in ESL 92 with a failing score of 60 – 69 on the CAT-R reading examination;*

*Continuing students who have completed ESL 35 (and ESL 36 or ESL 37) or ESL 82 or ESL 84 or ESL 86 or ESL 88 with a failing score of 60 – 69 on the CAT-R reading examination;*

*First-semester students who have placed in the ESL 91 level or have passed the CAT-W writing examination, with a failing score of 60-69 on the CAT-R reading examination.*

This course has been designed to give students who have already taken ESL 92 ("Foundations in Critical Reading") the opportunity to respond to the challenges of reading advanced texts in the social sciences. The readings give students a grasp of major social issues that are presented in both academic frameworks and the public media. Students will respond to authentic reading materials presenting an overview of different viewpoints and including different styles and genres. As various topics are discussed in their specific sociocultural context, students will reflect on conflicting ideas and tensions. In addition to the selected readings, students will study a work of fiction or nonfiction during the semester that is related to a topic in the social sciences. Students will have completed a review of this work at the end of the semester. Students will also read a weekly selection from the New York Times, which reflects an idea presented in a reading discussed in class. Through the prism of the specific content of the course, students work on refining their reading skills. A conscious effort is made to improve students' reading comprehension, while focusing on vocabulary development, reference building, past and present, and the critical thinking skills that are essential for success with the college reading experience. The following college-level pedagogical strategies are incorporated into the course curriculum:

1. Making students aware from the start that reading is a problem-solving process and key to their success in their college programs;
2. exposing students to more complex prose so that they will acquire the higher-level vocabulary and advanced reading skills necessary to negotiate the more complex academic discourses they will encounter in the major content areas;
3. Learning skimming and scanning strategies;
4. Learning to anticipate outcomes and draw conclusions;
5. Learning to identify and build connections between central points, main ideas, and supporting details;
6. Learning to go from literal comprehension of texts to more interpretive, inferential reasoning;

7. Learning to differentiate between facts and opinions, purpose and tone; different rhetorical modes and text functions;
8. Learning to critically analyze maps, graphs and charts.
9. Learning to create outlines and summaries not only for written texts but also for maps, graphs, and charts; learning through the reading process how to become better writers; writing in response to reading.

## LINGUISTICS

### LIN 100 Introduction to Linguistics (IS)

3 credits, 3 hours

*Pre/Co-requisites: ESL 91/ ENG 91*

This course will offer an introduction to the field of linguistics, providing students with the basic terms, discourse, and concepts related to the scientific of language. Topics will include the nature of human language; the social and chronological history of language. Students will learn phonology, syntax, lexicon, and non-verbal communication, and apply the principles of linguistics to their chosen fields, and to their own emerging linguistic competence and Bilingualism.

### LIN 101 Introduction to Comparative Linguistics: English and Spanish

3 credits, 3 hours

*Pre/Co-requisites: ESL 35 or higher, and placement into SPA 117 or SPA 121 or higher; or permission from the Department of Language and Cognition required*

This course provides an introduction to comparative linguistics of English and Spanish and develops an understanding of how the two languages are used as communication systems. The course focuses on carrying out descriptions of the two languages, noting similarities and differences, and predicting possible problems when a speaker of Spanish studies English and vice versa. The linguistic subsystems of both languages will be compared and contrasted. Students will specifically study phonology, the sound systems and their rules; orthography, the spelling patterns of words; morphology, word forms and grammar rules; syntax, sentence construction and word order; lexicon & semantics, vocabulary words and sentence meaning; and pragmatics, the socio-cultural linguistic conventions appropriate to various situations. Assessment of student performance will be based on class discussion, quizzes, practical exercises, and a variety of reading and written assignments that will require students to examine the two linguistic systems in depth.

### **LIN 102 Bilingualism (IS)**

3 credits, 3 hours

Prerequisite: ESL/ENG 91

This course will explore the nature of bilingualism, both as a societal and an individual human phenomenon. It will include the study of language domains, language acquisition and language loss, the psychological, cognitive, legal, and sociological implications of living with two languages, and the educational and economic aspects of bilingualism. Students will have the opportunity to practice applied linguistics by integrating class materials with first-hand observations of bilingual communities and individuals, and applying theories and empirical evidence to an in-depth study of a bilingual individual. This course is intended for students who are interested in furthering their knowledge of linguistics and language, and/or majoring in Linguistics, TESOL, Speech and Hearing, or English at the senior college level.

### **LIN 103 Language Acquisition (IS)**

3 credits, 3 hours

Co-requisite: ESL 091, ENG 091, or higher

This course will focus on the process of language acquisition in normally developing children, from infancy to school age. Theories of language acquisition are explored, including those that are behavioral, psycholinguistic, and sociolinguistic. Students will learn about the developmental stages of language, and learn how to research, record, and interpret the theories. Students will study the relationship between oral and written language as well as language differences related to bilingualism and dialects.

### **LIN 105 Language and Power**

3 credits 3 hours

Pre/Co-requisite: ENG 100 or 110

This course focuses on the relationship of language and power. Students will explore the various ways in which language is used to construct inequality and domination, but is also used to offer tools for resistance and change. The syllabus will be organized around selected linguistic issues of language and law in the United States, the post-colonial linguistic experience in Asia and Africa, the impact of global English, and, with the use of media examples, evolving attitudes to language and communication. This multi-disciplinary course integrates insights from cultural linguistics, applied critical linguistics, and linguistic anthropology.

## **LANGUAGE & COGNITION ► FACULTY & STAFF**

**Carl James Grindley**, Professor and Chairperson; B.F.A., M.A., Ph.D.

**Norma Peña de Lloréñz**, Lecturer and Deputy Chair; B.A. Cum Laude, M.A.

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

**Gail August**, Associate Professor; B.A., M.A., Ph.D.

**Patricia Frenz-Belkin**, Associate Professor; B.A., M.A., M.Ed., Ed.D.

**Marielena Hurvich**, Lecturer; B.A., M.A.

**Isabel Feliz**, Lecturer; B.A., M.A.

**Paula Korsko**, Assistant Professor; B.A., M.A., Ed.D.

**Henry Lesnick**, Emeritus Professor

**Lewis Levine**, Assistant Professor; B.A., M.A. Ph.D.

**Karin Lundberg**, Associate Professor; M.A., Ph.D.

**Thomas Mencher**, Lecturer; B.A., M.A.

**Mercè Pujol**, Professor; B.A., M.A., Ph. D.

**Mildred Rabry**, Lecturer; B.A., M.A.

**Minerva Santos**, Associate Professor; B.A., M.A., M.S., Ed.D.

**Robert Cohen**, Emeritus Professor.

**Paul G. Italia**, Emeritus Professor.

**Kim Sanabria**, Emeritus Professor.

**Linda Watkins Goffman**, Emeritus Professor.

## **LIBERAL ARTS & SCIENCES**

### **LIBERAL ARTS & SCIENCES - A.A.**

*"It is clear that education has a two-fold function to perform in the life of man. The one is unity and the other is culture. Education must enable a man to become more efficient and it must also humanize him."*  
(Martin Luther King, Jr., City College Commencement Address, 1963)

The Hostos Community College Liberal Arts major recognizes the unique value of the Associate in Arts (A.A.) degree in the 21<sup>st</sup> century. It prepares students to enter a variety of future career and educational paths by providing the foundational knowledge they will need to be leaders in their field. Students who major in the Liberal Arts grapple with essential and significant questions that have relevance for our contemporary society and that humans have explored for millennia. What does it mean to be human? What does it mean to be an educated person? How do different cultures create community and define justice and power? What can different academic disciplines teach us about our world and ourselves?

A liberal arts education fosters inquiry and encourages curiosity. Just as importantly, it enables students to develop transferable skills that will make them more effective communicators and adaptable learners, enhancing their marketability in a rapidly changing economy. Majoring in the Liberal Arts gives students the



opportunity to explore different cultures, modes of thinking, and ways of understanding the world, allowing them to become the kind of humanistic, broad-based thinkers and problem solvers increasingly in demand by employers in the 21<sup>st</sup> century.

Students who select the Liberal Arts take 30 credits beyond the 30 credits of General Education courses providing an interdisciplinary foundation of broad-based knowledge across diverse disciplines. They will also be assisted in identifying and pursuing courses aligned to their particular academic and career interests at Hostos and beyond.

**LIBERAL ARTS & SCIENCES A.A – CUNY PATHWAYS**

**REQUIRED COMMON CORE**

<b>English Composition</b> .....	<b>6</b>
ENG 110, ENG 111	
<b>Mathematical &amp; Quantitative Reasoning</b> .....	<b>3<sup>1</sup></b>
Life and Physical Science.....	<b>3<sup>2</sup></b>

**FLEXIBLE COMMON CORE**

**CREDITS<sup>3</sup>**

World Cultures and Global Issues.....	3
US Experience in its Diversity.....	3
Creative Expression.....	3
Individual & Society.....	3
Scientific World... ..	3
One (1) Additional course from the Flexible Common Core .....	3
<b>Subtotal .....</b>	<b>30</b>

**MAJOR REQUIREMENTS**

Natural Science Laboratory .....	1-2 <sup>4</sup>
First Year Seminar.....	3
Modern Languages, Humanities, Arts and Culture.....	6 <sup>5</sup>
Behavioral, Social Sciences/Historical Studies/ Public Affairs.....	6
Capstone Course.....	3
Subtotal .....	49-50
<b>Recommended/Options/Electives* .....</b>	<b>9-12<sup>6</sup></b>

**Behavioral & Social Sciences Department**

1. Historical Studies
2. Interdisciplinary Studies in Human Behavior and Social Institutions
3. Psychology
4. Psychology – Research
5. Social Studies
6. Social Work
7. United States Studies

**Education Department**

1. Community Health

2. Health Care Management
3. Physical Education Teacher
4. Physical Education Science
5. Teacher Education
6. Interdisciplinary Studies in Aging and Health: Pathways to Careers Working with Older Adults

**English Department**

1. Style, Story and Expression
2. Writing Studies
3. Literature and the Human Experience
4. Women’s & Gender Studies

**Humanities Department**

1. Black Studies
2. Theater
3. Art History
4. Studio Art Liberal Arts
5. Latina/o, Latin American, and Caribbean Studies
6. Music Option

**Language & Cognition Department**

1. Language, Society and Culture

*\*For the Recommended/Options/Electives see the Degree Audit for course offerings*

*\*Three credits of any 12-credit concentration will also count as one of the general major requirements.*

*\* The narratives for each option and the list of courses are listed under the respective academic department.*

**Electives & Options**

Electives: The student may use the elective credits in any number of ways. Students may choose to take courses that interest them, or they may choose to select courses that satisfy one of the options available at Hostos for entry into a major at a senior institution.

Free Electives..... 0-4<sup>7</sup>

**Subtotal .....** **30**

**Total .....** **60**

*1 STEM courses of four credits (designed for math related fields) will fulfill core requirements for Mathematical and Quantitative Reasoning category.*

*2 STEM courses of four credits (designed for Science related fields) will fulfill core requirements for Life & Physical Sciences and the Scientific World categories.*

*3 The Flexible common core features six liberal arts and sciences courses, with at least one course from each of the five listed areas, and no more than two courses in any discipline or interdisciplinary field. Course menus are subject to modification as additional courses may be added. Students should consult their advisor to determine current menu offerings.*

*4 Students who complete a STEM variant science course (designed for science or health related fields) or a sequence in the natural sciences, or any other course in the natural sciences that fulfills the LPS or SW requirements, are exempt.*

5 Course list is based on departmental liberal arts offerings including courses that are prerequisites for entry into concentration or major requirements. Students who enroll in a modern language discipline should complete a two-semester sequence.

6 Students may complete approved foundation courses that articulate with senior college degree concentrations to ensure effective transfer. While completion of a concentration is encouraged, students may pursue an elective option. The concentrations are illustrative and additional offerings are under development. Students should consult an advisor to determine specific requirements for entry into program majors.

7 Students who complete prerequisites of foundation courses in a concentration through the flexible core may select additional electives from the clustered disciplines (i.e. humanities, arts, modern languages, behavioral social sciences, historical studies, public affairs) or the free elective category.

**LIBERAL ARTS & SCIENCES - A.S.**

The requirements for the Associate in Science Degree make it versatile and appealing to students planning to enter professions in the Sciences or to Medical related programs and provide students with the first two years of study required to major or minor in these fields at the senior college level.

**LIBERAL ARTS & SCIENCES A.S - CUNY PATHWAYS**

REQUIRED COMMON CORE	CREDITS
English Composition.....	6
ENG 110, ENG 111	
Mathematical & Quantitative Reasoning.....	4
MAT 160*	
Life and Physical Sciences .....	4
BIO 210 <u>or</u> CHE 210 <u>or</u> PHY 210	
FLEXIBLE COMMON CORE	
World Cultures and Global Issues.....	3
US Experience in its Diversity.....	3
Creative Expression.....	3
Individual & Society.....	3
Scientific World**.....	4
BIO 220 <u>or</u> CHE 220 <u>or</u> PHY 220	
**Depending on the sequence selected in Life and Physical Science	
One (1) Additional course from the Scientific World .....	3-4
BIO 260 <u>or</u> BIO 310 <u>or</u> MAT 220 <u>or</u> MAT 310 <u>or</u> CHE 310/312	
Subtotal .....	33-34

MAJOR REQUIREMENTS	CREDITS
Select one course sequence from an area of concentration different from that selected in the Common Core (Life and Physical Science and Scientific World).....	8
A. <b>BIOLOGY:</b> BIO 210 and BIO 220	
B. <b>CHEMISTRY:</b> CHE 210 and CHE 220	
C. <b>PHYSICS:</b> PHY 210 and PHY 220	
SCI 100.....Introduction to Science .....	3

MAT 210*.....	Calculus I .....	4
SCI 299 <u>or</u> BIO 299 <u>or</u> CHE 299 <u>or</u> PHY 299.....		3
<b>Choose 2 additional courses from the following:</b>		
BIO 230, BIO 240, BIO 260, BIO 310, CHE 310/312, MAT 220 OR MAT 310.....		8-9
Subtotal.....		26-27
Free Electives* ....		1-4
Total .....		60

\*Depending on placement, students may be required to complete MAT 160. These students should consult an advisor in the Math department. Students, who are required to take MAT 160, will complete the course as part of the Common Core Math and Quantitative Reasoning and will take MAT 210 under "free electives".

\*MAT 210 may serve as an MQR if MAT 160 is not a requirement for the student. In that case student elective choices will increase by 4 more credits.

Students pursuing Middle and High School certification in Education at Lehman College should complete the following courses: EDU 101, 117, 130 and 140.

The program has received a waiver to specify particular courses students must take in STEM areas of the Common Core (Math and Quantitative Reasoning). If students take a different course in this area, they will be certified as having completed the Common Core area, but it may not be possible for them to finish their degree in 60 credits.

**LIBRARY DEPARTMENT**

As an academic department, the Library functions as a dynamic center of teaching, learning and inquiry. The Library seeks to develop students' research skills and information literacy for academic and personal pursuits. We partner with each academic department to build collections and provide services that broaden and contextualize all areas of study to assist the college in meeting its educational, cultural, and social obligations. Our teaching includes both class-based and individual instruction, through hands-on workshops, reference consultations, online guides and tutorials, and informational handouts. We start with enabling novice researchers to focus and refine their search for information, understand the kinds of resources available to them, competently navigate the mechanisms needed to search for resources, and critically evaluate the results of their searches. As students develop their skills, we support their ability to: take ownership of their own research as a progressive and iterative inquiry; recognize that authority is constructed and contextual; and understand that human knowledge is created through informed, evolving discourse and debate and not simple uncontextualized facts. We build constructive collaborations with other faculty and staff to support students as they build their skills as independent researchers.

**LIBRARY DEPARTMENT ► FACULTY & STAFF**

- Madeline Ford**, Chief Librarian/Chair, B.B.A., M.L.S., M.S.E.D  
**William Casari**, Associate Professor, Head of Archives, M.S.L.I.S., M.A.  
**Julio Figueroa**, College Laboratory Technician, Head of Media Services, A.A.  
**Rhonda Johnson**, Assistant Professor, Head of Access Services, B.A., M.A., M.L.S.  
**Miriam Laskin**, Assistant Professor, Reference and Instruction Librarian, B.A., M.A., PhD, M.L.S.  
**Catherine Lyons**, Professor, Assessment & Digital Collections, B.A., M.S., M.S.  
**Jorge Matos**, Assistant Professor, Reference & Instructional Librarian, B.A., M.L.I.S., M.A.  
**Linda Miles**, Assistant Professor, Head of Reference, B.A., M.A., M.L.S., PhD.  
**Gloria Minier**, Technical Services Assistant  
**Amam Ogunka**, Executive Assistant to the Chief Librarian, B.A.  
**Santa Ojeda**, Reserves Manager, B.A.  
**Merly Naverrete-Castellon**, Circulation Manager  
**Jason Sandoval**, Information Systems Assistant, Information Technology, B.A.  
**Jennifer Tang**, Assistant Professor, Reference & Instructional Librarian, M.F.A., M.L.S.  
**Elisabeth Tappeiner**, Associate Professor, Head of Technical Services, B.A., M.A., M.A  
**Haruko Yamauchi**, Associate Professor, Teaching Coordinator, A.B., M.F.A., M.L.S.

**MATHEMATICS DEPARTMENT**

The main goals of the Mathematics Department are as follows:

- To provide students with the mathematical knowledge and skills they need to pursue careers in Computer Information Systems, the Natural Sciences, Engineering Sciences, Mathematics, Allied Health, Business Administration, Accounting, Public Administration, Health and Human Services, Paralegal, and Office Administration and Technology.
- To provide students in the Liberal Arts programs with a broader understanding of the foundation of mathematics, permeating different topics and transcending mere computation, with emphasis on logic and systematic constructions leading to more sophisticated mathematical models.

The mathematics curriculum provides a variety of offerings that survey the meaning of mathematics as a logical system. The particular models chosen to exemplify these logical principles will vary from time to time depending on the current interests of our students and faculty. As such models are meant to be illustrations only, the choice can be selective without any change of purpose.

Although the language of instruction is English, a few sections of some courses in the Mathematics Department are offered in Spanish, depending upon student needs. Language-enhanced materials are used in all developmental courses to support students' linguistic needs.

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

**CIVIL ENGINEERING SCIENCE - A.S.**

Hostos Community College offers the Associate in Science (A.S.) degree in Civil Engineering as a jointly registered, dual admission program with the existing Bachelor of Engineering in Civil Engineering (B.E./C.E.) at the City College of New York. The program has been designed to meet the licensure guidelines of the Accreditation Board of Engineering and Technology (ABET).

This program is designed to provide HCC students with the same curriculum as the first two years of the licensure qualifying Civil Engineering program required at CCNY. The collegial nature of the program will facilitate the transition to the professional portion of the curriculum.

HCC students will be enrolled in the existing Science and Mathematics courses at Hostos and will be given permit to enroll in the eight Engineering courses at CCNY until such time as there is sufficient enrollment to offer the course(s) at Hostos.

**CIVIL ENGINEERING - CUNY PATHWAYS**

REQUIRED COMMON CORE	CREDITS
<b>English Composition</b> .....	<b>6</b>
ENG110.... Expository Writing .....	3
ENG 111.... Literature and Composition .....	3
<b>Mathematical and Quantitative Reasoning</b> .....	<b>4</b>
MAT 210 ..... Calculus I (Required).....	4
<b>Life and Physical Sciences</b> .....	<b>4</b>
CHE 210...General Chemistry I (Required).....	4

**FLEXIBLE COMMON CORE**

**World Cultures & Global Issues**

HUM 100... Introduction to Global Humanities .....3  
(Strongly recommended)

**U.S. Experience in its Diversity**

HIS 210.....United States History: Through the Civil War **OR**  
HIS 211.....Reconstruction to the Present.....3  
(Strongly recommended)

**Creative Expression**

COM 110.....Public Speaking.....3  
(Strongly recommended)

**Individual and Society**

SOC 101.....Introduction to Sociology **OR**  
PSY 101.....General Psychology.....3  
(Strongly recommended)

**Scientific World**

CHE 220.....General Chemistry (Required).....4  
**One additional course from the Flexible Common Core**  
PHY 210..... General Physics (Required).....4  
**Subtotal.....34**

**MAJOR REQUIREMENTS CREDITS**

CSC 215.....Modern Programming..... 3  
MAT 220.....Calculus II.....4  
MAT 310.....Calculus III.....4  
MAT 360.....Ordinary Differential Equations.....3  
MAT 320.....Linear Algebra with Vector Analysis..3  
PHY 220.....General Physics II.....4  
ENG 202.....Technical Writing.....3  
**Subtotal.....24**

**Choose one of the following concentrations:**

**Track I - Civil Engineering**

\*CE 20900.....Structural and Site Plans.....3  
\*CE 264.....Civil Engineering Data Analysis **OR**  
ENGR 204.....Electrical Circuits.....3

**Track II - Environmental Engineering & Earth Systems**

ENGR 204.....Electrical Circuits OR.....3  
ENGR 103.....Analysis Tools for Engineers.....2  
ENGR 106/EAS 106.....Earth System Science and  
Engineering Earth Sciences.....4  
**Subtotal.....6-7**  
**Total Credits.....64-65**

\*CE 209 and CE 264 will be taken on ePermit at CCNY.

*Note: The program has received a waiver to specify particular courses students must take in STEM areas of the Common Core. If students take different courses in these areas, they will be certified as having completed the Common Core area, but it may not be possible for them to finish their degree program within the regular number of credits.*

**COMPUTER SCIENCE - A.S.**

Hostos Community College proposes an Associate in Science (AS) degree in Computer Science. The proposed Associate in Science (AS) degree in Computer Science consists of courses that allow students to pursue further education and careers in Computer Science, Cybersecurity, and Information Technology, as well as other software and computer networking related fields. The curriculum emphasizes basic computer science principles and provides a foundation in programming and network security as well as computer industry certifications. The program meets the general education requirements for the associate degree at Hostos and also meets the general education requirements for transfer to baccalaureate programs at other CUNY schools.

**COMPUTER SCIENCE - A.S. - CUNY PATHWAYS**

REQUIRED COMMON CORE	CREDITS
<b>English Composition</b> .....	<b>6</b>
ENG 110 ..... Expository Writing	
ENG 111 ..... Literature and Composition	
<b>Mathematics and Quantitative Reasoning</b> .....	<b>4</b>
MAT 160* ..... Precalculus	
<b>Life and Physical Sciences</b> .....	<b>4</b>
BIO 210 or CHE 210 or PHY 210	

FLEXIBLE COMMON CORE	CREDITS
<b>Individual and Society</b> .....	<b>3</b>
<b>US Experience in its Diversity</b> .....	<b>3</b>
<b>Creative Expression</b> .....	<b>3</b>
<b>World Cultures and Global Issues</b> .....	<b>3</b>
<b>Scientific World</b> .....	<b>4</b>
BIO 220 or CHE 220 or PHY 220	
<b>One (1) additional course from the Flexible Common Core</b> .....	<b>3</b>
<b>Subtotal</b> .....	<b>33</b>

MAJOR REQUIREMENTS	CREDITS
<b>Mathematics Sequence (choose two courses)</b>	
MAT 210 ..... Calculus I .....	4
MAT 217 ..... Linear Algebra.....	4
MAT 220 ..... Calculus II .....	4
<b>Subtotal</b> .....	<b>8</b>

**Computer Science Sequence (choose thirteen to sixteen (13-16) credits from the following)**

CSC 205 ..... Discrete Mathematics .....	4
CSC 215 ..... Modern Programming .....	3
CSC 275 ..... Object Oriented Programming .....	3
CSC 300+ ..... Data Structures.....	3
CSC 375 ..... Computer Networking.....	3

CSC 395** .....	Web and Mobile Application Development.....	3
<b>Subtotal</b> .....		<b>13-16</b>
<b>Elective***</b> .....		<b>3-6</b>
<b>Total Degree Credits</b> .....		<b>60</b>

\*If needed due to placement.

\*\*Students may substitute MAT 310 Calculus III.

\*\*\*Students who do not place into MAT 160 or higher will need to take MAT 150 as a free elective. Students are encouraged to obtain the specialized certificate in network applications available through the Division of Continuing Education and Workforce Development.

+Students transferring to John Jay College should take CSC 300 Data Structures.

### ELECTRICAL ENGINEERING SCIENCE - A.S.

Hostos Community College offers the Associate in Science (A.S.) degree in Electrical Engineering Science as a jointly registered, dual admission program with the existing Bachelor of Engineering in Electrical Engineering (B.E./E.E.) at the City College of New York.

The program has been designed to meet the licensure guidelines of the Accreditation Board for Engineering and Technology (ABET). The program will provide HCC students with the same curriculum as the first two years of the licensure qualifying electrical engineering program required at CCNY. Upon successful completion of the lower division at HCC students will have a seamless transition to the upper division of the baccalaureate program at CCNY. The collegial nature of the program will facilitate the transition to the professional portion of the curriculum. Electrical Engineering Science students will enroll in the existing science and mathematics courses at Hostos and will enroll in the two engineering courses at CCNY.

### ELECTRICAL ENGINEERING - CUNY PATHWAYS

#### REQUIRED COMMON CORE

English Composition.....	6
ENG 110, ENG 111	
Mathematical & Quantitative Reasoning.....	4
MAT 210 Required	
Life and Physical Sciences .....	4
CHE 210 Required	

#### FLEXIBLE COMMON CORE

World Cultures and Global Issues.....	3
US Experience in its Diversity.....	3
Creative Expression.....	3
Individual & Society .....	3
Scientific World .....	4

CHE 220 Required

**One (1) Additional course from the Scientific World .... 4**

PHY 210 Required

**Subtotal..... 34**

#### MAJOR REQUIREMENTS

ENG 202.....	Technical Writing .....	3
CSC 215.....	Modern Programming .....	3
MAT 220 .....	Calculus II.....	4
MAT 310 .....	Calculus III.....	4
MAT 320 .....	Linear Algebra with Vector Analysis...3	
MAT 360 .....	Ordinary Differential Equations .....	3
PHY 220 .....	General Physics II .....	4
ENGR 103 .....	Tools for Engineering.....	2
ENGR 204 .....	Electrical Circuits.....	3
<b>Subtotal.....</b>		<b>29</b>

**Total..... 63**

*Note: The program has received a waiver to specify particular courses students must take in STEM areas of the Common Core. If students take different courses in these areas, they will be certified as having completed the Common Core area, but it may not be possible for them to finish their degree program within the regular number of credits.*

**The Associate in Science in Electrical Engineering at Hostos Community College has an articulation agreement with New York City College of Technology. Students transferring from Hostos with an A.S. in EE (63 credits) and who complete the BTech in CET at City Tech (73 credits) will graduate with 136 credits.**

### MATHEMATICS - A.S.

The Associate in Science degree in Mathematics allow students to pursue a Baccalaureate degree or careers in Mathematics, Mathematics in Education and Statistics. The curriculum emphasizes the calculus sequence, linear algebra, and differential equations which are required for further study in mathematics and engineering.

### MATHEMATICS - CUNY PATHWAYS

REQUIRED COMMON CORE	CREDITS
English Composition .....	6
ENG 110, ENG 111	
Mathematical and Quantitative Reasoning .....	4
MAT 210* Required	
Life and Physical Sciences .....	4
BIO 210 <u>OR</u> CHE 210 <u>OR</u> PHY 210	
<b>FLEXIBLE COMMON CORE</b>	
World Cultures and Global Issues .....	3
US Experience in its Diversity .....	3
Creative Expression.....	3
Individual & Society .....	3
Scientific World .....	4
BIO 220 <u>OR</u> CHE 220 <u>OR</u> PHY 220.	

One (1) additional course from the Flexible Common Core .....	3
<b>Subtotal .....</b>	<b>33</b>

<b>MAJOR REQUIREMENTS</b>	<b>CREDITS</b>
MAT 217.....Linear Algebra.....	4***
MAT 220.....Calculus II .....	4
MAT 310.....Calculus III.....	4
<b>Three (3) Credits from this group:</b>	
CSC 215.....Modern Programming .....	3***
MAT 360.....Ordinary Differential Equations .....	3
<b>Subtotal .....</b>	<b>15</b>
<b>Free Electives .....</b>	<b>12</b>
<b>Total .....</b>	<b>60</b>

\*Depending on placement, students may be required to complete MAT 160. These students should consult an advisor in the math department. Students, who are required to take MAT 160, will complete the course as part of the Common Core Math and Quantitative Reasoning and will take MAT 210 under "free electives".

The program has received a waiver to specify particular courses students must take in STEM areas of the Common Core (Math and Quantitative Reasoning). If students take a different course in this area, they will be certified as having completed the Common Core area, but it may not be possible for them to finish their degree programs within the regular number of credits.\*\*Students pursuing Middle and High School certification in Education at Lehman College should select from the following courses: Education 101, 117, 130 and 140.

The Associate in Science in Mathematics at Hostos Community College has an articulation agreement with New York City College of Technology. Students that transfer to NYCCT after earning the AS in Mathematics at HCC will be required to satisfactorily complete 66 credits at NYCCT in order to earn the BS in Mathematics Education.

## MATHEMATICS DEPARTMENT ► COURSE DESCRIPTIONS

### MATHEMATICS

#### CMT 100 Construction Management I

3 credits, 3 hours (0 Lab Hours)

*Pre-requisites: ESL 86-88 or ESL 91 or higher, or ENG 100 or higher*

A broad introduction to project management and the overall construction project lifecycle; from initiation through project completion and closeout. Based on this information, the role of a project manager and the skills required to manage a construction project successfully are considered. Topics include formal and informal communication formats, the design and construction process, types of contracts, responsibilities of project participants, contract documents, schedules, payments, building codes, and safety. Formal and informal communication are addressed through a series of spoken

and written assignments culminating in a written report. This class represents a macro view, and subsequent classes delve into the additional detailed skills required of project managers.

#### CMT 110 Engineering Graphics & Introduction to Autocad I

2 credits, 3 hours (1 Class Hour, 2 Lab Hours)

*Pre-requisites: ESL 86-88 or ESL 91 or higher, or ENG 100 or higher and MAT 150 or MAT 150 SI or higher*

Introduction to the fundamental principles of drawing required in the construction field. Students will be introduced to presenting designs using engineering graphics in CAD (Computer Aided Design). Exposure to lab work will enable students to execute setting units and scaling in engineering graphics, tolerance limits, layering and to gain efficiency in working with editing tools. Students will be expected to gain expertise in rendering two-dimensional CAD drawings.

#### CMT 140 Applied Computer Aided Design (Autocad II)

2 credits, 4 hours (4 Lab Hours)

*Pre-requisite: CMT 110*

This course advances skills and working knowledge of computer-aided drafting techniques. Students build on their basic knowledge of both civil engineering and construction drawing principles and standards by completing lab work through the use of residential and commercial drawings. Students will gain expertise in using advanced editing and drawing commands to develop three-dimensional (3D drawing and modeling techniques) CAD drawings.

#### CMT 150 Construction Management II

3 credits, 3 hours (3 Class Hours, 0 Lab Hours)

*Pre-requisite: CMT 100*

Build on the concepts developed in Construction Management I, to give a thorough understanding of current practices for planning, documenting, managing and analyzing construction projects. Students learn the importance of understanding the components of a project and the necessity of breaking a project into parts to develop a schedule based on its parameters and environment. Students use industry standard scheduling tools and software (e.g., Microsoft Project or similar program) in preparing a Critical Path Method (CPM) project schedule and study the use of Value Engineering (VE) workshop to reduce construction costs.

### **CMT 160 Introduction to Surveying**

*3 credits, 5 hours (1 class hour, 4 Lab Hours)*

*Pre/Co-requisite: CMT 140*

This course examines the fundamental theory of plane surveying, including surveying procedures, measuring distances, elevations, and direction. Students become proficient in using steel tapes, automatic levels, theodolites, and total stations. Proficiency in the use of these surveying instruments ensures that students are adequately prepared with the skills needed to execute field measurements. Students perform topographic surveys, construction surveys and data reduction procedures.

### **CMT 200 Construction Management III**

*3 credits, 3 hours*

*Pre-requisite: CMT 150*

This course builds on the concepts developed in Construction Management II, to provide students with a thorough understanding of the current practices for planning, documenting, managing, and analyzing construction projects. Students use industry standard computer scheduling software in preparing a Critical Path Method (CPM) project schedule and study the use of value engineering (VE) workshop to reduce construction costs.

### **CMT 240 Fundamental of Construction Materials**

*2 credits, 2 hours*

*Pre-requisite: CMT 160*

This course introduces students to the construction and building techniques related to wood frame, brick, and masonry construction. The theoretical component of this course includes the language of construction, the terminology relating to the industry, and accepted practices of construction. Construction materials and their applications related to the finished product are also covered. Reading and interpreting blueprints and the reading architectural and engineering scales will be covered, as well as assignments to reinforce construction concepts.

### **CMT 250 Fundamentals of Building Systems**

*3 credits, 3 hours (3 Class Hours)*

*Pre/Co-requisite: CMT 160*

The course includes an examination of all building components, their relevant codes, and standards in modern construction build-outs as well as the performance of those constructed facilities over time. Fundamentals of Building Systems encompasses the very core of construction as a field, the materials, and the methods utilized to build a structure from excavation through final delivery. The properties of these materials determine the level of quality and shape of the structure's assembly. Students will learn to identify these materials and their

properties as part of the construction document package which includes plans and specifications.

### **CMT 260 Materials Properties and Testing Laboratory**

*2 credits, 4 hours (4 Lab Hours)*

*Pre/Co-requisite: CMT 240*

The mechanical properties of steel, timber, asphalt and concrete will be explored through laboratory testing. Standard tests for tension, compression, bending, shear, torsion, ductility, aggregate grading and asphalt are performed in accordance with ASTM and AASHTO standards. Principles of field inspection of fresh concrete are covered as well. Students take the "Concrete Field-Testing Technician - Grade I" certification exam by the American Concrete Institute (ACI).

### **CMT 270 Construction Quality and Safety Procedures**

*3 credits, 3 hours (3 Class Hours)*

*Pre-requisite: CMT 150*

This course offers an introduction to construction hazards, safety precautions, and the effective integration of safety regulations into the design and construction phases. Students learn different types of construction-related hazards including crane equipment, machinery, universal, access, construction, operation, and maintenance hazards together with methods to prevent them from happening. Project safety is addressed as part of the required 10-hour OSHA certification training portion of the course. Upon successful completion, the student earns a certification card from OSHA.

### **CSC 140 Introduction to Computer Science**

*(Formerly MAT 1692; MAT 140)*

*3 credits, 3 hours*

*Pre-requisite: ENG 10/110 ALP and MAT 15 or MAT 20.*

*Co-requisite: MAT 150*

Computer problem solving and programming in a high-level language such as C++ are introduced. Algorithmic problem solving and basic programming techniques are emphasized. Problems are solved using methods such as topdown design and stepwise iterative refinement. Programming topics include basic data types, operators and expressions, control structures, functions, arrays and pointers. Students are introduced to a modern program development environment in the computer lab and are expected to complete several programming projects.

### **CSC 205 Discrete Mathematics**

*4 credits, 4 hours*

*Pre-requisite: MAT 160*

*Pre/Co-Requisite: ESL 86-88 or ESL 91 or higher, or ENG 100 or higher*

The course introduces fundamental ideas in discrete

structures, serving as a basis for subsequent courses required for students in Computer Science: Sets, relations, and functions; propositional calculus, Boolean algebras, and combinatorial circuits, counting methods; proof techniques; analysis of algorithms; graphs and trees, puzzles; finite machines, sequential circuits, and recognizers and coding theory.

### **CSC 215 Modern Programming\***

(Formerly MAT 215)

3 credits, 4 hours

Pre/Co-requisites: MAT 210, ESL 35

This course provides an introduction to problem solving methods and algorithm development through the study of the program, control structures, and data structures of the C++ programming language. The main aspects of the course include: the concepts of procedural and object-oriented programming, algorithm design, control structures in C++, functions and recursions, arrays, pointers, characters and strings, structured data, file operations, classes.

### **CSC 275 Object Oriented Programming**

3 credits 3 hours

Pre/co-requisites: ENG 93/ESL 91/ESL 93; CSC 215

This course is a continuation of algorithmic problem solving designed to promote object-oriented programming concepts, techniques, and applications. It introduces more advanced methods, particularly object-oriented design. Topics include: procedural abstraction, user defined static, dynamic and generic data types, linked structures, sorting and searching, event-driven programming and recursion. Abstract data types, inheritance and polymorphism are examined. Principles of rigorous programming practice and software development are emphasized.

### **CSC 300 Data Structure**

3 credits 3 hours

Pre-requisites: CSC 205, CSC 215

Pre/Co-Requisite: ENG 93, ESL 91, ESL 93 or Equivalent/higher.

Abstract characterizations of data structures, such as arrays, stacks, queues, trees, and graphs, will be studied along with algorithms that make use of such structures, including algorithms for sorting, searching, and memory management. Implementation issues will be considered, and students will write programs that embody these structures and algorithms.

### **CSC 375 Computer Networking**

3 credits 3 hours

Pre-requisite: CSC 215

Pre/Co-Requisite: ENG 93/ESL 91/ ESL 93 or equivalent

This course studies the design principles of network infrastructure and how these designs may be compromised and how they work. Thus, it presents principles and methodologies used in the design and implementation of modern computer networks and networked information systems. Topics include: shared use of a multiple access channel, error detection and recovery, and flow and congestion control. This course studies packet switched networks, routing protocols, internet protocols and protocols at each layer. This course also introduces network programming-algorithms and procedures for secure and reliable transport over best-effort delivery systems. Students will develop several client-server applications such as writing a simple networking service at the I.P. layer or higher.

### **CSC 395 Web & Mobile App Development**

3 credits 3 hours

Pre-requisite: CSC 215

Pre/Co-Requisite: ENG 93/ESL 91/ ESL 93 or equivalent

This course studies the design principles of Web & Mobile application programming. Students will gain experience with the languages and frameworks used in developing Web & Mobile applications, specifically with the design of user interfaces and software systems, and associated topics such as networking and security.

### **MAT 100 Introduction to College Mathematics (MQR)**

(Formerly MAT 1632)

3 credits, 3 hours

Pre-requisite: MAT 20, MA 20 or equivalent, placement or exemption

Pre/Co-requisite: ESL 35 or Higher

This course provides skills in finite mathematics. Topics: set theory, symbolic logic, probability, systems of numeration, basic modular arithmetic and the metric system.

### **MAT 100SI Introduction to College Mathematics I (MQR)**

3 credits, 6 hours

This course provides skills in finite mathematics. Topics: set theory, symbolic logic, probability, systems of numeration, basic modular arithmetic, and the metric system. Additional supplementary basic mathematics skills topics are: Operations with whole numbers, fractions, decimals, ratio, proportion and percent, scientific notation, the metric system, word problems, and applications. MAT 100SI and MAT 100 are equivalent courses.



**MAT 105 Mathematics for Allied Health Sciences (MQR)**

3 credits, 3 hours

MAT 20, MA 20 or equivalent, or placement ESL 91/93 or ENG 91/93 or higher.

This course is designed for Radiography students and will aid them in applying mathematical concepts to “on-the-job” situations as well as in their development of proportional thinking. The course will include an integrated review of mathematical skills and concepts required in radiography, in particular the topics pertaining to formation and manipulation of analog and digital images. Units of measurements, formula equations, proportionality, inverse proportionality, direct square and inverse square proportionality. Proportionality and involved proportional thinking will have three representatives: algebraic, geometric and percent. Each particular formula equation originating in radiology will be generalized to at least on other domain. For example together with Coulombs force, there also will be examples of gravitational force which has the same algebraic structure but a different physical meaning.

**MAT 110 Number Theory**

(Formerly MAT 1732)

3 credits, 4.5 hours

Pre-requisite: MAT 100

Pre/Co-requisite: ESL 35

The student will verify some fundamental properties of natural numbers, express numbers in different bases, find the greatest common divisors of two numbers by Euclid’s algorithm, factor an integer by various methods such as Fermat’s and Euler’s methods, and become acquainted with several solved and unsolved problems in number theory. The student will find the number of divisors of a natural number, the sum of the divisor, the product of the divisors, and the means of the divisor; become acquainted with perfect, multiple perfect, amicable and sociable numbers; analyze various theorem related to perfect numbers; study Euler’s function; solve simple diophantine equations; and study congruences.

**MAT 115 Quantitative Reasoning (MQR)**

3 credits, 3 hours

Pre-requisite: MAT 20, MA 20 or equivalent, placement or exemption

Pre/Co-requisite: ESL 91/93 or ENG 91/93 or higher

This course is designed to develop quantitative reasoning and critical thinking skills. Topics include logic and problem solving; quantitative information in everyday life; probability and statistics; modeling and further applications to address contemporary interest.

**MAT 120 Introduction to Probability & Statistics (MQR)**

(Formerly MAT 1682)

3 credits, 4.5 hours

Pre-requisite: MAT 15, MAT 20, MA 20 or equivalent, or placement

Pre/Co-requisite: ENG 91/ENG 93 or ESL 91/ESL 93 or higher (If taught in Spanish: SPA 121 or higher)

The student will identify, define, and compute the measures of central tendency and dispersion; develop frequency distributions and related histograms; determine the level of correlation; and draw inferences from regression lines. The student will also solve problems involving sample spaces, counting techniques, and mathematical expectation; determine the probability of normally distributed events through use of tables; conduct hypothesis testing; and determine confidence intervals.

**MAT 120 SI Introduction to Probability and Statistics**

3 credits, 6 hours

Pre-requisite: Placement via the CUNY’s

Proficiency Index

The student will identify, define, and compute the measures of central tendency and dispersion; develop frequency distributions and related histograms; determine the level of correlation; and draw inferences from regression lines. The student will also solve problems involving sample spaces, counting techniques, and mathematical expectation; determine the probability of normally distributed events through use of tables; conduct hypothesis testing; and determine confidence intervals. Additional supplementary basic algebra and critical thinking skills topics are: operations with real numbers, algebraic expressions, solving and graphing linear equations and inequalities, proportion and percent word problems, basic skills in manipulating exponential, and radical expressions. MAT 120 SI and MAT 120 are equivalent courses.

**MAT 130 Computer Literacy**

(Formerly MAT 1690)

3 credits, 3 hours

Pre-requisite: PLACEMENT or MAT 20, ENG 93 or ESL 91 or ESL 93 or ESL 95

Co-requisite: ENG 93 or ESL 91 or ESL 93 or ESL 95

This course is designed to provide undergraduate students with computer literacy skills from academic and office perspectives. Emphasis will be placed on developing real world skills using a hands on interactive approach with respect to hardware, operating system and application software.

**MAT 150 College Algebra with Trigonometric Functions (MQR)**

4 credits, 4 hours

*Pre-Requisite: MAT 15, MAT 20, MA 20 or equivalent, Or placement*

*Pre/Co-Requisites: For section taught in English: ESL 35 or higher; For section taught in Spanish: SPA 117 or SPA 121.*

This course introduces the concept of mathematical functions in preparation for further studies in pre-calculus and calculus. The course content includes an in-depth treatment of the following topics: polynomial functions and factoring techniques, rational functions and equations, radical functions and equations, complex numbers, quadratic equations, graphs of quadratic functions, applications to geometry, conic sections and an introduction to the study of trigonometric functions. This course is appropriate for liberal arts students as well as STEM majors.

**MAT 150 SI College Algebra with Trigonometric Functions (MQR)**

4 credits, 7.5 hours

*Pre/Co-requisite: Placement via the CUNY's Proficiency Index for Elementary Algebra*

This course introduces the concept of mathematical functions in preparation for further studies in pre-calculus and calculus. The course content includes an in-depth treatment of the following topics: operations with real numbers, polynomial functions and factoring techniques, rational functions and equations, radical functions and equations, complex numbers, quadratic equations, graphs of linear equations, system of equations, inequalities and quadratic functions, applications to geometry, conic sections and an introduction to the study of trigonometric functions. This course is appropriate for liberal arts students as well as STEM majors.

**MAT 160 Pre-calculus (MQR) (SW)**

(Formerly MAT 1628)

4 credits, 4.5 hours

*Pre-requisite: MAT 150 or placement Pre/Co-requisite: For sections taught in English ESL 35 or higher.*

*For sections taught in Spanish: SPA 117 or SPA 121.*

This course provides essential concepts for the study of calculus. Topics: concepts in analytic geometry; algebraic functions; transcendental functions, such as exponential, logarithmic, and trigonometric functions; graph analysis; and applications.

**MAT 210 Calculus I \*\* (MQR) (SW)**

(Formerly MAT 1642)

4 credits, 5 hours

*Pre-requisite: MAT 160 or by placement.*

*Pre/Co-requisite: ESL 35*

This course provides skills in calculus in one real variable.

Topics: limits; continuity; differentiation of powers, polynomial, trigonometric, exponential, logarithmic and inverse trigonometric functions; applications of differentiation; maximum-minimum problems; curve sketching; antiderivatives; indefinite and definite integrals.

**MAT 217 Linear Algebra**

4 credits, 4 hours

*Pre-requisite: MAT 210*

*Co-requisite: MAT 220*

This course introduces the concepts and methods of solution of systems of linear equations with an arbitrary number of equations and variables by using both the elimination and matrix methods; algebra of matrices; determinants; vector spaces and subspaces, norm of a vector and distance between vectors; linear dependence and independence; basis and dimension of vector spaces, orthogonal and orthonormal bases, change of basis; linear transformations and their matrices, kernel and image; real inner products, eigenvalues and eigenvectors; diagonalization of symmetric matrices and its application to quadratic forms. During the course, students will be trained to use technology to solve linear algebraic problems. The technological means include Mathematica, Maple, Matlab, Sage, or graphing calculator TI-89 or equivalent. *Not Available for Students who have taken MAT 320 Linear Algebra with Vectors*

**MAT 220 Calculus II\*\* (MQR)**

(Formerly MAT 1644)

4 credits, 4.5 hours

*Pre-requisite: MAT 210.*

*Pre/Co-requisite: ESL 35*

This course develops further skills in differential and integral calculus. Topics: definite integral and its properties; numerical integration; techniques of integration; applications of definite integrals to: areas between curves, volume of solids of revolution, arc length and surfaces; sequences and infinite series; tests for convergence; Taylor and Maclaurin series and applications.

**MAT 310 Calculus III \*\* (MQR) (SW)**

(Formerly MAT 1646)

4 credits, 4.5 hours

*Pre-requisite: MAT 220*

*Pre/Co-requisite: ESL 35*

This course provides skills in geometry in the plane and space, and integral calculus in several variables. Topics: vectors; solid analytic geometry; polar, cylindrical and spherical coordinates; conic sections and quadric surfaces; partial derivatives; multiple integrals with applications;

vector fields and line integrals; Green's theorem, Stokes' theorem and the Divergence theorem.

### **MAT 320 Linear Algebra with Vector Analysis**

(Formerly MAT 1722)

3 credits, 3 hours

Pre-requisite: MAT 310

Pre/Co-requisite: ESL 35

The student will study matrix theory, linear equations, Gauss elimination, determinants, Eigen value problems and first order systems of ordinary differential equations, vector field theory theorems of Green, Stokes, and Gauss.

### **MAT 360 Ordinary Differential Equations\*\***

(Formerly MAT 1742)

3 credits, 3 hours

Pre-requisite: MAT 310

Pre/Co-requisite: ESL 35

The student will formulate and solve differential equations of the first and higher order linear equations with constant coefficients, undetermined coefficients, variation of parameters, applications; Euler's equation, Laplace Transforms, series solutions, linear systems; elementary partial differential equations and separation of variables; Fourier series.

\*\*Some sections of courses identified with double asterisks (\*\*) are restructured in the sense that they are taught using Graphing Calculators or Computer Systems, in a collaborative learning mode with the assistance of peer tutors.

**Courses are co-listed with The City College of New York.**

### **CE 209 Structural and Site Plans**

3.0 credits; 4.0 hours

Pre-requisite: CSC 10200 and passing grades in all three CUNY/ACT.

Graphical methods of conveying ideas and information related to civil engineering projects. Functional planning. Structural plans and details in steel and concrete.

### **CE 23100 Introduction to Structural Mechanics**

3 credits, 3 hours

Pre-requisites: C or better in General Physics (Phys 207), Introduction to Computing (CSC102) and passing grades in all three SKAT tests, Calculus II (Math 202)

Pre-requisites by courses: CE 231 (minimum grade of C), MA 203 (minimum grade of C), CSD 102

Co-requisites: MA 391, CE 264

Laws of motion and equilibrium. Elements of vector algebra. Equilibrium of rigid bodies. Constraints and reactions. Equilibrium of machines and hinged frames. Internal forces in trusses and beams. Shear and bending moment diagrams. Analysis of cable systems. Friction.

Centroid and centers of gravity. Moments of inertia. Work and virtual work. Stability of equilibrium.

### **CE 23100 Introduction to Structural Mechanics**

3 hours 3 credits

Pre-requisite: PHY 210 (min. C grade), CSc 102(CSC 215 at Hostos) and passing grades in all three CUNY/ACT.

Pre/Co-requisite: MAT 220 (min. C grade)

Laws of motion and equilibrium. Elements of vector algebra. Equilibrium of rigid bodies. Constraints, and reactions. Equilibrium of machines and hinged frames. Internal forces in trusses and beams. Shear and bending moment diagrams. Analysis of cable systems. Friction. Centroids and centers of gravity. Moments of inertia. Work and virtual work. Stability of equilibrium.

### **CE 264 Civil Engineering Data Analysis**

3.0 credits; 2 hours lecture, 3 hours lab

Pre-requisite: CSC 10200 Intro to Computer Science, and passing grades in all three CUNY/ACT.

Role of Statistics and probability in civil engineering. Measurability and variability. Data collection. Descriptive analysis. Presentation of data in the context of civil engineering. Numerical descriptive statistics. Probability distributions and their application to civil engineering. Introduction to inferential statistics. Applications of civil engineering quality control. Linear correlation and regression analysis.

### **CE 332 Mechanic of Deformable Bodies**

4.0 credits, 3 hours lecture, 2 hours lab

Pre-requisites: CE231 (min. C grade), , MATH 203 (min. grade of C), CSC 102

Co-requisites: MATH 391 (min C grade)

Stresses and strains in elastic and inelastic materials subjected to axial, torsional, and flexural loads and combinations of loads for statistically determinate and indeterminate configurations. Deformations and deflections due to loads and temperature. Combined stresses. Mohr circles and principal stresses. Introduction to energy methods. Castilian's theorem. Stability of columns and critical loads. Testing of engineering materials. Stress-strain characteristics, including creep, shrinkage, and hysteresis effects. Effects of temperature and impact loading on material properties.

### **CE 350 Fluid Mechanics I**

3 .0 credits, 3.0 hours

Pre-requisites: CE 23100 (min. C grade), CSC10200

Pre/Co-requisite: MAT 39100 (min. C grade)

Study of behavior of viscous and non-viscous fluids at rest and in motion through development and application of the principles of fluid statistics, continuity, energy, momentum, similitude, and dimensional analysis. Applications include

flow in open and closed conduits, the boundary layer, dynamics of drag and measurement of velocity and discharge.

#### **CE 37200 Environmental Impact Assessment**

3.0 credits, 3.0 hours

*Pre-requisites: CE 23100 (min. C grade), CSC10200*

*Pre/Co-requisite: MAT 39100 (min. C grade)*

Human and environmental impact assessment of engineering projects. Structure of the natural environment: atmosphere, soil, surface and ground water. Environmental pollutants: air, noise, water, solid waste. Effects of pollutants on humans and ecology. Federal regulations. Transport and transformation of pollutants in the environment.

#### **CE 37200 Environmental Impact Assessment**

3 credits 3 hours

*Pre-requisites: CE 26400 and Che 220 (minimum grade of C),*

*Pre/Co-requisite: CE 35000*

Human and environmental impact assessment of engineering projects. Structure of the natural environment: atmosphere, soil, surface and ground water. Environmental pollutants: air, noise, water, solid waste. Effects of pollutants on humans and ecology. Federal regulations. Transport and transformation of pollutants in the environment.

### **ELECTRICAL ENGINEERING**

Courses are co-listed with the City College of New York.

#### **ENGR106 / EAS 106 Introduction to Earth & Atmospheric Science**

4 Credits 4 Hours

*Pre-requisites: MAT 210 & ENG 110*

*Co-requisites: MAT 210 & ENG 110*

This course is designed to provide the student with an understanding of the earth system on a global scale by studying its component parts or reservoirs (the atmosphere, hydrosphere, geosphere, and biosphere), the interactions, linkages and dynamic equilibrium among these reservoirs at various time scales, and the effect of external forces on the system.

#### **ENGR 276 Engineering Economics**

3.0 Credits, 3.0 Hours

*Pre-requisite: Eng 21007*

*Co-requisites: Basic Mathematics and Calculus*

History of economic thought from the engineering point of view of modeling and control: Adam Smith to Keynes to Krugman and Thurow. Nature of the corporation. Balance sheet analysis. Time value of money: simple and compounded interest, annuities and loans, cash flow, profitability analysis and DCF rate of return. Cost estimation, cost benefit analysis. Risk analysis: forecasting,

cash flow, simple probability theory, decision trees.

#### **ENGR 10100 Engineering Design Workshop I**

1.0 credits, 3.0 hours

*Pre-requisite: MAT 210 or equivalent course*

Concepts of structural safety and equilibrium are developed and students are introduced to structural analysis of a steel truss bridge. Topics included: basic mechanisms, kinematics, feedback, and computer control by considering the operation of several robotic devices.

#### **ENGR 10200: Engineering Design Workshop II**

2.0 credits, 3.0 hours

*Pre-requisite: MATH 78 or 100 or equivalent. Open only to students who have not completed MATH 202.*

This course uses the same approach as Engineering Design Workshop I and provides elementary design experiences in the areas of thermodynamics and electronics. Students explore the concepts of energy and information through experiments with modern engineering test equipment. Based on these concepts, they are then encouraged to create and evaluate their own designs in a group setting. Computer skills and analytical tools are introduced as needed. Course requirements include oral and written presentations of original engineering designs. Project topics include digital logic circuits, analog information processing, calorimetry and heat conduction.

#### **ENGR 10300 Analysis Tools for Engineers**

2.0 credits, 2 hours

*Pre-requisite: MAT 210 Calculus I*

An introduction to computer-aided analysis techniques necessary for the study of Electrical Engineering and the design of electrical systems. Among the topics studied are: functions of a real variable and their graphs, complex numbers and phasors, linear algebra, differential equations with application to image processing, and an introduction to systems analysis.

#### **ENGR 20400 Electrical Circuits**

3 credits, 3 hours

*Pre-requisite: MAT 310 and PHY 210 Circuit elements and their voltage-current relations: Kirchhoff's laws, Elementary circuit analysis, Continuous signals, Differential equations, State of variable equations, First and Second order systems, an introduction to circuit analysis.*

### **MECHANICAL ENGINEERING**

#### **ME 145 Computer Aided Drafting**

2 credits, 1 hour lecture, 2 hours lab

Basic theory of space geometry, with applications in computerized drafting. Students develop skills of spatial analysis, visualization and interpretation through reading

existing drawings and freehand sketching. Conventional drafting practices are introduced, including orthographic projections, auxiliary and sectional views, isometric and orthographic projections and basic dimensioning. Computer-aided drafting software is used to produce engineering drawings.

### **ME 246 Engineering Mechanics I**

*3 credits 3 hours*

*Prerequisite: Math 220 (min. C grade), Physics 210 (min. C grade)*

*Pre/Co-requisites: ME 145, or BME 220*

Vector concepts in mechanics; Equivalent force systems; Centers of gravity and pressure; Equations of equilibrium for two- and three-dimensional systems; Static determinacy; Analysis of trusses, frames, machines and cables; Frictional forces; Properties of surfaces and rigid bodies; Particle kinematics: path variables, cylindrical coordinates and relative motion; Recitation periods integrated with classroom work.

### **ME 247 Engineering Mechanics II**

*3 credits 3 hours*

*Pre-requisite: ME 246*

*Pre/Co-requisites: Math 360 (min. C grade)*

Kinematics of rigid bodies and relative motion. Particle dynamics. Vibrations of single-degree-of-freedom mass-spring systems. Dynamics of systems of particles and rigid bodies. Moment of momentum equations. Kinetics of plane motion for rigid bodies. Energy methods. Computer-assisted mechanism dynamics design project. Design periods integrated with classroom work.

### **ME 322 Computer Methods in Engineering**

*3 credits 2 hours lecture; 3 hours laboratory*

*Pre/Co-requisites: Math 360 (min. C grade)*

Digital procedures and numerical techniques necessary for the solution of many classes of mechanical engineering problems. Procedures for the analysis and processing of experimental data, for the solution of boundary and initial value problems, sets of linear equations and eigenvalue problems. Difference methods. Use of these techniques as essential to the design process, both in the solution of equations which do not have easily obtained closed form solutions and in the treatment of experimental data. Students will principally use the microcomputer laboratory and ancillary facilities.

### **ME 330 Mechanics of Materials**

*3 credits 3 hours lecture, 1 recitation*

*Pre-requisite: Math 310 (min. C grade), ME 24600*

Engineering analysis of deformable elastic and inelastic bodies subject to axial, torsional, flexural and shearing loads. Analysis of stress and strain. Stress/strain relations,

strain energy and failure theories. Deformations and deflections due to mechanical and thermal loads. Statically determinate and indeterminate systems. Pressure vessels, combined loading, principal stresses, thermal stresses, joints and fittings. Stability, buckling and critical loads.

### **MATHEMATICS ► FACULTY & STAFF**

**Nieves Angulo**, Professor and Chairperson, B.A., M.A., M.S., Ed.D.

**Moise Koffi**, Assistant Professor and Deputy Chair, B.S. M.E., Ph.D.

**Anders Jasson Stachelek**, Assistant Professor, B.S., M.S., M.Ed., Ed.D.

**William Baker**, Professor, B.A., M.A., Ph.D.

**Olen Dias**, Professor, B.A., M.A., Ph.D.

**Terence Brenner**, Associate Professor, B.A., M.A., Ph.D.

**Bronislaw Czarnocha**, Professor, M.A., Ph.D.

**Alexander Vaninsky**, Professor, M.E.E., M.S., M.A., Ph.D., D.Sc. Hab.

**James Kennis**, Assistant Professor, A.S., B.S., M.A., M.S., M.Phil., Ph.D.

**Ruili Ye**, Assistant Professor, B.E., M.S., M.Phil., Ph.D.

**Kathleen Markert Doyle**, Associate Professor, A.A., B.A., M.S., M.Phil., Ph.D.

**Tanvir Prince**, Associate Professor, B.A., M.A., Ph.D.

**Ramon Gomez**, Lecturer, A.A.S., B.A., M.A.

**Henry Glover**, Lecturer, B.S., M.B.A.

**Lauren Wolf**, Assistant Professor, A.A.S., B.A., M.A., Ph.D.

**Armando Amador**, Lecturer, A.A.S., B.A., M.A.

**Gizelle Guzman**, Lecturer, A.A., B.A., M.A.

**Junhang Lee**, Assistant Professor, B.S., M.S., M.A., Ph.D.

**Clara Nieto-Wire**, Associate Professor, B.E., M.Phil., Ph.D.

**Edme Soho**, Assistant Professor, B.S., Ph.D.

**Arthur Clarke**, Emeritus Professor

**Mariano Garcia**, Emeritus Professor

**Loreto Porte de Perez**, Emeritus Professor

### **NATURAL SCIENCES DEPARTMENT**

The Natural Sciences Department consists of the Biology Unit and the Physical Sciences Unit. The former offers courses in general biology, anatomy and physiology, genetics, and microbiology. The latter offers courses in general chemistry, organic chemistry, physics and environmental sciences. Students are offered opportunities to do research in Independent Studies classes in biology, chemistry and physics.

The Biology and Physical Sciences Units offer courses for liberal arts students and for liberal arts and sciences students who intend to continue study in the natural and physical sciences as well as the medical fields. In addition,

courses are offered for career-oriented programs in the allied health areas, such as radiologic technology, dental hygiene, and nursing.

Liberal Arts students pursuing the Associate in Arts (A.A.) degree must complete eight credits in the Natural Sciences Department in one of the following sequences:

Principles of Biology, and Plants & Society (BIO 110-111 and 120-121); or Principles of Biology, and Organismic Biology (BIO 110-111 and 130-131); General Biology (BIO 210 and BIO 220); Anatomy and Physiology (BIO 230 and 240); General Chemistry (CHE 210 and 220); Physics (PHY 110/120 or PHY 210 and 220); Environmental Sciences (ENV 110-111 and 120-122).

Some Biology and Environmental Science courses are offered in either English or Spanish.

Liberal Arts and Sciences students planning to enter professions in the sciences or in health (medical) related fields should follow the sequence described in the Associate in Science (A.S.) degree. This program of study provides students with the foundation in math and science needed to transfer to senior colleges, where they can continue their studies. This program is designed for students planning to pursue careers in such fields as Medicine, Dentistry, Physician Assistant, Pharmacy, and Optometry or a career in the biological or physical sciences such as science research.

The program requires a minimum of 60 credits and must include the specified number of credits in the areas indicated below. Students are expected to complete two sequences of sciences courses which can be General Biology (BIO 210 and BIO 220); Anatomy and Physiology (BIO 230 and 240); General Chemistry (CHE 210 and 220); and Physics (PHY 210 and 220) as well as a number of credits in science major elective courses. Students interested in this program of study should contact the Natural Sciences Department for information regarding credit distribution, options and transfer to senior colleges.

The department also provides the student with pre-clinical course work to allow the student to move into clinical course work to prepare for a job with an Associate in Applied Science (A.A.S.) degree

### **Biology**

The Biology Unit offers courses in introductory and advanced biology.

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

Courses offered primarily for Allied Health Programs

BIO 230.....	Anatomy & Physiology I.....	4.0
BIO 240.....	Anatomy & Physiology II .....	4.0
BIO 310 .....	Microbiology .....	4.0

Other courses offered are:

BIO 260 .....	Introduction to Genetics.....	4.0
BIO 299 .....	Independent Studies in Biology ...	3.0

### **Physical Sciences**

The Physical Sciences Unit offers courses in chemistry, physics and environmental sciences.

Students can earn credits in physical sciences unit courses by satisfactorily completing all examinations and laboratory work. Laboratory participation is mandatory.

Courses offered primarily for Allied Health Programs

CHE 105 .....	Introduction to General Chemistry.....	4.0
CHE 110 .....	Introduction to Chemistry.....	4.0
CHE 120 .....	Principles of Organic Chemistry.....	2.0

Courses offered primarily for the Digital Music Program

PHY 105 .....	Physics of Sound .....	3.0
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Other courses offered are:

CHE 299 .....	Independent Studies in Chemistry.....	3.0
PHY 299 .....	Independent Studies in Physics .....	3.0
CHE 310 .....	Organic Chemistry I .....	3.0
CHE 312 .....	Organic Chemistry I Lab .....	2.0
CHE 320 .....	Organic Chemistry II .....	3.0
CHE 322 .....	Organic Chemistry II Lab .....	1.0
EAS 106.....	Earth and Atmospheric Sciences.....	4.0

### **CHEMICAL ENGINEERING SCIENCE - A.S.**

Hostos Community College (HCC) offers the Associate in Science (A.S.) degree in Chemical Engineering as a jointly registered, dual admission program with the existing Bachelor of Engineering in Chemical Engineering (B.E./ChE.) at the City College of New York. The program has been designed to meet the licensure guidelines of the Accreditation Board for Engineering and Technology (ABET).

This program is designed to provide HCC students with the same curriculum as the first two years of the licensure qualifying Chemical Engineering program required at CCNY. The collegial nature of the program will facilitate the transition to the professional portion of the curriculum.

HCC students will be enrolled in the existing science and mathematics courses at Hostos and will enroll in eight engineering/chemistry courses at CCNY until there is sufficient enrollment to offer the courses at Hostos.

**CHEMICAL ENGINEERING SCIENCE – CUNY PATHWAYS**

**REQUIRED COMMON CORE**

**English Composition**..... 6  
 ENG 110, ENG 111

**Mathematical & Quantitative Reasoning**..... 4  
 MAT 210 Required

**Life and Physical Sciences** ..... 4  
 CHE 210 Required

**FLEXIBLE COMMON CORE**

World Cultures and Global Issues..... 3

US Experience in its Diversity ..... 3

Creative Expression ..... 3

Individual & Society ..... 3

**Scientific World** ..... 4

CHE 220 Required

**One (1) additional course from the Scientific World** .3

CHE 310 Required

**Subtotal** ..... 33

**MAJOR REQUIREMENTS**

ENG 202 ..... Technical Writing ..... 3.0

MAT 220 ..... Calculus II ..... 4.0

MAT 310 ..... Calculus III ..... 4.0

PHY 210 ..... Physics I ..... 4.0

PHY 220 ..... Physics II ..... 4.0

CHE 228 ..... Intro to Chemical Engineering  
 Principles & Practice ..... 5.0

CHE 312 ..... Organic Chemistry Lab I ..... 2.0

CHE 320 ..... Organic Chemistry II ..... 3.0

MAT 320 ..... Linear Algebra with Vector  
 Analysis ..... 3.0

MAT 360 ..... Differential Equations ..... 3.0

**Subtotal** ..... 35

**Total** ..... 68

*Note: The program has received a waiver to specify particular courses students must take in STEM areas of the Common Core. If students take different courses in these areas, they will be certified as having completed the Common Core area, but it may not be possible for them to finish their degree program within the regular number of credits.*

**FOOD STUDIES – A.S.**

The Food Studies Program (A.S) is an interdisciplinary field of study that focuses on the importance of food and food policy as a complex political, economic, and social system.

Students will gain familiarity with broader contexts: food systems, food movements, emerging issues in the food industry and jobs in the food sector.

**FOOD STUDIES - CUNY PATHWAYS**

**REQUIRED COMMON CORE**

**English Composition** ..... 6  
 ENG 110, ENG 111

**Mathematical & Quantitative Reasoning**..... 3  
 MAT 120

**Life and Physical Sciences** ..... 3  
 BIO 110/BIO 111, or BIO 210 or BIO 230 or ENV 110/ENV 111

**FLEXIBLE COMMON CORE**

World Cultures and Global Issues ..... 3

US Experience in its Diversity ..... 3

Creative Expression..... 3

Individual & Society ..... 3

Scientific World... ..... 4

One (1) additional course from the Flexible

Common Core..... 3

**MAJOR REQUIREMENTS**

FS 101 ..... Food Studies I: Intro to Food Systems... 3

FS 120 ..... Food Studies II: Food, ENV & Justice.... 3

FS 200 ..... Food, Policy & Advocacy..... 3

FS 220 ..... Food, Health & Environment..... 3

FS 225 ..... Food Studies Careers Practices and  
 Field Experience ..... 3

FS 230 ..... Food Studies Capstone..... 3

**CHOOSE ONE OF THE FOLLOWING TRACKS:**

**Track A – Food Policy Track**..... 9

**(Choose 3 courses from the following)**

BLS 119..... Diversity & Pluralism in America

LAC 101 ..... The Latino Experience in the  
 United States

LAC 132 ..... Hispanic Migration to the United States

PPA 101..... Fundamentals of Public Administration &  
 Management

PPA 110..... State & Local Government

PPA 120..... Unions & Labor

PPA 122..... Health & Welfare Administration I

POL 101..... American Government

**TRACK B – Social Issues Track** ..... 9

**(Choose 3 courses from the following)**

BLS 119..... Diversity & Pluralism in America

BLS 120..... Social Problems of the Minority  
 Communities

BLS 150..... Ethnicity, Health & Illness

PPA 101..... Fundamentals of Public Administration

PPA 120..... Unions & Labor

SOC 101..... Introduction to Sociology

SOC 105..... Sociology of Social Problems

SOC 140..... Race and Ethnicity

<b>TRACK C – Health &amp; Nutrition</b> .....	<b>9</b>
<b>(Choose 3 courses from the following)</b>	
BLS 150 .....	Ethnicity, Health & Illness
HLT 110 .....	Introduction to Community Health Education
HLT 215 .....	Nutrition
HLT 220 .....	Contemporary Health Issues
HLT 225 .....	Nutrition Education
BIO 270 .....	Food Microbiology
FS 130 .....	Food, Culture and Health

<b>TRACK D – Environment &amp; Sustainability Track</b> .....	<b>9</b>
<b>(Choose 3 courses from the following)</b>	
BIO 120/BIO 121 (Lab) ..	Organismic Biology
BIO 130/131 (Lab) or	Higher Plants and Society
BIO 250 .....	Botany of Food
BIO 260 .....	Introduction to Genetics
BIO 270 .....	Food Microbiology
ENV 110/ENV 111 (Lab)	Environmental Science I
ENV 120/ENV 121 (Lab)	Environmental Science II
FS 140 .....	Urban Agricultural Systems
<b>Free Electives</b> .....	<b>0-3</b>
<b>Total</b> .....	<b>60</b>

**SCIENCE FOR FORENSIC SCIENCE – A.S.**

Hostos Community College offers a jointly registered dual admission program leading to a Bachelor of Science in Forensic Science (B.S.) at John Jay College of Criminal Justice. The program provides HCC students with the same curriculum as the first two years of the forensic science program at John Jay. Upon successful completion of the lower division at HCC, students will receive an Associate in Science (A.S.) degree at Hostos Community College, and will have a seamless transition to the upper division of the baccalaureate program at John Jay. Students entering the program will be granted dual admission to HCC and John Jay. John Jay guarantees admission to HCC students who complete the A.S. degree in Science for Forensic Science.

**SCIENCE FOR FORENSIC SCIENCE – CUNY PATHWAYS**

<b>REQUIRED COMMON CORE</b>	
<b>English Composition</b> .....	<b>6</b>
ENG 110, ENG 111	
<b>Mathematical &amp; Quantitative Reasoning</b>	
MAT 160.....	Pre-Calculus <b>OR</b>
MAT 210.....	Calculus I.....
<b>Life &amp; Physical Sciences</b>	
BIO 210 .....	General Biology I.....

<b>FLEXIBLE COMMON CORE</b>	
<b>World Cultures &amp; Global Issues</b>	
HIS 201 .....	World History to 1500 <b>OR</b>
HIS 202 .....	Modern World History .....
<b>US Experience in its Diversity</b>	
LAC 101 .....	The Latino Experience in the United States <b>OR</b>
BLS 114.....	The African-American Experience ..
<b>Creative Expression</b>	
COM 110.....	Fundamentals of Public Speaking .....
<b>Scientific World</b>	
BIO 220.....	General Biology II.....
<b>One (1) additional Course in Flexible Common Core (Scientific World)</b>	
CHE 210 .....	General Chemistry I .....

<b>MAJOR REQUIREMENTS</b>	<b>CREDITS</b>
CHE 220 .....	General Chemistry II .....
CHE 230 .....	Quantitative Analysis.....
CHE 310 .....	Organic Chemistry I .....
CHE 312 .....	Organic Chemistry I Lab.....
CHE 320 .....	Organic Chemistry II .....
CHE 322 .....	Organic Chemistry II Lab .....
MAT 220 .....	Calculus II .....
PHY 210 .....	General Physics I.....
PHY 220 .....	General Physics II .....
<b>Total Degree Credits</b> .....	<b>60</b>

*Note: Students must maintain an overall Grade Point Average of 2.5, and a minimum grade of "C" in Biology, Chemistry, Mathematics, and Physics courses to be retained in and graduate from the program.*  
 \*\*\* Course will be co-listed. Students will be given a permit until such time as there is sufficient enrollment to offer the course at Hostos.

<b>John Jay College of Criminal Justice</b>	
<b>Third Year - Fall</b>	<b>Credits</b>
CHE 302 .....	Physical Chemistry II .....
CHE 320 .....	Instrumental Analysis I.....
LIT 230, 231, 232, or 233 or	PHIL 231 .....
LAW 202 .....	Law and Evidence.....
Foreign Language*	.....
<b>Subtotal</b> .....	<b>16</b>

<b>Third Year - Spring</b>	<b>Credits</b>
CHE 315 .....	Biochemistry .....
CHE 321 .....	Instrumental Analysis II.....
Concentration Track†	.....
Foreign Language*	.....
<b>Subtotal</b> .....	<b>14</b>

<b>Fourth Year - Fall</b>	<b>Credits</b>
Concentration Track†	.....
Liberal Arts Electives	.....
<b>Subtotal</b> .....	<b>16</b>

<b>Fourth Year - Spring</b>	<b>Credits</b>
Concentration Track†	.....



FOS 401.....Laboratory Internship	OR	
FOS 402.....Undergrad Research		
Internship .....		3
Liberal Arts Electives.....		7
<b>Total .....</b>		<b>14</b>
<b>Total John Jay Credits .....</b>		<b>60</b>
<b>Total Degree Credits .....</b>		<b>120</b>

Bachelor of Science in Forensic Science - B.S.

\* If exempt, Liberal Arts (Humanities and Social Sciences)

† Students must select one of the following tracks:

**Criminalistics**

Junior Year: FOS 313 Introduction to Criminalistics  
for Forensic Science majors

Senior Year: FOS 415 & 416 Forensic Science Lab I & II  
FOS 401 Forensic Science Lab Internship OR

**Toxicology**

Junior Year: TOX 313 Toxicology of Environmental &  
Industrial Agents

Senior Year: TOX 415 Forensic Pharmacology I  
TOX 416 Analytical Toxicology II  
FOS 401 Forensic Science Laboratory  
Internship  
FOS 402 Undergraduate Research  
Internship

**Molecular Biology**

Junior Year: BIO 315 Genetics

Senior Year: BIO 412 & 413 Molecular Biology I & II  
FOS 401 Forensic Science Lab Internship  
OR  
FOS 402 Undergraduate Research  
Internship

**MECHANICAL ENGINEERING – A.S.**

Hostos Community College (HCC) offers the Associate in Science (A.S.) degree in Mechanical Engineering as a jointly registered, dual admission program with the existing Bachelor of Engineering in Mechanical Engineering (B.E./M.E.) at the City College of New York (CCNY).

This program is designed to provide HCC students with the same curriculum as the first two years of the licensure qualifying Mechanical Engineering program required at CCNY. Upon successful completion of the lower division at HCC, students will have a seamless transition to the upper division of the baccalaureate program at CCNY.

**MECHANICAL ENGINEERING – CUNY PATHWAYS**

<b>REQUIRED COMMON CORE</b>	<b>CREDITS</b>
<b>English Composition.....</b>	<b>6</b>
ENG 110, ENG 111	

**Mathematical & Quantitative Reasoning..... 4**

MAT 210 Required

**Life and Physical Sciences ..... 4**

CHE 210 Required

**FLEXIBLE COMMON CORE**

World Cultures and Global Issues ..... 3

US Experience in its Diversity ..... 3

Creative Expression..... 3

Individual & Society ..... 3

**Scientific World ..... 4**

CHE 220 Required

**One Additional course from the Scientific World..... 3**

CHE 310 Required

**Subtotal ..... 33**

**MAJOR REQUIREMENTS CREDITS**

ENG 202..... Technical Writing ..... 3

MAT 220 ..... Calculus II ..... 4

MAT 310 ..... Calculus III..... 4

MAT 320 ..... Linear Algebra with Vector Analysis...3

MAT 360 ..... Differential Equations ..... 3

PHY 210 ..... Physics I..... 4

PHY 220 ..... Physics II ..... 4

ENGR 204 ..... Electric Circuits ..... 3

ME 14500..... Computer-Aided Drafting ..... 2

ME 24600..... Engineering Mechanics I..... 3

**Subtotal ..... 33**

**Total ..... 66**

*Note: The program has received a waiver to specify particular courses students must take in STEM areas of the Common Core. If students take different courses in these areas, they will be certified as having completed the Common Core area, but it may not be possible for them to finish their degree program within the regular number of credits.*

**NATURAL SCIENCES DEPARTMENT ► COURSE DESCRIPTIONS**

**BIOLOGY**

**BIO 110 Principles of Biology (LPS)**

3 credits, 3 hours

*Pre-requisites: BIO 111; MAT 100, MAT100SI or higher; If taught in English: ESL 86 or 91 or higher, ENG 100 or higher; If taught in Spanish SPA 121 or higher.*

*Co-requisites: BIO 111; MAT 100, MAT 100SI or higher; If taught in English: ESL 86 or ESL 91 or higher, ENG 100 or higher; If taught in Spanish SPA 121 or higher.*

This course is designed to give students an overview of the Principles of Biology as they apply to living organisms. Topics examined will include the structure and function of the cell, diffusion and osmosis, types of plant and animal tissues, molecular biology, and animal reproduction and development. This course is for non-science majors students. Offered in Spanish and English.

### **BIO 111 Principles in Biology Laboratory**

1 credit, 2 hours

*Pre-requisites:* BIO 110; MAT 100, MAT 100SI or higher; *If taught in English:* ESL 86 or 91 or higher, ENG 100 or higher; *If taught in Spanish,* SPA 121 or higher.

*Co-requisites:* BIO 110; MAT 100, MAT 100SI or higher; *If taught in English:* ESL 86 or 91 or higher, ENG 100 or higher; *If taught in Spanish,* SPA 121 or higher.

This course is a laboratory course designed to illustrate the concepts discussed in the BIO110 lecture course. Topics examined will include the structure and function of the cell, diffusion and osmosis, types of plant and animal tissues, molecular biology, and animal reproduction and development. This course is for non-science majors students. Offered in Spanish and English.

### **BIO 120 Organismic Biology (SW)**

(Formerly BIO 130)

3 credits, 3 hours

*Pre-requisite:* BIO 110

*Co-requisites if taught in English:* ESL 91 or ENG 91

*If taught in Spanish:* SPA 222

Lecture topics include the theory of evolution by natural selection, the evolution and diversity of organisms and their classification into the five kingdoms. Students will learn the main morphological features of each group as well as animal digestion, endocrine system, circulation, immunity, nervous system and basic concepts of ecology. The laboratory illustrates the concepts discussed in the lecture. This course is for non-science major students.

### **BIO 121 Organismic Biology (Laboratory)**

(Formerly BIO 131)

1 credit, 3 hours

*Pre-requisites:* BIO 110, BIO 111

*Pre/Co-requisite if taught in English,* ENG 91 or ESL 91. *If taught in Spanish,* SPA 222.

*May be offered as a paired course with BIO 130.*

This course will provide students with an overview of the principles of Biology that apply to living organisms. Topics of laboratory will include the evolution by natural selection, the evolution and diversity of organisms, their classification into the five kingdoms, the main morphological features of each group of organisms, animal digestion, endocrine system, circulation, immunity, nervous system, and basic concepts of ecology. Field trips to the American Museum of Natural History and to city parks are used to introduce students to plants and animals in the urban and natural environments. This course is for non-science major students. Offered in English and in Spanish.

### **BIO 130 Plants and Society (SW)**

(Formerly BIO 120)

3 credits, 3 hours

*Pre-requisite:* BIO 110

*Co-requisites if taught in English:* ESL 91 or ENG 91

*If taught in Spanish:* SPA 222

This course introduces students to the world of plants; their vital role in human life and in human society as sources of food, medicine, fiber, fuel, technology and the environment. Students will study plant domestication and social implications associated with the biological and technical aspects of crop production including historical developments and global environmental issues.

### **BIO 131 Plants and Society (Laboratory)**

(Formerly BIO 121)

1 credit, 2 hours

*Pre-requisites:* BIO 110, BIO 111

*Pre/Co-requisite if taught in English,* ENG 91 or ESL 91. *If taught in Spanish,* SPA 222.

*May be offered as a paired course with BIO 120.*

This course will provide students with knowledge of parts of the flower, to recognize the different types of fruits and how these are related to seed dispersal, and use microscopy to examine plant cells and tissues. Students examine economically important food plants such as the different varieties of legumes, grains, and starchy staples. Field trips to city parks are used to introduce students to plants in the urban environment. Students learn to recognize herbs and spices, prepare plant extracts and test them for antimicrobial activity, and practice making paper from plant fibers. This course is for non-science major students. Offered in English and in Spanish.

### **BIO 140 Human Biology I Lecture (LPS)**

3 credits, 3-hours

*Pre-requisite:* MAT 100 or MAT 100 SI or higher and ESL 86, or ESL 91 or higher, or ENG 100 or higher and for Spanish sections SPA 121 or higher

*Co-requisite:* BIO 141

This course is the first of two parts of the Human Biology course. **This course is for non-STEM major students.** The course provides a survey of human anatomy and physiology, exploring the molecules of life in the formation of cells, tissues and the body systems, with emphasis on both the physiological mechanisms in health and disease, as well as concepts and current issues in human biology. Offered in Spanish and English.

### **BIO 141 Human Biology I Lab**

1 credit, 2-hours

*Pre-requisite:* MAT 100 or MAT 100 SI or higher and ESL 86, or ESL 91, or higher, or ENG 100 or higher and for Spanish sections SPA 121 or higher

*Co-requisite:* BIO 140

This course is the first of two parts of the Human Biology course. **This course is for non-STEM major students.** The course provides a survey of human anatomy and physiology, exploring the molecules of life in the formation of cells, tissues and the body systems, with emphasis on both the physiological mechanisms in health and disease, as well as concepts and current issues in human biology. The laboratory illustrates the concepts discussed in the lecture. Offered in Spanish and English.

### **BIO 150 Human Biology II Lecture (SW)**

3 credits, 3-hours

*Pre/requisites:* BIO 140 and BIO 141

*Co-requisite:* BIO 151

This course is the second of two parts of the Human Biology course. **This course is for non-STEM major students.** Using a topic approach, the course focuses on the biological principles of nutrition, mechanism of the body's defense, genetics, cellular interactions that comprise our current understanding of the human organism and environmental issues.

### **BIO 151 Human Biology II Lab**

1 credit, 3-hours

*Pre/requisites:* BIO 140 and BIO 141

*Co-requisite:* BIO 150

This course is the second of two parts of the Human Biology course. **This course is for non-STEM major students.** Using a topic approach, the course focuses on the biological principles of nutrition, mechanism of the body's defense, genetics, cellular interactions that comprise our current understanding of the human organism and environmental issues. The laboratory illustrates the concepts discussed in the lecture.

### **BIO 210 General Biology I (LPS) (SW)**

(Formerly BIO 3902)

4 credits, 3-hrs lecture/3 hrs lab 1 hr recitation

*Pre/requisites:* ENG 100 or higher or ESL 86 or 91/93 or higher; MAT 100, or MAT 100 SI or MAT 150, or MAT 150 SI or higher except MAT 19/119 and MAT 120

This course, the first of two courses in biological science is intended for students preparing for careers in science. Lecture topics include basic properties of living organisms, metabolism, energy transformation, cellular reproduction, Mendelian genetics, molecular genetics and gene expression. Offered in English.

### **BIO 220 General Biology II (LPS) (SW)**

(Formerly BIO 3904)

4 credits, 3-hrs. lecture/3 hrs. lab /1hr. recitation

*Pre-requisite:* BIO 210

science intended for students preparing for careers in science. Lecture topics include the theory of evolution by natural selection, the evolution and diversity of organisms and their classification into five kingdoms. The students will learn about animal nutrition, circulation, gas exchange, homeostasis, immunity, nervous control, reproduction and development and ecology. Offered in English.

### **BIO 230 Anatomy & Physiology I (LPS) (SW)**

(Formerly BIO 3906)

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

*Pre/Co-requisites:* MAT 100, MAT 100 SI or higher ESL 86 or 91/93, ENG 100 or higher

The student will demonstrate knowledge of basic chemistry, body fluids, and the structure and function of the cell. The student will also list and describe the four kinds of animal tissue; list major bones and their function; and describe structure and function of the muscular and circulatory systems. Offered in English only.

### **BIO 240 Anatomy & Physiology II (LPS) (SW)**

(Formerly BIO 3908)

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

*Pre-requisite:* BIO 230

The student will study and describe the structure and function of the urinary, respiratory, digestive, endocrine, nervous, and reproductive systems. Offered in English only.

### **BIO 250 Botany of Food**

4 Credits 6 Hours

*Pre-requisite:* BIO 210 or CHE 210

The focus of this course is the study of plants as main source of food for humanity. It includes an in-depth study of the history of domestication, nutritional value, propagation and cultivation of the most commonly consumed and commercialized plants in urban settings. The botanical classification, morphology, anatomy, physiology, reproduction and phytogeography of these domesticated crops is studied. Urban repositories of botanical knowledge (botanical gardens, community gardens, rooftop gardens, vertical gardens, and hydroponic gardens) are discussed as novel adaptations to life in urban settings. Social implications associated with contemporary crop production, society's nutritional needs, and cultural traditions are also analyzed.

**BIO 260 Introduction to Genetics (SW)**

4 credits; 3 hrs. Lecture/ 3 hrs. Lab; 1 hr. recitation

Pre-requisite: BIO 220 or BIO 240

Co-requisite: MAT 160

This course focuses on topics from Mendelian, molecular and population genetics; including concepts of inheritance, history of genetics, molecular genetics using the DNA organization, chromosome structure, genes, alleles and the transmission of genetic information, and the use of genetic techniques in ecological/conservation programs. Laboratory work includes experiments in Mendelian genetics using plants and animals and the study of chromosome material in bacteria.

**BIO 270 Food Microbiology**

4 Credits 6 Hours

Pre-requisite: BIO 210 and CHE 210

This course is designed to introduce students to general principles of microbiology with an emphasis on structure, function and growth control of microorganisms important in food processing, food spoilage, and in causing food-borne illnesses. General microbiology topics covered in this course include structure and function of eukaryotic and prokaryotic cells, metabolism, growth of bacterial culture, pathogenic properties of microorganisms, and interaction between microbe and host. Food microbiology topics covered in this course include lactic acid bacteria and their fermentation products, spoilage microorganisms and control of their growth in food, foodborne pathogenic bacteria and control of their growth in food, and methods of identification and quantification of microorganisms in food.

**BIO 299 Independent Studies in Biology**

3 credits, 3 hours.

Pre-requisites: BIO 220 and CHE 220

with a minimum grade of B.

This course is designed to help students study particular topics of interest in the biological sciences while developing advanced research skills fundamental in planning and carrying out an independent scientific research project. Students will conduct laboratory, field research or library research using sophisticated methodology equipment and techniques to obtain and analyze data. The research findings will be presented using oral and written papers.

**BIO 310 Microbiology (SW)**

(Formerly BIO 3912)

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

Pre-requisite: BIO 220 or 240

The student will study and describe terms related to the following aspects of microbiology: history, methods of

studying and cultivation, reproduction and growth, metabolism, genetics, and control. The student will also study the following topics: pathogens, resistance and immunity, bacteria, rickettsia, chlamydia, viruses, parasitology, mycology, and epidemiology. Offered in English only.

**CHEMISTRY****CHE 105 Introduction to General Chemistry (LPS)**

4 credits, 3 hrs. lecture; 2 hrs. Lab; 1 hrs. Recitation

Pre/Co-requisite: MAT 105 OR MAT 120

The student will solve problems and analyze data which require knowledge of general chemistry and inorganic chemistry including principles of scientific measurements, atomic theory, chemical bonding, nuclear chemistry, gas of organic compounds. This course is required for Nursing students. Offered in English only.

**CHE 110 Introduction to Chemistry (LPS)**

(2 excess hours)

(Formerly CHE 4012)

4 credits, 3-hrs. lecture/1 hrs. recitation / 2-hrs.lab

Pre-requisite: MAT 100 or MAT 100 SI or higher

The student will solve problems and analyze data, which require knowledge of principles of atomic theory, chemical bonding, gas laws, and solutions. The student will also recognize different classes of organic compounds. The course is required for dental Hygiene and Nursing students. Offered in English only

**CHE 120 Principles of Organic Chemistry**

(Formerly CHE 4018)

2 credits, 2-hrs. lecture

Pre-requisite: CHE 110

A survey of the fundamentals of organic and biological chemistry. This course is for Dental Hygiene students and a requirement for entry into the Nursing Program. Offered in English only.

**CHE 210 General Chemistry I (LPS) (SW)**

(Formerly CHE 4002)

4 credits, 3-hrs. lecture/3 hrs. lab/1-hrs. recitation workshop

Pre-requisite: MAT 160, ESL 91/93 or higher, OR ENG 91/93, 101, 102 or higher

Co-requisite: MAT 160, ESL 91/93 or higher, OR ENG 91/93, 101, 102 or higher

The students will analyze data and solve problems related to the principles of modern atomic theory, stoichiometry, oxidation-reduction reaction, gas laws, thermochemistry, electromagnetic radiation and quantum theory, chemical bonding and molecular structure, and properties of solutions. This course is intended for students preparing for careers in the sciences and engineering.

**CHE 220 General Chemistry II (LPS) (SW)**

*Pre-requisite: CHE 210, MAT 210, ESL 91/93 or higher, OR ENG 91/93, 101, 102 or higher*

*Co-requisite: MAT 210, ESL 91/93 or higher, OR ENG 91/93, 101, 102 or higher*

Students will work on laws, concepts and techniques of chemistry including chemical kinetics, ionic equilibria in aqueous solution, thermodynamics electrochemistry, nuclear chemistry, classes of organic and biochemical compounds. This course is intended for students preparing for careers in the sciences and engineering.

**CHE 230 Quantitative Analysis**

*4 credits, 3 hrs lecture, 6 hrs lab*

*Prerequisites: CHE 220*

A balanced treatment of the theory and applications of classical methods of gravimetric and volumetric analysis including: acidbase, precipitation, complexometric, and redox titrations.

**CHE 299 Independent Studies in Chemistry**

*Pre-requisites: BIO 220 and CHE 220*

*with a minimum grade of B*

*3 credits, 3 hours*

This course is designed to help students study particular topics of interest in the Chemistry sciences while developing advanced research skills fundamental in planning and carrying out an independent scientific research project. Students will conduct laboratory, field research or library research using sophisticated methodology, equipment and techniques to obtain and analyze data. The research findings will be presented using oral and written papers.

**CHE 310 Organic Chemistry I (SW)**

*3 credits, 3-hrs. lecture/1-hr. recitation*

*Pre-requisites: CHE 220*

This course will provide the student with a thorough understanding of the basic concepts of organic chemistry. Molecular structure and bonding will be introduced at a theoretical level. Students will become familiar with molecular orbitals and their use in understanding chemical phenomena, hydrocarbons, stereochemical (3-dimensional) aspects of structure; strategies of organic synthesis will be emphasized by means of problem solving. This course is intended for chemistry, biochemistry, molecular biology, chemical engineering, and other students on scientific or professional careers paths.

**CHE 312 Organic Chemistry I Lab (SW)**

*2 credits, 4 hours lab*

*Pre/Co-requisite: CHE 310*

The student will perform exercise involving the preparation and purification of carbon compounds. For students majoring in Engineering.

**CHE 314 Organic Chemistry I Lab**

*3 credits, 6-hrs lab*

*Pre/Co-requisite: CHE 310*

The students will be introduced to organic chemistry laboratory techniques, including methods of synthesis, isolation, purification, and analysis. The major techniques introduced will be distillation, extraction, and recrystallization. The chromatographic techniques that will be used include thin layer, micro-column, and gas chromatography. Infrared spectroscopy will also be introduced. These techniques will be introduced in conjunction with a synthetic experiment (e.g. Sn1 reaction, aldol condensation, Diels-Alder reaction, synthesis of aspirin and acetylferrocene). For students majoring in Natural or Physical Sciences. This is the Organic Chemistry I Laboratory course for chemistry majors.

**CHE 320 Organic Chemistry II**

*3 credits, 3-hrs. lecture/1-hr. recitation*

*Pre-requisites: CHE 310 and CHE 312 or CHE 314*

*Co-requisite: CHE 322 or CHE 324*

The objective of this course is to give students of chemical, physical sciences and molecular biological sciences a complete and in-depth understanding of organic chemistry. The chemistry of the remaining functional groups not covered in CHE 310 will be discussed including nomenclature, stereoisomerism, and stereoselectivity of reactions. Organic functional groups will be introduced and discussed in detail. Problem solving will be used to give the student a working understanding of multi-step reaction mechanisms, modern reagents used for organic synthesis, and synthetic strategy. Polyfunctional compounds and interactions between functional groups will also be covered, as well as applications of organic chemistry in biochemistry, biotechnology, and materials science. Modern organic analytical methods, such as mass spectrometry and nuclear magnetic resonance will be covered in detail.

**CHE 322 Organic Chemistry II Lab**

*1 Credit, 3 Hours Lab*

*Pre/Co-requisite: CHE 320*

The student will perform exercises involving the preparation, purification and characterization of organic compounds. This course is required for the dual admission/joint degree in Science for Forensic Science.

**ChE 22800 Introduction to Chemical Engineering Principles and Practices**

*5 credits*

*Pre-requisite: CHE 220 (min. C)*

*Pre/Co-requisites: MAT 310*

Introduction to the techniques of chemical engineering. Basic calculations. Conservation of mass and the use of

material balances. Major equipment types: functionality and linear models. Linear material balances for recycle processes. First law of thermodynamics and the use of energy balances. Reaction stoichiometry and energetics.

### **ChE 22900 Chemical Engineering Thermodynamics I**

3 credits 3 hours

*Pre-requisites: CHE 220 and PHY 210 (min. C) and MAT 360*

Basic concepts and definitions. Energy and the first law. Entropy and the second law. Pure component thermodynamics and the fundamental property relation. Thermodynamics of processes. Availability, Physical Equilibrium. Introduction to microscopic thermodynamics. The third law.

### **CHEM 33000 Physical Chemistry I**

3 credits 3 hours

*Pre-requisites: CHE 220, MAT 310 and PHY 210*

*Co-requisites: PHY 220 (recommended as a pre-requisite)*

Ideal and real gases, kinetic molecular theory, thermodynamics and phase equilibria, solutions.

## **ENVIRONMENTAL SCIENCE**

### **ENV 100 Environmental Issues**

3 credits 3 hours

*Pre-requisite: MAT 10. If taught in English, ENG 91 or ESL 91. If taught in Spanish, SPA 121.*

*Pre/Co-requisite: MAT 10. ENG 93 or Higher/or ESL 91. If taught in Spanish, SPA 121 or Higher.*

The student will develop hands-on experience based on the scientific method. They will apply basic concepts from environmental issues in measurements, separation techniques, preparation of mixtures and water analysis.

### **ENV 110 Environmental Science I (LPS)**

*(Formerly ENV 4014)*

3 credits, 3 hours

*Pre-requisite: MAT 10, ENG91/93 or higher, or ESL 91/93 or higher (if taught in English), SPA121 (if taught in Spanish)*

*Co-requisite: ENV 111. If taught in English, ENG 91 or ESL 91. If taught in Spanish, SPA 121. MAT 10*

Our planet is facing environmental challenges, from oil spills to global climate change. Adverse impacts to our environment affect the well-being of humans and other living organisms. In this course, the students will get acquainted with ideas and concepts about living systems and their environments. They will develop an understanding of ecological principles and learn about the environmental problems of our times, such as water use, air pollution, solid waste management, global warming, and energy use. **Intended for non-science majors**, this course will engage students in learning approaches and methods of inquiry that compliment any major, whether in

the natural sciences, social sciences or humanities. Offered in English and Spanish.

### **ENV 111 Environmental Science I Laboratory**

1 credit, 2 hours

*Pre-requisite: MAT 10; ENG 91/93 or higher if taught in English; or ESL 91/93 or higher; or SPA 121 if taught in Spanish*

*Co-requisite: ENV 110.*

This one-credit laboratory course familiarizes students with environmental issues around us. Students will perform experiments and will have hands-on experience in recognizing and examining different environmental problems related to air, water pollution, energy, and waste. Students will learn how individual consumption can make a difference in energy use, waste reduction, and indoor/outdoor pollution levels. Students will learn how to identify an environmental problem, analyze and interpret experimental data, and write a lab report.

### **ENV 120 Environmental Science II (SW)**

*(Formerly ENV 4016)*

3 credits, 3 hours

*Pre-requisite: ENV 110*

This course uses general scientific principles of biology, ecology, earth science, and physical science in describing the environment, and how human activities affect the environment. Students will explore the interactions between organisms and their environments, and impact from humans. Specific topics will include biodiversity; forests, wildlife, and urban habitats; food and agriculture; public health; conservation and sustainability. This course is intended for non-science majors, and is the second semester of a two-course sequence.

### **ENV 121 Environmental Science II (Laboratory)**

1 credit, 2 hours

*Pre-requisites: ENV 110, ENV 111*

*Co-requisite: ENV 120*

This course will introduce students to the scientific method and the contribution of observations, evidence, and scientific hypotheses to the scientific method, the process of background research, data gathering and interpretation. Students will learn environmental science terminology, acquire skills in basic laboratory techniques, in Excel and graphing. Students will learn about toxicity of the common household chemicals, and how to identify potentially hazardous chemicals in the household. This course will provide hands-on experience enabling practical connection to the ENV120 syllabus content, and will allow students to recognize the presence and impact of environmental issues on a daily life.

## **FOOD STUDIES**

### **FS 101 Food Studies I: Introduction to Food Systems**

*3 Credits, 3 Hours*

*Co-requisite: ENG 100 or ENG 110*

This course provides students with fundamental knowledge of the food system and all of its components (e.g., agricultural production, consumption, regional linkages, food and agricultural policies). The course begins with an overview of food systems and the field of food studies and progresses through in-depth examination of the food system from a social science lens and a social justice framework. It also examines alternative food movements and includes examples of community groups working to improve the food system in New York City. The final sessions of this course are dedicated to discussions about employment in the food sector and academic fields of study

that address aspects of the food system. The course includes field trips and/or guest lectures to complement readings, assignments, and in-class discussions.

### **FS 120 Food Studies II: Food, Environment and Justice**

*3 credits 3 hours*

*Pre-requisite: FS 101*

*Co-requisite: BIO 210 or BIO 110/111 or BIO 230 or ENV 110/111*

This course is a continuation of Food Studies I, delving more deeply into environmental aspects of the food system from natural science and environmental justice perspectives. Topics include methods of agricultural production and how they impact and are impacted by natural systems; nutrient cycling in agriculture and food systems: environmental impacts of food processing, packaging, transportation, and waste disposal. Environmental justice implications of course topics are also discussed. The course includes field trips and/or guest lectures.

### **FS 130 Food, Culture and Health**

*3 credits 3 hours*

*Pre-requisite: FS 101*

*Co-requisite: ENG 100 or Higher*

This course introduces students to cultural food practices across cultures. It explores the interconnections between personal identities and social groups through food production, purchasing, preparation, and consumption. Starts with an understanding of food as a source of human sustenance, the ways in which it is consumed, their symbolism in cultural and religious practices, and its importance as a vehicle for intercultural communication. Traditional practices of key cultural groups represented in metropolis around the globe are analyzed from the

perspective of culture, history, religion, nutritional status, traditional practices and culinary adaptations.

### **FS 140 Urban Agricultural Systems**

*4 credits 5 hours*

*Pre-requisite: FS 101 and BIO 110/111 or BIO 210 or ENV 110/111*

This course addresses the basics of safe and sustainable food production. It includes discussions on topics such as the historical development of agriculture and farming practices, domestication of food crops, plant sciences, ecology, and environmental quality. The course delves into modern agricultural methods and farming practices that impact modern urban societies. Students will participate in hands-on experiences including practicing hydroponic farming techniques to grow short life leafy vegetables, and traditional farming techniques used in community farms in urban settings.

### **FS 200 Food, Policy and Advocacy**

*3 credits, 3 hours*

*Pre-requisites: FS 101*

This course explores food policy making, food activism, and policy advocacy initiatives at local, regional, national, and international scales. We begin by discussing the concepts of food policy and food advocacy, and proceed to examine how food policy making intersects with and impacts public health, environment, and the regional food system. Jobs in food policy and advocacy sectors are discussed throughout the semester, and guest speakers are invited to contextualize course concepts in the New York City environment.

### **FS 220 Food, Health, and Environment**

*3 credits, 3 hours*

*Pre-requisites: FS 101*

This course examines the interactions between food production and consumption, health, and environment through environmental and food justice lenses. Building on concepts developed in Food Studies I, it explores topics such as public health disparities and their structural causes, environmental toxins in the food system and their impact on workers and consumers, as well as policies that have or could impact these outcomes, in both historical and contemporary contexts. Students will work together to apply classroom knowledge to investigating food security and health at the neighborhood level in NYC. The course includes field trips and/or guest lectures to complement readings, assignments, and in-class discussions.

### **FS 225 Food Studies Careers Practices and Field Experience**

*3 credits 3 hours*

*Pre-requisites: FS 101, FS 120*

*Co-requisite: FS 220*

This course prepares students to pursue career and/or future academic opportunities following the completion of their Food Studies Associate's Degree. The course covers identification of career goals; job and academic program skills; development of resumes and cover letters; interviewing skills; entrepreneurship; employee rights; and processes of applying/transferring to Bachelor 's programs. Students identify and apply to internship sites in food system-related organizations, such as urban farms, food businesses, health care facilities, community-based organizations, etc. to intern for a minimum of 70 hours. Students meet their instructor once a week to report progress and receive feedback. The course includes presentations from Hostos Community College Career Services, Transfer Services, and other key campus and off-campus resource centers.

### **FS 230 Food Studies Capstone**

*3 credits 3 hours*

*Pre-requisites: FS 101, 120, 200*

*Co-requisite: FS 200*

This course guides students through completion of the Food Studies Associates program and is required of all majors. The course integrates conceptual learning, skill-building, and experiential learning to enable students to demonstrate strong foundational knowledge about food studies and food systems. Students reflect on key concepts examined in the Food Studies core courses, and draw connections between these concepts, the field based/internship experiences, and students' specific career objectives. By the end of the term, students will write a final paper contextualizing the experiences gained in FS 225 within concepts learned through the Food Studies program; and an e-Portfolio to be used in future applications for employment and other postgraduate opportunities. Students will also give a final presentation about their internship experience in an end-of semester program seminar.

## **PHYSICS**

### **PHY 105 Physics of Sound (LPS)**

*3 credits, 3 hours*

*Pre-requisite: MAT 100*

This course introduces various concepts of physics including the acoustical and electronic production and reproduction of sound. The course will include basic Newtonian mechanics, oscillating systems, wave motion, sound, Fourier synthesis, musical acoustics of various

instruments, introduction to electricity and magnetism, and the physics of microphones, loudspeakers, phonographs, tape recording, digital compact disks and electronic synthesizers.

### **PHY 110 Physics I (LPS) (SW)**

*4 credits, 3-hrs. lecture/ 3-hrs lab .1hr recitation*

*Pre-requisite: MAT 20*

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. The laboratory illustrates concepts discussed in the lecture. Offered in English only.

### **PHY 120 Physics II (LPS) (SW)**

*4 credits, 3-hrs. lecture/ 3 hrs lab 1-hr. recitation*

*Pre-requisites: PHY 110*

Students in the course will learn the principles of electrostatics, simple direct current circuitry, and the practical generation and properties of alternating current. They will solve problems involving electro-magnetic waves and optics and state or recognize terms related to the atomic quantum theory and correlate the failure of the classical theory with the emergency of quantum concepts, explain or recognize terms related to the atomic and nuclear theory of matter, and perform simple radioactivity experiments. The laboratory illustrates concepts discussed in the lecture. Offered in English only.

### **PHY 210 General Physics I (LPS) (SW)**

*(Formerly PHY 4502)*

*4 credits, 3-hrs. lecture/2-hrs. lab/2-hrs. recitation*

*Pre-requisite: MAT 220, ESL 91/93 or higher, OR ENG 91/93, 101, 102 or higher*

*Co-requisite: MAT 220, ESL 91/93 or higher, OR ENG 91/93, 101, 102 or higher*

Students will study 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 thermodynamics processes. Reserved for Associate in Science (39), Forensic Science, Mathematics, and Engineering Majors.

### **PHY 220 General Physics II (LPS) (SW)**

*(Formerly PHY 4504)*

*4 credits, 3-hrs. lecture/2-hrs. lab/2-hrs. recitation*

*Pre-requisite: MAT 310, PHY 210, ESL 91/93 or higher, OR ENG 91/93, 101, 102 or higher*

*Co-requisite: MAT 310, ESL 91/93 or higher, OR ENG 91/93, 101, 102 or higher*



Students will study waves and acoustics, optics, diffraction, electricity, D.C. circuits, magnetism, electromagnetism and their application, power and A.C. circuits. Reserved for Associate in Science (39), Forensic Science, Mathematics, and Engineering Majors

### **PHY 299 Independent Studies in Physics**

*Pre-requisites: CHE 220 and PHY 220 with a minimum grade of B*

*Pre/Co-requisite: MAT 310*

*3 credits, 3 hours*

This course is designed to help students study particular topics of interest in the Physical sciences while developing advanced research skills fundamental in planning and carrying out an independent scientific research project. Students will conduct laboratory, field research or library research using sophisticated methodology, equipment and techniques to obtain and analyze data. The research findings will be presented using oral and written papers.

## **SCIENCE**

### **SCI 100 Introduction to Science**

*3 credits 3 hours*

*Pre/Co-requisite: MAT 150 or MAT 150SI, equivalent or higher*

Introduction to Science is a one-semester course that introduces students to study skills in the basic sciences and refreshes foundational knowledge in selected basic science content areas. The course will use a topic-based approach and experimental design to augment the development of science skills.

### **SCI 299 Research Project in Science**

*3 credits 3 hours*

*Pre-requisite: BIO 210 or CHE 210 or PHY 210*

*Co-requisite: MAT 210*

Research Project in Science is a capstone Independent Study Course designed for students pursuing the A.S. Degree in Liberal Arts & Sciences. The goal of this course is to develop student's scientific curiosity and inquiry as a catalyst for discovery. Students will participate in a weekly Intro to STEM Research Seminar aimed at giving them exposure to the many possible science, technology, engineering, and mathematics (STEM) careers, both in and outside of academia. In addition, the students will meet with their assigned faculty to discuss research methods weekly and will be assigned research-based projects aimed at developing needed research methods skills. Students will also be encouraged to engage in authentic undergraduate research opportunities.

**Note: This course is for students fulfilling capstone requirements for the A.S. Degree in Liberal Arts & Sciences.**

## **NATURAL SCIENCES ► FACULTY & STAFF**

**Francisco Fernandez**, Associate Professor, Physical Sciences and Chairperson, B.S., M.S., Ph.D.

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

**Vyacheslav Dushenkov**, Assistant Professor, Biology, M.S., Ph.D.

**Allyson Franzese**, Assistant Professor, Physical Sciences, B.S., Ph.D.

**John Gillen**, Assistant Professor, Biology, B.A., M.A., Ph.D.

**Flor Henderson**, Associate Professor, Biology, B.S., M.A., Ph.D.

**Damaris-Lois Lang**, Assistant Professor, Biology, B.S., M.A. M.Phil., Ph.D.

**Anna Manukyan**, Assistant Professor, Physical Sciences, B.S., Ph.D.

**Nelson Nuñez-Rodríguez**, Associate Professor and Coordinator, Physical Sciences, B.S., Ph.D.

**Zvi Ostrin**, Assistant Professor, Biology, B.A., Ph.D.

**Vladimir Ovtcharenko**, Associate Professor, Biology, M.S., Ph.D.

**Yoel Rodriguez**, Associate Professor, Physical Sciences, B.S., Ph.D.

**Debasish Roy**, Associate Professor, Physical Sciences, B.S., M.S., Ph.D.

**Ralph Schwartz**, Lecturer, Biology, B.S., M.S., Ph.D.

**Mohammad Sohel**, Associate Professor, Physical Sciences, B.S., Ph.D.

**Olga Steinberg-Neifach**, Associate Professor, Biology, B.S., Ph.D.

**Julie Trachman**, Associate Professor and Coordinator, Biology, B.S., M.S., Ph.D.

**Chanh Van Phan**, Assistant Professor, Physical Sciences, B.A., Ph.D.

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

**Ewa Dziobak-Gonczowski**, College Laboratory Technician, Biology, B.S.

**James Luhan**, College Laboratory Technician, Biology, M.Ed.

**Dora Villa-González**, Senior College Laboratory Technician, Biology, A.A.

**Victor De Leon**, Emeritus Professor

## COURSE DESCRIPTIONS

### ACADEMIC AFFAIRS

#### ASAP 101 ASAP Common Hour

0 credits, 3 hours

*Pre/Co-requisite: Membership in the ASAP Program*

First semester students in ASAP program use the blocked time to complete mandatory tutoring or supplemental instruction, individual and group advisement sessions (particular to their cohort), and career development workshops. ASAP 101 is for first semester students.

#### ASAP 102 ASAP Common Hour

0 credit, 1 hour

*Pre/Co-requisite: Membership in the ASAP program*

Second-semester students in ASAP program use the blocked time to complete mandatory tutoring or supplemental instruction, individual and group advisement sessions (particular to their cohort), and career development workshops. ASAP 102 is for second-semester students.

#### ASAP 103 ASAP Common Hour

0 credit, 1 hour

*Pre/Co-requisite: Membership in the ASAP program*

ASAP students will use the blocked time to complete mandatory tutoring; supplemental instruction; individual and group advisement sessions; and, career development workshops. ASAP 103 is for third-semester students.

#### ASAP 104 ASAP Common Hour

0 credit, 1 hour

*Pre/Co-requisite: Membership in the ASAP program*

ASAP students use the blocked times to complete mandatory tutoring or supplemental instruction, individual and group advisement sessions, and career development workshops.

ASAP 104 is for fourth-semester students.

#### CAP 200 Bronx Beautiful

3 credits; 3 hours

*Pre-requisite: ENG 110, 40 credits*

*Co-requisite: MAT 100 or higher*

This liberal arts capstone course will engage students in an in-depth study of the Bronx and challenge students to question and re-evaluate their perceptions of the borough. The course will explore questions such as: What reputation does the Bronx have? How did it get this reputation, and is the reputation grounded in reality? Are the needs of the people of the Bronx, in terms of the environment, health, infrastructure and education, met by the resources of the borough? In what ways can we see the Bronx as a beautiful and culturally rich borough? How can we contribute to the shaping of the future of the Bronx? Studying the Bronx from various disciplinary perspectives will enable students to understand how their education can help them become more aware, educated, and involved members of their communities, and therefore empower them to become agents of change.

#### CAP 201 From College to the "Real World": How Information Works

3 credits, 3 hours

*Pre-requisite: ENG 110, 40 credits*

*Pre/Co-requisite: MAT 100 or higher*

In this Capstone course, students will explore all manner of information needs and learn about the ways different types of information are produced and disseminated. Students will analyze how—as users and producers of information themselves—they can best navigate, evaluate, and manage information and research processes. Students will learn about how information and

evidence are handled in a range of academic/professional disciplines. Students will research, select, synthesize, revise, and publish information about knowledge practices in a discipline of their choosing. Together, the ACRL Framework for Information Literacy and a semester-long capstone research project will serve as the organizing principles for the semester.

#### CAP 202 Agents of Change

3 credits, 3 hours

*Pre-requisite: ENG 110, 40 credits*

*Pre/Co-requisite: MAT 100 or higher*

This Capstone course engages interdisciplinary perspectives on innovation in areas such as art, humanities, information science, medicine, natural sciences, technology, civic duty and engagement, global policy, and human rights. Students will refine learning skills acquired through previous Liberal Arts coursework while reading, writing, and thinking critically about intellectual curiosity and pioneering developments. The global interconnectedness of transformative invention across time will serve as a framework for the semester-long Capstone project. The Capstone project will reflect students' personal interests, abilities, and professional aspirations, empowering them as responsible and productive citizens.

#### FYS 101 A New York State of Mind: What Makes a City Great

3 credits, 3 hours

*Pre-requisite: ESL / ENG 91, 93 or higher*

*Co-requisite: ESL / ENG 91, 93 or higher*  
The First-Year Seminar is a one-semester course that introduces first-year students to the college experience. Centered on a specific

inter-disciplinary academic theme, *A New York State of Mind: What Makes a City Great*, the seminar introduces students to the academic experiences of college life while providing them with an integrated approach to developing the study skills and habits of mind they will need to succeed in college. Students will practice academic survival and success strategies such as time-management and note-taking. Students will read, write and discuss academic content both formally and informally and will use multi-media approaches to deepening their understanding of course material. The Seminar fosters critical inquiry, collaborative learning and community building. Students will become familiar with the College's many resources and support services and will participate in a library workshop designed to foster information literacy.

### **ONL 100 Student Online Learning Readiness**

*0 Credit, 1 hour*

This no-cost self-paced prerequisite course provides hands-on experience at how an online course at Hostos is organized and what is expected of students. Students will become familiar with the college's learning management system and learn how to navigate through the online environment to be successful in an online class. This course includes topics ranging from basic technology proficiency to time management and campus resources and support. The duration of this course is about 30 to 60 minutes.

## **ACCOUNTING**

### **ACC 100 Introduction to Accounting**

*(Formerly ACC 1841)*

*2 credits, 3 hours*

*Pre-requisite: MA 20 or higher or equivalent; ENG 91/ENG 93 or ESL 91/ESL 93 or higher*

The student will become familiar with the nature of accounting and recording process for business transactions, and will acquire an understanding of the complete accounting cycle for a service and merchandising business. The student will develop the ability to record business transactions in special journals, to maintain general and subsidiary ledgers, to prepare simple entries, to adjust recorded data, and to prepare financial statements commencing with the worksheet for a service business and a merchandising business. The student will study the accounting operations associated with each. The student will become familiar with accounting for payroll, develop the ability to calculate employee earnings and deductions, complete a payroll register and record accounting entries for employee earnings and deductions and for payment of the payroll. Both service and merchandise will be covered. Computerized accounting will be emphasized through the use of computerized general ledger software.

### **ACC 101 Accounting I**

*(Formerly ACC 1842)*

*3 credits, 3 hours*

*Pre-requisite: ACC 100*

*Co-requisites: ENG 91 or ESL 91 or above*

The student will study the accounting operations associated with employer payroll taxes and reports. The student will become familiar with accounting for notes payable and notes receivable and interest, and accounting for bad debts. The student will study the accounting processes associated with merchandise inventories, accounting for plant assets and depreciation and accounting for accruals and deferrals. The student will study the accounting process associated with corporate formation and paid-in capital. In addition, the student will develop the

ability to analyze and calculate the effects of operating, investing and financing activities on cash and prepare a statement of cash flow. The student will be required to complete a computerized practice set for a corporation.

### **ACC 102 Accounting II**

*(Formerly ACC 1843)*

*3 credits, 3 hours*

*Pre-requisite: ACC 101*

The student will study in detail the techniques and methods of managerial accounting and become familiar with accounting for partnerships. Areas of concentration will include: cost concepts and analysis of costs, materials control, accounting for labor, the nature and application of manufacturing overhead, job order cost systems, process cost systems, cost/volume profit analysis, budgeting, and standard costing. Statement of cash flow will be covered in detail, and a comprehensive discussion on long-term liabilities and investments will be presented.

### **ACC 106 Federal Business Income Taxes**

*(Formerly ACC 1846)*

*3 credits, 3 hours*

*Pre-requisite: ACC 250*

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 110 College Accounting I**

*4 credits, 4 hours*

*Co-requisites: ENG 110 and MAT 150 or higher*

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

transaction in special journals, summarizing the transactions, adjusting and closing entries. Areas covered include receivables and payables, merchandising inventory, fixed and intangible assets, current liabilities and payroll accounting. The student will be introduced to manual and computerized accounting systems and basic internal control procedures. Sarbanes-Oxley reporting will be discussed. Integrity, objectivity and Business Ethics will be covered at the of each chapter.

### **ACC 111 College Accounting II**

*4 credits, 4 hours*

*Pre-requisite: ACC 110*

The student will study the accounting process associated with corporate formation, payment of dividends and paid-in capital. Corporate organization, issuance of stocks and dividends, issuance of bonds and related interest accruals will also be discussed in depth. In addition, the student will be introduced to long-term liabilities and investments. The statement of cash flows will be discussed and analyzed in depth. A thorough discussion will cover job order, process costing and standard costs, as well as cost behavior and cost-volume profit analysis. Analysis and interpretation of Financial Statement will be covered.

### **ACC 150 Computerized Accounting**

*(Formerly ACC 1850)*

*3 credits, 3 hours*

*Pre-requisites: ACC 102 or ACC 111*

This course demonstrates how management information systems can be utilized to automate the accounting process. Students will get "hands-on" microcomputers experience in the processing of accounting data to solving accounting problems. Students will prepare computerized accounting records and reports including balance sheets, income statements and statements of cash flows and the

relationship of these statements to each other; general journals, ledgers, trial balances, accounts receivable, accounts payable aging schedules, and payroll. Students will explore one of the most widely used accounting software packages suitable for most small and medium size businesses (Quickbooks). Topics covered are introduction to computers and Quickbooks Pro, sales and receivables, payables and purchases, general accounting and end-of-period procedures, and payroll (Service & Merchandising Businesses).

### **ACC 199 Accounting Internship Seminar**

*(Formerly ACC 1849)*

*1 credit; 6 hours*

*Pre-requisite: Completion of 14 credits in accounting and permission of the Coordinator; ENG 110 or higher*

Students will apply classroom theory and techniques through department-selected part-time experience in the accounting field. Employers or the college will provide work sites. Evaluation of the experiential learning will be based on student reports and weekly conferences between the work supervisor and the faculty coordinator. The work assignment will be equivalent to six hours per week for a semester. The presentation of a final written report on the internship experience is required.

### **ACC 201 Intermediate Accounting I**

*(Formerly ACC 1844)*

*3 credits, 3 hours*

*Pre-requisite: ACC 102 or ACC 111*

The students will increase their ability to analyze and interpret accounting data as a result of having an in-depth study of accounting concepts which apply to cash, receivables, inventories, investments, property and equipment, and intangibles. There will be a detailed

discussion of the statement of cash flow.

### **ACC 210 Cost Accounting I**

*3 credits, 3 hours*

*Pre-requisites: ACC 102 or ACC 111*

Techniques, methods and procedures of cost accounting are examined, including cost concepts and analysis of costs, material control, job-order cost systems and methods, process costing, accounting for labor and budgeting applicable to job order type of industry, direct and full costing; the application of standard materials, labor, and manufacturing expense and cost control to historical statements and projection of budgets; special costing problems; joint and by-products and marketing analysis. Emphasis is placed on the importance of cost accounting as a quantitative tool for management in controlling and analyzing cost data and for decision-making and planning future operations.

### **ACC 250 Federal Personal Income Tax**

*(Formerly ACC 1845)*

*3 credits, 3 hours*

*Pre-requisite: ACC 101*

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.

## **AGING AND HEALTH STUDIES**

### **GERO 101 Introduction to Gerontology**

*(Formerly HLT 130)*

*3 credits, 3 hours*

*Pre/Co-requisite: English Sections: ENG 100 or ENG 110 or ESL 86 or ESL 91*

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.

### **GERO 102 Therapeutic Recreation in Long Term Care**

*3 credits, 3 hours*

The student will discuss the organization, administration, and recreational programs for the aging. The course will include the principles and practices of therapeutic recreation services in settings serving the elderly, with emphasis on the role of the therapeutic recreation professional in client assessment, and documentation. The course will prepare students for entry level positions in facilities that service elders. Field observations will be required.

### **GERO 103 Health and Aging**

*3 credits, 3 hours*

*Pre/Co-requisite: English Sections: ENG 100 or ENG 110 or ESL 86 or ESL 91*  
The course will focus on the physical changes that occur with age and discuss the health care alternatives that the aging may require. It will also explore other health topics but not be limited to chronic diseases, medication use, exercise, sexuality, elder abuse, long term care and death, dying and grief as they affect the older adult. It will equip future professionals in the field of aging with the knowledge that will provide skills in the service field.

### **GERO 299 Fieldwork with an Older Population**

*3 credits, 1-hrs. lecture plus fieldwork*

*Pre-requisites: ENG 110, GERO 101, GERO 102*

This fieldwork course will give students an opportunity to apply the skills they have acquired as well as gain firsthand experience in working with the elderly population in such places as senior citizen centers, nutrition sites, hospitals, recreation

centers, nursing homes, and adult day care programs. It will include seminars and weekly journaling to document the field experience, as students increase their knowledge, exchange ideas, and discuss any problems from the field experience.

## **AMERICAN SIGN LANGUAGE**

### **ASL 101 American Sign Language**

*3 credits, 3 hours*

*Pre/Co-requisite: None*

This is an introductory course in American Sign Language, which is designed to teach basic skills in ASL and to teach an awareness of various aspects of Deaf culture. ASL 101 introduces the fundamentals of American Sign Language (ASL) used by the Deaf community, including basic vocabulary, syntax, fingerspelling, and grammatical non-manual signals. The course focuses on communicative competence and teaches gestural skills as a foundation for ASL. In addition, the course introduces cultural knowledge; students will increase their awareness and understanding of the Deaf community, a significant subculture in both the U.S. and throughout the world.

## **ANTHROPOLOGY**

### **ANTH 101 Introduction to Anthropology (WCGI)**

*(Formerly ANT 1110)*

*3 credits, 3 hours*

The student will demonstrate an understanding of the basic topics of cultural anthropology, including the concept of culture, cultural development, sex and marriage patterns, family and kinship patterns, social control, religion-magic-arts, and physical anthropology including human evolution and race.

## **BLACK STUDIES**

### **BLS 101 Introduction to Black Studies (WCGI)**

*3 Credits 3 Hours*

*Pre/Co-requisites: ENG 100 or higher*

This course provides an introduction to the discipline of Black Studies. Students are broadly acquainted with continental and Diaspora African history, religion, sociology, politics, economics, arts and psychology.

### **BLS 110 African Civilization I**

*(Formerly CUB 3103)*

*3 credits, 3 hours*

*Pre-requisites: ESL 91 or ENG 100 or higher*

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.

### **BLS 112 African Civilization II**

*(Formerly CUB 3104)*

*3 credits, 3 hours*

*Pre-requisite: ESL 91 or ENG 10 or ENG 100 or higher*

This course is designed to provide a broad acquaintance with modern African social history, civilization, and culture. After a quick overview of the period of Oral Civilization and the colonial partition of Africa, the continuity and development of African culture and civilization will be analyzed: Its social and political institutions, its people and the growing social issues which confront African society today. The course will explore the social, political, economic, and intellectual dimensions of African life through a wide variety of readings from the various disciplines

of history, anthropology, political science, literature, music, and the arts.

**BLS 114 The African-American Experience (USED)**

(Formerly CUB 3106)

3 credits, 3 hours

*Pre/Co-requisite: ESL 91 or ENG 100 or higher*

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

**BLS 116 African-American Religion**

(Formerly CUB 3119)

3 credits, 3 hours

The student will trace the history of African-American religion as a continuation of African religions as well as a response to the experience of the Diaspora. Major emphasis will be placed on the church as an integral part of the African-American community.

**BLS 119 Diversity & Pluralism in America**

(Formerly HUM 3021)

3 credits, 3 hours

*Pre/Co-requisite: SPA 121 or ENG 100 or higher*

This foundation course is the study of various racial, ethnic and cultural components of the Americas society from the 16th century to the present. Historical and contemporary issues of the American mosaic will be surveyed as they relate to race, ethnicity, religion, cultural diversity and pluralism. The course will explore a variety of theoretical perspectives and empirical cases in

assimilation, discrimination and reverse discrimination, integration, racism, segregation, social harmony, coexistence, and the future of racial and ethnic groups and cultures in the United States. This is, therefore, a course aimed at understanding and analyzing the various situations of our different and differing American populations, suggesting a comparative comprehension of various patterns of group relations.

**BLS 120 Social Problems of the Minority Communities**

(Formerly CUB 3124)

3 credits, 3 hours

The student will analyze various aspects of social problems which affect disadvantaged and multicultural communities, including drugs, housing, welfare, and crime, with respect to their etiology, as well as strategies for amelioration.

**BLS 121 African Literature**

(Formerly CUB 3172)

*Pre-requisite: ENG 111*

3 credits, 3 hours

The student will identify the main sources and trace the thematic development of African oral and written literature. The student will discuss and evaluate the contribution of literature to African historiography. The student will discuss, analyze, and criticize representative works from such countries as Nigeria, Kenya, and Ethiopia. The works considered will be from the earliest times to the present. Credit will be awarded in either English or Africana Studies.

**BLS 122 Negritude**

(Formerly CUB 310)

3 credits, 3 hours

*Pre/Co-requisites: ESL 91 or ENG 100 or higher*

This course is designed to explore the cultural, literary, intellectual, political, moral, artistic and social values of people of Africa and the African Diaspora as represented in

the literature of the Negritude Movement. The course will trace the development of Negritude as a political, literary, cultural, moral movement which attempts to rehabilitate the people of African descent from the psychological and moral degradation of slavery, colonialism and imperialism. The inter-relationship between the Negritude Movement, the Harlem Renaissance and the Pan Africanist Movement will be explored. The critique of Negritude by Anglo-phone African writers and intellectuals will be examined. The issue of alienation, and the dilemma of the assimilated African (*l'evolue, l'assimile*) will be emphasized.

**BLS 123 African-American Literature**

(Formerly CUB 3174)

3 credits, 3 hours

*Pre-requisite: ENG 100 or higher or ESL 91 or higher*

This survey course will introduce students to African-American literature pertaining to enslavement and freedom struggles (1700s-1865), Reconstruction to the New Negro (1865-1919), the Harlem Renaissance (1919-1940), Realism, Naturalism, Modernism (1940-1960), the Black Arts Era (1960-1975), and Black American literature after 1975 to present-day. Course discussions and assignments will task students with identifying and critically analyzing the genre, theme, and relevant literary devices of assigned readings. Students will also explore the intersections between race, politics, and gender to achieve a comprehensive reading of the texts.

**BLS 125 The Harlem Renaissance**

(Formerly CUB 320)

3 credits, 3 hours

*Pre/Co-requisite: ENG 100 or higher*

This course is designed to explore the socio-political environment and evolution of Afro-Americans as

reflected in the literature of the Harlem Renaissance (1919-1939) in drama, fiction, poetry and other forms of artistic expression. Students will study the relation of the various changes taking place on the social and political scenes during the first four decades of the twentieth century. The birth of the "New Negro", the impact of black Art and Music first in Europe and in the United States will be treated through its literature of justification/revolt or literature of racial/ethnic promotion, cultural awareness and identity. The course will compare the works of key figures of the Harlem Renaissance such as Claude McKay, Countee Cullen, Langston Hughes, Jean Toomer and those of writers of the "lost generation" such as Hemingway and Fitzgerald. New themes and forms developed by the Renaissance writers and their influence on succeeding generations will be studied.

**BLS 131 Black-American Art**

*3 credits, 3 hours*

The student will be able to trace the major works of art from the earliest times to the present. S/he will analyze the works of art in relation to the cultural and social conditions under which they were produced. The works of Henry Tanner, Aaron Douglas, Charles White, and others will be considered.

**BLS 133 African-American Music**

*(Formerly CUB 3180)*

*3 credits, 3 hours*

*Pre-requisite: VPA 141- Music Appreciation*

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.

**BLS 141 The African-American & Latino Family**

*(Formerly CUB 3116)*

*3 credits, 3 hours*

The student will consider the family as a social institution and those behavior patterns that are specific to the African-American and Latino family. Emphasis will be placed on the affective influence of the family environment

**BLS 150 Ethnicity, Health & Illness**

*(Formerly CUB 3130)*

*3 credits, 3 hours*

*Pre/Co-requisite: ESL 91 or ENG 100 or higher*

The student will investigate the relationship between health, illness, and ethnicity from the standpoint of folk beliefs and traditions rooted in the socio-cultural histories of African-Americans, Asians, Hispanics, and other ethnic groups.

**BLS 161 The Hip Hop Worldview**

*3 Credits 3 Hours*

*Pre/Co-requisites: ENG 100 or higher*

This course is designed to explore the sociological realities of the Hip-Hop community, from its most visible recognition in the 1970s, to its current form at the inception of the twenty-first century. Thus, students will examine the historical, cultural, economic, and political dynamics out of which Hip-Hop culture emerged, and learn about how various social institutions have interpreted it in various ways.

**BLS 201 Black Rebellion and Resistance in the Americas**

*3 credits, 3 hours*

*Pre-requisites: BLS 101 or BLS 111 or BLS 112 or BLS 114*

*Pre/Co-requisite: ENG 110*

This course offers an Afrocentric and revisionist analysis of the role of Blacks in the fight against European conquest in the Americas, which consisted of armed resistance, sabotage, subversion, and the

creation of maroon\* communities from the early 1500s to the 19th century. After completing this class, students will have an understanding of how Africans and their descendants achieved their autonomy and fostered social, cultural, political and economic practices that neutralized the destructive impact of life under Makumbo (Enslavement). In addition, students will obtain a greater understanding and appreciation of Black women resistance throughout the Americas. \*A maroon is a formerly enslaved person who resides beyond official colonial authority after fleeing from their enslaver.

**BLS 202 African Spirituality (WCGI)**

*3 credits, 3 hours*

*Pre-requisites: Any 100 or 200-level Black Studies Course*

*Co-requisite: ENG 100 or Higher*

This course offers an Afrocentric overview of continental and diasporic forms of African spirituality. African spirituality encompasses complex transgenerational beliefs and practices dating back to 5,000BCE ancient Egypt to the practices of Ifa in Nigeria prior to the advent of Makumbo (Enslavement) in the 1400s. African spirituality is truly holistic since it informs every facet of human life. The African worldview acknowledges the importance of maintaining relationships and connections with the cosmic order, that is, the living, ancestors, unborn, supreme being, divinities (ex. Orishas) and the physical environment. An imbalance or breakdown in the relationship with one's kinship, family, or ancestor(s) can be addressed according to the African worldview. Hence, this course will emphasize how African cosmology and spiritual practices align humans to the cosmic order and in turn played a transformative role

in purifying the body and mind; and, repairing imbalances in people, family, community and nation.

## **BIOLOGY**

### **BIO 110 Principles of Biology (LPS)**

*3 credits, 3 hours*

*Pre-requisites: BIO 111; MAT 100, MAT100SI or higher; If taught in English: ESL 86 or 91 or higher, ENG 100 or higher; If taught in Spanish SPA 121 or higher.*

*Co-requisites: BIO 111; MAT 100, MAT 100SI or higher; If taught in English: ESL 86 or ESL 91 or higher, ENG 100 or higher; If taught in Spanish SPA 121 or higher.*

This course is designed to give students an overview of the Principles of Biology as they apply to living organisms. Topics examined will include the structure and function of the cell, diffusion and osmosis, types of plant and animal tissues, molecular biology, and animal reproduction and development. This course is for non-science majors students. Offered in Spanish and English.

### **BIO 111 Principles in Biology**

#### **Laboratory**

*1 credit, 2 hours*

*Pre-requisites: BIO 110; MAT 100, MAT 100SI or higher; If taught in English: ESL 86 or 91 or higher, ENG 100 or higher; If taught in Spanish, SPA 121 or higher.*

*Co-requisites: BIO 110; MAT 100, MAT 100SI or higher; If taught in English: ESL 86 or 91 or higher, ENG 100 or higher; If taught in Spanish, SPA 121 or higher.*

This course is a laboratory course designed to illustrate the concepts discussed in the BIO110 lecture course. Topics examined will include the structure and function of the cell, diffusion and osmosis, types of plant and animal tissues, molecular biology, and animal reproduction and development. This course is for

non-science majors students. Offered in Spanish and English.

### **BIO 120 Organismic Biology (SW)**

*(Formerly BIO 130)*

*3 credits, 3 hours*

*Pre-requisite: BIO 110*

*Co-requisites if taught in English: ESL 91 or ENG 91*

*If taught in Spanish: SPA 222*

Lecture topics include the theory of evolution by natural selection, the evolution and diversity of organisms and their classification into the five kingdoms. Students will learn the main morphological features of each group as well as animal digestion, endocrine system, circulation, immunity, nervous system and basic concepts of ecology. The laboratory illustrates the concepts discussed in the lecture. This course is for non-science major students.

### **BIO 121 Organismic Biology**

#### **(Laboratory)**

*(Formerly BIO 131)*

*1 credit, 3 hours*

*Pre-requisites: BIO 110, BIO 111*

*Pre/Co-requisite if taught in English, ENG 91 or ESL 91. If taught in Spanish, SPA 222.*

*May be offered as a paired course with BIO 130.*

This course will provide students with an overview of the principles of Biology that apply to living organisms. Topics of laboratory will include the evolution by natural selection, the evolution and diversity of organisms, their classification into the five kingdoms, the main morphological features of each group of organisms, animal digestion, endocrine system, circulation, immunity, nervous system, and basic concepts of ecology. Field trips to the American Museum of Natural History and to city parks are used to introduce students to plants and animals in the urban and natural environments. This

course is for non-science major students. Offered in English and in Spanish.

### **BIO 130 Plants and Society (SW)**

*(Formerly BIO 120)*

*3 credits, 3 hours*

*Pre-requisite: BIO 110*

*Co-requisites if taught in English: ESL 91 or ENG 91*

*If taught in Spanish: SPA 222*

This course introduces students to the world of plants; their vital role in human life and in human society as sources of food, medicine, fiber, fuel, technology and the environment. Students will study plant domestication and social implications associated with the biological and technical aspects of crop production including historical developments and global environmental issues.

### **BIO 131 Plants and Society**

#### **(Laboratory)**

*(Formerly BIO 121)*

*1 credit, 2 hours*

*Pre-requisites: BIO 110, BIO 111*

*Pre/Co-requisite if taught in English, ENG 91 or ESL 91. If taught in Spanish, SPA 222.*

*May be offered as a paired course with BIO 120.*

This course will provide students with knowledge of parts of the flower, to recognize the different types of fruits and how these are related to seed dispersal, and use microscopy to examine plant cells and tissues. Students examine economically important food plants such as the different varieties of legumes, grains, and starchy staples. Field trips to city parks are used to introduce students to plants in the urban environment. Students learn to recognize herbs and spices, prepare plant extracts and test them for antimicrobial activity, and practice making paper from plant fibers. This course is for non-science major students. Offered in English and in Spanish.



**BIO 140 Human Biology I Lecture (LPS)**

3 credits, 3-hours

*Pre-requisite: MAT 100 or MAT 100 SI or higher and ESL 86, or ESL 91 or higher, or ENG 100 or higher and for Spanish sections SPA 121 or higher*

*Co-requisite: BIO 141*

This course is the first of two parts of the Human Biology course. **This course is for non-STEM major students.** The course provides a survey of human anatomy and physiology, exploring the molecules of life in the formation of cells, tissues and the body systems, with emphasis on both the physiological mechanisms in health and disease, as well as concepts and current issues in human biology. Offered in Spanish and English.

**BIO 141 Human Biology I Lab**

1 credit, 2-hours

*Pre-requisite: MAT 100 or MAT 100 SI or higher and ESL 86, or ESL 91, or higher, or ENG 100 or higher and for Spanish sections SPA 121 or higher* *Co-requisite: BIO 140*

This course is the first of two parts of the Human Biology course. This course is for non-STEM major students. The course provides a survey of human anatomy and physiology, exploring the molecules of life in the formation of cells, tissues and the body systems, with emphasis on both the physiological mechanisms in health and disease, as well as concepts and current issues in human biology. The laboratory illustrates the concepts discussed in the lecture. Offered in Spanish and English.

**BIO 150 Human Biology II Lecture (SW)**

3 credits, 3-hours

*Pre/requisites: BIO 140 and BIO 141*

*Co-requisite: BIO 151*

This course is the second of two parts of the Human Biology course. **This course is for non-STEM major**

**students.** Using a topic approach, the course focuses on the biological principles of nutrition, mechanism of the body's defense, genetics, cellular interactions that comprise our current understanding of the human organism and environmental issues.

**BIO 151 Human Biology II Lab**

1 credit, 3-hours

*Pre/requisites: BIO 140 and BIO 141*

*Co-requisite: BIO 150*

This course is the second of two parts of the Human Biology course. **This course is for non-STEM major students.** Using a topic approach, the course focuses on the biological principles of nutrition, mechanism of the body's defense, genetics, cellular interactions that comprise our current understanding of the human organism and environmental issues. The laboratory illustrates the concepts discussed in the lecture.

**BIO 210 General Biology I (LPS) (SW)**

*(Formerly BIO 3902)*

4 credits, 3-hrs lecture/3 hrs lab 1 hr recitation

*Pre/requisites: ENG100 or higher or ESL 86 or 91/93 or higher; MAT100, or MAT100SI or MAT 150, or MAT150SI or higher except MAT19/119 and MAT120*

This course, the first of two courses in biological science is intended for students preparing for careers in science. Lecture topics include basic properties of living organisms, metabolism, energy transformation, cellular reproduction, Mendelian genetics, molecular genetics and gene expression. Offered in English.

**BIO 220 General Biology II (LPS) (SW)**

*(Formerly BIO 3904)*

4 credits, 3-hrs. lecture/3 hrs. lab /1hr. recitation

*Pre-requisite: BIO 210*

This is the second part of two courses in biological science

intended for students preparing for careers in science. Lecture topics include the theory of evolution by natural selection, the evolution and diversity of organisms and their classification into five kingdoms. The students will learn about animal nutrition, circulation, gas exchange, homeostasis, immunity, nervous control, reproduction and development and ecology. Offered in English.

**BIO 230 Anatomy & Physiology I (LPS) (SW)**

*(Formerly BIO 3906)*

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

*Pre/Co-requisites: MAT 100, MAT 100 SI or higher ESL 86 or 91/93, ENG 100 or higher*

The student will demonstrate knowledge of basic chemistry, body fluids, and the structure and function of the cell. The student will also list and describe the four kinds of animal tissue; list major bones and their function; and describe structure and function of the muscular and circulatory systems. Offered in English only.

**BIO 240 Anatomy & Physiology II (LPS) (SW)**

*(Formerly BIO 3908)*

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

*Pre-requisite: BIO 230*

The student will study and describe the structure and function of the urinary, respiratory, digestive, endocrine, nervous, and reproductive systems. Offered in English only.

**BIO 250 Botany of Food**

4 Credits 6 Hours

*Pre-requisite: BIO 210 or CHE 210*

The focus of this course is the study of plants as main source of food for humanity. It includes an in depth study of the history of domestication, nutritional value, propagation and cultivation of the most commonly consumed and commercialized plants in urban settings. The

botanical classification, morphology, anatomy, physiology, reproduction and phytogeography of these domesticated crops is studied. Urban repositories of botanical knowledge (botanical gardens, community gardens, rooftop gardens, vertical gardens, and hydroponic gardens) are discussed as novel adaptations to life in urban settings. Social implications associated with contemporary crop production, society's nutritional needs, and cultural traditions are also analyzed.

### **BIO 260 Introduction to Genetics (SW)**

*4 credits; 3 hrs. Lecture/ 3 hrs. Lab; 1 hr. recitation*

*Pre-requisite: BIO 220 or BIO 240*

*Co-requisite: MAT 160*

This course focuses on topics from Mendelian, molecular and population genetics; including concepts of inheritance, history of genetics, molecular genetics using the DNA organization, chromosome structure, genes, alleles and the transmission of genetic information, and the use of genetic techniques in ecological/conservation programs. Laboratory work includes experiments in Mendelian genetics using plants and animals and the study of chromosome material in bacteria.

### **BIO 270 Food Microbiology**

*4 Credits 6 Hours*

*Pre-requisite: BIO 210 and CHE 210*

This course is designed to introduce students to general principles of microbiology with an emphasis on structure, function and growth control of microorganisms important in food processing, food spoilage, and in causing food-borne illnesses. General microbiology topics covered in this course include structure and function of eukaryotic and prokaryotic cells, metabolism, growth of bacterial culture, pathogenic properties of

microorganisms, and interaction between microbe and host. Food microbiology topics covered in this course include lactic acid bacteria and their fermentation products, spoilage microorganisms and control of their growth in food, foodborne pathogenic bacteria and control of their growth in food, and methods of identification and quantification of microorganisms in food.

### **BIO 299 Independent Studies in Biology**

*3 credits, 3 hours.*

*Pre-requisites: BIO 220 and CHE 220 with a minimum grade of B.*

This course is designed to help students study particular topics of interest in the biological sciences while developing advanced research skills fundamental in planning and carrying out an independent scientific research project. Students will conduct laboratory, field research or library research using sophisticated methodology equipment and techniques to obtain and analyze data. The research findings will be presented using oral and written papers.

### **BIO 310 Microbiology (SW)**

*(Formerly BIO 3912)*

*4 credits, 3-hrs. lecture/3-hrs. lab*

*Pre-requisite: BIO 220 or 240*

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.

## **BUSINESS**

### **BUS 100 Introduction to Business**

*(Formerly BUS 1802)*

*3 credits, 3 hours*

*Pre-requisite: MAT 10 or higher.*

*Co-requisites: For sections in Spanish: Exempt from or passed SPA 121. For sections in English: ESL 91 or above. For sections in Spanish, ESL 35 or above.*

The student will discuss and analyze problems relating to financing and operating a business, and will demonstrate knowledge of the functions of a business including terms, such as human resources and market management. The student will explain the principles of business management, such as planning, staffing, organizing, directing, and decision-making. The student will participate in individual and group written analysis and oral presentation of cases. The student will also apply analytical thinking by solving business problems using microcomputers in a laboratory setting. Offered in English and Spanish.

### **BUS 101 Introduction to Business for the Digital Entrepreneur**

*3 credits, 3 hours*

*Pre-requisite: MAT 10 or Higher and ENG 110 or Higher*

*Co-requisite: ENG 110 or Higher*

This course introduces students from the Media Design Programs to the fundamentals of how to start and operate a small business enterprise. Students are introduced to the fundamentals of business as well as common issues encountered by entrepreneurs starting out in the business world. A variety of methods utilized by successful entrepreneurs will be explored and analyzed in order to engage students in discussions of how to succeed in the competitive world of media production. Students will also be introduced to important strategies for the establishment of an independent

media company, including concepts in company structure, marketing research, market strategies, legal and tax issues, management practices, cash flow, and investment. The term's culminating project will involve the preparation and presentation of a usable media business plan. **This course is ONLY for students in the Digital Media Design Program.**

### **BUS 105 Personal Financial Planning**

(Formerly BUS 1805)

3 credits, 3 hours

Pre-requisite: ACC 100

The student will learn the skills needed by a personal financial counselor. Topics will include consumer credit, budgets, home ownership, insurance, pensions, investing, taxes, and wills and trusts. Computer spreadsheets and case studies will be used.

### **BUS 110 Business Ethics**

3 credits, 3 hours

Pre-requisites: ENG 91/ENG 93 or ESL 91/ESL 93 or higher.

This course examines the origins, principles, and practices of business ethics within the context of the work environment. Students will examine, analyze, and discuss ethical issues concerning consumerism, civil rights, ecology, technological change (cyberethics), and social responsibility from a moral and philosophical perspective. Topics will include: Contemporary conceptual frameworks for business ethics, the corporation in society, business in its diverse moral contexts, marketplace and workplace issues, and the moral manager. Both descriptive and case studies of unethical decision making in business will be analyzed.

### **BUS 201 Principles of Management**

(Formerly BUS 1813)

3 credits, 3 hours

The student will examine the

historical, developmental, and contemporary aspect of management. The student will be introduced to qualitative as well as quantitative tools and techniques, and to management case materials. In addition, the student will study the role of the manager as a decision maker in a dynamic environment.

### **BUS 203 Business Communication**

(Formerly OT 203)

3 credits, 3 hours

Pre-requisite: ENG 110

Co-requisite: ENG 110

The student will plan and write a variety of business letters, memos, emails, and reports for business audiences at the computer; revise and proofread business communications; develop speaking skills and gather information for reports through research and interviewing. The student will be required to make oral presentations and be made aware of the need for teamwork and the human relations aspect of communicating either in writing or orally.

### **BUS 210 Business Law I**

(Formerly BUS 1809)

3 credits, 3 hours

This course begins with an introduction to the American legal system, court system, common law, and statutory law as they relate to contracts. The course examines the essential principles of the law of business contracts in depth. Through the use of cases, the principles are applied to typical modern business transactions. Heavy emphasis is placed on case analysis and student participation. Particular reference is made to New York law.

### **BUS 212 Business Law II**

(Formerly BUS 1811)

3 credits, 3 hours

Pre-requisite: BUS 210

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 215 Business Applications**

**Using Excel**

3 credits, 3 hours

Pre-requisites: MAT 10 or higher; ESL91/ENG 93 or higher

Co-requisite: MAT 10 or higher; ESL91/ENG 93 or higher

Students will learn the fundamentals of Microsoft Excel in solving problems and working with statistical analysis tools. They will use logical decision making and effective data display to design charts. They will also learn to retrieve data from analysis and reference before evaluating the financial impact of loans and investments organize data. In addition, they will use data tables and Excel scenarios, enhance decision making with Solver, and troubleshoot workbooks.

### **BUS 220 Principles of Marketing**

(Formerly BUS 1815)

3 credits, 3 hours

Pre-requisites: MAT 10 or higher

The student will undertake a basic survey of marketing focusing on the methods, policies, and institutions involved in the flow of goods and services from the conception of the product to the adoption of the product by the consumer. The social and legal environment in which marketing operates will be analyzed. Other topics include consumer behavior, marketing organization, product planning, pricing, promotion, and channels of distribution.

### **BUS 222 Principles of Finance**

(Formerly BUS 1812)

3 credits, 3 hours

Pre-requisite: ACC 101

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 230 E-Commerce**

(Formerly BUS 1820)

3 credits, 3 hours

This course introduce students to the rapidly evolving concepts of e-commerce. Students will analyze the e-strategies of various firms and examine how companies are using the Internet to solve business problems. Topics to be covered include marketing, sales procurement, managerial decision making, supply chain management, and on-line financial investment decisions.

### **BUS 240 Entrepreneurship**

(Formerly BUS 1822)

3 credits, 3 hours

This course examines the fundamentals of how to start and operate a small business. Students are introduced to the importance of small business, its status, problems, and requirements for success. Students are also introduced to the various methods of how a successful entrepreneur functions in today's competitive business world. Students will learn the steps leading to the establishment of an independent business involving the choice of the form of business structure, financial needs and cash flow management, startup, marketing strategies and market research, legal and tax issues, and management practices. Preparing and presenting a usable Business Plan is a term requirement and the culmination of this course.

### **BUS 250 Principles of International Business**

3 credits, 3 hours

Pre-requisite: BUS 201

Co-requisites: SPA 121 for sections offered in Spanish; ESL 91 or ENG 91 for sections offered in English

This course examines relationship between the economic, legal, social, and cultural factors that impact international business in world markets. Major areas of analysis include: The evolution and changing patterns of international business relations; principles dealing with world trade; foreign environments and the ongoing development of opportunities in international business; the responses of multinational firms to these opportunities; global operations; human resource management and the necessary global managerial skills required for success in such activities. The students will also apply written, analytical and critical thinking skills to review questions, ethics case studies, exercises, as well as assigned periodical literature.

## **CIVIL ENGINEERING**

**Courses are co-listed with The City College of New York.**

### **CE 209 Structural and Site Plans**

3.0 credits; 4.0 hours

Pre-requisite: CSC 10200 and passing grades in all three CUNY/ACT.

Graphical methods of conveying ideas and information related to civil engineering projects. Functional planning. Structural plans and details in steel and concrete. Topographical mapping. Earthwork projects.

### **CE 23100 Introduction to Structural Mechanics**

3 credits, 3 hours

Pre-requisites: C or better in General Physics (Phys 207), Introduction to Computing (CSC102) and passing grades in all three SKAT tests, Calculus

II (Math 202)

Pre-requisites by courses: CE 231 (minimum grade of C), MA 203

(minimum grade of C), CSD 102

Co-requisites: MA 391, CE 264

Laws of motion and equilibrium. Elements of vector algebra. Equilibrium of rigid bodies. Constraints and reactions. Equilibrium of machines and hinged frames. Internal forces in trusses and beams. Shear and bending moment diagrams. Analysis of cable systems. Friction. Centroid and centers of gravity. Moments of inertia. Work and virtual work. Stability of equilibrium.

### **CE 264 Civil Engineering Data Analysis**

3.0 credits; 2 hours lecture, 3 hours lab

Pre-requisite: CSC 10200 Intro to Computer Science, and passing grades in all three CUNY/ACT.

Role of Statistics and probability in civil engineering. Measurability and variability. Data collection. Descriptive analysis. Presentation of data in the context of civil engineering. Numerical descriptive statistics. Probability distributions and their application to civil engineering. Introduction to inferential statistics. Applications of civil engineering quality control. Linear correlation and regression analysis.

### **CE 332 Mechanic of Deformable Bodies**

4.0 credits, 3 hours lecture, 2 hours lab

Pre-requisites: CE231 (min. C grade), , MATH 203 (min. grade of C), CSC 102

Co-requisites: MATH 391 (min C grade)

Stresses and strains in elastic and inelastic materials subjected to axial, torsional, and flexural loads and combinations of loads for statistically determinate and indeterminate configurations. Deformations and deflections due to loads and temperature. Combined stresses. Mohr circles and principles stresses.

Introduction to energy methods. Castilian's theorem. Stability of columns and critical loads. Testing of engineering materials. Stress-strain characteristics, including creep, shrinkage, and hysteresis effects. Effects of temperature and impact loading on material properties.

### **CE 350 Fluid Mechanics I**

3.0 credits, 3.0 hours

*Pre-requisites:* CE 23100 (min. C grade), CSC10200

*Pre/Co-requisite:* MAT 39100 (min. C grade)

Study of behavior of viscous and non-viscous fluids at rest and in motion through development and application of the principles of fluid statistics, continuity, energy, momentum, similitude, and dimensional analysis. Applications include flow in open and closed conduits, the boundary layer, dynamics of drag and measurement of velocity and discharge.

### **CE 37200 Environmental Impact Assessment**

3.0 credits, 3.0 hours

*Pre-requisites:* CE 23100 (min. C grade), CSC10200

*Pre/Co-requisite:* MAT 39100 (min. C grade)

Human and environmental impact assessment of engineering projects. Structure of the natural environment: atmosphere, soil, surface and ground water. Environmental pollutants: air, noise, water, solid waste. Effects of pollutants on humans and ecology. Federal regulations. Transport and transformation of pollutants in the environment.

## **COMMUNICATION**

### **COM 110 Fundamentals of Public Speaking (CE)**

(Formerly VPA 192)

3 credits, 3 hours

*Co-requisite:* ESL 91 or higher or ENG 100 or higher

Fundamentals of Public Speaking supports students in improving their skills in verbal and nonverbal delivery while presenting ideas to diverse audiences in public settings. Students learn research skills, create outlines, build strong arguments, and present informative, persuasive, and special-occasion speeches using extemporaneous, manuscript, and impromptu speaking styles. Appropriate technology will also be covered.

### **COM 200 Intercultural Communication**

3 credits 3 hours

*Pre-requisite:* ENG 110 or Higher

*Pre/Co-requisite:* COM 110

Cultural realities are sustained through practices of communication—linguistic practices, non-verbal communication, societal norms and meanings, etc. In this course, we discuss intercultural communication theories, varied cultural communication practices, how to appreciate cultural similarities, as well as how to handle communication challenges arising from cultural differences. Acquiring competence in intercultural, inter-ethnic, and co-cultural communication settings are emphasized.

## **CHEMISTRY**

### **CHE 105 Introduction to General Chemistry (LPS)**

4 credits, 3 hrs. lecture; 2 hrs. Lab; 1 hrs. Recitation

*Pre/Co-requisite:* MAT 105 OR MAT 120

The student will solve problems and analyze data which require knowledge of general chemistry and inorganic chemistry including principles of scientific measurements, atomic theory, chemical bonding, nuclear chemistry, gas of organic compounds. This course is required for Nursing students. Offered in English only.

### **CHE 110 Introduction to Chemistry (LPS)**

(2 excess hours)

(Formerly CHE 4012)

4 credits, 3-hrs. lecture/1 hrs. recitation / 2-hrs.lab

*Pre-requisite:* MAT 100 or MAT 100SI or higher

The student will solve problems and analyze data, which require knowledge of principles of atomic theory, chemical bonding, gas laws, and solutions. The student will also recognize different classes of organic compounds. The course is required for dental Hygiene and Nursing students. Offered in English only.

### **CHE 120 Principles of Organic Chemistry**

(Formerly CHE 4018)

2 credits, 2-hrs. lecture

*Pre-requisite:* CHE 110

A survey of the fundamentals of organic and biological chemistry. This course is for Dental Hygiene students and a requirement for entry into the Nursing Program. Offered in English only.

### **CHE 210 General Chemistry I (LPS) (SW)**

(Formerly CHE 4002)

4 credits, 3-hrs. lecture/3 hrs. lab/1-hrs. recitation workshop

*Pre-requisite:* MAT 160, ESL 91/93 or higher, OR ENG 91/93, 101, 102 or higher

*Co-requisite:* MAT 160, ESL 91/93 or higher, OR ENG 91/93, 101, 102 or higher

The students will analyze data and solve problems related to the principles of modern atomic theory, stoichiometry, oxidation-reduction reaction, gas laws, thermochemistry, electromagnetic radiation and quantum theory, chemical bonding and molecular structure, and properties of solutions. This course is intended for students preparing for careers in the sciences and engineering.

**CHE 220 General Chemistry II (LPS) (SW)**

(Formerly CHE 4104)

4 credits, 3-hrs. lecture/3-hrs. lab/1-hrs. recitation workshop

Pre-requisite: CHE 210, MAT 210, ESL 91/93 or higher, OR ENG 91/93, 101, 102 or higher

Co-requisite: MAT 210, ESL 91/93 or higher, OR ENG 91/93, 101, 102 or higher

Students will work on laws, concepts and techniques of chemistry including chemical kinetics, ionic equilibria in aqueous solution, thermodynamics electrochemistry, nuclear chemistry, classes of organic and biochemical compounds. This course is intended for students preparing for careers in the sciences and engineering.

**CHE 230 Quantitative Analysis**

4 credits, 3 hrs lecture, 6 hrs lab

Pre-requisites: CHE 220

A balanced treatment of the theory and applications of classical methods of gravimetric and volumetric analysis including: acidbase, precipitation, complexometric, and redox titrations.

**CHE 299 Independent Studies in Chemistry**

Pre-requisites: BIO 220 and CHE 220 with a minimum grade of B

3 credits, 3 hours

This course is designed to help students study particular topics of interest in the Chemistry sciences while developing advanced research skills fundamental in planning and carrying out an independent scientific research project. Students will conduct laboratory, field research or library research using sophisticated methodology, equipment and techniques to obtain and analyze data. The research findings will be presented using oral and written papers.

**CHE 310 Organic Chemistry I (SW)**

3 credits, 3-hrs. lecture/1-hr. recitation

Pre-requisites: CHE 220

This course will provide the student

with a thorough understanding of the basic concepts of organic chemistry. Molecular structure and bonding will be introduced at a theoretical level. Students will become familiar with molecular orbitals and their use in understanding chemical phenomena, hydrocarbons, stereochemical (3-dimensional) aspects of structure; strategies of organic synthesis will be emphasized by means of problem solving. This course is intended for chemistry, biochemistry, molecular biology, chemical engineering, and other students on scientific or professional careers paths.

**CHE 312 Organic Chemistry I Lab (SW)**

2 credits, 4 hours lab

Pre/Co-requisite: CHE 310

The student will perform exercise involving the preparation and purification of carbon compounds. For students majoring in Engineering.

**CHE 314 Organic Chemistry I Lab**

3 credits, 6-hrs lab

Pre/Co-requisite: CHE 310

The students will be introduced to organic chemistry laboratory techniques, including methods of synthesis, isolation, purification, and analysis. The major techniques introduced will be distillation, extraction, and recrystallization. The chromatographic techniques that will be used include thin layer, micro-column, and gas chromatography. Infrared spectroscopy will also be introduced. These techniques will be introduced in conjunction with a synthetic experiment (e.g. Sn1 reaction, aldol condensation, Diels-Alder reaction, synthesis of aspirin and acetylferrocene). For students majoring in Natural or Physical Sciences. This is the Organic Chemistry I Laboratory course for chemistry majors.

**CHE 320 Organic Chemistry II**

3 credits, 3-hrs. lecture/1-hr. recitation

Pre-requisites: CHE 310 and CHE 312 or CHE 314

Co-requisite: CHE 322 or CHE 324

The objective of this course is to give students of chemical, physical sciences and molecular biological sciences a complete and in-depth understanding of organic chemistry. The chemistry of the remaining functional groups not covered in CHE 310 will be discussed including nomenclature, stereoisomerism, and stereoselectivity of reactions. Organic functional groups will be introduced and discussed in detail. Problem solving will be used to give the student a working understanding of multi-step reaction mechanisms, modern reagents used for organic synthesis, and synthetic strategy. Polyfunctional compounds and interactions between functional groups will also be covered, as well as applications of organic chemistry in biochemistry, biotechnology, and materials science. Modern organic analytical methods, such as mass spectrometry and nuclear magnetic resonance will be covered in detail.

**CHE 322 Organic Chemistry II Lab**

1 Credit, 3 Hours Lab

Pre/Co-requisite: CHE 320

The student will perform exercises involving the preparation, purification and characterization of organic compounds. This course is required for the dual admission/joint degree in Science for Forensic Science.

**ChE 22800 Introduction to Chemical Engineering Principles and Practices**

5 credits

Pre-requisite: CHE 220 (min.C)

Pre/Co-requisites: MAT 310

Introduction to the techniques of chemical engineering. Basic calculations. Conservation of mass and the use of material balances. Major equipment types: functionality

and linear models. Linear material balances for recycle processes. First law of thermodynamics and the use of energy balances. Reaction stoichiometry and energetics.

## **CRIMINAL JUSTICE**

### **CJ 101 Introduction to Criminal Justice Administration**

*(Formerly ADM 2519)*

*3 credits, 3 hours*

The student will examine the roles and functions of institutions within the criminal justice system at the federal, state, and local levels. Emphasis is placed on interactions between the police, the courts, the correctional institutions at the local level, and the influence of these institutions on the quality of life in the South Bronx community.

### **CJ 150 The Role of Police in the Community**

*(Formerly ADM 2521)*

*3 credits, 3 hours*

*Pre-requisite: CJ 101 or PS 101.*

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.

### **CJ 201 Issues in Law Enforcements**

*(Formerly ADM 2530)*

*3 credits, 3 hours*

*Pre-requisite: CJ 101 or PS 101*

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.

### **CJ 202 Corrections and Sentencing**

*3 credits, 3 hours*

*Prerequisite: CJ 101 or PS 101.*

This course is designed to provide students with an overview of the correction component of the criminal

justice system. Society's historical response to crime will be examined in the context of evolving theories about the corrective process. The underlying theories and goals of the present day corrective process will be analyzed with particular attention to the concept of punishment; the development and administration of prison systems; prison population and conditions; prison staffing; prison culture; the concept of civil rights for prisoners; prison unrest; and contending ideologies of corrections. Emerging subgroups within the prison population will be also studied, including women and juveniles. Alternatives to incarceration such as community correction, probation and parole will be explored.

### **CJ 250 Criminal Justice Policy and Management**

*(Formerly ADM 2531)*

*3 credits, 3 hours*

*Pre-requisite: CJ 150 or LAW 150*

This is a course regarding the conceptualization and administration of the criminal justice system in the US. It is designed for students who are interested in criminal justice reform issues especially from a research and/or public policy perspective. Students will explore theoretical principles and practices that have served to define for both criminal justice practitioners and the public, social roles and expectations in the criminal justice field. Students will examine how the principles and practices have been implemented historically as well as the sociopolitical conditions that have created challenges to, or facilitated their application in the context of our democratic, constitutional framework.

## **MICROCOMPUTERS FOR BUSINESS**

### **CIP 101 Introduction to Information Systems**

*(Formerly CIP 2308)*

*3 credits, 3 hours lecture, 1-hour laboratory*

*Pre-requisites: MAT 10 or higher; ESL 35 or ESL 91 or higher.*

This course introduces the student to information systems as applied to business organizations and the management of those systems. The course will explore issues of security and the ethical use of technology in society as well as application of various software currently used in a business environment. Students will be expected to demonstrate proficiency in such software as word processors, spreadsheets, and database management and presentation programs.

## **COOPERATIVE EDUCATION**

### **COOP 101 Introduction to Career Practices.**

*1.0 credit, 1.0 hrs*

*Pre-requisite: ESL 91/ENG 91 or higher*

*Co-requisite: ESL 91/ENG 91 or higher*

This course is designed to prepare students in setting personal and career goals; development of effective resumes, cover letters, interviewing skills, and job-search skills and strategies. Instruction will include legal and ethical considerations for Co-operative employment.

### **COOP 102 Work Experience I**

*1.0 credit, 10 hrs Field work*

*Pre-requisite: ENG 91*

*Pre/Co-requisites: ENG 91*

*Acceptance by the Cooperative Education Committee*

This course is designed to provide students with entry-level work experience related to the field of study. Students will gain clarity of career goals and an understanding of workplace culture and workplace culture and workplace competencies.

### **COOP 103 Work Experience II**

1.0 credit, 10 hrs Field work

*Pre-requisite: ENG 110 & Passing grade/exemption of COMPASS*

*Pre/Co-requisites: Coop 101 and/or Coop 102 and acceptance by the Cooperative Education Committee.*

This course is a continuation of Coop 102. This course will be graded pass/fail.

### **DENTAL HYGIENE**

#### **DEN 110 Oral Anatomy & Physiology**

(Formerly DEN 5302)

2 credits, 3 hours lecture, 1.5 hours lab

*Co-requisites: All first semester courses*

The student will demonstrate a knowledge of the gross and microscopic anatomy of the teeth, tissues, organs of the oral cavity, nomenclature, functions and forms of the teeth, as well as identify normal and malocclusions.

#### **DEN 111 Head & Neck Anatomy**

(Formerly DEN 5303)

1.5 credits, 3 hours lecture

*Co-requisites: All first semester courses*

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

#### **DEN 112 Clinical Dental Hygiene Practice I**

(Formerly DEN 5306)

2 credits, 3 hours lecture, 6 hours lab

*Co-requisites: All first semester courses*

The student will demonstrate procedures relative to the dental appointment. These procedures include those aspects of Phase I and Phase II periodontal treatments, which are legally relevant to the clinical practice of dental hygiene.

#### **DEN 120 Clinical Dental Hygiene Practice II**

(Formerly DEN 5308)

1.5 credits, 3 hours lecture

*Pre-requisites: All first semester courses*

*Co-requisites: All second semester courses*

The student will demonstrate definitive instrumentation procedures used in the treatment of periodontal disease and maintenance of oral health. Emphasis is placed on treatment planning, principles of root planning, instrument care, and screening procedures.

#### **DEN 121 Dental Radiology I: Basic Concepts**

(Formerly DEN 5316)

1 credit, 1.5 hours lecture, 1.5 hours lab

*Pre-requisites: All first semester courses*

*Co-requisites: All second semester courses*

The student will learn the theory of radiation production and safety. Learning methods include lectures, demonstrations, visuals, and labs.

#### **DEN 122 Oral Microbiology**

(Formerly DEN 5318)

1.5 credits, 3 hours lecture, 3 hours lab

*Pre-requisites: All first semester courses*

*Co-requisites: All second semester courses*

The student will classify and describe the main groups of microorganisms, and isolate and cultivate microorganisms in the laboratory. The concepts of general microbiology will be correlated with the oral ecology and factors associated with pathogenesis. Special emphasis will be placed upon correlation to periodontology, dental caries, and phase contrast microscopy. Sterilization, disinfection, asepsis, and chemotherapy will also be emphasized.

#### **DEN 123 Oral Embryology & Histology**

(Formerly DEN 5334)

1.5 credits, 3 hours lecture

*Pre-requisites: All first semester courses*

*Co-requisites: 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.

#### **DEN 129 Clinic I**

(Formerly DEN 5310)

3 credits (6 equated/billable), 8 hours clinical practice

*Pre-requisites: All first semester courses*

*Co-requisites: All second semester courses*

In a clinical setting, the student will demonstrate procedures relative to dental hygiene therapeutic treatment. Procedures include taking health histories and other screening procedures, performing the oral prophylaxis, applying preventive treatment, and patient educating.

#### **DEN 130 Nutrition**

(Formerly DEN 5315)

2 credits, 3 hours lecture

*Pre-requisites: All second semester courses*

*Co-requisites: All summer semester courses*

The student will be able to relate the biological and chemical needs of patients to their nutritional intake. Nutritional disturbances observed in the clinic will be identified, analyzed, and discussed. Treatment of nutritional problems will have direct application to didactic material.

#### **DEN 131 Dental Radiology II: Technique & Interpretation**

(Formerly DEN 5317)

2 credits, 1.5 hours lecture, 3 hours lab

*Pre-requisites: All second semester courses*

*Co-requisites: All summer semester courses*

The course will provide the student with knowledge necessary to utilize the techniques of bisecting and paralleling for the exposure of radiographs. The course will also



provide students with the knowledge necessary to differentiate between normal anatomical structures and pathological conditions. Learning methods include lectures, demonstrations, slides, tapes, and laboratory experiences.

### **DEN 132 Dental Materials**

(Formerly DEN 5332)

2 credits, 2 hours lecture, 1.5 hours lab

*Pre-requisites: All second semester courses*

*Co-requisites: 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 2 hours lecture-discussion and 1.5 hours of laboratory exercises for each of the six (6) weeks of summer school.

### **DEN 210 General & Oral Pathology**

(Formerly DEN 5320)

1.5 credits, 3 hours lecture

*Pre-requisites: All first and second semester and summer courses*

*Co-requisites: All third semester courses*

The student will make clinical evaluations of conditions related to general and pathologic conditions, etiologies of disease, inflammation, infection, immunity, and degeneration processes.

### **DEN 211 Periodontology**

(Formerly DEN 5324)

1.5 credits, 3 hours lecture

*Pre-requisites: All second and summer semester courses*

*Co-requisites: 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 212 Dental Health Education**

(Formerly DEN 5327)

1.5 credits, 3 hours lecture

*Pre-requisites: All second and summer semester courses*

*Co-requisites: 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 213 Advanced Clinical Dental Hygiene Practice**

(Formerly DEN 5329)

1.5 credits, 3 hours lecture, 3 hours lab

*Pre-requisites: All second and summer semester courses*

*Co-requisites: 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. It will provide the student with an in depth study of anesthesia and pain control; the mechanism of actions of anesthetic agents as well as other methods of pain control will be studied, demonstrated and practiced.

### **DEN 219 Clinic II**

(Formerly DEN 5312)

4 credits (6 equated/billable),

12 hours clinical practice; 1 hour recitation

*Pre-requisites: All second semester courses*

*Co-requisites: All third semester courses*

The student will administer comprehensive dental hygiene care to patients based on individual treatment plans and make referrals when indicated. The course consists of 13 hours of clinical practice. Procedures will include those legalized aspects of Phase I and Phase II periodontal treatment that are relevant to the practice of dental

hygiene. This course is a continuation of DEN 129.

### **DEN 220 Community Dental Health**

(Formerly DEN 5322)

1.5 credits, 3 hours lecture

*Pre-requisites: All third semester courses*

*Co-requisites: 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 221 Pharmacology**

(Formerly DEN 5325)

1.5 credits, 3 hours lecture

*Pre-requisites: All third semester courses*

*Co-requisites: 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 222 Specialties**

(Formerly DEN 5330)

1 credit, 3 hours clinical rotation

*Pre-requisites: All third semester courses*

*Co-requisites: All fourth semester courses*

This course will heighten the dental hygiene student's understanding and knowledge of the dental patients with varying medical conditions through case base learning, critical thinking exercises, scenarios, reflection and discussion. This course will serve as an onsite internship where students will be required to synthesize and apply the information to plan manage care for the pediatric, geriatric, adult, periodontal and the medical compromised patients.

### **DEN 223 Ethics / Jurisprudence / Practice Management**

(Formerly DEN 5331)

1.5 credits, 2 hours lecture

*Pre-requisites: All third semester courses*

*Co-requisites: 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 224 Senior Seminar**

(Formerly DEN 5333)

1.5 credits, 2 hours lecture

*Pre-requisites: All third semester courses*

*Co-requisites: 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 229 Clinic III**

(Formerly DEN 5314)

4 credits (6 equated/billable), 12 hours clinical practice; 1 hour recitation

*Pre-requisites: All third semester courses*

*Co-requisites: 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 219.

### **DIGITAL DESIGN**

#### **DD 100 Foundation Drawing**

3 credits, 3 hours

This foundational drawing course focuses on observational drawing. Students will learn to use a variety of drawing tools, draw 3-D objects in one-, two-, and three-point perspective, and generate drawings that explore creative approaches to visual thinking.

#### **DD 101 Introduction to the Digital Toolbox**

3 credits, 3 hours

This course introduces students to the essential software for creative industries including image editing, vector graphics, and time-based editing tools. The class will provide

an overview of the various interface elements and program capabilities through a variety of engaging design projects.

#### **DD 102 Media Design in the Digital Age**

3 credits, 3 hours

This course provides students with a foundational understanding of new media, its definitions, and potential design. We will explore the basic principles and constructions methods as well as historical precedents to digital based media. Along the way students will gain a better understanding of how computers and their systems work, and be exposed to some of the leaders in digital art and design, as well as being exposed to examples of these leader's work and their resulting impact on the medium.

#### **DD 103 / VPA 133: Digital Photography**

3 credits, 3 hours

This course introduces students to the basic technical skills necessary for using a digital camera and image editing software. Students will develop artistic skills in photography through experience in creating, observation and critical consideration of photography. Throughout the semester, students will be expected to photograph consistently, present assignments and projects in class, and thereby develop their understanding of, and confidence in, using digital tools and media. Class time will consist of lectures, demonstrations, critique of student work, and lab work. Grading will be determined by participation in these activities, performance on projects presented as well as midterm and final technical exams. These exams will consist of exercises to ensure the understanding of basic camera functions and digital imaging skills. Students will be expected to take advantage of their access to the digital lab's open hours. Credit will not be granted for both

DD 103 and VPA 133.

#### **DD 104 Color Theory & Design**

3 credits, 3 hours

*Prerequisite: DD 101*

This course provides students with a foundational understanding of color from the perspective of design, and help students to recognize how color choices can enhance or undermine an intended message. The class will explore the basic principles of color theory as well as its history theorists, and students will learn to apply this information to the practice of graphic design through projects and brief research papers.

#### **DD 105 2D Design**

3 credits, 3 hours

*Prerequisite: DD 101*

This course will help students to build a familiarity with the use of point, line, shape, value and texture in order to create effective compositions. Knowledge of these fundamentals and how they work will help them to better understand design across media platforms. Students will explore scale, contrast, emphasis, pattern, as well as rhythm by means of exercises and readings. These readings and exercises will serve as a foundation for their future careers in design.

#### **DD 106 Introduction to Usable Design**

3 credits, 3 hours

This course will explore primary issues relating to usability studies, why they are necessary, their application, and their influence on design. Students will investigate various methods of conducting usability studies for original designs through testing scenarios and heuristic analysis. Students will then analyze their collected data and learn to apply that data to their own (and each other's) designs. The final assignment will revolve around the presentation of a paper analyzing a design of their own, the testing

process and the influence of testing on that design.

### **DD 107 Concepts in Animation**

*3 credits, 3 hours*

This course introduces students to principles and techniques of character animation. With an emphasis on process, experimentation, and critical thinking, students will explore techniques for depicting movement, expression and emotion through an assortment of projects working with traditional and digital animation techniques. Projects will involve physical movement, narrative structure, character development and sound design. By terms end each student will have the beginnings of a sophisticated animation portfolio.

### **DD 108 Visual Narrative**

*3 Credits 3 Hours*

*Pre-requisite: VPA 121*

This course explores the techniques of visual storytelling through the analysis, critiquing and development of storyboards, graphic novels and comics with the purpose of further understanding the meaning and structure underlying all stories and time-based media. This course explores: Basic Story Structure (Inciting Incident, Gap Widening Events, Climax, Resolution); The Basic Principles of Story Telling (Crisis Decision, Risk = Motivation, The Basic Elements of Comedy, Types of Conflict, Story Argument, Status, Set Up and Pay Off, Subtext); How to Tell a Story Visually ( Panels, Framing, Composition, Lay Out, Elements of Design).

### **DD 111 Introduction to Sound Design**

*3 credits, 3 hours*

This course introduces students to basic sound recording, sound and music editing for multimedia. In this course, students will explore recording dialogue, narration, sound effects and foley for an assortment of projects. Assignments will involve

learning how to use microphones, edit and mix sound and music in audio editing software, work collaboratively and have a more comprehensive understanding of sound and music design for commercial and independent multimedia.

### **DD 112 Web Design I**

*3 credits, 3 hours*

This course introduces web design principles and basic programming techniques for developing effective and functional web sites. The course provides students with a foundation in hand coding in hypertext markup language (HTML) and cascading style sheets (CSS). Course work will emphasize information design, hierarchical and navigational models, screen-based design considerations, and current industry trends.

### **DD 113 Motion Graphics and Animation Production**

*3 credits, 3 hours*

*Prerequisites: DD 107*

This course introduces students to motion graphics and animated short film production through the use of current industry standard software. Students will gain insight into making both independent and commercial animated shorts, through critical viewing, lectures, in-class exercises, and creative projects.

### **DD 114 Digital Illustration I**

*3 credits, 3 hours*

*Prerequisites: DD 105, VPA 121*

This course introduces Students to illustration process, consideration and implementation in the digital environment with a firm grounding in design. The course will be covering historical precedents, illustrative techniques, and stylistic approaches, as well as software and hardware considerations.

### **DD 120 Typography I**

*(Formerly DD 204)*

*3 Credits 3 Hours*

*Pre/Co-requisites: DD 105*

This course provides students with a foundational understanding of typography, its history, principles, considerations, and techniques. Bridging the gap between visual design and language, typography is one of the most important elements of graphic design. The course will explore the power of communication that the letterform holds, and the rules that guide a typographer's hand. Through a series of readings and exercises, students will gain insight into the world of typography.

### **DD 200 Animation History**

*3 credits, 3 hours*

*Pre-requisite: ENG 110*

This course is an introduction to the history and development of the field of animation. We will explore this subject from various perspectives: by chronology, from its prehistory before the invention of film to the present day; by form, including method and medium; by culture, comparing the US to Japan, Russia, Europe and others; by subject; and by personality, concentrating on the figures who have shaped the art form and continue to influence it through their example. Students are expected to bring an enthusiastic interest in the medium, and to devote serious effort to reading about, viewing, researching and discussing animation and the artists who have created it. During our examination of the artwork, we will pay special attention to the attitudes and influences of race, gender, technology, culture, and the correlation between art and industry. There are several writing assignments, reading questions, and quizzes throughout the quarter, in addition to a scaffolded final research paper.

### **DD 201 Communication Design**

*4 credits, 4 hours*

*Pre/Co-requisites: DD 220*

This course provides students with a culminating experience via integrating knowledge and design skills obtained from all courses into a series of intensive communication design projects. Students will explore primary issues relating to communication design, its practice and application. Projects involving research and analysis, as well as practical application will allow students to put into practice what they have learned thus far. Students will follow appropriate design procedures to produce a prototype of a substantial and professional level project to be featured in their portfolio. Simultaneously, students will learn and practice project management, collaboration and presentation skills that are essential in their future as communication designers.

### **DD 202 Video Production**

*3 credits 3 hours*

*Prerequisites: DD 101*

This class is designed to build a strong foundation in all aspects of digital video production and editing. Students will learn everything from basic editing skills to creating transitions and motion effects, real-time color correcting, titling techniques, editing multi-camera projects, and outputting video for a wide array of mediums. Projects will help students to develop their strengths, explore new forms of visual expression and experience the thrill of creating their own professional quality video projects.

### **DD 203 Digital Photography for Design**

*3 Credits, 3 Hours*

*Prerequisites: DD 101 Introduction to the Digital Toolbox; DD 102 Media design in the Digital Age; DD 103 Digital Photography.*

This course helps students to refine

their technical skills for using digital cameras and digital imaging software, and to further develop students' individual style in photography through experience in creating, looking at and talking about photography. In addition the class will consider the photograph from a designer's perspective. Throughout the semester, students are expected to photograph consistently, present assignments and projects in class, and develop their understanding and confidence in using digital tools and media. Class time will consist of lecture, demonstrations, discussions of student work, and lab time. Students will have the opportunity to show their work for the critique throughout the semester. There will also be a midterm and final technical exam. Each exam consists of exercises to ensure the understanding of camera functions and digital imaging skills. Students are expected to take advantage of their access to the digital's lab open hours.

### **DD 205 3D Design**

*3 Credits, 3 Hours*

*Prerequisites: VPA 121, DD 101*

This course introduces students to three-dimensional design through figure drawing, enlightening gallery/museum visits, and by means of design projects exploring the issues and techniques discovered. Particular attention will be paid to the importance of depicting the environment, object, and figure.

### **DD 207 3D Computer Animation I**

*3 Credits, 3 Hours*

*Prerequisites: DD 107 or GD 110*

This class introduces students to 3D computer animation with a series of exercises and projects created to develop a strong foundation. Students will develop necessary modeling, rigging, and animating skills, as well as a solid understanding of the complex software interfaces. Along the way students will be exposed to project development strategies as well as more

complex issues dealing with 3D design.

### **DD 208 Sound Design in Context**

*3 Credits, 3 Hours*

*Prerequisites: DD101 Introduction to the Digital Toolbox; DD108 Introduction to Sound Design; DD113 Introduction to Motion Graphics*

This course exposes students to more hands on experience with sound design and digital audio technologies by means of a number of projects meant to enhance their contextual understanding of production methodologies. The course focuses on dealing with concepts and procedures related to designing sound for animation, film, and multimedia applications. It will provide students with greater experience using digital recorder tools including microphones, dynamic processors and effects units, as well as techniques for recording and editing with various popular audio outboard gear and computer software packages, mixing, editing, etc.

### **DD 215 Portfolio**

*3 credits, 3 Hours*

*Pre/Co-requisite: DD 220*

This course will explore the process of branding and portfolio development for design professionals. Students will create and publish branded materials such as logos and business cards for use in the presentation of their own design work to industry professionals. In addition, students will iterate on past work to be included in a portfolio suitable for seeking professional opportunities.

### **DD 220 Typography II**

*3 credits, 3 hours*

*Pre/Co-requisite: DD 120*

This course addresses advanced typographic design principles. Typographic applications for web design, print and motion graphics are explored, as well as

integration of design and production in the laboratory. Exercises include intensive use of body copy for magazines, newspapers, tables, and books. Font management and file preparation are also discussed.

### **DD 250 2D Computer Animation**

*4 Credits, 4 Hours*

*Pre-requisites: DD 101, DD 107*

This course is designed to synthesize all aspects of animation production learned over the course of this two-year animation program. Students will spend the semester working on a carefully scaffolded capstone style assignment which places emphasis on tying together writing, designing, animating and compositing skills. At the end of the course, students will walk away with a fully realized, short animated film that can be used as the center piece of their portfolio.

### **DD 290 Special topics in Animation**

*3 Credits, 3 Hours*

*Pre-requisite: DD 107*

This studio course covers special topics that respond to the fast-changing landscape of animation, such as projection mapping, motion capture, special effects, compositing, etc. Students will produce animation using cutting-edge techniques and methodologies. Topics will vary depending on current developments in the field.

### **DD 298 – Independent Study**

*Pre-requisites: DD101, One additional Digital Design course, and the approval of the program coordinator.*

*3 Credits, 1 Hour*

The digital independent study credits have been designed to provide students in digital design and animation, professional and practical experience in their field of study.

### **DD 299 – Independent Study**

*Pre-requisites: DD 298 and the approval of the program coordinator.*

*3 Credits, 1 Hour*

The digital independent study credits have been designed to provide students in digital design and animation, professional and practical experience in their field of study.

### **DD 301 Digital Illustration II**

*3 Credits 3 Hours*

*Prerequisites: DD 114*

This course takes illustration students on in-depth explorations of illustration process, technique and implementation in the digital environment. It will introduce students to a number of modern illustrators, their work, and their techniques by means of readings, gallery visits, and tutorial exercises.

### **DD 302 Web Design II**

*3 Credits 3 Hours*

*Prerequisites: DD 112*

This course expands on the foundation established in DD112 Web Design I focusing on web design principles and programming techniques for developing web content. Students will further explore hypertext markup language (HTML) and cascading style sheets (CSS) while broadening the scope of their programming knowledge focusing on server-side scripting and relational databases.

### **DD 307 3D Computer Animation II**

*3 Credits, 3 Hours*

*Prerequisites: DD 207*

In this class students will explore 3D animation to a far deeper extent than previously experienced in its pre-requisite class Introduction to 3D Animation. Students will explore rigging, animating and rendering their own animation short, as well as developing techniques in lighting, skinning, texturing and painting their creations.

## **DIGITAL MUSIC**

### **DM 103 History of Electronic Music**

*3 credits, 3 hours*

*Pre-requisite: ENG 110*

This course will introduce students to the historical precedents, societal influences, and core technological concepts of electronic music. Beginning with the birth of recorded sound in Edison's Menlo Park lab, we will follow the growth of the recording industry, its varied practices and technologies, as well as their effect on popular music and culture. Students will gain a historical perspective on the recording arts, examine and compare various forms of sound reproduction, be introduced to sound synthesis, and gain important insights into the record industry. Lectures and in class discussions will be augmented by weekly reading, listening, and viewing assignments. Related reaction papers will allow the students to assess the relevance of the material to the course and their own experiences. In addition to exams at both the midterm and end of term, a research paper and presentation will be assigned.

### **DM 106 Introduction to Recording Techniques**

*3 credits, 3 hours*

This course will give students experience with the recording process by introducing them to varied approaches and techniques, individual hands on projects involving many of the most valuable tools and components, and by explaining how these techniques and components are used in common applications. In this process, students will be exposed to basic electronics, signal flow, elementary acoustic design, microphone types, microphone placement, and a myriad of signal processing tools and techniques. A series of projects will give students hands on experience and help them to develop a stronger

applicable skill set as well as improve their critical listening skills.

### **DM 201 Synthesizers, Sampling, & MIDI Production**

*3 credits, 3 hours*

*Pre-requisites: MUS 101, DM 106*

This course introduces students to important skills in sound synthesis, sampling techniques, and MIDI production. Students will gain a better understanding of the history of these important elements as well as the history of electronic music. Students will learn how to work with the electronic keyboard as a tool in audio production, music composition, arranging, and sound design and gain a better awareness of how synthesis, sampling, and MIDI continue to play an important role in sound production. By means of “hands-on” exercises and projects working in actual production environments, students will gain competence with one of the most important tools in a music professional’s arsenal.

### **DM 202 Sound Lab 1**

*3 credits, 3 hours*

*Pre-requisite: MUS 101*

*Co-requisite: DM 201*

This course will allow students to hone their audio engineering and production skills while using their critical listening abilities to focus on sound creation rather than strict sound reproduction. From sonic reassembly of tones using synthesis to the reproduction of existing arrangements by means of waveform analysis and replacement using sampled sounds the course allows students to think creatively while mastering technical applications to develop fully developed electronic compositions. Students will do several minor audio exercises and then develop two major compositional projects of their own design.

### **DM 205 Sound Design**

*3 credits, 3 hours*

*Pre-requisite: MUS 101, DM 106, DM 201*

This course takes students of the recording arts farther into the process of sound production by introducing them to a greater number of recording techniques and experiences. In addition, there is a focus on how these more advanced techniques may be applied to various forms of new media. A series of projects focusing on sound composition will help students to hone their concepts of sound production while further exploring varied approaches to the recording process and in so doing gain insight into the world of sound design.

### **DM 206 Production**

*4 credits, 4 hours*

*Pre-requisite: MUS 101, DM 106, DM 201*

This course is designed to synthesize all aspects of digital music production learned over the course of this two-year program. Students will spend the semester working on a carefully scaffolded capstone-style assignment which places emphasis on tying together recording, sound design, digital synthesis, mixing, and mastering professional-quality audio. At the end of the course, students will obtain a fully-realized and cohesive body of work that can be used as the centerpiece of their portfolio.

### **DM 298 Independent Study**

*Pre-requisites: DM 101, One additional Digital Music course, and the approval of the program coordinator.*

*3 credits, 1 hour*

The digital independent study credits have been designed to provide students in digital music production, professional and practical experience in their field of study.

### **DM 299 Independent Study**

*Pre-requisites: DM 298 and the approval of the program coordinator.*

*3 credits, 1 hour*

The digital independent study credits have been designed to provide students in digital music production, professional and practical experience in their field of study.

### **DM 301 Sound Lab 2**

*3 credits, 3 hours*

*Pre-requisite: DM 202*

This course will further develop students’ engineering and production skills through extended studies in sonic and melodic arrangement. Projects will focus on combining elements of sound synthesis, music composition, production arrangement, recording and mixing techniques, as well as sonic aesthetics. Two major projects will be presented by each student to be critiqued by professor and peers.

### **DM 310 Sound as Story**

*3 credits, 3 hours*

*Pre-requisite: MUS 101, DM 106*

*Co-requisite: DM 201*

It has been argued that narrative is the cornerstone of mankind’s social development. From stories told around campfires to the modern experience of media streaming into homes around the world, it is used to entertain, educate and enlighten. Traditional narrative in the form of storytelling and text inspired individuals to imagine a separate reality – one where an audience would paint specific features, sub narratives, and even sounds in their minds with which to ‘flesh out’ the story. Modern media does much of this for us, with vivid imagery, complex plots, and extensive use of sound design. This course will focus on developing students’ talents in recording and creating sounds in order to hone their skills and enable them to convey narrative effectively. By combining technical recording

skills with production techniques and taking into consideration concepts of composition introduced in ENG 101 & 111. Students will explore storytelling through sound. They will be expected to research and analyze various forms of audio storytelling from ambient performance art and radio-theater to sound effects in film in order to articulate the varied approaches to sonic narrative and develop several original audio projects.

### **DM 315 Sound Design in Context**

*3 credits, 3 hours*

*Pre-requisite: MUS 101*

*Co-requisite: DM 106, DM 201*

This course allows students to explore more exact applications of sound design than previously possible working to develop their production skills in specific media environments. Sound Design In Context works to expose students to a more varied number of sound design applications via a number of short projects, and to allow students to define, develop, execute, and present for critique a larger final project. Working singly or in groups this final project requires students to seek out other media designers such as animators, filmmakers, or theater groups with whom they can collaborate and develop substantive media pieces. This exposure to more “real world” application of their budding professional practice will be an opportunity to develop greater practical abilities, a more substantial portfolio, and an opportunity to begin building professional relationships important to any career in the field.

### **DM 316 Production 2**

*3 credits, 3 hours*

*Pre-requisite: DM 206*

This course allows students to explore various forms of audio engineering and production that they have been exposed to and worked

with in the many digital music courses they have taken thus far. In Production 2 students define, develop, and execute two seven week long group projects and work with their professor in honing collaborative abilities, engineering skills and production techniques in order to produce strong portfolio pieces

## **GAME DESIGN**

### **GD 101 Introduction to Games**

*3 credits, 3 hours*

This course introduces students to game culture, theory, design and development. Principles from traditional board games, sports games, and party games will be analyzed and this analysis will then be applied to designing two paper-based games over the course of the semester. Students will analyze several readings focusing on game history and theory. They will also play, make and analyze several games in order to build a common and more extensive vocabulary to both discuss and understand what game development is all about.

### **GD 102 Beyond Games**

*3 credits, 3 hours*

*Pre-requisite: GD 101*

This course explores how games are used beyond entertainment by artists, storytellers, educators, and others. The class will be divided into four sections focusing on: games as art, games as story, games as social interaction, and games as tools for learning and social change. Students will read a variety of articles as well as play games relating to these topics. Students will develop educational games and learn about game analysis and criticism.

### **GD 105 Code for Art and Design**

*3 credits, 3 hours*

*Pre-requisite: MAT 100 or higher (except MAT 105)*

This course introduces students to the use of creative coding for art and design projects. Students will explore core coding concepts, such as variables, syntax, conditionals, loops, functions and classes. Students will incorporate their knowledge of illustration, images, text, animation, and sound to create meaningful interactive experiences in code.

### **GD 108 Narrative & Writing for Games**

*3 credits, 3 hours*

*Pre/Co-requisite: ENG 110*

The course provides an introduction to interactive writing for video games. Through a combination of lectures, readings, case studies, analytical and creative exercises, students will gain a better understanding of the process of bringing a game story to life and how to read and analyze game narratives. Topics covered include: branching narratives, hypertext, multi- and non-linear concepts, procedural narratives, and technical writing (e.g. rules, design documents, worldbuilding decks).

### **GD 110 Visual Design for Games**

*3 credits, 3 hours*

*Pre-requisite: DD 101*

This course serves as an introduction to visual design concepts and artistic tools utilized by designers in the game industry. Students will employ visual design strategies and methods within the context of games with an emphasis on aesthetics and usability. Design topics include characters, textures, environments and user interfaces.

**GD 111 History of Games & Play**

3 credits, 3 hours

*Pre/Co-requisite: ENG 110*

Humans have been playing games since prehistory. This course critically examines the many forms those games have taken—from Backgammon to Super Mario Bros. to Dungeons & Dragons to Fortnite. Students will build an understanding of where modern games come from, how they influence our culture at large, and where they may be headed.

**GD 201 Digital Games**

3 credits, 3 hours

*Pre-requisite: GD 101*

*Pre/Co-requisite: GD 105, GD 110*

This course introduces students to the concepts of game mechanics, game theory and digital game production by affording them the opportunity to read about games and game development, play test several different video games, and finally to create their own game using important development tools. The course explores the effect of gaming on entertainment, learning, and even business by analyzing how games can be more critically discussed. In this way, students learn to be better developers through building skills in critical thinking, analysis, game design, and communication. On a deeper level, the course works to find ways to address fundamental misunderstandings by the general public that the form is entirely represented by games with a violent subject matter.

**GD 205 Code for Games**

3 credits, 3 hours

*Pre-requisite: GD 105*

This course builds upon students' foundational knowledge of coding fundamentals with a focus on the creation of games. Students are introduced to new applications of core coding concepts such as variables, loops, classes and conditionals, as well as basic

animation techniques. Using professional tools, students create a series of game interactions in preparation for conceptualizing and building a final small game. This course also covers topics such as artificial intelligence, collision, and physics algorithms, as well as teaching students how to use a variety of pre-built game architectures.

**GD 210 Game Studio**

4 credits, 4 hours

*Pre-requisite: GD 105, GD 201*

This course focuses first on contextualizing how small-and large-scale game development takes place in the games industry. Students study the different career paths within a company, the development cycle, game marketing and peripheral game markets. Then students develop a capstone project, creating a game from initial concept to final production. Over the course of the semester students are provided with the opportunity to develop this long-form project using iterative design methodologies.

**GD 290 Special Topics in Game Art & Design**

3 credits, 3 hours

*Pre/Co-requisite: GD 101*

This studio course covers special topics that respond to the fast-changing landscape of game design and development, such as VR/AR/XR, artificial intelligence, alternative controllers, etc. Students will produce games and/or artwork using cutting-edge techniques and methodologies. Topics will vary depending on current developments in the field.

**GD 298 Independent Study I**

3 Credits 3 Hours

*Pre-requisite: DD 101*

The digital independent study credits have been designed to provide students in digital design, animation, music production and game design,

professional and practical experience in their field of study.

**GD 299 Independent Study II**

3 Credits 3 Hours

*Pre-requisite: DD 101*

The digital independent study credits have been designed to provide students in digital design, animation, music production, and game design professional and practical experience in their field of study.

**ECONOMICS, POLITICAL ECONOMY****ECO 101 Economics:****Microeconomics**

*(Formerly ECO 4643)*

3 credits, 3 hours

*Pre/Co-requisite: MAT 100 or higher AND Pre or Co Requisite: ENG 100/ESL 91 or higher*

In this course we learn how individuals and other decision-makers, such as consumers, resource owners, business firms, and public institutions, maximize gains and/or minimize losses. The determination of prices, output through supply, and demand in different market organizations will be examined.

**ECO 102 Economics:****Macroeconomics**

*(Formerly ECO 4645)*

3 credits, 3 hours

*Pre/Co-requisite: MAT 100 or higher AND Pre or Co Requisite: ENG 100/ESL 91 or higher*

This course studies the major components of the economy such as the household, business, and government. It deals with the aggregate (total) level of output and employment, the level of national income, and the general price index. Private and government investment expenditures as well as imports and exports of goods and services are examined in depth.



**ECO 4641 Introduction to Political Economy**

3 credits, 3 hours

This course presents an examination of the relationship between political and economic structures. This is accomplished through a historical study from tribal society to the emergence of capitalism.

**ECO 4642 Contemporary Political Economy**

3 credits, 3 hours

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

**ECO 4647 Political Economy of Latin America**

3 credits, 3 hours

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

**ECO 4649 Political Economy of Africa**

3 credits, 3 hours

*Pre-requisite: Completion of an introductory course is recommended*

The student will study the response of African nations to the problems of Balkanization and economic development, the influence of multinationals, foreign aid, and planning for rapid economic change. The issues of the colonial heritage (including neo-colonialism) and the effects of dependence on foreign markets will be analyzed.

**ECO 4653 The Economics of Human Resources**

3 credits, 3 hours

*Pre-requisite: Completion of an introductory course is recommended*

The student will study the history of labor markets, including the role of technology, the development of primary and secondary markets, and

the problems of women, minorities, and older workers. Contemporary issues, such as the private and social uses of labor, power in the labor market, reforms, and labor-leisure choices will also be studied. Emphasis will be placed on the impact of these issues on the African and Hispanic populations.

**EDUCATION**

**EDUCATION**

**EDU 101 Foundation of Education**

(Formerly EDU 6802)

3 credits, 3 hours lecture, 1-hour fieldwork

*Pre/Co-requisite: ENG 100 or higher; or ESL 86 or higher*

This course introduces students to a variety of critical contemporary and foundational issues and themes that influence modern urban education models. It focuses on the historical, philosophical, social, and political foundations of education, especially in urban and diverse settings. Students will conduct twenty (20) hours of observations in a classroom setting.

**EDU 102 Introduction to Youth Studies**

3 credits, 3 hours

*Pre-requisites: ESL 91 or ENG 91*

This course provides an overview of the Youth Development movement. It introduces the student to the transitional experience of adolescence through adulthood, including principles, theory, and anthology analysis and how youth behave, learn, and spend their free time. The overview also includes the role of youth in historical change, diverse cultural practices, community resources and expression throughout the twentieth century.

**EDU 104 Language Arts for Young Children**

(Formerly ECE 6804)

3 credits, 3 hours

*Pre-requisite: EDU 101*

*Pre/Co-requisite: ENG 100 or higher; or ESL 86 or higher*

The student will plan and organize language- arts activities in early-childhood education. The student will demonstrate familiarity with children's literature and reading-readiness skills. The student will be able to effectively read, tell, and dramatize children's stories, and participate in language games and reading-readiness activities.

**EDU 105 Social Studies for Young Children**

(Formerly ECE 6805)

3 credits, 3 hours

*Pre-requisite: EDU 101 and EDU 104*

*Pre/Co-requisite: ENG 100 or higher; or ESL 86 or higher*

The student will plan and organize social- studies activities in early-childhood programs. The student will demonstrate familiarity with the resources and methods used in developing social-studies concepts through the preparation of materials and activities.

**EDU 107 Creative Art Activities for Young Children**

(Formerly ECE 6807)

3 credits, 3 hours

*Pre-requisite: EDU 101 and EDU 104 or EDU 131*

*Pre/Co-requisite: ENG 100 or higher; or ESL 86 or higher*

The student will demonstrate ability to organize creative-art activities for young children. The student will display dexterity with such media as paint, clay, paper, and wood, and an understanding of the methods of introducing young children to the values of these materials.

**EDU 109 Music & Movement**

(Formerly ECE 6809)

3 credits, 3 hours

*Pre-requisite: EDU 101 and EDU 104 or EDU 131*

*Pre/Co-requisite: ENG 100 or higher; or ESL 86 or higher*

Students will be introduced to the foundation of music education. The course will focus on the principles and methods of planning, implementing and evaluating music and movement experiences. Students will demonstrate an understanding of terms related to the fundamentals of music theory and the techniques needed in introducing singing, listening, playing, creating and moving.

### **EDU 111 Science & Mathematics for Young Children**

(Formerly ECE 6811)

3 credits, 3 hours

*Pre-requisites:* EDU 101 and EDU 104 or EDU 131

*Pre/Co-requisite:* ENG 100 or higher; or ESL 86 or higher

The student will plan and organize science and mathematics activities for young children. The student will also prepare materials used to present introductory science and mathematics concepts to young children.

### **EDU 113 Field Experience in Early Childhood Education I**

(Formerly ECE 6813)

3 credits, 1 hr. seminar, 8 hrs. fieldwork per week

*Pre-requisites:* EDU 101 and EDU 104 or EDU 131

*Pre/Co-requisite:* ENG 100 or higher; or ESL 86 or higher

The student will observe and participate in early-childhood programs such as child-care centers, kindergarten, and infant-care programs. The student will also participate in weekly seminars.

### **EDU 114 Field Experience in Youth Studies**

*Pre-requisites:* EDU 102 and either EDU 117 OR EDU 160

3 Credits, 45 Hours

The student will observe and participate in educational programs in schools, afterschool programs,

YMCA's, and other youth serving agencies for a minimum of 8 hours per week for 120 hours. The student will also engage in bi-weekly discussions with the instructor and complete tasks as assigned. The class will meet for ten 1-hour and 15-minute sessions. Some of the activities will include: Journal activities, environmental assessments, focus groups, implementation of lessons. Overall the execution of these activities will support the student in meeting the eight youth worker core competencies, required by the Department of Youth and Community Development (DYCD).

### **EDU 116 Child Development**

(Formerly ECE 6816)

3 credits, 3 hours

*Pre-requisite:* PSY 101

*Pre/Co-requisite:* ENG 100 or higher; or ESL 86 or higher

The student will demonstrate knowledge of the physical, cognitive, social, and emotional development of infants, toddlers, and preschool children and its implications for group programs for young children.

### **EDU 117 Adolescent Development**

3 credits, 3 hours

*Pre-requisite:* EDU 101

This course focuses on students' development (cognitive, affective, and physical), on the factors and processes that influence development and how teachers can help their students to grow and develop. Role of culture, ethnicity, race, gender, and social class will be examined and its influence on biological and psychological processes. Students in this class will learn to analyze classroom situations using various theoretical perspectives, to synthesize their analyses, and to create classroom strategies which facilitate growth and achievement.

### **EDU 121 Home, School, and Community**

(Formerly ECE 6821)

3 credits, 3 hours

*Co-requisites:* ENG 91 or ESL 91 or higher when offered in English; ESL 35 and SPA 222 when offered in Spanish

The student will study various aspects of parent-teacher-child relationships, including an understanding of parents as people with values, goals, individual background and needs to be met. Communication processes, group dynamics and leadership styles will also be studied. Attention is given to strategies and tactics used by school districts, community groups, and private sector organizations to support academic, health, and social goals for children and their families.

### **EDU 130 Teaching in the Multicultural / Multilingual Classroom**

(Formerly ECE 6817)

3 credits, 1.5 hrs. seminar, 5 hrs.

fieldwork per week

*Pre-requisite:* EDU 101

*Pre/Co-requisite:* ENG 100 or higher; or ESL 86 or higher

Student will address curricular and instructional guidelines for implementing multicultural education in K-12 programs. Instructional and learning strategies cover planning, implementing, and evaluating classroom processes and materials in meeting specific and unique needs of students coming from diverse educational, cultural, and linguistic backgrounds. The cultural, social, political, and economic realities of teaching in an urban setting will be explored.

### **EDU 131 Language Arts in a Bilingual Classroom**

(Formerly ECE 6818)

3 credits, 1.5 hrs. seminar, 5 hrs.

fieldwork per week

*Pre-requisites:* EDU 101

*Pre/Co-requisite: ENG 100 or higher; or ESL 86 or higher; and EDU 130*

Students will plan, organize, and implement language-arts activities in a bilingual school environment. They will also demonstrate their familiarity with children's literature and reading-readiness skills. Students are expected to demonstrate their ability to read effectively, read, tell, and dramatize children's stories, and participate in language games and reading- and writing-readiness activities. The course is required for all students in the Bilingual Education Concentration. Students not in the bilingual concentration must have the instructor's permission to register for this course.

### **EDU 132 Social Studies in a Bilingual Classroom**

*(Formerly ECE 6819)*

*3 credits, 3 hours*

*Pre-requisites: EDU 101 Foundations of Education; and EDU 131 Language Arts in a Bilingual Classroom*

*Pre/Co-requisite: ENG 100 or higher; or ESL 86 or higher*

The students will become familiar with the concept of social-studies curriculum in a bilingual class, as well as the basic concepts and skills to be taught. Students will demonstrate their familiarity with the resources and methods used in developing social-studies concepts through the preparation of materials and activities. This course is required for all students in the Bilingual Education Concentration.

### **EDU 140 Instructional Strategies for Middle and High School**

*3 credits, 3 hours*

*Pre-requisite: EDU 101*

Student will develop strategies for classroom management, lesson planning skills, and the use of relevant technology and software. Students also will become familiar with and practice principles and techniques to teaching, including

individualized teaching methods for particular students' populations, including limited English proficiency students, low-achieving students, minority and inner-city students, and students in special education.

### **EDU 141 The Teaching Profession: Birth-Grade 6**

*3 credits, 3 hours*

*Pre-requisite: EDU 101*

Study of the professional lives of teachers and the diverse roles they assume in urban schools. Work with teachers developing children's multiple literacies including linguistic, mathematical, technologies, artistic, and musical, with an emphasis on how children use oral and written language to communicate and construct meaning; emphasis on how communities of learners are created. Requires visits to early childhood and childhood settings with diverse populations and contrasting social and economic environments and the development of an academic portfolio. Thirty hours of field work is required.

### **EDU 150 Introduction to Special Education**

*(Formerly ECE 6820)*

*3 credits, 3 hours*

*Pre-requisite: 9 Credits in EDU*

*Pre/Co-requisite: ENG 100 or higher; or ESL 86 or higher*

The student will become acquainted with current theories and techniques of identification and treatment, and with methods and materials found to be effective in educating the disabled or exceptionally abled child. The student will gain basic understanding of preparation for teaching the mainstreamed child and the bilingual special-needs child.

### **EDU 160 After-School Programs**

*3 Credits 3 Hours*

*Pre-requisite: EDU 101*

This course introduces students to the growing field of after-school. It will provide students with an

understanding of how politics, government, and society have impacted the after-school profession. Students also will become familiar with the components and resources needed to implement, manage, and evaluate after-school programs serving diverse communities. Students will conduct fifteen (15) hours of observations in an after-school program

### **EDU 222 Field Experience in Parent Education**

*(Formerly ECE 6822)*

*3 credits, 1-hrs. seminar/6-hrs. fieldwork per week*

*Pre-requisites: EDU 101 and EDU 121*

*Co-requisite: ENG 91 or ESL 91 or higher*

The student will observe and become an active participant in an early childhood education program which emphasizes parental involvement. The student will acquire the skills to coordinate activities for a group of parents in the program.

### **EDU 224 Writing in the School Workplace**

*3 credits, 3 hours*

*Pre-requisites: EDU 101*

This course is geared toward developing writing skills in the school workplace for educators. Students will receive instruction in writing job-related material in the school setting, including letters to parents and colleagues, resumes for school employment, and reports for administrations. Students reflect on their practice through writing and learn to prepare appropriate assignments for students.

### **EDU 226 Introduction to Instructional Technology**

*3 credits, 3 hours*

*Pre-requisite: EDU 101 or permission from Program Coordinator*

This course is an overview of the issues and best practices for teaching digital fluency and digital technologies in an educational

setting. In addition to utilizing technology, students are now required to learn about digital literacy, universal design of learning, and computational thinking. This course will equip educational professionals with a wide range of resources, models, methods, and techniques for integrating these topics and skills into their classrooms through evidence-based pedagogy to facilitate the development of all students.

### **EDU 299 Independent Study in Education**

*3 credits, 3 hours*

*Pre-requisite: EDU 101*

*Pre/Co-requisite: ENG 100 or higher; or ESL 86 or higher*

This course offers students the opportunity to conduct intensive, individually guided, advanced research on a topic in education. Only one course in Education may be taken as an independent study.

## **ENGLISH**

### **ENG 10 Accelerated Writing Skills**

*0 credit, 2 hours*

*Pre-requisite: Placement*

The Accelerated Learning Program (ALP) links ENG 110: Expository Writing and a non-credit bearing course, ENG 10: Accelerated Writing Skills. ENG 10 integrates developmental students into a college-level English course. The main objective of ENG 10 is to reinforce the skills learned in the required composition course by providing faculty-led, individualized instruction in a section capped at ten students. The two additional hours of instruction will reinforce reading, composition, and revision strategies so that students will be able to produce essays expected of students who successfully complete ENG 110, Expository Writing.

### **ENG 89 Basic Writing I**

*(Formerly ENG 089)*

*2 credits 4.5 hours lecture and 6 hours lab (7.5 Equated hours)*

*Prerequisites: Score 2, 3, 4 ACT Writing; 69 or below*

*( ACT Reading) or permission of the department.*

*Co-requisites: ENG 92 (suggested)*

This course introduces incoming students to the composing process. Students will write essays in response to classroom discussions and assigned readings at the college level. Emphasis is on principles of grammar, sentence structure, and paragraph development. Students will learn strategies to develop academic vocabulary and proofreading and editing skills. The lab hours each week will enable students to work on improving both reading comprehension and writing skills.

### **ENG 90 Basic Writing II**

*(Formerly ENG 090)*

*2 credits, 4.5 hours lecture and 2 hours lab (5.5 equated hours)Pre-requisites:*

*ENG 89 (formerly ENG 049)*

*Co-requisites: ENG 92 (if needed)*

This course provides students with extensive writing practice. Emphasis is on essay organization and development. Students are introduced to college writing strategies of organization, including narration, description, argument, and comparison and contrast.

### **ENG 91 Core English**

*(Formerly ENG 091 )*

*3 credits*

*(6 equated/billable), 6 hours*

*Pre-requisite: Placement test*

*Co-requisite: ENG 92, unless exempt*

As the core of LIBRA, a blocked interdisciplinary program, ENG 91 emphasizes analytical and critical thinking through writing assignments across academic disciplines. The student will learn how to use class discussions and readings as the basis for composing

organized and well-developed essays. Students work in collaborative groups to analyze and challenge ideas and learn how to revise and edit their work effectively. Additionally, students will be provided with practice in grammar, vocabulary enrichment, and sentence structure. The course will support students' successful performance on the CUNY/ACT writing test and provide a foundation for further academic work.

### **ENG 92 Developmental Reading**

*(Formerly ENG 092)*

*1 credit (3 equated/ billable), 3 hours*

*Pre-requisite: Placement test*

*Co-requisite: ENG 91, unless exempt*

As the complement to ENG 91, ENG 92 is a reading course designed to help students develop strategies from improving comprehension through discussions of and written responses to cross disciplinary texts. Students will learn to become active readers, to summarize and explain their understanding of ideas, and to support their analysis with appropriate references to the readings. By the end of the semester, students will have acquired strategies for improving their reading speed and their close reading skills, and for performing successfully on the CUNY/ACT reading test.

### **ENG 93 Core Reading and Writing**

*0 Credit 6 Hours*

*Pre/Co-requisite: Failing both the Accuplacer and the CAT-W; or passing the CAT-W but scoring below 42 on the Accuplacer; or passing the Accuplacer but scoring below 48 on the CAT-W.*

English 93 is an integrated reading and writing course that emphasizes analytical and critical thinking through reading and writing assignments across academic disciplines. Students will develop strategies for vocabulary development, comprehension, and

analysis. Students will discuss and write responses to cross-disciplinary texts and become active readers and writers who summarize and support their analysis with textual evidence. Students will plan, write, and revise formal essays. Students will acquire strategies for improving their reading, thinking, and writing skills. Student success will be assessed by both the CAT-W exam and a portfolio of formal writing collected from the work done during the semester.

### **ENG 94 Skills and Written Composition**

*(Formerly ENG 094)*

*3 credits (4.5 equated / billable), 4.5 hours*  
*Pre-requisite: A score of 6 on the ACT Writing and 80 or higher on the ACT Reading.*

Open only to entering students without transfer credit for ENG 110. This course expedites students' learning of the basic reading, writing and critical thinking skills necessary to pass the ACT midway through the semester and strengthens their composing skills so they will be able to produce the increasingly complex essays expected of students in ENG 110 by the end of the semester. The course provides extensive expository writing practice using readings studied at the 110 level. Students will submit at least six revised essays in modes such as description, narration, comparison/contrast, process analysis, argumentation and cause and effect. They will be introduced to the use of print and online secondary sources and complete a research project.

### **ENG 100 Integrated Reading and Composition (EC)**

*3 Credits 6 hours*

*Pre-requisite: Placement; OR passing the Accuplacer Reading Test with a score of 55 or higher and attaining a score between 48-55 on the CAT-W; OR passing the CAT-W with a score of 56 or higher and attaining a score between 41-54 on the Accuplacer; OR Attaining a*

*score between 48-55 on the CAT-W and 41-54 on the Accuplacer.*

ENG 100 integrates core reading and writing skills. This foundational course develops students' reading, composition, and revision skills so they will be able to produce the essays expected of students who successfully complete ENG 110, Expository Writing. Students will learn how to use readings and discussion as the foundation for expository essays and research projects. Students will be introduced to the use of print and online secondary sources. On completion of the course, students will be able to read and write critically about a variety of texts, integrating their own ideas with those of the readings. This course combines in one semester the work of developmental writing/developmental reading and ENG 110. **Students who pass ENG 100 will have fulfilled the requirements of ENG 110.**

### **ENG 101 Writing Skills and Composition (EC)**

*3 credits 6 hours*

*Pre-requisite: Passing the Accuplacer Reading Test with a score of 55 and attaining a score between 48-55 on the CATW or passing ENG 93.*

Writing Skills and Composition combines, in one semester, the work that is usually done in two different courses, developmental writing and ENG 110. This course develops students' composition and revision skills so that they will be able to produce the increasingly complex and better-structured essays expected of students who successfully complete ENG 110. Students will learn how to use class discussions and interdisciplinary readings as the basis for both expository essays and research projects. Students will read and respond to interdisciplinary texts representing various rhetorical modes. Students will gain further practice in paraphrasing and

summarizing, enrich their vocabulary and improve their writing, revision, and proofreading skills. Students will be introduced to the use of print and on-line secondary sources. Students will be able to respond critically, in writing, to a variety of texts, integrating their own ideas with those presented in the readings. To pass ENG 101, students must pass all components of the developmental writing course and ENG 110.

### **ENG 102 Reading Skills and Composition (EC)**

*3 credits 6 hours*

*Pre-requisite: Passing the CATW with a score of 56 and attaining a score between 42-54 on the Accuplacer Reading Test or passing ENG 93.*

Reading Skills and Composition combines, in one semester, the work that is usually done in two different courses, developmental reading and ENG 110. This course develops students' composition and revision skills so that they will be able to produce the increasingly complex and better-structured essays expected of students who successfully complete ENG 110. Students will learn how to use class discussions and interdisciplinary readings as the basis for both expository essays and research projects. Students will read and respond to interdisciplinary texts representing various rhetorical modes. Students will gain further practice in paraphrasing and summarizing, enrich their vocabulary and improve their writing, revision, and proofreading skills. Students will be introduced to the use of print and on-line secondary sources. Students will be able to respond critically, in writing, to a variety of texts, integrating their own ideas with those presented in the readings. To pass ENG 102, students must pass all components of the developmental reading course and ENG 110.

**ENG 110 Expository Writing (EC)**  
(Formerly ENG 1302)

3 credits, 3 Contact hour and 1 recitation hour

*Pre-requisite:* Passing CUNY Assessment Tests in Reading and Writing, or Exemption or passing ENG 93.

English 110, a foundational writing course, is designed to strengthen students' composing skills so that they will produce increasingly complex and better-structured essays. Reading and responding to interdisciplinary texts representing various rhetorical modes, students will practice paraphrasing and summarizing these texts, enrich their vocabulary, and improve their writing, revision, and proofreading skills. Additionally, students will be introduced to the use of print and on-line secondary sources. Upon completion of the course, students will be able to respond critically in writing, to a variety of texts, integrating their own ideas with those presented in the readings.

**ENG 111 Literature & Composition (EC)**

(Formerly ENG 1303)

3 credits, 3 hours

*Pre-requisite:* ENG 110 or Department permission.

English 111, the second semester of freshman composition and a foundational writing course, introduces students to techniques for close reading of literary texts. This course develops students' critical thinking skills through the study of literary elements such as plot, character, setting, point of view, symbolism, and irony. Additionally, students will learn the Modern Language Association (MLA) system of parenthetical citation and how to incorporate quotations into their analysis of literary texts; they will also complete a research paper by consulting both print and on-line sources. By the end of the semester, students will be able to interpret and

write critically about each of the three major genres: poetry, fiction, and drama.

**ENG 200 Medieval and Renaissance English Literature (WCGI)**

3 credits, 3 hours

*Pre-requisite:* ENG 111

Focuses on Late Medieval and Renaissance literature. Lays a foundation for further literary studies by evaluating the antecedents of contemporary texts. Introduces the interdisciplinary fields of Medieval and Renaissance Studies, and explores the history, politics and culture of the Late Middle Ages and the Renaissance from a number of different theories and perspectives. Analyzes the ways in which the geography of Europe, the influence of European cultures, and the ruling class's attitudes to social differentiation, gender and belief shaped the development of literature.

**ENG 202 Technical Writing**

(Formerly ENG 1340)

3 credits, 3 hours

*Pre-requisite:* ENG 111

In this course, students will perform tasks related to the technical writing process in order to write effectively on the job. In addition to learning to generate written documents for the technical and business professions, this course will focus on skills such as defining purpose, understanding readers, understanding clients, constructing effective sentences and paragraphs, composing drafts, testing drafts and revising the quality of finished documents. At the completion of the course, students will be able to create communications that will succeed in the workplace.

**ENG 203 Creative Writing Workshop (CE)**

3 credits, 3 hours

*Pre-requisite:* ENG 111

This course, offered in a workshop format, will introduce students to various aspects of the craft of writing

fiction, poetry and personal memoir/autobiography. Reading from the work of established writers will serve as a frame for explorations of different genres, focusing on the essentials of literary criticism as a means of understanding these works. Students will be encouraged to pursue publication possibilities in small presses as well as online websites and e-zines. Weekly reading and writing assignments, oral presentations and midterm assessment of the rewriting process, a portfolio of the student's completed work and instructor conferences are required.

**ENG 204 Creative Non-Fiction: Autobiography and Memoir (CE)**

3 credits, 3 hours

*Pre-requisite:* ENG 111

A creative writing course and workshop in autobiography and memoir, the course will focus on critical reading of significant works in the genre, on the tools used to craft these works and analysis of how personal experience can be intertwined with first hand research and secondary sources in creative ways. Students will be expected to practice the craft and submit original creative works to workshop through several short essays and to produce one full length essay. A final portfolio will include the full-length essay of 8-12 pages as well as critiques, several short papers and assignments produced and developed through workshops.

**ENG 210 Studies in Fiction (CE)**

(Formerly ENG 1342)

3 credits, 3 hours

*Pre-requisite:* ENG 111 or Department permission

In this course students will further develop skills in the interpretation and written analysis of prose fiction by a diverse selection of major writers. Students will write several essays and will complete at least one

research paper. By the semester's end, students will be able to compare the various writers' works, interpreting their themes, narrative styles, characterizations, and points of view, with attention to each author's particular contribution to prose fiction.

### **ENG 211 The Modern American Novel**

(Formerly ENG 1354)

3 credits, 3 hours

*Pre-requisite: ENG 111 or Department permission*

Students will analyze major works of 20th century American fiction, identifying their themes, styles, and structural components. A variety of male and female novelists will be studied in relation to their cultural milieu. Students will write short papers and complete one research project using print and on-line resources. By the end of the semester, students will have broadened their perspective of American literature and culture as seen through the works studied.

### **ENG 212 Studies in Drama (CE)**

(Formerly ENG 1346)

3 credits, 3 hours

*Pre-requisite: ENG 111 or Department permission*

Students will read, discuss, and closely analyze works by a variety of playwrights. In addition, students will experience theatrical performances, both live and on film. By the end of the semester, students will be able to critically identify the elements and function of dramatic structure, gain an understanding of dramatic genres such as comedy and tragedy, and learn about theatrical movements from antiquity to modern times.

### **ENG 213 Shakespeare (WCGI)**

(Formerly ENG 1352)

3 credits, 3 hours

*Pre-requisite: ENG 111 or Department permission*

In this course students will examine

Shakespeare's life within the cultural and political influences of his age and trace the evolution of the playwright's career through close study of selected Shakespearean histories, comedies, and tragedies. Students will be encouraged to attend performances and/or view videotapes of his plays. Development of the students' ability to read and understand the Shakespearean play within the genre of drama is a primary objective of the course. Students will write short papers and complete one research project using print and on-line resources. Upon completion of this course, students will have gained an in-depth understanding of the playwright, his works, and the time and place in which he lived and wrote.

### **ENG 214 Readings in Poetry (CE)**

(Formerly ENG 1365)

3 credits, 3 hours

*Pre-requisite: ENG 111 or Department permission*

An introduction to the genre of poetry, this course will expose students to a selection of poems that are generally regarded as classics. Students will learn to summarize, discuss, and interpret these poems, thus increasing their familiarity with ways that various poets use image, metaphor, alliteration, onomatopoeia, pun, verse, and rhythm. To demonstrate their control of the course materials, students will write explications and critical commentary about selected texts, at times using print and on-line sources as well as conventions for citation. By the end of the semester, students will be able to use the critical terms taught in class to analyze a range of poetry, spanning several centuries, cultures, and representing different forms.

### **ENG 215 The Bible and Literature (WCGI)**

3 credits, 3 hours

*Pre-requisite: ENG 111*

This course introduces the Judeo-

Christian Bible and examines the textual history and exegesis of selected Biblical texts. Students will consider the history of the Bible in English, and explore how the Bible has been used and alluded to in literature. Upon completion of this course, students will have gained insight into the ways that writers and artists approach and understand the Bible.

### **ENG 216 The Holocaust in Literature and Film**

3 credits, 3 hours

*Pre-requisite: ENG 111 or equivalent*

This course introduces the Shoah or Holocaust as it is depicted in various literary genres such as short fiction, poetry, autobiography, and in fictional and documentary film. Students will explore the basic historical background and narrative of the Holocaust from its origins in European anti-Semitism to the rise of Hitler and the start of World War II through to its aftermath in the Nuremberg War Crimes Trials. Upon completion of this course, students will have gained insight into survivor narratives, the concept of representing the Holocaust, and the debate over the "banality of evil."

### **ENG 221 Introduction to Children's Literature (CE)**

(Formerly ENG 1348)

3 credits, 3 hours

*Pre-requisite: ENG 111 or Department permission*

This course will introduce students to the culturally diverse body of children's literature as a field of literary study. After a brief historical introduction in which the development of writing for children is presented within a socio-cultural context, students will read and respond, orally and in writing, to outstanding selections reflecting the multicultural heritage of this literature. Through lectures, class discussion, and supplemental textbook and journal article readings, students will be exposed to folklore, fairy tales, fantasy, poetry, and realistic fiction. As a final

project, students will conduct an in-depth genre, author, or cultural study by using print and on-line resources. Upon completion of the course, students will be able to analyze, synthesize, and evaluate literature written for readers from pre-school through young adult.

**ENG 222 Latin American Literature in Translation (WCGI)**

(Formerly ENG 1350)

3 credits, 3 hours

*Pre-requisite: ENG 111 or Department permission*

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

**ENG 223 / WGS 223 Women in Literature (IS)**

(Formerly ENG 1356)

3 credits, 3 hours

*Pre-requisite: ENG 111*

This course features analysis of literature by well-known and lesser-known women writers emphasizing conventional and unconventional treatment of gender, including roles, stereotypes, and representations of sex and love. Studying feminist literary criticism about assigned texts, students will examine the interplay of gender, race, class, and sexuality in a writer's imaginative work. They will also explore how gender-related cultural norms influence a writer's critical reception. By semester's end, students

will demonstrate knowledge of women writers from a range of historical periods and cultures.

**ENG 224 Literature & Psychology (IS)**

(Formerly ENG 1351)

3 credits, 3 hours

*Pre-requisites: ENG 111, PSY 101 or Department permission*

This course will introduce psychology as a tool for interpreting literature. Course readings from the field of psychology will provide students with background about topics such as psychoanalytic theory, relational theory, group process theory, studies of moral decision-making and scapegoating, and ideas about madness. Applied to literary study, psychological concepts will illuminate character motivation, differing points of view, and relational conflict as expressed through theme, symbol, imagery, and narrative strategy. By completion of this course, students will demonstrate the ability to interpret literature through the lens of psychological perspectives.

**ENG 225 Literature of the Black American (USED)**

(Formerly ENG 1358)

3 credits, 3 hours

*Pre-requisite: ENG 111 or Department permission*

This course features the study of autobiography, fiction, poetry, and drama by a variety of African American writers. Students will investigate key themes and tropes in the tradition, and will consider how race, gender, class, sexuality, and geography intersect to create diversity of styles, genres, and motifs within Black American literature. By the semester's end, students will be able to analyze and compare the different works studied, with special attention to the dynamics of history, culture, and production of literary texts within the African American

community of writers.

**ENG 226 Science Fiction**

(Formerly ENG 1360)

3 credits, 3 hours

*Pre-requisite: ENG 111 or Department permission*

This course introduces the literature and films of science fiction and alternate visions of society. Students will explore topics such as the role of science, the technological explosion, world famine, gender roles, human relationships, and the location of power sites in visions of possible futures. Upon completion of this course, students will have gained insight into speculative fiction.

**ENG 227 Literature & Aging**

(Formerly ENG 1364)

3 credits, 3 hours

*Pre-requisite: ENG 111 or Department permission.*

This course will introduce students to issues relating to the motivations, transitions, milestones, and conventions of aging. This may include the development and construction of identity and interpersonal relationships throughout the stages of life. Upon completion of this course, students will have acquired an in-depth perspective on the ways in which literature reflects key aspects of the aging process.

**ENG 228 Literature & Illness (IS)**

(Formerly ENG 1368)

3 credits, 3 hours

*Pre-requisite: ENG 111 or Department permission.*

In Literature and Illness, students explore literary works concerned with medical issues and their ethical, social, and cultural context. Students analyze the perspectives gained through poetry and prose written by doctors, nurses, and patients. Through close reading and written assignments, students assess the body and its illnesses through the



redeeming and transformative power of art. Class readings reflect the healing effects of writing and the importance of living an examined life. In addition, students examine the impact of gender, race, and sexual orientation on attitudes toward diagnosis, treatment, and survival. In this course, students will achieve a greater understanding of illness and wellness through art appreciation: the study of poetry, memoir, short fiction, paintings, and film.

### **ENG 230 Language, Culture & Society (IS)**

*(Formerly ENG 1341)*

*3 credits, 3 hours*

*Pre-requisite: ENG 111 or Department permission*

This course will introduce students to some of the major issues that arise from the cultural, anthropological, and political aspects of language. Through assigned readings such as autobiographical excerpts, newspaper articles, and scholarly sociolinguistic texts, students will examine why they speak the way they do, what effect this has on other people, and what factors make their language what it is. The class will define and discuss such concepts as dialects, bidialectalism, bilingualism, bilingual education, and official English. Students will be asked to make connections to language issues in their native countries or geographical regions. Students will write short papers and complete at least one research project using print and on-line sources. Upon completion of this course, students will have gained an understanding of how language and dialects influence the ways in which people are perceived and treated by different sectors of society.

### **ENG 237 Reading Film**

*3 Credits 3 Hours*

*Pre-requisite: ENG 111*

This course introduces techniques for interpreting and writing about film,

combining the study of literary elements such as setting, plot, theme and character with the study of filmic elements such as mise-en-scène (staging), cinematography, editing, and sound editing. Students will also examine the basic history of motion pictures, explore common film genres, and analyze the process of adaptation. ENG 237 reinforces research skills using print and on-line sources specific to the discipline of film studies.

### **ENG 238 Tutoring Writing English**

*3 Credits, 3 Hours*

*Pre-requisite: Completion of ENG 110 and 111 with a grade of B+ or higher, a letter of recommendation from a faculty member, and a successful interview with the Writing Center Director.*

This course will cover the basics of tutoring and common issues discussed in tutoring classes. Through observational analysis and interaction with foundational texts about tutoring, students will continue to develop as critical thinkers even as they grow as tutors. This course views writers as the products of multiple and overlapping cultures. As such, this semester-long investigation into tutoring practices, will allow the work of tutoring to complement the development of a broader awareness of writing and thinking within a cultural context. The course will require two hours a week of tutoring in the Writing Center.

### **ENG 239 The Nation in Global Literature in English**

*3 Credits, 3 Hours*

*Pre-requisite: ENG 111*

This course explores fictionalized representations of nation from the perspective of writers around the world. Students will consider the development, rise, and fall of national identities, and encounter arguments both for and against the nation's continued existence. This course

stresses how literary works across cultures reference and respond to one another.

### **ENG 240 The Graphic Novel**

*3 Credits, 3 Hours*

*Pre-requisite: ENG 111*

This course will introduce students to the graphic novel, and will examine the cultural history and defining features of the genre. Students will examine the relationship of text and art in the graphic novel. Students will learn to write effectively about the graphic novel in a variety of modes, including a research paper using print and online sources. At the end of the course, students will put knowledge into practice by creating their own short graphic narrative and artist's statement.

### **ENG 241 Introduction to LGBTQ Literature**

*3 credits, 3 hours*

*Pre/Co-requisite: ENG 111*

This course introduces students to a culturally diverse body of literature that illustrates the Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) experience as a field of literary study. Students will analyze interdisciplinary works such as fiction, creative non-fiction, poetry, drama and film by established and emerging LGBTQ writers. This course will demonstrate their understanding of the development of LGBTQ literature by completing several short essays which may incorporate research using print and on-line sources. By the semester's end, students will be able to examine and compare different works with special attention to the dynamics of history, culture, and the production of literary texts in the LGBTQ community.

### **ENG 242 Writing About Music**

*3 credits, 3 hours*

*Pre-requisite: English 111*

This course focuses on ways to think

and write about music. The course is generally divided into reading and listening assignments in preparation for writing assignments. Assignments will include descriptive and narrative writings, and expository and analytical assignments about music and its relationship to culture. In addition, students will explore various themes and topics, such as the connection between music, narrative, and cultural memory, and music as an expression of romantic and national feeling. Students will develop the ability to think and write about the means of goals of musical expression as well as the components of musical forms in their most inclusive sense. Additionally, the course will develop the students' writing through musical perceptivity and sharpen the students' awareness of the relation between writing and musical thought, expression and performance.

### **ENG 250 Special Topics – Genre**

*3 credits, 3 hours*

*Pre-requisite: ENG 1303*

This class will familiarize students with the major elements of a particular genre – defined by Merriam-Webster as “a category of ... literary composition characterized by a particular form, style or content – through the study of representative works according to a variety of topics and themes. Students will consider works both in terms of their individual merits and their contributions to the genre. In addition, students will consider the relationship between form and theme, and the influences of culture and history on the development of the genre. The class will enhance students' critical understanding of the elements of a particular genre (for example, formal rules of composition, stock characters, and typical settings), and how these contribute to the formulation of its predominant themes.

### **ENG 251 Female Detective Novel**

*3 Credits 3 Hours*

*Pre-requisite: ENG 111*

This class will familiarize students with major elements of the female detective novel through the study of representative books with a variety of topics and themes. Students will deepen their understanding of this genre through examining texts by different authors both in terms of the works' individual merits and their contribution to the field. In addition, students will consider the relationship between form and theme in the female detective novel, and any cultural/historical influences deemed worthy of being examined in relation to it. This course will also enhance students' critical understanding of the rules of female detective fiction in general and how these contribute to the formulation of its predominant themes.

### **ELECTRICAL ENGINEERING**

Courses are co-listed with the City College of New York.

### **ENGR 106 / EAS 106 Introduction to Earth & Atmospheric Science**

*4 Credits 4 Hours*

*Pre-requisites: MAT 210 & ENG 110*

*Co-requisites: MAT 210 & ENG 110*

This course is designed to provide the student with an understanding of the earth system on a global scale by studying its component parts or reservoirs (the atmosphere, hydrosphere, geosphere, and biosphere), the interactions, linkages and dynamic equilibrium among these reservoirs at various time scales, and the effect of external forces on the system.

### **ENGR 276 Engineering Economics**

*3.0 Credits, 3.0 Hours*

*Pre-requisite: Eng 21007*

*Co-requisites: Basic Mathematics and Calculus*

History of economic thought from the engineering point of view of

modeling and control: Adam Smith to Keynes to Krugman and Thurow. Nature of the corporation. Balance sheet analysis. Time value of money: simple and compounded interest, annuities and loans, cash flow, profitability analysis and DCF rate of return. Cost estimation, cost benefit analysis. Risk analysis: forecasting, cash flow, simple probability theory, decision trees.

### **ENGR 10100 Engineering Design Workshop I**

*1.0 credits, 3.0 hours*

*Pre-requisite: MAT 210 or equivalent course*

Concepts of structural safety and equilibrium are developed and students are introduced to structural analysis of a steel truss bridge. Topics included: basic mechanisms, kinematics, feedback, and computer control by considering the operation of several robotic devices.

### **ENGR 10200 Engineering Design Workshop II**

*2.0 credits, 3.0 hours*

*Pre-requisite: MATH 78 or 100 or equivalent. Open only to students who have not completed MATH 202.*

This course uses the same approach as Engineering Design Workshop I and provides elementary design experiences in the areas of thermodynamics and electronics. Students explore the concepts of energy and information through experiments with modern engineering test equipment. Based on these concepts, they are then encouraged to create and evaluate their own designs in a group setting. Computer skills and analytical tools are introduced as needed. Course requirements include oral and written presentations of original engineering designs. Project topics include digital logic circuits, analog information processing, calorimetry and heat conduction.

### **ENGR 10300 Analysis Tools for Engineers**

2.0 credits, 2 hours

*Pre-requisite: MAT 210 Calculus I*

An introduction to computer-aided analysis techniques necessary for the study of Electrical Engineering and the design of electrical systems. Among the topics studied are: functions of a real variable and their graphs, complex numbers and phasors, linear algebra, differential equations with application to image processing, and an introduction to systems analysis.

### **ENGR 20400 Electrical Circuits**

3 credits, 3 hours

*Pre-requisite: MAT 310 and PHY 210*

*Circuit elements and their voltage-current relations:* Kirchhoff's laws, Elementary circuit analysis, Continuous signals, Differential equations, State of variable equations, First and Second order systems, an introduction to circuit analysis.

## **ENVIRONMENTAL SCIENCE**

### **ENV 100 Environmental Issues**

3 credits 3 hours

*Pre-requisite: MAT 10. If taught in English, ENG 91 or ESL 91. If taught in Spanish, SPA 121.*

*Pre/Co-requisite: MAT 10. ENG 93 or Higher/or ESL 91. If taught in Spanish, SPA 121 or Higher.*

The student will develop hands-on experience based on the scientific method. They will apply basic concepts from environmental issues in measurements, separation techniques, preparation of mixtures and water analysis.

### **ENV 110 Environmental Science I (LPS)**

*(Formerly ENV 4014)*

3 credits, 3 hours

*Pre-requisite: MAT 10, ENG91/93 or higher, or ESL 91/93 or higher (if taught in English), SPA 121 (if taught in Spanish)*

*Co-requisite: ENV 111. If taught in English, ENG 91 or ESL 91. If taught in Spanish, SPA 121. MAT 10*

Our planet is facing environmental challenges, from oil spills to global climate change. Adverse impacts to our environment affect the well-being of humans and other living organisms. In this course, the students will get acquainted with ideas and concepts about living systems and their environments. They will develop an understanding of ecological principles and learn about the environmental problems of our times, such as water use, air pollution, solid waste management, global warming, and energy use. **Intended for non-science majors**, this course will engage students in learning approaches and methods of inquiry that compliment any major, whether in the natural sciences, social sciences or humanities. Offered in English and Spanish.

### **ENV 111 Environmental Science I Laboratory**

1 credit 2 hours

*Pre-requisite: MAT 10; ENG 91/93 or higher if taught in English; or ESL 91/93 or higher; or SPA 121 if taught in Spanish*

*Co-requisite: ENV 110.*

This one-credit laboratory course familiarizes students with environmental issues around us. Students will perform experiments and will have hands-on experience in recognizing and examining different environmental problems related to air, water pollution, energy, and waste. Students will learn how individual consumption can make a difference in energy use, waste reduction, and indoor/outdoor pollution levels. Students will learn how to identify an environmental problem, analyze and interpret experimental data, and write a lab report.

### **ENV 120 Environmental Science II (SW)**

*(Formerly ENV 4016)*

3 credits, 3 hours

*Pre-requisite: ENV 110*

This course uses general scientific principles of biology, ecology, earth science, and physical science in describing the environment, and how human activities affect the environment. Students will explore the interactions between organisms and their environments, and impact from humans. Specific topics will include biodiversity; forests, wildlife, and urban habitats; food and agriculture; public health; conservation and sustainability. This course is intended for non-science majors, and is the second semester of a two-course sequence.

### **ENV 121 Environmental Science II (Laboratory)**

1 credit, 2 hours

*Pre-requisites: ENV 110, ENV 111*

*Co-requisite: ENV 120*

This course will introduce students to the scientific method and the contribution of observations, evidence, and scientific hypotheses to the scientific method, the process of background research, data gathering and interpretation. Students will learn environmental science terminology, acquire skills in basic laboratory techniques, in Excel and graphing. Students will learn about toxicity of the common household chemicals, and how to identify potentially hazardous chemicals in the household. This course will provide hands-on experience enabling practical connection to the ENV120 syllabus content, and will allow students to recognize the presence and impact of environmental issues on a daily life.

## **ENGLISH AS A SECOND LANGUAGE**

### **ESL 15 ESL in Content Areas I**

*(Formerly ESL 015)*

*2 credits (6 equated/ billable), 6 hours*

*Pre-requisite: Placement through the ACT Skills Assessment Test*

*Co-requisite: ESL 16*

This six-hour content-based course for beginning academic ESL students utilizes subject matter from selected disciplines. In response to topics discussed, students will expand their vocabulary and improve their grammar within an integrated skills context that will permit practice in reading, writing, listening and speaking in English. This course will target linguistic and critical thinking skills through level-appropriate content material designed to motivate students to participate in class discussions and to prepare written assignments related to the various topics presented.

### **ESL 16 Literature and Contemporary Issues for ESL Students I**

*(Formerly ESL 016)*

*2 credits (6 equated/ billable), 6 hours*

*Pre-requisite: Placement through the ACT Skills Assessment Test*

*Co-requisite: ESL 15*

This six-hour course provides students with the opportunity to improve their linguistic and critical thinking skills through extensive reading, interpretation and analysis of a newspaper and authentic literary texts that are appropriate for beginning academic ESL students. The course also presents cultural and historical perspectives necessary to construct meaning from these texts. Students will begin to develop their understanding of literary and journalistic elements and broaden their general knowledge base. They will practice level-appropriate language structures through discussing and writing fiction, poetry and news articles. Students will develop speaking and listening skills

through their participation in independent and collaborative projects.

### **ESL 25 ESL in Content Areas II**

*(Formerly ESL 025)*

*2 credits (6 equated/ billable), 6 hours*

*Pre-requisites: ESL 15 or by placement*

*Co-requisite: ESL 26 or 027*

This intermediate six-hour content-based ESL course utilizes subject matter from selected disciplines. In response to the topics discussed, students will expand their vocabulary and improve their grammar within an integrated skills context that will permit practice in reading, writing, listening and speaking in English. This course will target linguistic and critical thinking skills through intermediate level content material designed to motivate students to participate in class discussion and to prepare written assignments related to the various topics presented. The course will reinforce structures covered previously and will go on to cover intermediate-level grammar structures required for academic literacy. By writing multiple drafts for a variety of assignments, students will develop the ability to revise and edit their work. Assessment of student performance will be based on comprehension of and written/oral responses to uniform interdisciplinary content.

### **ESL 26 Contemporary Issues for ESL Students II**

*(Formerly ESL 026)*

*1 credit (3 equated/ billable) 3 hours*

*Pre-requisite: ESL 15 or by placement*

*Co-requisite: ESL 25*

This intermediate three-hour ESL course provides extensive reading of newspapers, magazines, and internet sources. Students will explore contemporary issues and their historical context while expanding their vocabulary and further developing their linguistic and critical thinking skills. They will learn to recognize the author's point

of view, distinguish between news reports and editorial commentary, and interpret related charts and graphs. Students will be required to summarize, discuss, and interpret issues presented in these sources. Upon completion of the course, students will have broadened their general knowledge base and acquired the necessary skills to respond critically to contemporary issues.

### **ESL 27 Literature for ESL Students II**

*(Formerly ESL 027)*

*1 credit (3 equated/ billable), 3 hours*

*Pre-requisite: ESL 15 or by placement*

*Co-requisite: ESL 25*

This three-hour course provide students with the opportunity to improve their linguistic and critical thinking skills through extensive reading, interpretation, and analysis of authentic literary texts appropriate for intermediate level ESL students. These texts, selected for their relevance and literary value, include a variety of genres (fiction, poetry and drama). The course also presents cultural and historical perspectives necessary to construct meaning from these texts. Students will develop their understanding of literary elements such as point of view, character, plot, setting, irony and figurative language and employ them in their analysis. Assessment of student performance will be based on class discussion, personal response essays and other forms of writing that require students to compare and contrast themes and issues encountered in texts and relate them to personal experience.

### **ESL 35 ESL in Content Areas III**

*2 credits, (6 equated/ billable), 6 hours*

*Pre-requisite: ESL 25 or placement into ESL 35*

*Co-requisite: ESL 36 or ESL 37*

This advanced 6-hour content-based ESL course utilizes subject matter from selected disciplines. In response to the topics discussed, students will

expand their vocabulary and improve their grammar within an integrated skills context that will permit practice in reading, writing, listening and speaking in English. This course will target linguistic and critical thinking skills through challenging content material designed to motivate students to participate in class discussions and to prepare in-depth written assignments. The course will reinforce structures covered in previous levels and will go on to cover more complex grammar and discourse knowledge required for academic literacy. By writing multiple drafts for a variety of assignments, students will develop the ability to revise and edit their work. Assessment of student performance will be based on comprehension of and written/ oral response to uniform interdisciplinary content.

**ESL 36 ESL Contemporary Issues III**  
(Formerly ESL 036)

*1 credit, (3 equated/ billable), 3 hours*  
*Pre-requisite: ESL 26 or ESL 27 or placement into ESL 35*  
*Co-requisite: ESL 35*

This advanced three-hour ESL course provides extensive reading of newspapers, magazines, and Internet sources. Students will explore contemporary issues and their historical context while expanding their vocabulary and further developing their linguistic and critical thinking skills. They will learn to recognize the author's point of view, distinguish between news reports and editorial commentary, and interpret related charts and graphs. Students will be required to summarize, discuss, and interpret issues in these sources. There will be written homework assignments and various kinds of in-class writing. Assessment will be based upon students' knowledge of events and their ability to analyze, synthesize,

and evaluate the course materials. Upon completion of the course, students will have broadened their general knowledge base and acquired the necessary skills to respond critically to contemporary issues.

**ESL 37 ESL Studies in Literature III**  
(Formerly ESL 037)

*1 credit, (3 equated/ billable), 3 hours*  
*Pre-requisite: ESL 26 or ESL 27 or placement into ESL 35*  
*Co-requisite: ESL 35*

This three-hour advanced-level ESL course provide students with the opportunity to further develop their linguistic and critical thinking skills through extensive reading, interpretation, and analysis of authentic literary texts. These texts, selected for their relevance and literary value, include a variety of genres (fiction, memoir, poetry and drama). The course will also provide cultural and historical perspectives necessary to construct meaning from these texts. Students will deepen their understanding of literary elements such as point of view, character, plot, setting, irony and figurative language and employ them in their analysis. Assessment of student performance will be based on in-class discussion, personal-response essays and other forms of writing that require students to compare and contrast themes and issues raised by texts.

**ESL 81 Intensive ESL Writing & Language Workshop I**

(Formerly ESL 081)  
*3 credits (9 equated/ billable), 9 hours*  
*Pre-requisites: ESL 15 or placement into ESL 25. Students must also be recommended by their ESL instructor and must pass a written exam and oral interview.*  
*Co-requisite: ESL 83*

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 82 Intensive ESL Writing & Language Workshop II**

(Formerly ESL 082)  
*3 credits (9 equated/ billable), 9 hours*  
*Pre-requisites: ESL 15 or ESL 81 and ESL 83 or placement into ESL 25. Students must also be recommended by their ESL instructor and must pass a written exam and oral interview.*  
*Co-requisite: ESL 84*

This nine-hour course is comprised of two components: A six-hour intensive ESL writing component and a three-hour language workshop. Students will continue to develop their ability to write narrative, descriptive, and expository essays, with special emphasis on rhetorical modes of argumentation and comparison/contrast. Basic verb tenses and grammatical structures will be reviewed and reinforced and use of more complex tenses and grammatical points will be introduced. Students in Language Workshop II will be responsible for planning and producing creative collaborative projects such as original plays and/or magazines.

**ESL 83 Intensive ESL Reading & Conversation I**

(Formerly ESL 083)  
*2 credits (6 equated/ billable), 6 hours*  
*Pre-requisite: ESL 15 or placement into ESL 25. Students must also be recommended by their ESL instructor and must pass a written exam and oral interview.*  
*Co-requisite: ESL 81*

This course is designed to give students extensive practice in the use of all English language skills, with

particular emphasis on reading and conversation. The course is intended to help students read and talk about gradually more complex texts in English with greater fluency and comprehension and to develop students' ability to utilize appropriate strategies to make meaning of different kinds of texts. Students will develop their ability to recognize general themes and concepts in their reading, to draw conclusions and make inferences using discussion, summary writing and critical essays. Students will be able to use reading as a way to increase their knowledge of self and the world.

### **ESL 84 Intensive ESL Reading & Conversation II**

*(Formerly ESL 084)*

*2 credits (6 equated/ billable), 6 hours*

*Pre-requisites: ESL 15 or ESL 81 and 083 or placement into ESL 25. Students must also be recommended by their ESL instructor and must pass a written exam and oral interview.*

*Co-requisite: ESL 82*

This course is designed to give students extensive practice in the use of all English language skills, with particular emphasis on reading and conversation. The course is intended to help students read and talk about gradually more complex texts in English with greater fluency and comprehension, and to develop students' ability to utilize appropriate strategies to make meaning of different kinds of texts. Students will develop their ability to recognize general themes and concepts in their reading, to draw conclusions and make inferences using discussion, summary writing, and critical essays. Students will be able to use reading as a way to increase their knowledge of self and the world.

### **ESL 86 Basic Academic Writing in ESL**

*(Formerly ESL 086)*

*3 credits, 6 hours*

*Pre-requisites: ESL 25 or placement into ESL 35. Students must also be recommended by their ESL instructor and must pass a written exam and oral interview.*

*Co-requisite: ESL 88*

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 88 Intensive ESL Reading & Conversation III**

*(Formerly ESL 088)*

*2 credits (6 equated/ billable), 6 hours*

*Pre-requisite: ESL 25 or placement into ESL 35. Students must also be recommended by their ESL instructor and must pass a written exam and oral interview.*

*Co-requisite: ESL 86*

This course is designed to give students extensive practice in the use of all English language skills, with particular emphasis on reading and conversation. The course is intended to help students read and talk about gradually more complex texts in English with greater fluency and comprehension and to develop students' ability to utilize appropriate strategies to make meaning of different kinds of texts. Students will develop their ability to recognize

general themes and concepts in their reading, to draw conclusions and make inferences using discussion, summary writing, and critical essays. Students will be able to use reading as a way to increase their knowledge of self and the world.

### **ESL 91 Basic Composition**

*3 credits, (6 equated/ billable), 6 hours*  
*Pre-requisite: ESL 35 and 36/37 or ESL 82 or ESL 86*

*Co-requisite: ESL 92 (unless exempt)*

This course focuses on writing as an effective means of communication, with particular emphasis on expository writing, along with critical reading and analysis of selected works. Students will be required to read, understand, and respond in writing to passages from different sources and academic disciplines and write well-organized and developed essays in response. The course will also emphasize grammatical structures and language usage. Students will develop increased competence in sentence construction, sentence variety, word choice, correct usage, grammar, and mechanics. Successful students will demonstrate competence in writing.

### **ESL 92 Foundations of Critical Reading**

*(Formerly ENG 092)*

*1 credit (3equated/billable), 3 hours*

*Pre-requisite: ESL 35 or placement into ESL 91*

*Co-requisite: Continuation in the appropriate ESL courses.*

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 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 paragraph readings 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.

### **ESL 93 Basic Composition II**

*3 Credits 6 Hours*

*Pre-requisite: Continuing students with at least one "R" grade in ESL 91 with a failing score of 48 or higher on the CAT-W writing examination; Continuing students who have completed ESL 35 (and ESL 36 or ESL 37) or ESL 82 or ESL 84 or ESL 86 or ESL 88 with a failing score of 48 or higher on the CAT-W writing examination; First-semester students who have placed in the ESL 91 level with a failing score of 48 or higher on the CAT-W writing examination.*

The goal of this 6-hour course is to give learners of English as a Second Language the opportunity to engage in writing as a means of communication. The students will learn the major rhetorical modes through the preparation of written essays. This will be achieved not only through writing itself but also by means of an extensive reading component that has been woven into the curriculum in order to respond to the advanced skills of the students of the class. Reading selections will be analyzed regularly for structure and meaning, and grammar will also be reviewed weekly. In addition, because the readings will be presented in thematic units, students will learn to write summaries reflecting a synthesis of ideas. As is generally the case, students may be referred to the Writing Center for additional work by their instructor.

### **ESL 94 (Readings in the Natural Sciences)**

*1 Credit 3 Hours*

*Pre-requisite: For qualifying first-semester students who have been placed in the ESL 91/93 level (level 4 and 5); students who have completed ESL 92, or ESL 82, ESL 84, or ESL 86, ESL 88 with a high-failing R grade; students with a 60-69 % on the CUNY CAT-R exam.*

This course has been designed to give students who have already taken ESL 92 ("Foundations in Critical Reading") the opportunity to respond to the challenges of reading advanced texts in the natural sciences. The readings give students a grasp of the major changes that have occurred in the history of science from antiquity to modern times. Students are given an overview of the progress made in each historical period. By offering students key excerpts from authentic reading materials, they study in depth the contributions of one or two scientists in each period. Students become aware of how different discoveries and scientific theories have contributed to society and human development but have also clashed with religious and spiritual views throughout history and resulted in conflicts that have often made life dangerous for the innovators because of the threats their ideas posed to the particular status quo of their time. As various topics are discussed in their specific sociocultural context, students consider the varying "tensions" that often exist between scientists and members of the public media and government policy makers and religious leaders and how the "facts" of scientific discoveries in our natural world are not always embraced by everyone despite their apparent authenticity. They also learn to appreciate how these "tensions" have often been mitigated in time and how, through the progress made through scientific inquiry, we humans have become

increasingly aware of our ability to tap the resources of the natural world – in ways that have sometimes proven not only to be to our advantage but also to our disadvantage.

In addition to the selected readings, students study a work of fiction or nonfiction during the semester that is related to the scientific experience. Students will have completed a review of this work at the end of the semester.

Through the prism of the specific content of the course, students work on refining their reading skills. A conscious effort is made to improve students' reading comprehension, while focusing on vocabulary development, reference building, past and present, and the critical thinking skills that are essential for success with the college reading experience.

The following college-level pedagogical strategies are incorporated into the course curriculum:

1. Making students aware from the start that reading is a problem-solving process and key to their success in their college programs;
2. exposing students to more complex prose so that they will acquire the higher-level vocabulary and advanced reading skills necessary to negotiate the more complex academic discourses they will encounter in the major content areas;
3. Learning skimming and scanning strategies;
4. Learning to anticipate outcomes and draw conclusions;
5. Learning to identify and build connections between central points, main ideas, and supporting details;
6. Learning to go from literal comprehension of texts to more interpretive, inferential reasoning;

7. Learning to differentiate between facts and opinions, purpose and tone; different rhetorical modes and text functions;
8. Learning to critically analyze maps, graphs and charts.
9. Learning to create outlines and summaries not only for written texts but also for maps, graphs, and charts;
10. Learning through the reading process how to become better writers; writing in response to reading.

### **ESL 96 Readings in the Social Sciences**

**1 Credit 3 Hours**

**Pre-requisite:** Continuing students with at least one "R" grade in ESL 92 with a failing score of 60 – 69 on the CAT-R reading examination;

Continuing students who have completed ESL 35 (and ESL 36 or ESL 37) or ESL 82 or ESL 84 or ESL 86 or ESL 88 with a failing score of 60 – 69 on the CAT-R reading examination;

First-semester students who have placed in the ESL 91 level or have passed the CAT-W writing examination, with a failing score of 60-69 on the CAT-R reading examination.

This course has been designed to give students who have already taken ESL 92 ("Foundations in Critical Reading") the opportunity to respond to the challenges of reading advanced texts in the social sciences. The readings give students a grasp of major social issues that are presented in both academic frameworks and the public media. Students will respond to authentic reading materials presenting an overview of different viewpoints and including different styles and genres. As various topics are discussed in their specific sociocultural context, students will reflect on conflicting ideas and tensions. In addition to the selected readings, students will study a work of fiction or nonfiction during the semester that is related to a topic in the social sciences. Students will have completed a review of this work at

the end of the semester. Students will also read a weekly selection from the New York Times, which reflects an idea presented in a reading discussed in class. Through the prism of the specific content of the course, students work on refining their reading skills. A conscious effort is made to improve students' reading comprehension, while focusing on vocabulary development, reference building, past and present, and the critical thinking skills that are essential for success with the college reading experience. The following college-level pedagogical strategies are incorporated into the course curriculum:

1. Making students aware from the start that reading is a problem-solving process and key to their success in their college programs;
2. exposing students to more complex prose so that they will acquire the higher-level vocabulary and advanced reading skills necessary to negotiate the more complex academic discourses they will encounter in the major content areas;
3. Learning skimming and scanning strategies;
4. Learning to anticipate outcomes and draw conclusions;
5. Learning to identify and build connections between central points, main ideas, and supporting details;
6. Learning to go from literal comprehension of texts to more interpretive, inferential reasoning;
7. Learning to differentiate between facts and opinions, purpose and tone; different rhetorical modes and text functions;
8. Learning to critically analyze maps, graphs and charts.
9. Learning to create outlines and summaries not only for written texts but also for maps, graphs, and charts; learning through the reading process how to become better writers; writing in response to reading.

### **FOOD STUDIES**

#### **FS 101 Food Studies I: Introduction to Food Systems**

*3 Credits 3 Hours*

*Co-requisite: ENG 100 or ENG 110*

This course provides students with fundamental knowledge of the food system and all of its components (e.g., agricultural production, consumption, regional linkages, food and agricultural policies). The course begins with an overview of food systems and the field of food studies and progresses through in-depth examination of the food system from a social science lens and a social justice framework. It also examines alternative food movements and includes examples of community groups working to improve the food system in New York City. The final sessions of this course are dedicated to discussions about employment in the food sector and academic fields of study that address aspects of the food system. The course includes field trips and/or guest lectures to complement readings, assignments, and in-class discussions.

#### **FS 120 Food Studies II: Food, Environment and Justice**

*3 credits, 3 hours*

*Pre-requisite: FS 101*

*Co-requisite: BIO 210 or BIO 110/111 or BIO 230 or*

*ENV 110/111*

This course is a continuation of Food Studies I, delving more deeply into environmental aspects of the food system from natural science and environmental justice perspectives. Topics include methods of agricultural production and how they impact and are impacted by natural systems; nutrient cycling in agriculture and food systems; environmental impacts of food processing, packaging, transportation, and waste disposal. Environmental justice implications of course topics are also discussed. The course includes field trips and/or guest lectures.



**FS 130 Food, Culture and Health**

3 credits, 3 hours

*Pre-requisite:* FS 101

*Co-requisite:* ENG 100 or Higher

This course introduces students to cultural food practices across cultures. It explores the interconnections between personal identities and social groups through food production, purchasing, preparation, and consumption. Starts with an understanding of food as a source of human sustenance, the ways in which it is consumed, their symbolism in cultural and religious practices, and its importance as a vehicle for intercultural communication. Traditional practices of key cultural groups represented in metropolis around the globe are analyzed from the perspective of culture, history, religion, nutritional status, traditional practices and culinary adaptations.

**FS 140 Urban Agricultural Systems**

4 credits, 5 hours

*Pre-requisite:* FS 101 and BIO 110/111 or BIO 210 or ENV 110/111

This course addresses the basics of safe and sustainable food production. It includes discussions on topics such as the historical development of agriculture and farming practices, domestication of food crops, plant sciences, ecology, and environmental quality. The course delves into modern agricultural methods and farming practices that impact modern urban societies. Students will participate in hands-on experiences including practicing hydroponic farming techniques to grow short life leafy vegetables, and traditional farming techniques used in community farms in urban settings.

**FS 200 Food, Policy and Advocacy**

3 credits 3 hours

*Pre-requisites:* FS 101

This course explores food policy making, food activism, and policy advocacy initiatives at local, regional,

national, and international scales. We begin by discussing the concepts of food policy and food advocacy, and proceed to examine how food policy making intersects with and impacts public health, environment, and the regional food system. Jobs in food policy and advocacy sectors are discussed throughout the semester, and guest speakers are invited to contextualize course concepts in the New York City environment.

**FS 220 Food, Health, and Environment**

3 credits 3 hours

*Pre-requisites:* FS 101

This course examines the interactions between food production and consumption, health, and environment through environmental and food justice lenses. Building on concepts developed in Food Studies I, it explores topics such as public health disparities and their structural causes, environmental toxins in the food system and their impact on workers and consumers, as well as policies that have or could impact these outcomes, in both historical and contemporary contexts. Students will work together to apply classroom knowledge to investigating food security and health at the neighborhood level in NYC. The course includes field trips and/or guest lectures to complement readings, assignments, and in-class discussions.

**FS 225 Food Studies Careers Practices and Field Experience**

3 credits 3 hours

*Pre-requisites:* FS 101, FS 120

*Co-requisite:* FS 220

This course prepares students to pursue career and/or future academic opportunities following the completion of their Food Studies Associate's Degree. The course covers identification of career goals; job and academic program skills; development of resumes and cover

letters; interviewing skills; entrepreneurship; employee rights; and processes of applying/transferring to Bachelor 's programs. Students identify and apply to internship sites in food system-related organizations, such as urban farms, food businesses, health care facilities, community-based organizations, etc. to intern for a minimum of 70 hours. Students meet their instructor once a week to report progress and receive feedback. The course includes presentations from Hostos Community College Career Services, Transfer Services, and other key campus and off-campus resource centers.

**FS 230 Food Studies Capstone**

3 credits 3 hours

*Pre-requisites:* FS 101, 120, 200

*Co-requisite:* FS 200

This course guides students through completion of the Food Studies Associates program and is required of all majors. The course integrates conceptual learning, skill-building, and experiential learning to enable students to demonstrate strong foundational knowledge about food studies and food systems. Students reflect on key concepts examined in the Food Studies core courses, and draw connections between these concepts, the field based/internship experiences, and students' specific career objectives. By the end of the term, students will write a final paper contextualizing the experiences gained in FS 225 within concepts learned through the Food Studies program; and an e-Portfolio to be used in future applications for employment and other postgraduate opportunities. Students will also give a final presentation about their internship experience in an end-of semester program seminar.

## **FRENCH**

### **FRE 117 French for Heritage Speakers**

3 credits, 3 hours

*Pre/Co-requisite: Placement*

This course will support and develop the learning of the French language and of Francophone cultures for newly immigrated students of Francophone backgrounds enrolled at Hostos Community College. The primary objectives of the program are for students to gain a proficiency in French and maintain their connection to their respective cultures and identities. Additionally, the course will encourage students to advance French speaking and writing as part of their skill set in a competitive global job market. The course's activities, collaborations, and guest speakers will draw attention to the value of language learning on campus, and generally promote an interest in Francophone cultures. The course will be conducted in French.

### **FRE 101 Elementary French I**

(Formerly FRE 1901)

4 credits, 4 hours

This course introduces the basic elements of the language by providing a foundation in grammar, pronunciation and vocabulary. Using a communicative approach, students will learn listening, speaking, reading and writing skills in cultural and social contexts. One weekly hour of work in the Language Lab is required.

### **FRE 102 Elementary French II**

(Formerly FRE 1902)

4 credits, 4 hours

*Pre-requisite: FRE 101 or by placement*

*Co-requisite: None*

This course will continue to develop communicative skills for basic social functions in various cultural contexts. Films and other cultural texts will be used to enhance and support learning. One weekly hour of work in the Language Lab is required.

### **FRE 201 Intermediate French I**

(Formerly FRE 1903)

3 credits, 3 hours

*Pre-requisite: FRE 102 or by placement*

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 202 Intermediate French II**

(Formerly FRE 1904)

3 credits, 3 hours

*Pre-requisite: FRE 201 or by placement*

The student will demonstrate self-expression in French through continued systematic review of grammar, the reading and discussion of the works of selected contemporary writers, and the presentation of written and oral reports based on current periodicals, happenings, subjects or personal interest. The student will use the language laboratory for supplementary oral drill.

### **FRE 321 French Culture & Science**

(Formerly FRE 1921)

3 credits, 3 hours

*Pre-requisite: FRE 202 or by placement*

The student will read and discuss key excerpts of works by French thinkers who reflect contemporary culture and values. Through classroom demonstrations, the student will identify major research contributions of renowned French scientists, one of whom will be chosen for the written and oral report. Offered in French.

### **FRE 324 African Literature in French**

(Formerly FRE 1924)

3 credits, 3 hours

*Pre-requisite: FRE 202 or by placement*

The student will read, discuss, and prepare written or oral reports on the imaginative didactic works of such contemporary African writers as Oyono, Diop, Senghor, Camara Laye, and Franz Fanon and Aime Cesaire of

the Caribbean. Philosophies such as "La Negritude" will be analyzed as well as political, economic, aesthetic, and linguistic trends in the African nations represented by these men of letters. Offered in French.

### **FRE 370 Extensive Readings in French**

(Formerly FRE 1970)

3 credits, 3 hours

*Pre-requisite: FRE 202 or by placement*

The student will read five to seven works from a list recommended by the instructor or suggested by the student and approved by the instructor. The student will submit a written report on each of the readings and will meet with the instructor to discuss these reports.

## **HISTORY**

### **HIS 201 World History to 1500 (WCGI)**

(Formerly HIS 4660)

3 credits, 3 hours

*Pre-requisite: ENG 110*

This course provides students with a global perspective on human history, from the emergence and migration of human populations, to the contact and connections of peoples of the world in the fifteenth century. Topics include the development of agriculture and cities, religious and political ideologies, and complex social systems; the impact of commerce; and the re-ordering of the world through religious and economic expansion. Students will examine Africa, Asia, Europe, and the Americas from a comparative perspective and will explore the writing and representation of history in different cultures and over time.

### **HIS 202 Modern World History (WCGI)**

(Formerly 4661)

3 credits, 3 hours

*Pre-requisite: ENG 110*

This course provides students with a global perspective on the history of

the modern world from the fifteenth century to the present. Students will study such pivotal developments as the commercial revolution, European expansionism, capitalist industrialization, imperialism and colonialism, global depression and war, and twentieth century revolutions and the struggle for social justice and democracy. Students will examine, from a comparative perspective, the changing economic, political, social, and cultural characteristics of the modern world in Africa, Asia, Europe, and the Americas.

**HIS 210 United States History: Through the Civil War (USED)**

*(Formerly HIS 4663)*

*3 credits, 3 hours*

*Pre-requisite: ENG 110*

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 211 United States History: Reconstruction to the Present (USED)**

*(Formerly HIS 4665)*

*3 credits, 3 hours*

*Pre-requisite: ENG 110*

This course examines major issues in United States history from the Reconstruction Era (1866-76) to the present. Emphasis will be placed on the role of women, labor, immigrants, and racial and ethnic minorities in key developments such as urbanization, the Great Depression, and the Civil Rights Movement.

**HIS 212 Major Themes in U.S.**

**Women's History**

*3 credits, 3 hours*

*Pre-requisite: ENG 100 or*

*ENG 110*

This course explores the experiences of women in the United States and its colonies, placing gender at the very center of the historical narrative. Students will examine women's lives and contributions through different eras of American history and learn how women have both worked within and pushed against societal norms and boundaries to advance their social, political and economic positions, transforming American society and culture in the process. While privileging a gendered perspective, this course will also engage with other important themes and topics in U.S. history, illuminating in particular the intersectional relationship between gender, race, class, and ethnicity.

**HIS 214 Modern African American History (USED)**

*3 Credits 3 Hours*

*Pre-requisite: ENG 110*

This course is a historical survey of the African American experience in the United States from the end of the Civil War through the present. This course examines the thoughts and actions of African Americans from the era of Reconstruction to the present. This course will employ the analytical lenses of race, gender, and class in order to illustrate how African Americans have helped shape the history of the United States since the end of the Civil War. Students will read primary sources and learn methods of historical analysis. Important topics include the Emergence of Jim Crow, the Great Migrations and Urban Development, the Black Women's Club Movement, the Harlem Renaissance, the Civil Rights Movement and "massive resistance," Black Power ideology, and the role of people of African origins in the post-civil rights era.

**HIS 225 U.S. Immigration History**

*3 credits, 3 hours*

*Pre/Co-requisite: ENG 100 or ENG*

*110*

This course offers an overview of U.S. immigration history from colonial times to the present, with a particular emphasis on the large migration waves of the late nineteenth and twentieth centuries. Proceeding chronologically, students will first examine the historical causes and contexts that brought different groups of people to the United States. Then, they will study immigrants' experiences and settlement patterns, exploring themes such as American reception, immigrant adjustment to the new country, and the impact of immigration on American culture and society. And finally, they will discuss the politics of immigration, delving into twentieth century public debates over assimilation, incorporation and Americanization, and other salient issues that have reemerged in more recent years such as xenophobia, Islamophobia, nativism and border policing.

**HIS 250 Ancient, Medieval, & Early Modern European History**

*(Formerly HIS 4668)*

*3 credits, 3 hours*

*Pre-requisite: 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 251 Modern European History**

*(Formerly HIS 4670)*

*3 credits, 3 hours*

*Pre-requisite: Completion of an introductory course*

The student will attain an overview of

the basic currents in European society from the French Revolution to the present day, including the development of imperialism and fascism. Emphasis will be placed on mastering the factual material of this historical span to provide the student with a solid background for more advanced liberal arts courses.

## **HEALTH EDUCATION**

### **HLT 101 Health & Human Values**

(Formerly HLT 6501)

3 credits, 3 hours

*Pre-requisite: ESL 25*

The course will introduce the student to critical health issues within a humanistic, historical, and cultural framework. The student will understand the role of the individual and society in developing ethical values and their relationship to the study of health. The role of the health professional as a health care provider within our society will be emphasized. The student will explore and discuss the interrelationships among personal, communal, and social values, and will review universal issues such as: health and disease, nutrition and malnutrition, population and over-population, and their interdependence in the modern world.

### **HLT 103 Interpersonal Relations & Teamwork**

(Formerly HLT 6503)

3 credits, 3 hours

*Pre/Co-requisite: English Sections: ENG 100 or ENG 110 or ESL 86/ESL 88, or ESL 91*

*Spanish Sections: SPA 121*

The student will demonstrate knowledge and use of various interpersonal skills in the area of human relationships by participating in small T-groups, role playing, and lecture-demonstrations. The student will also identify and analyze certain psychological concepts necessary to understand the dynamics of human behavior. Offered in English and

Spanish.

### **HLT 106 Introduction to Health Care (Ethics & Law/Laboratory Skills)**

(Formerly HLT 6526)

3 credits, 3 hours

*Pre/Co-requisite: ENG 110*

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 110 Introduction to Community Health Education**

(Formerly HLT 6518)

3 credits, 3 hours

*Pre/Co-requisite: ENG 91 or ESL 91 when offered in English; SPA 121 when offered in Spanish*

The student will examine and analyze various health organizations and their role in community health; the emerging role of community health workers in promoting health of neglected populations; the spread and control of communicable diseases; the community health structure and the principles underlying health behavior, learning, and change; theories of health behavior and practical models for community health worker interventions.

### **HLT 111 Health and the Young Child**

(Formerly HLT 6511)

3 credits, 3 hours

*Pre/Co-requisite: English Sections: ENG 100 or ENG 110 or ESL 86/ESL 88, or ESL 91*

*Spanish Sections: SPA 121*

The student will identify the health needs and problems of young children. S/he will analyze the role played by the home and school in the

physical development of the child. S/he will examine common disorders and diseases of childhood and the principles of nutrition related to meal planning for young children. Offered in English and Spanish.

### **HLT 117 First Aid**

2 credits, 2 hours

*Pre/Co-requisite: ENG 91 or ESL 91 when offered in English; SPA 121 when offered in Spanish*

This course offers first aid techniques leading to American Red Cross Certification. The students will be tested on their knowledge of and ability to administer proper care for injuries. Students will also be required to demonstrate their knowledge of preventative measures that can be taken to prevent injuries.

### **HLT 118 CPR**

1 credit, 1 hour

*Pre/Co-requisite: ENG 91 or ESL 91 when offered in English; SPA 121 when offered in Spanish*

This course provides instruction in the principles and skills of emergency first aid for respiratory failure and cardiac arrest in victims of all ages: Mouth-to-mouth breathing, CPR, and care for an obstructed airway. Upon satisfactory completion of this course, students will receive American Red Cross certification in basic life support.

### **HLT 120 Human Sexuality**

(Formerly HLT 6510)

3 credits, 3 hours

*Pre/Co-requisite: English Sections: ENG 100 or ENG 110 or ESL 86/ESL 88, or ESL 91*

*Spanish Sections: SPA 121*

The student will study and analyze the dynamics of human sexuality by exploring basic knowledge and attitudes related to human sexual behavior. Prevention of sexually transmitted diseases will be discussed. Students will improve their ability to educate and promote

sexual health. Students will increase their comfort level with topics of human sexuality.

Offered in English and Spanish.

### **HLT 124 Medical Terminology**

(Formerly HLT 6524)

3 credits, 3 hours

*Pre/Co-requisite: English Sections: ENG 100 or ENG 110 or ESL 86/ESL 88, or ESL 91*

*Spanish Sections: SPA 121*

This course will introduce the student to basic principles of medical word building and in developing an extensive medical vocabulary. The language of medicine will be enriched by using the body systems approach in an experiential context of the contemporary health care setting, as well as the art of critical thinking.

### **HLT 133 AIDS Perspectives & Implications for Health Professionals**

(Formerly HLT 6533)

3 credits, 3 hours

*Pre-requisite: ENG 91 or ESL 91 when offered in English; SPA 121 when offered in Spanish*

This course is an introduction to the study of the HIV/AIDS epidemic, its impact on the world and how health service providers have historically and are presently responding to the needs of the community. The course includes the history, epidemiology, etiology, transmission, risks, and signs and symptoms of HIV, as well as treatments, interventions and strategies to reduce the spread of HIV.

### **HLT 210 Dynamics of Patient Care**

(Formerly HLT 6525)

2 credits, 2 hours

*Pre/Co-requisite: ENG 110*

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 212 Bilingual Issues in Community Health**

3 credits, 3 hours

*Pre/Co-requisite: HLT 110*

This course presents an overview of the impact of linguistic diversity on the provision and delivery of health education and services, particularly with Hispanics. First, the consequences of language discordance between patient and providers in health and mental health settings are analyzed. Second, the challenges and opportunities to ensure linguist access are examined. Third, information and health literacy strategies to overcome linguistic barriers are reviewed. Fourth, models and strategies for providing linguistically and culturally relevant services are considered. Finally, the impact of laws and policies on the provision of linguistically relevant services are explored.

### **HLT 214 Substance Use and Abuse**

3 credits, 3 hours

*Pre/Co-requisite: HLT 110*

This course provides students with an overview of the problem of chemical abuse and dependence and an introduction to models of intervention in these problems. The course content will cover the core theory and research related to etiology of chemical abuse and dependence, basic pharmacology of alcohol and other abused substances, as well as drug use and abuse in special populations. The students will also explore the impact of drug and alcohol abuse on family systems, and domestic violence, and provide an introduction to treatment process and service systems.

### **HLT 215 Nutrition**

(Formerly HLT 6515)

3 credits, 3 hours

*Pre/Co-requisite: ENG 110*

The student will demonstrate knowledge of the meaning of

nutrition and its relation to health. The student will analyze and identify the different kinds of nutrients, their chemical nature and main sources. S/he will also demonstrate his/her knowledge of the specific diets for different age groups and various pathological conditions.

### **HLT 220 Contemporary Health Issues**

(Formerly HLT 6507)

3 credits, 3 hours

*Pre-requisite: HLT 110*

The student will analyze current health problems such as emotional/mental health and psychological disorders, sexuality (STD's and sexual dysfunctions), Cardiovascular disease, chronic and infectious disease, substance abuse and stress. Students will study theories of etiology and the impact they have on individuals, families and communities.

### **HLT 225 Nutrition Education**

3 credits, 3 hours

*Pre-requisite: HLT 215*

This course presents information on the fundamentals of nutrition education including traditional models and theories of learning as well as emerging education models for promoting healthy eating and an active lifestyle. Students will learn the application of nutrition education by linking research, theory, and practice. Students will study a stepwise procedure for designing a nutrition education program. Students will have the opportunity to reflect more about how people learn, the dynamics of teaching and how to enhance their communication skills to provide accurate and current research information to the consumer. In addition, students will learn to view nutrition education from different perspectives and increase their awareness of individual and social factors influencing nutrition.

### **HLT 299 Field Experience in Community Health**

*3 credits, 3 hours*

*Pre/Co-requisite: HLT 110 and 6 credits in 200 level HLT Courses*

Students will have the experience of working in the health field as community health workers in such places as hospitals, nursing homes, and other health care facilities. Students will volunteer at least 6 hours per week for the semester. Students will also be required to attend a seminar class meeting once a week for one hour and fifteen minutes.

### **HLT 6509 Mental Health**

*3 credits, 3 hours*

*Pre/Co-requisite: ENG 91 or ESL 91 when offered in English; SPA 121 when offered in Spanish*

The student will recognize and define terms related to the field of mental health. S/he will review the history of the mental health movement along with the determinants of positive mental health. The student will study and analyze in depth various life adjustment problems from birth to old age. Offered in English and Spanish.

## **HUMANITIES**

### **HUM 100 Introduction to Global Humanities (WCGI)**

*(Formerly HUM 3001)*

*3 credits, 3 hours*

*Co-requisite: SPA 121 or ENG 91*

This course will offer a global awareness and understanding of the expansive history of humanity and the diversity of cultural forms and practices. Its aim is to give foundational knowledge from multiple perspectives that describe the chronological and geographical relationships between cultures. This course will also pique students' interest in history, philosophy, literature, social sciences, art, and music. This will encourage the student to reflect on how personal

origins and beliefs affect actions and values.

### **HUM 141 Introduction to Global Film**

*3 credits, 3 hours*

This is an introductory film course with a focus on the cross-cultural study of film from multiple world traditions. Students will learn the basics of film analysis and terminology. They will develop a familiarity with films made in diverse national contexts including, but not limited to Senegal, Nigeria, India, Iran, Korea, China, Columbia, Mexico, France, as well as some American films made by ethnic minorities. In all cases, we will think about the ideas behind the films, and how these different perspectives inform our own understanding of the world.

### **HUM 151 Race, Gender, and Sexuality in the Media**

*3 credits, 3 hours*

*Pre/Co-requisite: ENG 100/ENG 10 or higher*

This course will analyze changes in cultural representation of sexuality, gender, race and ethnicity in films, TV shows, mass media and social media throughout the years. Students will explore the importance of cultural representation from the prism of cultural studies. Students will deepen their critical thinking abilities to through the examination of how society has built concepts and prejudices through media that are at the core of our contemporary identity, political debate and artistic expression.

### **HUM 161 Race-ing the Center: Thinking & Practicing Intersectionality**

*3 credits, 3 hours*

*Pre/Co-requisite: ENG 100/ENG 10 or higher*

This course engages feminist theory and practice as a series of questions, which are both personal and

political. What is gender? What is sex? What is a woman (or man)? What is theory? Who gets to theorize ...and who gets to decide? What is the relationship between theory and political struggle? The range of answers, debates and transformations generated by the questions have given birth to and enriched multiple fields of political action, activism, and scholarship. The course takes as its basic and most essential premise that none of these questions can be answered without critical consideration of race and class - the study of gender in the US is incomplete without them. So, this course brings intersectionality and black feminist thought from the margins to the center of the study of gender. The course will equip students to understand and articulate how gender, race and class in the U.S. are entangled and to illustrate this claim with examples that demonstrate show how experiences, opportunities, and social power within social institutions including the economy, state, family, and media vary according to one's class, gender or racial position. You will also learn how to draw upon varied social and cultural theories and research to pose critical questions and engage with current debates on how the social environment shapes the behavior and experiences of women, men and others.

### **HUM 162 Outlaw(ed): Progressive women in literature and society**

*3 credits, 3 hours*

*Pre/Co-requisite: ENG 100*

This course examines outlaw(ed) women from a cultural studies perspective by questioning and denaturalizing what it means to be a "real" or "normal" woman in literature written by women of color, and consider how these "laws" of womanhood are manifest in actual women's lives. The course departs from two related questions: Who gets

to define what it means to be a woman, how and for what purpose? And, what are the consequences for those who transgress the rules – by choice or chance? Students will deepen their critical thinking abilities through class discussions, as well as written and oral presentations as they explore how writers draw on personal experience, social theories, literary devices and cultural rituals to develop persuasive arguments that questions, disturb, revise or fortify the boundaries of womanhood. By revealing the underlying norms, rules & expectations that delimit acceptable womanhood, we will pay particular attention to how the constraints on and consequences of transgression vary with class, race, religion and nationality.

**HUM 201 Black: Color and Concept, An Art Historical Phenomenology**

*3 credits, 3 hours*

*Pre/Co-requisites: HUM 100 and ENG 100 / ENG 10, or higher*

This course is a meditation and a critical interpretation of black, a subject that covers a vast range of human experience beyond being a color, or even a concept. Using a methodology that combines a wide range of humanities-based approaches (art history, cultural studies, and philosophy, to name a few), *Black: Color and Concept, An Art Historical Phenomenology* is an engaged and inclusive cultural history that brings students into scholarly discourse by asking them to reflect on their own experiences and backgrounds. The study of the humanities allows us to think expansively and deeply about the world around us, to contextualize it, and to create change. This is a ZeroCost Course

**HUM 399 Special Topics in the Humanities**

*3 Credits 3 Hous*

*Pre-requisites: ENG 110 or SPA 222 when taught in Spanish*

In this course students will examine and learn about special themes that are significant in the study of the Humanities. The course may include topics that are embedded in one discipline or that are interdisciplinary in scope. Topics may explore the development of major intellectual or cultural trends, the impact of important authors or events, the formulation and spread of key concepts and ideas, or the examination compelling social issues. Faculty proposals will be considered on a semester basis by the Humanities curriculum committee.

**ITALIAN**

**ITA 101 Elementary Italian I**

*(Formerly ITA 2101)*

*4 credits, 4 hours*

This course introduces the basic elements of the language by providing a foundation in grammar, pronunciation and vocabulary. Using a communicative approach, students will learn listening, speaking, reading and writing skills in cultural and social contexts. One weekly hour of work in the Language Lab is required.

**ITA 102 Elementary Italian II**

*(Formerly ITA 2102)*

*4 credits, 4 hours*

*Pre-requisite: ITA 101 or by placement*

*Co-requisite: None*

This course will continue to develop communicative skills for basic social functions in various cultural contexts. Films and other cultural texts will be used to enhance and support learning. One weekly hour of work in the Language Lab is required.

**ITA 201 Intermediate Italian I**

*3 credits, 3 hours*

*Pre-requisite: ITA 102 or placement*

*Co-requisite: None*

This course continues to develop the basic language skills learned in Elementary Italian I and II. Conversation drills and selected readings will enhance oral and written expression and will provide an understanding of Italian culture.

**ITA 202 Intermediate Italian II**

*3 credits, 3 hours*

*Pre-requisite: ITA 201*

*Co-requisite: None*

This course is a continuation of Italian 201. It integrates vocabulary and grammar in new contexts and enhances the students' ability to speak and write at a higher level. Students will read short passages by major Italian authors and will be introduced to the vocabulary of genre, poetics, and literary appreciation.

**JAPANESE**

**JPN 101 Elementary Japanese I**

*4 Credits, 4 Hours*

This course introduces the basic elements of the Japanese language by providing a foundation in grammar, pronunciation, vocabulary and writing. Using a communicative approach, students will learn listening, speaking, reading and writing skills in cultural and social contexts.

**JPN 102 Elementary Japanese II**

*4 credits, 4 hours*

*Pre-requisite: JPN 101*

This course will continue to develop Japanese communicative skills for basic social functions in various cultural contexts. Films and other cultural texts will be used to enhance and support learning.

## **LATIN AMERICAN AND CARIBBEAN STUDIES**

### **LAC 101 The Latino Experience in the United States (USED)**

*Pre/Co-requisites: ENG 100 or ESL 92 or higher*

*3 credits, 3 hours*

This survey course will introduce students to the Latino experience in the United States: The immigration history of the various Latino groups, a consideration of competing theories of international labor migration and examine the position of Latinos in the U.S. economy. Student will learn ways in which economic restructuring has impacted on the ability of the Latino population to achieve upward economic and social mobility, the Latino experience with the social welfare and criminal justice systems, the way in which Latinos have been portrayed in the U.S. media and will study the history of Latino literature and music.

### **LAC 104 History of Puerto Rico**

*(Formerly CUP 3204)*

*3 credits, 3 hours*

*Pre-requisite: ENG 91 OR ESL 91 when offered in English; SPA 121 when offered in Spanish*

The student will discuss the geography of the island; the events that led to the advent of Spain in America; the Spanish conquest and colonization of Borinquen; the later transformation of the island from an unprofitable mine to a military garrison by the end of the 16th century; the factors leading to the economic, military, and population deterioration of the island during the 17th century. The student will discuss and analyze the turn of events that improved conditions on the island during the 18th century, especially the reforms promoted by Marshall O'Reilly.

### **LAC 106 History of Dominican Republic**

*(Formerly CUP 3206)*

*3 credits, 3 hours*

*Pre/Co-requisite: ENG 100 or ESL 92 or higher*

The student will discuss the geography of Hispaniola. The student will also discuss and analyze: the events that led to the arrival of Spain in America; the subsequent Spanish conquest and colonization; the relations of Santo Domingo, Haiti, and France; the historical turn of events in the 19th century; the political and economic factors that led to U.S. intervention, the new "caudillismo" and the Trujillo regime.

### **LAC 108 History of the Caribbean (WCGI)**

*(Formerly CUP 3208)*

*3 credits, 3 hours*

*Pre/Co-requisite: ENG 100 or ESL 92 or higher*

The student will discuss the concept of history and its application to the historical and geographical reality of the Caribbean. The varied colonial developments of the area and their effects upon the development of a modern Caribbean community will be analyzed. The student will compare the historical and geographical differences of the area in order to develop personal interpretations of the Caribbean reality based upon careful analysis. The student will also compile facts, categorize, explain, analyze, and summarize historical events in the different written assignments that will be given.

### **LAC 109 History of Latin America I**

*(Formerly CUP 3209)*

*3 credits, 3 hours*

*Pre-requisite: ESL 91 or ENG 91 when offered in English; SPA 121 when offered in Spanish*

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.

### **LAC 110 History of Latin America II (Formerly CUP 3210)**

*3 credits, 3 hours*

*Pre-requisite: ESL 91 or ENG 91 when offered in English; SPA 121 when offered in Spanish*

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.

### **LAC 118 Caribbean Society & Culture (WCGI)**

*(Formerly CUP 3218)*

*Pre/Co-requisite: ENG 100 or ESL 92 or higher*

This course will provide a general perspective on the different territories that comprise the modern Caribbean, including the Hispanic and non-Hispanic Caribbean. Organized by themes, the assigned readings and class discussions will focus on the region's political development, economic history, women's status, issues of race and racism, the development of popular music, and contemporary labor migrations.

### **LAC 132 Hispanic Migration to the United States (USED)**

*(Formerly CUP 3232)*

*3 credits, 3 hours*

*Pre/Co-requisite: ENG 100 or ESL 92 or higher*



This course will survey the major Hispanic migrations to the United States during the twentieth century, particularly in the period after 1960. Consideration will be given to Mexican, Puerto Rican, Cuban, and Dominican settlement in this country. In each case, attention will be drawn to the political, social, and economic forces that influenced migration, the history of the movement of these groups to the U.S., their impact on society, and their current socio-economic status in the United States. Additional subtopics include: the conditions of Latinos in U.S. society and their contribution to the economy, the particular experiences of Hispanic women, the portrayal of Latinos in the mass media, and contemporary Hispanic migration to this country from other areas of the Caribbean, Central America and South America.

#### **LAC 160 Histories of Race in Latin America and the Caribbean**

*3 credits, 3 hours*

*Pre-requisite: ESL 86-ESL 88 or ESL 91 or higher, or ENG 100 or higher when offered in English; or SPA 121 or higher when offered in Spanish*

This interdisciplinary course examines the meanings, origins, and trajectories of race in Latin America and Caribbean societies. Since the onset of European imperialism, racial hierarchies have shaped asymmetrical relations of power in colonial and postcolonial societies. However, racial identifications have also informed indigenous and anti-slavery movements across the Americas. This course traces continuities and changes in colonial and modern depictions of race from Mesoamerica, the Caribbean, the Andean region, and Brazil. We will study a wide array of materials, including legal documents, essays, films, paintings, contemporary performance art, narratives, photographs, and selected historical accounts.

#### **LAC 202 Latin American Film and Literature**

*3 Credits, 3 hours*

*Pre-requisites: ESL 86-ESL 88 or ESL 91 or higher, or ENG 100 or higher when offered in English; SPA 121 or higher when offered in Spanish.*

In this course students will be introduced to the rich literary and cinematic traditions of Latin America. They will gain an appreciation for some of the milestones in these two artistic media and examine the social and cultural contexts in which these expressions were produced. The course will be structured thematically around a series of significant films and literary texts. Evaluation of students' work will be based on short papers and other written assignments, as well as class participation and a final exam. Attendance at special events and activities, such as talks or film presentations, will be encouraged.

#### **LAC 216 The African Presence in Caribbean & Latin American Culture**

*(Formerly CUP 3216)*

*3 credits, 3 hours*

*Pre-requisite: ESL 86-ESL 88 or ESL 91 or higher, or ENG 100 or higher when offered in English; SPA 121 or higher when offered in Spanish.*

This course will trace the history of people of African origin from their arrival in the Americas through the first half of the twentieth century. It will examine the African slave trade, slave rebellions and resistance, and the presence of people of African origin in the various countries and territories of Latin America and the Caribbean. In addition, the class will consider the cultural, social, and political contributions of people of African origin to the Americas, as well as the problems of race and racism in the Caribbean and Latin America. Although not required, it is recommended that students

registering for this class also take the BLS African Civilization I course.

#### **LAC 244 Women in Caribbean & Latin American Literature**

*(Formerly CUP 3344)*

*3 credits, 3 hours*

*Pre-requisite: ESL 86-ESL 88 or ESL 91 or higher, or ENG 100 or higher when offered in English; SPA 121 or higher when offered in Spanish.*

*Co-requisite: SPA 222 or above*

The student will discuss and analyze women as a creative force in Caribbean and Latin American 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. The student will discuss and 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 early twenty first century.

#### **LAC 246 Latina/Latino Literature in the U.S.**

*(Formerly CUP 3346)*

*3 credits, 3 hours*

*Pre-requisite: ESL 92 or higher*

*Pre/Co-requisite: ENG 100*

This course offers an overview of the literature and print culture of Latina/o authors in the U.S. since the mid-19th century. Organized by themes, genres, cultural and political traditions, students examine the topics, forms of expression, and experiential concerns that Latina/o writers have discussed in their writing over the decades.

#### **LAC 252 History of the Caribbean and Latin American Art**

*(Formerly CUP 3252)*

*3 credits, 3 hours*

*Pre-requisites: ESL 86-ESL 88 or ESL 91 or higher, or ENG 100 or higher when offered in English; SPA 121 or higher when offered in Spanish.*

This course will present an overview of contemporary Latin American and Caribbean art. This course will underscore the African heritage of the island nations, the political nature of Latin American art, and particular attention will be placed on the art of the Dominican Republic, Taino Indians and Puerto Rico.

### **LAC 262 History of Latin America & Caribbean Music**

*(Formerly CUP 3362)*

*3 credits, 3 hours*

*Pre-requisite: ESL 86-ESL 88 or ESL 91 or higher, or ENG 100 or higher when offered in English; SPA 121 or higher when offered in Spanish.*

*Co-requisite: Recommended VPA 141 Music Appreciation.*

This course will examine the history of music in Latin America and the Caribbean as well as the history of Latin Music in the United States. Students will study the development of musical traditions in Latin America, the Caribbean and the history of Latin American music in the United States; its influence on music from the early years of the twentieth century to the present.

### **LAC/WGS 260 Women's Literature**

*3 credits 3 hours*

*Pre-requisite: ESL 92 or higher*

*Pre/Co-requisite: ENG 100 or higher*

LAC 260 examines the literature of US Latina authors since the 19<sup>th</sup> century, with a particular focus on texts published in the late 20<sup>th</sup> and early 21<sup>st</sup> centuries. Students explore the diverse depictions of Latina identity and how Latina women authors have staged oppositional and differential figurations of gender, cultural, racial, and sexual identifications through writing. Primary readings are placed in conversation with each other and with critical writings on gender, feminism, race, sex, and ethnicity. Alongside

conventional literary texts, students will consider poetry, memoir, short story, novel, other genres and forms of cultural production, including children's fiction, performance text, graphic novel, film, photography, and performance art. Through their own creative and critical writing and class discussion, students analyze the relationship between this literature and multiple cultural movements and spaces in the light of contemporary theories of race, ethnicity, and gender developed by Latina feminists and other feminists of color.

### **LAC 290 Seminar & Fieldwork in Caribbean Society & Culture**

*(Formerly CUP 3290)*

*3 credits, 3 hours*

*Pre-requisite: ESL 86-ESL 88 or ESL 91 or higher, or ENG 100 or higher when offered in English; SPA 121 or higher when offered in Spanish.*

This is an academic course used as a course equivalent for the Study Abroad Program for seminar and fieldwork in the Caribbean (the geographical location - Puerto Rico, Dominican Republic and Cuba - will be identified by section-specific codes), and conducted in Spanish or English. Recommended for third semester Hostos/CUNY undergraduate students. The course focuses on the most relevant aspects of Caribbean history, culture and society. To reach these goals, participants will have the opportunity of meeting and working with academicians, intellectuals and artists, while participating in the everyday life of the country. The students will be able to appraise people's lifestyles and problems and relate to them in their natural environment. Participants will thus be able to obtain a clear view of the country, and of its place in the Caribbean. Academic lectures will be held in the morning and the

afternoon will be occupied with fieldwork experience, including field trips to institutional settings, historical sites, museums, art galleries, and artists' studios. Guided by notable academicians, the students will be able to distinguish between fact and stereotypes, and between folk and scientific knowledge. The students will compile facts, categorize, explain, analyze, and summarize them in written term papers. This course will be offered during the winter (three (3) weeks) and/or summer (four (4) weeks).

### **LAC 350 Hostos & Martí: Trailblazers for Freedom & Progress in the Americas**

*(Formerly CUP 3350)*

*3 credits, 3 hours*

*Pre-requisites: ESL 86-ESL 88 or ESL 91 or higher, or ENG 100 or higher when offered in English; SPA 121 or higher when offered in Spanish.*

This course follows the lives of Eugenio María de Hostos and José Martí through their literature, their endeavors, achievements and contributions to the struggles for freedom, education and progress in the Americas. Students will read, analyze, discuss and gain an understanding of these authors' major works in a historical, political, and literary context. Students will study Hostos and Martí's historical presence in New York City in the later part of the 19<sup>th</sup> century, and their activism for the self-determination and social development of their peoples. Students will also gain an appreciation for similarities and differences between these two important writers, and will explore their legacies to Latin American and Latino intellectual and political pursuits.

**LAC 360 The Life of Eugenio María de Hostos**

(Formerly CUP 3360)

3 credits, 3 hours

*Pre-requisite: ESL 86-ESL 88 or ESL 91 or higher, or ENG 100 or higher when offered in English; SPA 121 or higher when offered in Spanish.*

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

**LAC 370 Special Topics in Latin American and Caribbean Studies**

3 Credits, 3 Hours

*Co-requisites: ENG 110 or SPA 222 when taught in Spanish*

This class will offer students the opportunity to explore special topics in the field of Latin American and Caribbean Studies that are not covered in any of the courses currently listed in our list of classes. Topics may include major historical events and movements; contemporary or historical political and social issues of critical interest; new trends in Latin American and Caribbean music, art, or literature; or innovative scholarly contributions that provide a better understanding of Latin American and Caribbean societies and cultures. Evaluation of student work will be based on the completion of up to twenty pages of reading per week, two or three short formal writing assignments, active participation in class discussions, a midterm and a final examination.

**LAW / CRIMINAL JUSTICE****LAW 101 Law & Social Change**

(Formerly ADM 2522)

3 credits, 3 hours

*Pre/Co-requisite: ENG 110*

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.

**LAW 120 Penal Law of New York State**

(Formerly ADM 2520)

3 credits, 3 hours

*Pre-requisite: CJ 101 or LAW 101 and ENG 110*

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.

**LAW 125 Immigration Law**

(Formerly ADM 2525)

3 credits, 3 hours

*Pre-requisite: LAW 101*

Fundamentals of current immigration and nationality law in the United States, its history, and proposals for change.

**LAW 126 Family Law**

(Formerly ADM 2526)

3 credits, 3 hours

*Pre-requisite: LAW 101*

The student will survey the theory and practice of family law, with an emphasis on New York State practice. The student will become acquainted with primary source materials and with the courts and agencies that enforce and administer the law. The student will review the laws of marriage, divorce and annulment, child custody and guardianship,

paternity and child support, and adoption. The student will study the role of the civil and criminal courts in assisting the victims of domestic violence.

**LAW 127 Public & Employee Benefit Law**

(Formerly ADM 2527)

3 credits, 3 hours

*Pre-requisite: LAW 101*

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.

**LAW 150 Criminal Law**

*Prerequisites: CJ 101 or LAW 101 and ENG 110*

3 credits 3 hours

This course provides students with a basic understanding criminal law, its development, purpose and administration within the US constitutional system. This course will consider the purpose of punishment, the historical development of the criminal laws, the elements of crimes, group criminality and defenses to crimes. The requirements for establishing criminal liability, including burden of proof, presumptions and the constitutional limitations on the government's use of the criminal law will be analyzed and discussed.

**LAW 203 Constitutional Law**

3 credits, 3 hours

*Pre-requisite: Law 101*

This course will provide an introduction to the principles of the American constitutional system, its philosophical underpinnings, historical development, and discussion of periods of transformation. Part I of this course will survey the concepts of

federalism, separation of powers, executive power, legislative power, federal judicial power, states in the constitutional framework, and the regular of economic activity. Part II of the course will emphasize the bill of rights including civil rights and liberties, equal protection, due process, property rights, freedom of expression, freedom of religion, fundamental rights and the application of the constitution's fourth, fifth, sixth and eighth amendments to the criminal justice system.

### **LAW 202: Law and Evidence**

*3 Hours 3 Credits*

*Prerequisites: Law 101: Law and Social Change*

This course examines the Federal Rules of Evidence and their application to civil and criminal trials. New York State specific rules and US Supreme Court case law regarding constitutional limitations, hearsay, hearsay exceptions, relevance, witness impeachment, privileges, and character evidence will also be discussed in detail. We will focus on the text, legislative history, and recent public policy issues that govern the rules as they apply today.

### **PUBLIC INTEREST PARALEGAL**

#### **LEG 101 Introduction to the Legal Studies**

*3 credits, 3 hours*

*Pre/Co-requisite: ENG 91 or ENG 110*

The student will study the legal system including the organization of the courts, civil and criminal procedures and an overview of the law of contracts, torts, crimes, and the U.S. constitution. The three legal concentration areas of Family Law, Public and Employee Benefit Law, and Immigration Law will be introduced.

#### **LEG 102 Law Office Management**

*3 credits, 3 hours*

*Pre-requisite: ENG 110*

The student will be familiarized with the concepts of law office organization and administration. The student will learn calendaring and filing systems and will learn to use modern office equipment including facsimile and dictation machines, computers, and telephone systems.

#### **LEG 130 Legal Research**

*3 credits, 2 hours*

*Pre-requisite: ENG 110*

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 131 Legal Writing**

*(Formerly LEG 8532)*

*3 credits, 2 hours*

*Pre-requisite: ENG 111*

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 140 Field Work**

*(Formerly LEG 8540)*

*1 credit, 20 hours field experience per week*

*Pre-requisites: 10 credits in Legal Studies*

The student will be exposed to the practice of Immigration, Family and/or Public Benefit Law in a legal service, community-based organization, or governmental setting. The student will work under the supervision of an attorney or otherwise licensed legal practitioner. The student will perform basic

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

#### **LEG 250 Hearing & Trial Advocacy**

*(Formerly LEG 8550)*

*3 credits, 3 hours*

*Pre-requisite: LEG 101*

*Co-requisite: LEG 130 or approval from department*

The student will study and practice trial and administrative hearing preparation and courtroom techniques. The student will learn to prepare clients and expert witnesses for direct examination, prepare for cross-examination and learn to present documentary evidence. The student will learn how to assist an attorney in trial preparation and will participate in a mock administrative hearing.

#### **LEG 254 Legal Practicum II**

*(Formerly LEG 8543)*

*3 credits, 3 hours*

*Pre-requisite: LEG 140;*

*Co-requisite: LEG 130 or approval from department*

The student will continue the activities as in Legal Practicum I at the same site as in Legal Practicum II unless special problems arise necessitating a change. As in Legal

Practicum I, the students will meet as a group with their instructor to discuss cases they are working on at their placement. In addition, in Legal Practicum II, the student will participate in trial advocacy training. The student's grade will be based on his/her performance on the placement institution's evaluation, and his/her participation and attendance at the group meetings.

## **LINGUISTICS**

### **LIN 100 Introduction to Linguistics (IS)**

*3 credits, 3 hours*

*Pre/Co-requisites: ESL 91/ ENG 91*

This course will offer an introduction to the field of linguistics, providing students with the basic terms, discourse, and concepts related to the scientific of language. Topics will include the nature of human language; the social and chronological history of language. Students will learn phonology, syntax, lexicon, and non-verbal communication, and apply the principles of linguistics to their chosen fields, and to their own emerging linguistic competence and bilingualism.

### **LIN 101 Introduction to Comparative Linguistics: English and Spanish**

*3 credits, 3 hours*

*Pre/Co-requisites: ESL 35 or higher, and placement into SPA 117 or SPA 121 or higher; or permission from the Department of Language and Cognition required*

This course provides an introduction to comparative linguistics of English and Spanish and develops an understanding of how the two languages are used as communication systems. The course focuses on carrying out descriptions of the two languages, noting similarities and differences, and predicting possible problems when a speaker of Spanish studies English and vice versa. The linguistic

subsystems of both languages will be compared and contrasted. Students will specifically study phonology, the sound systems and their rules; orthography, the spelling patterns of words; morphology, word forms and grammar rules; syntax, sentence construction and word order; lexicon & semantics, vocabulary words and sentence meaning; and pragmatics, the socio-cultural linguistic conventions appropriate to various situations. Assessment of student performance will be based on class discussion, quizzes, practical exercises, and a variety of reading and written assignments that will require students to examine the two linguistic systems in depth.

### **LIN 102 Bilingualism (IS)**

*3 credits, 3 hours*

*Prerequisite: ESL/ENG 91*

This course will explore the nature of bilingualism, both as a societal and an individual human phenomenon. It will include the study of language domains, language acquisition and language loss, the psychological, cognitive, legal, and sociological implications of living with two languages, and the educational and economic aspects of bilingualism. Students will have the opportunity to practice applied linguistics by integrating class materials with first-hand observations of bilingual communities and individuals, and applying theories and empirical evidence to an in-depth study of a bilingual individual. This course is intended for students who are interested in furthering their knowledge of linguistics and language, and/or majoring in Linguistics, TESOL, Speech and Hearing, or English at the senior college level.

### **LIN 103 Language Acquisition (IS)**

*3 credits, 3 hours*

*Co-requisite: ESL 091, ENG 091, or higher*

This course will focus on the process of language acquisition in normally developing children, from infancy to school age. Theories of language acquisition are explored, including those that are behavioral, psycholinguistic, and sociolinguistic. Students will learn about the developmental stages of language, and learn how to research, record, and interpret the theories. Students will study the relationship between oral and written language as well as language differences related to bilingualism and dialects.

### **LIN 105 Language and Power**

*3 credits, 3 hours*

*Pre/Co-requisite: ENG 100 or ENG 110*

This course focuses on the relationship of language and power. Students will explore the various ways in which language is used to construct inequality and domination, but is also used to offer tools for resistance and change. The syllabus will be organized around selected linguistic issues of language and law in the United States, the post-colonial linguistic experience in Asia and Africa, the impact of global English and, with the use of media examples, evolving attitudes to language and communication. This multi-disciplinary course integrates insights from cultural linguistics, applied critical linguistics, and linguistic anthropology.

## **MATHEMATICS**

### **CMT 100 Construction Management I**

*3 credits, 3 hours (0 Lab Hours)*

*Pre-requisites: ESL 86-88 or ESL 91 or higher, or ENG 100 or higher*

A broad introduction to project management and the overall construction project lifecycle; from initiation through project completion and closeout. Based on

this information, the role of a project manager and the skills required to manage a construction project successfully are considered. Topics include formal and informal communication formats, the design and construction process, types of contracts, responsibilities of project participants, contract documents, schedules, payments, building codes, and safety. Formal and informal communication are addressed through a series of spoken and written assignments culminating in a written report. This class represents a macro view, and subsequent classes delve into the additional detailed skills required of project managers.

### **CMT 110 Engineering Graphics & Introduction to Autocad I**

*2 credits, 3 hours (1 Class Hour, 2 Lab Hours)*

*Pre-requisites: ESL 86-88 or ESL 91 or higher, or ENG 100 or higher and MAT 150 or MAT 150 SI or higher*

Introduction to the fundamental principles of drawing required in the construction field. Students will be introduced to presenting designs using engineering graphics in CAD (Computer Aided Design). Exposure to lab work will enable students to execute setting units and scaling in engineering graphics, tolerance limits, layering and to gain efficiency in working with editing tools. Students will be expected to gain expertise in rendering two-dimensional CAD drawings.

### **CMT 140 Applied Computer Aided Design (Autocad II)**

*2 credits, 4 hours (4 Lab Hours)*

*Pre-requisite: CMT 110*

This course advances skills and working knowledge of computer-aided drafting techniques. Students build on their basic knowledge of both civil engineering and construction drawing principles and standards by completing lab work

through the use of residential and commercial drawings. Students will gain expertise in using advanced editing and drawing commands to develop three-dimensional (3D) drawing and modeling techniques) CAD drawings.

### **CMT 150 Construction Management II**

*3 credits, 3 hours (3 Class Hours, 0 Lab Hours)*

*Pre-requisite: CMT 100*

Build on the concepts developed in Construction Management I, to give a thorough understanding of current practices for planning, documenting, managing and analyzing construction projects. Students learn the importance of understanding the components of a project and the necessity of breaking a project into parts to develop a schedule based on its parameters and environment. Students use industry standard scheduling tools and software (e.g., Microsoft Project or similar program) in preparing a Critical Path Method (CPM) project schedule and study the use of Value Engineering (VE) workshop to reduce construction costs.

### **CMT 160 Introduction to Surveying**

*3 credits, 5 hours (1 class hour, 4 Lab Hours)*

*Pre/Co-requisite: CMT 140*

This course examines the fundamental theory of plane surveying, including surveying procedures, measuring distances, elevations, and direction. Students become proficient in using steel tapes, automatic levels, theodolites, and total stations. Proficiency in the use of these surveying instruments ensures that students are adequately prepared with the skills needed to execute field measurements. Students perform topographic surveys, construction surveys and data reduction procedures.

### **CMT 200 Construction Management III**

*3 credits, 3 hours*

*Pre-requisite: CMT 150*

This course builds on the concepts developed in Construction Management II, to provide students with a thorough understanding of the current practices for planning, documenting, managing, and analyzing construction projects. Students use industry standard computer scheduling software in preparing a Critical Path Method (CPM) project schedule and study the use of value engineering (VE) workshop to reduce construction costs.

### **CMT 240 Fundamental of Construction Materials**

*2 credits, 2 hours*

*Pre-requisite: CMT 160*

This course introduces students to the construction and building techniques related to wood frame, brick, and masonry construction. The theoretical component of this course includes the language of construction, the terminology relating to the industry, and accepted practices of construction. Construction materials and their applications related to the finished product are also covered. Reading and interpreting blueprints and the reading architectural and engineering scales will be covered, as well as assignments to reinforce construction concepts.

### **CMT 250 Fundamentals of Building Systems**

*3 credits, 3 hours (3 Class Hours)*

*Pre/Co-requisite: CMT 160*

The course includes an examination of all building components, their relevant codes, and standards in modern construction build-outs as well as the performance of those constructed facilities over time. Fundamentals of Building Systems encompasses the very core of

construction as a field, the materials, and the methods utilized to build a structure from excavation through final delivery. The properties of these materials determine the level of quality and shape of the structure's assembly. Students will learn to identify these materials and their properties as part of the construction document package which includes plans and specifications.

### **CMT 260 Materials Properties and Testing Laboratory**

*2 credits, 4 hours (4 Lab Hours)*

*Pre/Co-requisite: CMT 240*

The mechanical properties of steel, timber, asphalt and concrete will be explored through laboratory testing. Standard tests for tension, compression, bending, shear, torsion, ductility, aggregate grading and asphalt are performed in accordance with ASTM and AASHTO standards. Principles of field inspection of fresh concrete are covered as well. Students take the "Concrete Field-Testing Technician - Grade I" certification exam by the American Concrete Institute (ACI).

### **CMT 270 Construction Quality and Safety Procedures**

*3 credits, 3 hours (3 Class Hours)*

*Pre-requisite: CMT 150*

This course offers an introduction to construction hazards, safety precautions, and the effective integration of safety regulations into the design and construction phases. Students learn different types of construction-related hazards including crane equipment, machinery, universal access, construction, operation, and maintenance hazards together with methods to prevent them from happening. Project safety is addressed as part of the required 10-hour OSHA certification training portion of the course. Upon successful completion, the student earns a certification card from OSHA.

### **CSC 140 Introduction to Computer Science**

*(Formerly MAT 1692; MAT 140)*

*3 credits, 3 hours*

*Pre-requisite: ENG 10/110 ALP and MAT 15 or MAT 20.*

*Co-requisite: MAT 150*

Computer problem solving and programming in a high-level language such as C++ are introduced. Algorithmic problem solving and basic programming techniques are emphasized. Problems are solved using methods such as topdown design and stepwise iterative refinement. Programming topics include basic data types, operators and expressions, control structures, functions, arrays and pointers. Students are introduced to a modern program development environment in the computer lab and are expected to complete several programming projects.

### **CSC 205 Discrete Mathematics**

*4 credits, 4 hours*

*Pre-requisite: MAT 160*

*Pre/Co-Requisite: ESL 86-88 or ESL 91 or higher, or ENG 100 or higher*

The course introduces fundamental ideas in discrete structures, serving as a basis for subsequent courses required for students in Computer Science: Sets, relations, and functions; propositional calculus, Boolean algebras, and combinatorial circuits, counting methods; proof techniques; analysis of algorithms; graphs and trees, puzzles; finite machines, sequential circuits, and recognizers and coding theory.

### **CSC 215 Modern Programming\***

*(Formerly MAT 215)*

*3 credits, 4 hours*

*Pre/Co-requisites: MAT 210, ESL 35*

This course provides an introduction to problem solving methods and algorithm development through the study of the program, control structures, and data structures of the C++ programming language. The

main aspects of the course include: the concepts of procedural and object-oriented programming, algorithm design, control structures in C++, functions and recursions, arrays, pointers, characters and strings, structured data, file operations, classes. \*Effective Spring 2018

### **CSC 275 Object Oriented Programming**

*3 credits 3 hours*

*Pre/Co-requisites: ENG 93/ESL 91/ESL 93; CSC 215*

This course is a continuation of algorithmic problem solving designed to promote object-oriented programming concepts, techniques, and applications. It introduces more advanced methods, particularly object-oriented design. Topics include: procedural abstraction, user defined static, dynamic and generic data types, linked structures, sorting and searching, event-driven programming and recursion. Abstract data types, inheritance and polymorphism are examined. Principles of rigorous programming practice and software development are emphasized.

### **CSC 300 Data Structure**

*3 credits 3 hours*

*Pre-requisites: CSC 205, CSC 215*

*Pre/Co-Requisite: ENG 93, ESL 91, ESL 93 or Equivalent/higher.*

Abstract characterizations of data structures, such as arrays, stacks, queues, trees, and graphs, will be studied along with algorithms that make use of such structures, including algorithms for sorting, searching, and memory management. Implementation issues will be considered, and students will write programs that embody these structures and algorithms.

### **CSC 375 Computer Networking**

3 credits 3 hours

*Pre-requisite:* CSC 215

*Pre/Co-Requisite:* ENG 93/ESL 91/ ESL 93 or equivalent

This course studies the design principles of network infrastructure and how these designs may be compromised and how they work. Thus, it presents principles and methodologies used in the design and implementation of modern computer networks and networked information systems. Topics include: shared use of a multiple access channel, error detection and recovery, and flow and congestion control. This course studies packet switched networks, routing protocols, internet protocols and protocols at each layer. This course also introduces network programming-algorithms and procedures for secure and reliable transport over best-effort delivery systems. Students will develop several client-server applications such as writing a simple networking service at the I.P. layer or higher.

### **CSC 395 Web & Mobile App Development**

3 credits 3 hours

*Pre-requisite:* CSC 215

*Pre/Co-Requisite:* ENG 93/ESL 91/ ESL 93 or equivalent.

This course studies the design principles of Web & Mobile application programming. Students will gain experience with the languages and frameworks used in developing Web & Mobile applications, specifically with the design of user interfaces and software systems, and associated topics such as networking and security.

### **MAT 100 Introduction to College Mathematics (MQR)**

(Formerly MAT 1632)

3 credits, 3 hours

*Pre-requisite:* MAT 20, MA 20 or equivalent, placement or exemption

*Pre/Co-requisite:* ESL 35 or Higher

This course provides skills in finite mathematics. Topics: set theory, symbolic logic, probability, systems of numeration, basic modular arithmetic and the metric system.

### **MAT 100SI Introduction to College Mathematics I (MQR)**

3 credits, 6 hours

This course provides skills in finite mathematics. Topics: set theory, symbolic logic, probability, systems of numeration, basic modular arithmetic, and the metric system. Additional supplementary basic mathematics skills topics are: Operations with whole numbers, fractions, decimals, ratio, proportion and percent, scientific notation, the metric system, word problems, and applications. MAT 100SI and MAT 100 are equivalent courses.

### **MAT 105 Mathematics for Allied Health Sciences (MQR)**

3 credits, 3 hours

*Pre-requisite:* MAT 20, MA 20 or equivalent, or placement ESL 91/93 or ENG 91/93 or higher.

This course is designed for Radiography students and will aid them in applying mathematical concepts to "on-the-job" situations as well as in their development of proportional thinking. The course will include an integrated review of mathematical skills and concepts required in radiography, in particular the topics pertaining to formation and manipulation of analog and digital images. Units of measurements, formula equations, proportionality, inverse proportionality, direct square and inverse square proportionality. Proportionality and involved proportional thinking will have three representatives: algebraic, geometric and percent. Each particular formula equation originating in radiology will be generalized to at least on other domain. For example, together with

Coulombs force, there also will be examples of gravitational force which has the same algebraic structure but a different physical meaning.

### **MAT 110 Number Theory**

(Formerly MAT 1732)

3 credits, 4.5 hours

*Pre-requisite:* MAT 100

*Pre/Co-requisite:* ESL 35

The student will verify some fundamental properties of natural numbers, express numbers in different bases, find the greatest common divisors of two numbers by Euclid's algorithm, factor an integer by various methods such as Fermat's and Euler's methods, and become acquainted with several solved and unsolved problems in number theory. The student will find the number of divisors of a natural number, the sum of the divisor, the product of the divisors, and the means of the divisor; become acquainted with perfect, multiple perfect, amicable and sociable numbers; analyze various theorem related to perfect numbers; study Euler's function; solve simple diophantine equations; and study congruences.

### **MAT 115 Quantitative Reasoning (MQR)**

3 credits, 3 hours

*Pre-requisite:* MAT 20, MA 20 or equivalent, placement or exemption

*Pre/Co-requisite:* ESL 91/93 or ENG 91/93 or higher

This course is designed to develop quantitative reasoning and critical thinking skills. Topics include logic and problem solving; quantitative information in everyday life; probability and statistics; modeling and further applications to address contemporary interest.



**MAT 120 Introduction to Probability & Statistics (MQR)**

(Formerly MAT 1682)

3 credits, 4.5 hours

*Pre-requisite:* MAT 15, MAT 20, MA 20 or equivalent, or placement

*Pre/Co-requisite:* ENG 91/ENG 93 or ESL 91/ESL 93 or higher (If taught in Spanish: SPA 121 or higher)

The student will identify, define, and compute the measures of central tendency and dispersion; develop frequency distributions and related histograms; determine the level of correlation; and draw inferences from regression lines. The student will also solve problems involving sample spaces, counting techniques, and mathematical expectation; determine the probability of normally distributed events through use of tables; conduct hypothesis testing; and determine confidence intervals.

**MAT 120 SI Introduction to Probability and Statistics**

3 credits, 6 hours

*Pre-requisite:* Placement via the CUNY's Proficiency Index

The student will identify, define, and compute the measures of central tendency and dispersion; develop frequency distributions and related histograms; determine the level of correlation; and draw inferences from regression lines. The student will also solve problems involving sample spaces, counting techniques, and mathematical expectation; determine the probability of normally distributed events through use of tables; conduct hypothesis testing; and determine confidence intervals. Additional supplementary basic algebra and critical thinking skills topics are: operations with real numbers, algebraic expressions, solving and graphing linear equations and inequalities, proportion and percent word problems, basic skills in manipulating exponential, and

radical expressions. MAT 120 SI and MAT 120 are equivalent courses.

**MAT 130 Computer Literacy**

(Formerly MAT 1690)

3 credits, 3 hours

*Pre-requisite:* PLACEMENT or MAT 20, ENG 93 or ESL 91 or ESL 93 or ESL 95

*Co-requisite:* ENG 93 or ESL 91 or ESL 93 or ESL 95

This course is designed to provide undergraduate students with computer literacy skills from academic and office perspectives. Emphasis will be placed on developing real world skills using a hands-on interactive approach with respect to hardware, operating system and application software.

**MAT 150 College Algebra with Trigonometric Functions (MQR)**

4 Credits, 4 Hours

*Pre-Requisite:* MAT 15, MAT 20, MA 20 or equivalent, Or placement

*Pre/Co-Requisites:* For section taught in English: ESL 35 or higher; For section taught in Spanish: SPA 117 or SPA 121.

This course introduces the concept of mathematical functions in preparation for further studies in pre-calculus and calculus. The course content includes an in-depth treatment of the following topics: polynomial functions and factoring techniques, rational functions and equations, radical functions and equations, complex numbers, quadratic equations, graphs of quadratic functions, applications to geometry, conic sections and an introduction to the study of trigonometric functions. This course is appropriate for liberal arts students as well as STEM majors.

**MAT 150 SI College Algebra with Trigonometric Functions (MQR)**

4 credits, 7.5 hours

*Pre/Co-requisite:* Placement via the CUNY's Proficiency Index for Elementary Algebra

This course introduces the concept of mathematical functions in preparation for further studies in pre-calculus and calculus. The course content includes an in-depth treatment of the following topics: operations with real numbers, polynomial functions and factoring techniques, rational functions and equations, radical functions and equations, complex numbers, quadratic equations, graphs of linear equations, system of equations, inequalities and quadratic functions, applications to geometry, conic sections and an introduction to the study of trigonometric functions. This course is appropriate for liberal arts students as well as STEM majors.

**MAT 160 Pre-calculus (MQR) (SW)**

(Formerly MAT 1628)

4 credits, 4.5 hours

*Pre-requisite:* MAT 150 or placement  
*Pre/Co-requisite:* For sections taught in English ESL 35 or higher.

*For sections taught in Spanish: SPA 117 or SPA 121.*

This course provides essential concepts for the study of calculus. Topics: concepts in analytic geometry; algebraic functions; transcendental functions, such as exponential, logarithmic, and trigonometric functions; graph analysis; and applications.

**MAT 210 Calculus I (MQR) (SW)**

(Formerly MAT 1642)

4 credits, 5 hours

*Pre-requisite:* MAT 160 or by placement.  
*Pre/Co-requisite:* ESL 35

This course provides skills in calculus in one real variable. Topics: limits; continuity; differentiation of powers, polynomial, trigonometric, exponential, logarithmic and inverse

trigonometric functions; applications of differentiation; maximum-minimum problems; curve sketching; antiderivatives; indefinite and definite integrals.

### **MAT 217 Linear Algebra**

*4 credits, 4 hours*

*Pre-requisite: MAT 210*

*Co-requisite: MAT 220*

This course introduces the concepts and methods of solution of systems of linear equations with an arbitrary number of equations and variables by using both the elimination and matrix methods; algebra of matrices; determinants; vector spaces and subspaces, norm of a vector and distance between vectors; linear dependence and independence; basis and dimension of vector spaces, orthogonal and orthonormal bases, change of basis; linear transformations and their matrices, kernel and image; real inner products, eigenvalues and eigenvectors; diagonalization of symmetric matrices and its application to quadratic forms. During the course, students will be trained to use technology to solve linear algebraic problems. The technological means include Mathematica, Maple, Matlab, Sage, or graphing calculator TI-89 or equivalent. *Not Available for Students who have taken MAT 320 Linear Algebra with Vectors.*

### **MAT 220 Calculus II (MQR)**

*(Formerly MAT 1644)*

*4 credits, 4.5 hours*

*Pre-requisite: MAT 210.*

*Pre/Co-requisite: ESL 35*

This course develops further skills in differential and integral calculus. Topics: definite integral and its properties; numerical integration; techniques of integration; applications of definite integrals to: areas between curves, volume of solids of revolution, arc length and surfaces; sequences and infinite

series; tests for convergence; Taylor and Maclaurin series and applications.

### **MAT 310 Calculus III (MQR) (SW)**

*(Formerly MAT 1646)*

*4 credits, 4.5 hours*

*Pre-requisite: MAT 220*

*Pre/Co-requisite: ESL 35*

This course provides skills in geometry in the plane and space, and integral calculus in several variables. Topics: vectors; solid analytic geometry; polar, cylindrical and spherical coordinates; conic sections and quadric surfaces; partial derivatives; multiple integrals with applications; vector fields and line integrals; Green's theorem, Stokes' theorem and the Divergence theorem.

### **MAT 320 Linear Algebra with Vector Analysis**

*(Formerly MAT 1722)*

*3 credits, 3 hours*

*Pre-requisite: MAT 310*

*Pre/Co-requisite: ESL 35*

The student will study matrix theory, linear equations, Gauss elimination, determinants, Eigen value problems and first order systems of ordinary differential equations, vector field theory theorems of Green, Stokes, and Gauss.

### **MAT 360 Ordinary Differential Equations\*\***

*(Formerly MAT 1742)*

*3 credits, 3 hours*

*Pre-requisite: MAT 310*

*Pre/Co-requisite: ESL 35*

The student will formulate and solve differential equations of the first and higher order linear equations with constant coefficients, undetermined coefficients, variation of parameters, applications; Euler's equation, Laplace Transforms, series solutions, linear systems; elementary partial differential equations and separation of variables; Fourier series. \*\*Some sections of courses identified with double asterisks (\*\*) are restructured

in the sense that they are taught using Graphing Calculators or Computer Systems, in a collaborative learning mode with the assistance of peer tutors.

### **MULTILINGUAL JOURNALISM**

#### **MLJ 210 Introduction to Multilingual Media**

*3 credits, 3 hours*

*Pre/Co-requisite: ENG 110*

Students will learn basic information about print and electronic multilingual media in the United States. The course will focus on the growth and diversity of print and electronic media, a comparison between ethnic and mainstream media, and an examination of the role these media play in the lives of those who utilize these media.

#### **MLJ 211 Print and Broadcast Media: Theory and Production**

*3 credits, 3 hours*

*Pre-requisite: MLJ 210*

This is a foundation course on the history of print and the theory and production of printed documents. It is designed to provide students with the basic skills required for entry-level design work in the communications media and related fields. Students will study the history of print, from monastic production to the digital age. Students will be instructed on creating a variety of document types in order to create a useful design portfolio. In addition, students will be taught to read common proofreading marks, and be instructed on the standards of AP style.

#### **MLJ 218 Fundamentals of Mass Media Writing**

*3 credits, 3 hours*

*Pre-requisite: MLJ 211*

Students will be introduced to basic writing techniques that will enable them to write in styles appropriate for mass media in various genres, including print news, broadcasting,

the world wide web and, in some cases, advertising and press relations.

### **MLJ 318 Intermediate Writing for Mass Media**

*3 credits, 3 hours*

*Pre-requisite: MLJ 218*

This course introduces more advanced elements of print journalism; correct use of grammar and syntax for print media; copy editing skills in AP style including common pitfalls. Select articles on the impact of the mass media on issues such as race, gender, politics, and ethnicity will be explored. The student will also examine the different journalistic “beats” in major local/ international as well as “underground” newspapers.

## **MUSIC**

### **MUS 101 Fundamentals of Music Theory at the keyboard**

*3 credits, 3 hours*

This course is designed to develop a basic knowledge and practice of Music Theory as applied to the keyboard for students with no previous musical training. Topics will include melodic and rhythmic notation, intervals, scales and basic keyboard harmony.

### **MUS 102 Music Theory & Ear Training I**

*3 credits, 3 hours*

*Pre-requisite: MUS 101*

This class introduces students to music theory by helping them to understand how sound frequencies form, interact and influence what we call music. Students will learn to read and notate both pitch and rhythm, to recognize intervals, triads, as well as chord progressions, explore simple musical forms and to learn to work with scales and key signatures to create and develop melody. In this way, students will build on what they have learned in the Fundamentals of Music at the Keyboard course

(DM101) to become better musical communicators and musicians. In addition, students will be able to hone their listening skills by learning to recognize important audio elements essential to both music production and audio engineering.

### **MUS 114 History of the Film Score**

*3 credits, 3 hours*

*Pre-requisites:*

*ENG 110 and MUS 101*

This course introduces students to an important element in the history and development of the recording arts. While the record industry was in its infancy the fledgling film companies worked to bring sound to film, develop and improve synchronization techniques, and gain higher fidelity sound reproduction in order to enhance the viewing experience. In so doing, filmmakers stretched the limits of sound recording and began the initial stage of multimedia development. With their successes, visual and aural communication was at last able to be controlled by their creators for optimal impact on an audience. This class will look at the sound and scores of several landmark films. Through interviews and articles, lectures and discussions, we will examine the effective use of sound in motion pictures and ultimately how multiple forms of media can most effectively coincide.

### **MUS 116 World Music**

*3 credits, 3 hours*

*Pre-requisites: ENG 110 and MUS 101*

This class will introduce students to an overview of ethnomusicology through a wide array of music from around the world. Students will develop new tools for listening to, discussing, and comparing various types of music. They will also hone their skills in recognizing a more varied group of musical instruments, vocal styles, rhythmic patterns, and harmonic relations. Finally, students will also be exposed to many

unfamiliar cultures, their histories, and philosophies.

### **MUS 118 History of Western Musical Styles**

*3 credits, 3 hours*

*Pre-requisite: MUS 101*

This course introduces students to the basic components of western music and how these have been manifested in various musical styles throughout history. Students will compare and contrast the commonalities and differences in musical styles seeking to identify the root elements various epochs share in their music.

### **MUS 207 Theory & Ear Training II**

*3 credits, 3 hours*

*Pre-requisite: MUS 102*

This class takes up where Music Theory & Ear Training I (DM102) left off to further students’ understanding of music theory by helping them to understand how tonal frequencies form and influence sound and music. Students will hone their reading and notation and improve their tonal recognition. With an eye toward helping students to be better musical communicators and musicians, the course will introduce more advanced concepts in musical forms; chord progressions, scales, and key signatures, as well as the influence of loudness, pitch, timbre, and intervals in the creation of music. Students will also further develop their listening skills with explorations of the interaction of frequencies, auditory systems and the perception of sound with the goal of making students better audio engineers.

## **NURSING**

### **NUR 110 Clinical Nursing I**

6 credits, 4 hours lecture, 10 hours lab

Pre-requisites: Admission into the LPN Certificate Program

Co-requisites: NUR 111, NUR 112

This course introduces students to the basic nursing knowledge, skills, behaviors, and role expectations

required of the practical nurse as a healthcare provider; selected components of the nursing process include: Identifying patient problems, planning, intervention, and evaluation, enable the practical nurse to function effectively as a member of the healthcare team are incorporated in classroom and clinical learning experiences. The conceptual framework of basic human needs of culturally diverse patients and families are integrated throughout course content. Selected nursing skills are mastered in the clinical simulation laboratory prior to the clinical rotation.

### **NUR 111 Pharmacology**

*2 credits, 2 hours lecture*

*Pre-requisites: Admission into the LPN Certificate Program.*

*Co-requisites: NUR 110; NUR 112*

This pharmacology course will prepare the LPN student to compare brand name and generic drugs; describe the method of drug classifications; explain drug interactions with body tissues; and identify how drugs work. The use of the nursing process in drug therapy will be explored as well as the nurse's legal responsibilities in drug therapy.

### **NUR 112 Maternal/Child**

*2 credits, 2 hours*

*Pre-requisites: Admission into the LPN Certificate Program.*

*Co-requisites: NUR 110; NUR 111*

This course introduces the student to the roles, functions and responsibilities of the practical nurse in the care of child-bearing and child-rearing family and the needs may be associated with the occurrence of common health problems throughout the life cycle. Utilizing components of the nursing process, students are expected to integrate pathophysiological, psychosocial, spiritual, environmental, and rehabilitative aspects in nursing care in the clinical area for forty hours. Topics of study include the social and medical issues

that may support or weaken the family as a unit.

### **NUR 120 Clinical Nursing II**

*8.5 credits, 5 hours lecture, 10 hours lab*

*Pre-requisites: NUR 110; NUR 111; NUR 112*

This course introduces the student to the roles, functions, and responsibilities of the practical nurse in the care of adult clients with medical / surgical health problems throughout the life cycle and those experiencing psychiatric - mental health problems who have the potential for enhancement of their mental health. Special emphasis is placed on interpersonal relationships and ongoing development of the student's capacity for self-awareness and reflection. Students are encouraged to write intensively. Learning in all domains-cognitive, affective and psychomotor is fostered throughout the program.

### **NUR 200 Transition into Nursing**

*2 Hrs. 2 Credits*

*Pre-requisite: Admission to the RN Program*

This course will explore concepts in current nursing practice as it affects the Professional Registered Nurse. Nursing process and legal and ethical principles will be applied to case studies to set the foundation for critical thinking as a Nurse Professional

### **NUR 216 Fundamentals of Nursing Practice**

*(Formerly NUR 7001)*

*Pre-requisites: Admission into the nursing sequence, NYS Certification in Infection Control BLS Course "Provider" by the American Heart Association.*

*6 credits, 4 hrs. lecture/ 2 hrs. laboratory, 10 hrs. clinical.*

Utilizing the principles of growth and development, the student will learn the bio-psychosocial assessment of basic human needs. Wellness promotion is emphasized. The student will utilize the five steps of

the nursing process and will demonstrate basic technical skills of assessment. Skills and principles taught in pre-nursing and co-requisites courses will be integrated into the course. The approach to patient care will reflect the significance of ethical/legal issues, culture and ethnicity, and how one adapts to the urban community.

### **NUR 220 Pharmacology**

*(Formerly NUR 7102)*

*3 credits, 3 hours*

*Pre-requisite: NUR 216*

*Co-requisites: NUR 317*

The student will be able to describe accurately all major drug classification, identify commonly used medications in each classification, and develop strategies for patients receiving drugs in each classification. Students explore the implications of drug dependence. 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 and explore the use of the nursing process in drug administration.

### **NUR 227 Nursing Care of the Childbearing Family I**

*(3 credits, 2hrs. lecture, 1 hrs. lab, 10 hrs. clinical.*

*(Formerly NUR 7003)*

*Pre-requisites: NUR 216, NUR 220*

*Co-requisites: NUR 228*

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 family from conception to birth.

### **NUR 228 Nursing Care of the Childbearing Family II**

*3 credits; 2 hrs. lecture, 1 hrs. lab, 10 hrs. clinical*

*(Formerly NUR 7003)*

*Pre-requisite: NUR 216, NUR 220*

*Co-requisite: NUR 227*

The student will learn to care for the

growing family from infant to adolescent. The nursing process will be utilized to assess, analyze and plan care with emphasis on self-understanding in use of self as therapeutic tool. The approach to patient care will reflect the student's ability to analyze the significance of patient care findings, ethical/ legal issues, culture, ethnicity and how one adapts to the urban community.

### **NUR 316 Nursing Care of the Client with Mental Illness**

(Formerly NUR 7004)

3 credits; 2 hrs. lecture, 1 hrs. lab, 10 hrs. clinical

Pre-requisites: NUR 317

Co-requisite: NUR 326

The student will learn alterations of the alterations in the psychosocial development and relevant nursing interventions are analyzed with emphasis on self-understanding in the use of self as a therapeutic tool. The approach to patient care will reflect the student's ability to analyze the significance of ethical/legal issues, culture, ethnicity and how one adapts to the urban community.

### **NUR 317 Nursing Care of the Adult I**

(Formerly NUR 7004)

6 credits; 4 hrs. lecture, 2 hrs. lab, 10 hrs. clinical

Pre-requisites: NUR 216

Co-requisite: NUR 220

The student will learn to identify responses to illness and to provide appropriate nursing care. The focus is on adults who are experiencing physiologic alterations in how they meet their basic needs. The approach to patient care will reflect students' understanding of the assessment and evaluation of care to include ethical/legal issues, culture, ethnicity, and how one adapts to the urban community. Students effectively apply the nursing process to evaluate patient outcomes.

### **NUR 320 Nursing Trends and Issues**

(Formerly NUR 7006)

3 credits, 3 hours lecture

Pre-requisites: NUR 216, NUR 220,

NUR 316, NUR 317, NUR 326

Co-requisite: NUR 227, NUR 228

This course is designed to increase the student's awareness of the current issues in the health care and their impact on the nursing profession. Current issues include: changes in the health care delivery system, legal boundaries and ethical frameworks of nursing practice, standards of care, leadership and management, professional organizations and career opportunities. The focus of leadership theories and skills will be directed toward the role of the associate degree nurse.

### **NUR 326 Nursing Care of the Adult II**

(Formerly NUR 7005)

7 credits; 4 hrs. lecture, 2 hrs. lab, 10 hrs. clinical.

Pre-requisites: NUR 317

Co-requisite: NUR 316

The student continues to learn to identify responses to illness and to provide nursing care. The focus is on adults who are experiencing multi system disorders. The approach to patient care will reflect students' understanding of the evaluation of care to include ethical/legal issues, culture, ethnicity, and how one adapts to the urban community. This course will provide the opportunity for making the transition from student to practitioner.

## **OFFICE TECHNOLOGY**

### **OT 101 Computer Keyboarding and Document Formatting I**

(Formerly MSS 5602)

3 credits, 3 hours

Pre-requisite: ESL 25 or ESL 81

The student will acquire basic keyboarding skills, learn computer terminology, format and process documents including reports, manuscripts, letters, tables and

memoranda. The student will develop proofreading skills and will be required to key a minimum of 30 wpm for three minutes.

### **OT 102 Computer Keyboarding and Document Formatting II**

(Formerly MSS 5604)

3 credits, 3 hours

Pre-requisite: OT 101 or equivalent skill as demonstrated on a proficiency examination

The student will demonstrate the ability to format and key unarranged documents including tables, manuscripts, two-page letters, newsletters, mail merge and other documents using word processing and other software. The student will continue to develop keyboarding skills and will be required to key a minimum of 40 wpm for five minutes. The student is expected to work a minimum of two hours a week in the Academic Learning Center to develop keyboarding and formatting skills.

### **OT 103 Introduction to Computer Software Packages**

(Formerly MSS 5670)

3 credits, 3 hours

Pre-requisite: ENG 91 or ESL 91

The student will have hands-on experience on computers and will be introduced to business applications of Word, Excel, Access, and PowerPoint. The student is expected to work a minimum of two hours per week in the Academic Learning Center to develop computer skills.

### **OT 104 Office Systems and Procedures**

(Formerly MSS 5656)

3 credits, 3 hours

Pre-requisite: OT 101

The office manager is a professional who has to interact with a diverse workforce, organize and manage an office, and keep current with the software that will be utilized in the office. To prepare the student to be an

office manager, the course will focus on developing interpersonal, collaborative, and presentation skills, as well as techniques for working with diversity, and improving written and oral communication skills. The student will learn organizational skills by creating time management schedules using the latest Personal Digital Assistant (PDA). The student will apply keyboarding and production skills to routine office procedures using the latest technology. Students will be required to create or update their e-Portfolio.

### **OT 105 Electronic Health Records**

*3 Credits 3 Hours*

*Pre-requisite: OT 101*

*Co-requisite: ESL / ENG 91, 93 or higher*

This course explores the development and standards of electronic health records. Students will learn the technical components of electronic health records including laboratory information systems, pharmacy information systems, picture archiving and communication systems, order sets, clinical protocols, provider orders, medication administration records, point-of-care charts, and clinical decision support systems. The benefits and barriers of implementing electronic health records will be discussed. The course will also cover personal health records, network architectures, and connectivity. Utilizing materials in the classroom, students will create patient charts.

### **OT 201 Advanced Computer Keyboarding and Document Formatting**

*(Formerly MSS 5606)*

*3 credits, 3 hours*

*Pre-requisite: OT 102 or equivalent skill as demonstrated on a proficiency examination*

The student will format more complex letters, memoranda, tables, manuscripts, and other business documents in addition to integrating

various software applications. The student will continue to develop keyboarding skills and will be required to key a minimum of 45 wpm for five minutes. The student is expected to work a minimum of two hours a week in the Academic Learning Center to develop keyboarding and formatting skills.

### **OT 202 Transcription**

*(Formerly MSS 5626)*

*3 credits, 3 hours*

*Pre-requisite: OT 102*

The student will develop the ability to accurately transcribe memos, letters, and reports from various areas of the business world from pre-recorded dictation. The student will develop English and transcribing skills through grammar, number usage, word usage, and punctuation exercises. The student is expected to work a minimum of two hours a week in the Academic Learning Center to develop transcribing skills.

### **OT 204 Medical Terminology / Transcription**

*(Formerly MSS 5649)*

*3 credits, 3 hours*

*Pre-requisites: OT 102, OT 202*

The student will be introduced to medical terminology related to a variety of medical specialties. The student will demonstrate the ability to transcribe from pre-recorded dictation medical histories, summaries, treatment forms, and other documents relating to various medical specializations including the cardiovascular system, the endocrine system, and the respiratory system.

### **OT 205 Legal Terminology/Transcription**

*3 credits, 3 hours*

*Pre-requisites: OT 102, OT 202*

The student will be introduced to legal terminology related to various areas of law. The student will demonstrate the ability to transcribe documents from pre-recorded

dictation related to the courts and legal systems, litigation, civil actions probate, contracts, leases and others. The student is expected to work a minimum of two hours a week in the Academic Learning Center to develop legal transcription skills.

### **OT 206 Medical Billing & Insurance**

*(Formerly MSS 5651)*

*3 credits, 3 hours*

*Pre-requisites: HLT 124*

The student will use billing software to input patient information, process patient transactions, produce various reports, print statements and insurance forms, and process claims. The student will become familiar with various types of health coverage and insurance programs and will be introduced to medical coding.

### **OT 207 Office Technology Internship**

*(Formerly MSS 5634)*

*2 credits, 6 hours*

*Pre-requisites: OT 102, OT 104*

The student will apply theory and the technical skills of an office worker to assigned work situations in an actual office in the business world and/or allied health field. The student will be required to meet regularly with the cooperating program faculty member and will be evaluated by both the faculty member and the job site supervisor. The student will be required to keep a journal of work experience. Local employers or the College will provide job sites.

### **OT 208 Professional Office Management**

*(Formerly MSS 5650)*

*3 credits, 3 hours*

*Pre-requisites: OT 102, OT 103, OT 104, OT 202*

*Co-requisites: OT 204 or department permission for Medical Option majors; OT 205 or department permission for Legal Option majors; OT 206 or department permission for Medical Option majors.*

Students enrolled in the administrative, legal, and medical options will be given the opportunity to become familiar with office management and procedures through projects, case studies, and class discussions related to their particular specialties. Students will write resumes, letters of application, and participate in role-playing for job interviews.

### **OT 209 Medical Office Procedures**

*3 credits, 3 hours*

*Pre/Co-requisite: OT 104*

The course is designed to acquaint the student with the routines of a medical office, including medical records, financial records, correspondence, case histories, medical articles, appointment scheduling, and filing methods. The student will acquire these specific skills through office projects such as case histories, medical reports, filing systems, and record-keeping. The student will also develop the skill of transcribing medical records.

### **OT 210 Medical Coding/Billing and Insurance II**

*3 Credits 3 Hours*

*Pre/Co-requisite: OT 206*

This course is a continuation of Medical Coding and Billing I. The main focus will include the following: computerized medical billing using the Medisoft Advanced Practice Management Program, the use and advantages of health information technology in the health care profession, coding diagnoses and procedures in the different body systems. The students will continue to navigate the billing program by entering patient information, diagnoses, procedures, payment posting, adjustment, billing statements, collections. Medical insurance rules and guidelines, the relationship between the patient, provider and insurance will also be presented. The student will continue

to process the updated CMS 1500 claims and review the electronic submission process. The student will learn how to code for operative reports and summaries.

## **PHYSICAL EDUCATION**

### **PED 100 Personal Physical Fitness**

*(Formerly PED 0100)*

*1 credit, 2 hours*

The module is required of all freshman students in programs requiring physical education. The student will analyze modern concepts of fitness; obtain an evaluation of his or her own level of fitness and health and participate in a variety of exercise programs designed to improve the muscular and cardiovascular systems. Students will be counseled to answer their fitness-health needs.

### **PED 115 Beginning Karate**

*(Formerly PED 0115)*

*1 credit, 2 hours*

At the conclusion of this module, the student will be able to perform the fundamental skills related to karate. This course will meet for two hours per week for one semester.

### **PED 117 Judo**

*(Formerly PED 0117)*

*1 credit, 2 hours*

The student will perform the skills in the attainment of a "Yellow Belt." This course will meet for two hours per week for one semester.

### **PED 119 Self Defense for Men & Women**

*(Formerly PED 0119)*

*1 credit, 2 hours*

The student will defend himself or herself against attacks from the side and back, and will identify the various safety programs for the home and streets. This course will meet for two hours per week for one semester.

### **PED 121 Non-Swimmer**

*(Formerly PED 0121)*

*1 credit, 2 hours*

The student will observe rules of water safety and perform the fundamental strokes and survival skills in deep water. This course will meet for two hours per week for one semester.

### **PED 122 Beginning Swimming**

*(Formerly PED 0122)*

*1 credit, 2 hours*

The student will observe the rules of water safety and perform the basic swimming strokes associated with the American Red Cross Program for beginning swimmers. This course will meet for two hours per week for one semester.

### **PED 123 Intermediate Swimming**

*(Formerly PED 0123)*

*1 credit, 2 hours*

*Pre-requisite: PED 122*

The student will learn advanced swim skills and develop stamina in the water.

### **PED 124 Senior Life-Saving**

*(Formerly PED 0124)*

*1 credit, 2 hours*

The student will observe advanced rules of water safety and perform advanced swimming strokes and life-saving techniques as required by the American Red Cross Senior Life Saving. This course will meet for two hours per week for one semester.

### **PED 130 Bowling**

*(Formerly PED 0130)*

*1 credit, 2 hours*

The student will learn the basic rules, methods of scoring, and etiquette of bowling and demonstrate the fundamental bowling skills. Learning methods include discussions, videotapes, demonstrations, and lab sessions. This course will meet for two hours per week for one semester.

**PED 131 Beginning Fencing**

(Formerly PED 0131)

1 credit, 2 hours

The student will perform competitively with the foil, executing various attacks and parries. The course will meet for two hours per week for one semester.

**PED 134 Introduction to Jogging & Running**

(Formerly PED 0134)

1 credit, 2 hours

This course meets an elective requirement for Physical Education. The purpose of this course is to enable students to develop knowledge and skills in jogging and to maintain or improve health-related fitness. Appropriate instructional practices and assessments are used to elicit evidence of student understanding and proficiency of course specific benchmarks related to Cognitive Ability, Movement Competency, Lifetime Fitness, and Responsible Behavior and Values as outlined by the New York State Standards for Physical Education and the Common Core State Standards.

**PED 136 Beginning Tennis**

(Formerly PED 0136)

1 credit, 2 hours

The student will perform basic tennis ground strokes, analyze court strategy, define court rules and observe the etiquette of both single and doubles tennis matches.

**PED 137 Intermediate Tennis**

(Formerly PED 0137)

1 credit, 2 hours

The student will improve and strengthen basic ground strokes, develop advanced strokes, and implement court strategy in both single and double tennis matches.

**PED 138 Weight Training & Body Development**

(Formerly PED 0138)

1 credit, 2 hours

The student will learn the basic terms

and concepts and perform the proper basic skills associated with weight training and body building; analyze modern concepts of weight training, muscular development, and physical fitness; and participate in an individual weight-training program. The student will learn the basic terms and concepts and perform basic skills associated with weight training and body building. This course will meet for two hours per week for one semester.

**PED 139 Beginning Yoga**

(Formerly PED 0139)

1 credit, 2 hours

The student will perform the fundamental exercises and breathing techniques of Yoga as a basis for physical and mental self-improvement. Learning methods include lecture-discussions, demonstrations, and lab sessions. This course will meet for two hours per week for one semester.

**PED 144 Independent Study**

(Formerly PED 0144)

1-2 credits, 2 hours

*Pre-requisite: 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 145 Black & Puerto Rican Dance**

(Formerly PED 0145)

1 credit, 2 hours

The student will perform the basic movements of Black and Puerto Rican dance. The student will have the opportunity to explore creative movement. This course will meet for two hours per week for one semester. Offered in English and Spanish.

**PED 146 Fitness Through Dance**

(Formerly PED 0146)

1 credit, 2 hours

The student will improve his or her physical fitness through specific dance steps and exercises performed to music. Teaching methods include lecture-discussions and demonstration. This course will meet for two hours per week for one semester.

**PED 177 First Aid & Safety**

(Formerly PED 0177)

2 credit, 2 hours

*Pre-requisite: ESL 25*

The student will analyze and perform immediate and temporary care for an accident victim. The student will also demonstrate knowledge of accident prevention principles and practices of safety education in the home, in school, on the job, and in the community with special attention given to sport-derived injuries. (This course does not fulfill the two-credit PED requirement for students in any degree program).

**PED 201 Principles and Foundations of Physical Education, Exercise Science, & Sport**

3 Credits 3 Hours

*Pre/Co-requisite: ENG 100 or higher; or ESL 86 or higher*

This course addresses the processes involved in understanding the historical foundations of physical education and examining the current issues and trends in physical education and its sub-disciplines.

**PED 202 Motor Learning and Control**

3 credits, 3 hours

*Pre-requisite: PED 201, BIO 140, BIO 141*

This course introduces students to the processes involved in human movement. Motor Learning is the study of motor skill acquisition from practice and experience, while Motor Control is the study of processes affecting control of skilled movements. Connecting research and practice, this course provides students with the necessary



tools to build a solid foundation to assess performance, to deliver effective instruction, and to design practice, rehabilitation, and training experiences for optimal skill acquisition and performance in Motor Learning and Control.

### **PED 203 Movement Education**

*3 credits, 3 hours*

*Pre-requisite: PED 201*

*Pre/Co-requisite: EDU 116*

This course introduces students to content, curriculum, and learning standards in Physical Education, with an emphasis on Movement Education. Participants will be actively involved in designing and applying developmentally appropriate physical-education activities for students in Pre-K through Grade 2. Students will practice multiple teaching strategies throughout this course.

## **PHILOSOPHY**

### **PHI 100 Introduction to World Philosophies: A Comparative Approach**

(Formerly PHI 3403)

*3 credits, 3 hours*

*Pre-requisites: ENG 93 or equivalent or ESL 91/93 AND HUM 100.*

Emphasizing a global approach, this course acquaints students with central areas of world philosophies through a study and comparison of foundational works from philosophical traditions throughout the world—Greece, China, India, Egypt, Sub-Saharan Africa, and MesoAmerica, as well as modern approaches to ethics.

### **PHI 101 Thinking & Reasoning**

(Formerly PHI 3400)

*3 credits, 3 hours*

*Co-requisite: SPA 121 for Spanish section; ENG 91 or ESL 91 for English section*

In this course, the student will become familiar with the vocabulary of philosophical thinking and

develop thinking and logical reasoning skills needed for academic performance. Study topics will include: reasoning, analysis of arguments, forms and uses of inferences, assertions, explanations, generalizations, analogies, and fallacies. The examination of the topics discussed will serve to facilitate the application of clear thinking and logical reasoning to the student's mental, verbal, and writing process.

## **PHYSICS**

### **PHY 105 Physics of Sound (LPS)**

*3 credits, 3 hours*

*Pre-requisite: MAT 100*

This course introduces various concepts of physics including the acoustical and electronic production and reproduction of sound. The course will include basic Newtonian mechanics, oscillating systems, wave motion, sound, Fourier synthesis, musical acoustics of various instruments, introduction to electricity and magnetism, and the physics of microphones, loudspeakers, phonographs, tape recording, digital compact disks and electronic synthesizers.

### **PHY 110 Physics I (LPS) (SW)**

*4 credits, 3-hrs. lecture/ 3-hrs lab .1hr recitation*

*Pre-requisite: MAT 20*

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. The laboratory illustrates concepts discussed in the lecture. Offered in English only.

### **PHY 120 Physics II (LPS) (SW)**

*4 credits, 3-hrs. lecture/ 3 hrs lab 1-hr. recitation*

*Pre-requisites: PHY 110*

Students in the course will learn the principles of electrostatics, simple direct current circuitry, and the practical generation and properties of alternating current.

They will solve problems involving electro-magnetic waves and optics and state or recognize terms related to the atomic quantum theory and correlate the failure of the classical theory with the emergency of quantum concepts, explain or recognize terms related to the atomic and nuclear theory of matter, and perform simple radioactivity experiments. The laboratory illustrates concepts discussed in the lecture. Offered in English only.

### **PHY 210 General Physics I (LPS) (SW)**

(Formerly PHY 4502)

*4 credits, 3-hrs. lecture/2-hrs. lab/2-hrs. recitation*

*Pre-requisite: MAT 220, ESL 91/93 or higher, OR ENG 91/93, 101, 102 or higher*

*Co-requisite: MAT 220, ESL 91/93 or higher, OR ENG 91/93, 101, 102 or higher*

Students will study 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 thermodynamics processes. Reserved for Associate in Science (39), Forensic Science, Mathematics, and Engineering Majors

### **PHY 220 General Physics II (LPS) (SW)**

(Formerly PHY 4504)

*4 credits, 3-hrs. lecture/2-hrs. lab/2-hrs. recitation*

*Pre-requisite: MAT 310, PHY 210, ESL 91/93 or higher, OR ENG 91/93, 101, 102 or higher*

*Co-requisite: MAT 310, ESL 91/93 or higher, OR ENG 91/93, 101, 102 or higher*

Students will study waves and acoustics, optics, diffraction, electricity, D.C. circuits, magnetism, electromagnetism and their application, power and A.C. circuits. Reserved for Associate in Science (39), Forensic Science, Mathematics, and Engineering Majors

### **PHY 299 Independent Studies in Physics**

*Pre-requisites: CHE 220 and PHY 220 with a minimum grade of B*

*Pre/Co-requisite: MAT 310*

*3 credits, 3 hours*

This course is designed to help students study particular topics of interest in the Physical sciences while developing advanced research skills fundamental in planning and carrying out an independent scientific research project. Students will conduct laboratory, field research or library research using sophisticated methodology, equipment and techniques to obtain and analyze data. The research findings will be presented using oral and written papers.

### **POLITICAL SCIENCE**

#### **POL 101 American Government (USED)**

*(Formerly POL 4701)*

*3 credits, 3 hours*

This course identifies the major institutions of local, state, and national government, their powers, and interrelationships. Emphasis is placed on this country's legal principles as established in the United States Constitution. American Government is designed to enable students to participate effectively in the political process.

#### **POL 102 Comparative Politics**

*(Formerly POL 4702)*

*3 credits, 3 hours*

*Pre-requisites: Completion of an introductory course*

The student will analyze and compare the history, concepts, and

structure of liberal democracy, fascism, and socialism. Case studies will be used.

#### **POL 207 Political Systems of Latin America (WCGI)**

*(Formerly POL 107)*

*3 credits, 3 hours*

*Pre-requisite: ENG 110*

This course analyzes and compares the history and the political and economic structures prevalent in Latin America. Case Studies include Mexico, Guatemala, Nicaragua, Cuba, Argentina and Brazil.

### **PSYCHOLOGY**

*Students wishing to take advanced Psychology courses must first take PSY 101 General Psychology.*

#### **PSY 101 General Psychology (IS)**

*(Formerly PSY 1032)*

*3 credits, 3 hours*

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

#### **PSY 110 Life-Span Development of Behavior (IS)**

*(Formerly PSY 1037)*

*3 credits, 3 hours*

*Pre-requisite: PSY 101 or equivalent or permission of instructor*

*Co-requisite: ENG 110*

The student will learn the major psychological perspectives of human development from prenatal development and birth, infancy, early childhood, middle and late childhood, adolescence, and early adulthood to middle and late adulthood. Students will also become well acquainted with the behavioral, cognitive, emotional, environmental,

genetic, physiological, and sociocultural aspects of development across the life-span.

*Note: PSY 120 and PSY 121 are equivalent to PSY 110. Students cannot be given credit for both PSY 110 and PSY 120 or PSY 121.*

*(Nursing students who have taken PSY 120 can complete their requirement by taking PSY 121.)*

#### **PSY 115 Educational Psychology**

*(Formerly PSY 1050)*

*3 credits, 3 hours*

*Pre-requisite: PSY 101 or equivalent or permission of instructor*

Students will display knowledge of applications of psychology to education, including individual and cultural variations, principles of learning, motivation, teaching, and evaluation.

#### **PSY 120 Developmental Psychology I (Childhood) (IS)**

*(Formerly PSY 1036)*

*3 credits, 3 hours*

*Pre-requisite: PSY 101 or equivalent or permission of instructor*

The student will demonstrate an understanding of personality development from infancy to adolescence with an emphasis on the genetic determinants of behavior as well as on social learning. The student will demonstrate knowledge of prenatal development, cognitive development, language development, socialization, identification, deprivation studies, development of aggression, dependency, fears and anxiety, sex typing, and other topics. Offered in English and Spanish.

#### **PSY 121 Developmental Psychology II Adolescence & Adulthood (IS)**

*(Formerly PSY 1038)*

*3 credits, 3 hours*

*Pre-requisite: PSY 101 or equivalent or permission of instructor*

This course examines the behavior of the adolescent and adult through the perspective of development over the

life-span. The student will demonstrate mastery of topics, theories, and research findings on adolescence, adulthood, and old age.

**PSY 140 / WGS 140 Psychology of Women**

(Formerly PSY 1040)

3 credits, 3 hours

*Pre/Co-requisite: ENG 110*

This course aims to examine the biological, social, and cultural factors in the psychological development and functioning of women. It will introduce students to the major theories and methodologies in the field.

**PSY 142 Abnormal Psychology**

(Formerly PSY 1042)

3 credits, 3 hours

*Pre-requisites: PSY 101 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 144 Personality**

(Formerly PSY 1044)

3 credits, 3 hours

*Pre-requisite: PSY 101 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 146 Small Group Dynamics**

(Formerly PSY 1046)

3 credits, 3 hours

*Pre-requisites: PSY 101 or permission of instructor*

Students will review relevant theories and be exposed to practical demonstrations of group dynamics and small group interactions in order to understand the small group as a

social system. It will emphasize such concepts as group cohesiveness, conformity, norms and standards, power and influence processes, communication, leadership and properties of group.

**PSY 170 Cultural Psychology**

3 credits 3 hours

*Pre/Co-requisite: PSY 101; ENG 93, ESL 91, ENG 100 or higher*

This course examines a selection of the theoretical, empirical, and applied issues in cultural psychology. We discuss some aspects of human behavior that are universal and some that are culture-specific that include identity, parenting, intercultural interactions, culture-bound syndromes and taboos. We consider how and why behavior differs across cultures and what this implies for psychological theory and application.

**PSY 180 Psychology of Aging**

(Formerly PSY 1080)

3 credits, 3 hours

*Pre-requisite: PSY 101 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 182 Social Psychology**

(Formerly PSY 1082)

3 credits, 3 hours

*Pre-requisite: PSY 101 or equivalent or permission of instructor*

The student will demonstrate an understanding of the development, maintenance, and change of regularities in behavior and interaction as affected by norms and norm formation, social roles, and interpersonal attraction. The student will also describe or identify the various processes that shape and influence a person's perceptual, cognitive, and affective responses

toward aspects of his/her environment, attitude organization and change, personal and social perception, aggression, conflict, and intergroup conflict. Offered in English and Spanish.

**PSY 190 Industrial & Organizational Psychology**

(Formerly PSY 1086)

3 credits, 3 hours

*Pre-requisite: PSY 101 or equivalent, any business course, or permission of instructor.*

The student will show mastery of important concepts of industrial psychology, including personnel selection and evaluation, learning and training, motivation, morale as related to job performance, employee-management relations, working conditions, safety, and consumer psychology.

**PSY 250 Introduction to Research Methods**

3 Credits 3 Hours

*Pre-requisite: PSY 101 or SOC 101 or ANT 101 and ENG 110 and MAT 120*

This course will introduce students to the nature of scientific investigation via a comprehensive examination of the scientific method. Students will participate in all aspects of research including hypothesis development, experimental design, data collection and analysis, and written summary of findings. The teaching strategy will combine traditional classroom methods with an interactive hands-on approach to resolve experiment-based. Emphasis will be placed on the development of research questions with the appropriate use design, measurement of variables and controls, and the necessary consideration of validity, reliability and ethics of the experimental approach taken to answer the research questions.

## **PUBLIC ADMINISTRATION**

### **PPA 101 Fundamentals of Public Administration & Management**

*(Formerly ADM 2502)*

*3 credits, 3 hours*

The student will examine the basic concepts and processes of organization, leadership, decision-making, and information flow as they are applied in the public sector.

### **PPA 110 State & Local Government**

*(Formerly ADM 2510)*

*Pre-requisite: PPA 101*

*3 credits, 3 hours*

The student will explore, through case histories and selected readings, current problems arising from the relationships between American state, county, city, and local governments. Special emphasis will be paid to the influence of the media, laws, politicians, and pressure groups on organizing and managing public agencies and programs.

### **PPA 111 Federal Administration**

*(Formerly ADM 2511)*

*3 credits, 3 hours*

*Pre-requisite: PPA 101 and ENG 100 /ESL 91 or higher*

*Co-requisite: ENG 100/ ESL 91 or*

*higher; Recommended Co-requisite PPA 101*

Recommended Co-requisite: PPA 101

The student will study the nature, structure, and management of the federal bureaucracy and civil service; the types of roles of the public administrator, and employment in the public sector, particularly in the federal government. In addition, the student will analyze the role of the public administrator, as well as employment in the public sector.

### **PPA 120 Unions and Labor**

*(Formerly ADM 2514)*

*3 credits, 3 hours*

*Pre-requisite: ESL/ENG 91/92; and/or recommended co-requisite PPA 101*

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.

### **PPA 121 Social Services Administration**

*(Formerly ADM 2532)*

*3 credits, 3 hours*

*Pre-requisite: PPA 101*

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.

### **PPA 122 Health & Welfare Administration I**

*(Formerly ADM 2533)*

*3 credits, 3 hours*

*Pre-requisite: PPA 101*

*Pre/Co-requisite: ENG 100 or higher*

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.

### **PPA 123 Administration of Personnel Resources**

*(Formerly ADM 2504)*

*3 credits, 3 hours*

Recommended Co-requisite: PPA 101

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.

### **PPA 125 Health and Welfare Administration II**

*3 credits, 3 hours*

*Pre-requisite: PPA 122*

*Pre/Co-requisite: ENG 100 or higher*

As the second course in health care administration, this course will define healthcare management and the role of the health care manager. Roles, functions, and responsibilities of health care managers will be discussed. We will compare and contrast key competencies and identify current areas of research in health care management. This course will also continue to examine the organization and operation of community hospitals in the U.S. Specific attention will be devoted to the management's organizations, operations, and community hospitals in U.S. The management of internal operations and external relationships will be discussed. Additionally, the course will explore the ethical issues health care managers often confront (This is the second course of the sequence, PPA 122 followed by PPA 125)

### **PPA 127 Health Care Finance**

*3 credits 3 hours*

*Pre/Co-requisite: ENG 100 or higher, ECO 101*

This course is an introduction to

basic financial health care management for non-financial managers.

**PPA 128 Field Practicum / Organization Theory**

(Formerly ADM 2508)

3 credits, 3 hours

*Recommended Pre-requisites: PPA 101; eighteen (18) more ADM credits*

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

**PPA 130 Health Care Human Resource Management**

3 credits, 3 hours

*Pre-requisite: PPA 101*

*Pre/Co-requisite: ENG 100 or higher*

This course is an introduction to human resources management within the health care setting. It's a comprehensive overview of the role of Human Resource Management (HRM) in all aspects of healthcare management. Beginning with a survey of HRM, from its beginnings to present-day trends, the course covers state and federal healthcare laws, codes of ethics, staffing organizations, training and development, employee relations, and long-term planning. This course is an introduction to basic financial health care management for non-financial managers.

**PPA 251 Women in Management**

(Formerly ADM 2512)

3 credits, 3 hours

The course will analyze the role of women in managerial positions, particularly in public sector organizations. Case examples will be utilized to provide students with a practical understanding of the obstacles encountered and strategies used to successfully achieve the objectives.

**PPA 253 Bureaucracy**

(Formerly ADM 2507)

3 credits, 3 hours

*Recommended Co-requisite: PPA 101*

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

**PPA 256 Careers in Criminal Justice**

(Formerly ADM 2516)

3 credits, 3 hours

The student will explore career opportunities in the criminal justice system at state and local levels, including the courts, correctional institutions, police agencies, and parole and probation departments. The student will understand the human relations and technical skills associated with such careers.

**POLICE SCIENCE**

**PS 101 Introduction to Police Studies**

3 Credits, 3 Hours

*Pre-requisite: ENG 091 or ESL 091*

This course is designed to provide undergraduate students with an understanding about the development, structure and functions of police organizations, their relationship with members of the community, the business sector and

other governmental agencies in the American federal system. The focus of the course will be how the police function in a complex social environment as the agents of formal social control and serve a critical role in the informal control of our society. Evolving methods and approaches will be analyzed in the context of cultural and ethnic diversity, constitutional limitations and the application of new technology to the law enforcement process.

**PS 201 Police Organization**

3 Credits, 3 Hours

*Pre-requisite: PS 101, ENG 110*

This course will examine the historical development of police organizations, their current organization and administration and the principles that ensure effective service to the community. The major themes explored include: the effect of organizational structure and administrative procedure on the implementation of police function; assessment of processes of recruitment, career advancement and leadership; administrative problems of staffing, supervision and morale; the utilization of planning and the evaluation of staff and functions.

**SOCIAL WORK**

**SW 101 Introduction to Social Work**

(Formerly SOC 1200)

3 credits, 3 hours

The student will develop a basic understanding of the principles and practice of social work through a historical perspective and through examining the sociological, political, economic, and psychological processes involved.

**SW 150 Social Work Practice**

(Formerly SOC 1202)

3 credits, 3 hours

*Pre-requisites: SW 101*

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.

## **SCIENCE**

### **SCI 100 Introduction to Science**

*3 credits 3 hours*

*Pre/Co-requisite: MAT 150 or MAT 150SI, equivalent or higher*

Introduction to Science is a one-semester course that introduces students to study skills in the basic sciences and refreshes foundational knowledge in selected basic science content areas. The course will use a topic-based approach and experimental design to augment the development of science skills.

### **SCI 299 Research Project in Science**

*3 credits 3 hours*

*Pre-requisite: BIO 210 or CHE 210 or PHY 210*

*Co-requisite: MAT 210*

Research Project in Science is a capstone Independent Study Course designed for students pursuing the A.S. Degree in Liberal Arts & Sciences. The goal of this course is to develop student's scientific curiosity and inquiry as a catalyst for discovery. Students will participate in a weekly Intro to STEM Research Seminar aimed at giving them exposure to the many possible science, technology, engineering, and mathematics (STEM) careers, both in and outside of academia. In addition, the students will meet with their assigned faculty to discuss research methods weekly and will be assigned research-based projects aimed at developing needed research methods skills. Students will also be encouraged to engage in authentic undergraduate research opportunities. **Note: This course is for students fulfilling capstone requirements for the A.S. Degree in Liberal Arts & Sciences.**

## **SOCIOLOGY**

### **SOC 101 Introduction to Sociology (IS)**

*(Formerly SOC 1232)*

*3 credits, 3 hours*

The student will demonstrate an understanding of the basic topic of sociology, including social mobility, role status, race and prejudice, and factors leading to social change. Offered in English and Spanish.

### **SOC 105 Sociology of Social Problems**

*(Formerly SOC 1234)*

*3 credits, 3 hours*

*Pre-requisite: Any social science introductory course (except PSY 101)*

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 140 Race and Ethnicity (USED)**

*3 credits, 3 hours*

*Pre/Co-requisite: ENG 110*

The student will be exposed to an in-depth analysis of the diverse ethnic and racial structure of the urban community. The student will explore the different aspects of multi-pluralism, but also searching for common experiences, theories of assimilation, amalgamation, and prejudice and discrimination will be discussed.

### **SOC 150 Criminology**

*Prerequisites: SOC 101 and ENG 110*

*3 credits 3 hours*

This course is designed to introduce students to the various theories of criminology. The course will examine current theories about the nature and causes of criminal and deviant behavior and its relationship to the definition of crime and to the legal system. The impact of theories and

empirical research on public policy designed to punish and deter crime will be discussed. The significance of criminological theories will be assessed within the context of the social, economic and political environment that influences the behavior of individuals, groups and institutions as well as the consequences of criminalizing behavior on various subgroups.

## **SOCIAL SCIENCE**

### **SSC 101 Introduction to Social Sciences**

*(Formerly SSC 4601)*

*3 credits, 3 hours*

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

## **SPANISH**

### **SPA 101 Elementary Spanish I**

*(Formerly SPA 2201)*

*Pre-requisite: by placement*

*4 credits, 4 hours*

Elementary Spanish I introduces the basic elements of the language by providing a foundation in grammar, pronunciation and vocabulary. Using a communicative approach, students will learn listening, speaking, reading and writing skills in cultural and social contexts. One weekly hour of work in the Language Lab is required.

### **SPA 102 Elementary Spanish II**

*(Formerly SPA 2202)*

*4 credits, 4 hours*

*Pre-requisite: SPA 101 or by placement*

*Co-requisite: None*

Elementary Spanish II will continue to develop communicative skills for basic social functions in various cultural contexts. Films and other

cultural texts will be used to enhance and support learning. One weekly hour of work in the Language Lab is required.

### **SPA 110 Elementary Spanish for Healthcare Workers**

*4 credits, 4 hours*

*Pre/Co-requisite: None*

This Spanish course is designed for students with no previous knowledge of the language who are interested in acquiring basic conversational skills in Spanish relevant to healthcare. Thus, the course presents the student with health and medical terminology, basic grammar, and important aspects regarding Hispanic and Latinx Culture. Emphasis will be constantly placed on patient-professional communication, and on the vocabulary, scientific terms, and idioms necessary in that context. A significant part of the course will be spent in roleplay situations with the professor, classmates, and Spanish-speaking volunteers.

### **SPA 117 Spanish for English Dominant Hispanics I (WCGI)**

*(Formerly SPA 2217)*

*3 credits, 3 hours*

*Pre-requisite: by placement*

The course is designed for students of Hispanic background born and/or educated in the United States, who wish to develop skills in speaking, reading, and writing. This is achieved through a review of Spanish grammar and illustrative readings.

### **SPA 118 Spanish for English Dominant Hispanics II (WCGI)**

*(Formerly SPA 2218)*

*3 credits, 3 hours*

*Pre-requisite: SPA 117 or by placement*

Continuation of SPA 117, but with special emphasis on reading and composition skills, spelling, and paragraph organization.

### **SPA 121 Spanish Composition I**

*(Formerly SPA 2221) 4 credits, 4 hours*

*Pre-requisite: by placement*

This course deals with enhancement of oral and written use of the Spanish language, emphasizing its specific forms of writing (narration, description, definition, exposition); its reading comprehension and its grammatical structure. The course will gradually develop the students' ability to think logically and critically. Precision of vocabulary, coherence, and transferability of skills for learning a second language will be reinforced.

### **SPA 201 Intermediate Spanish I**

*(Formerly SPA 2203)*

*3 credits, 3 hours*

*Pre-requisite: SPA 102 or by placement*

The student will demonstrate self-expression in Spanish through a systematic review of grammar and the reading and discussion of selected prose and poetry in class. The student will use the language laboratory for supplementary oral drill.

### **SPA 202 Intermediate Spanish II**

*(Formerly SPA 2204)*

*3 credits, 3 hours*

*Pre-requisite: SPA 201 or by placement*

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

### **SPA 222 Basic Spanish Composition II**

*(Formerly SPA 2222)*

*3 credits, 3 hours*

*Pre-requisite: SPA 121 or by placement*

The student will learn to develop techniques of exposition, comparison and contrast, analogy, definition,

and persuasion to create coherent compositions and elements of term paper writing. The importance of syntax, orthography, and punctuation will be stressed. Reading comprehension will serve as an important component of this course.

### **SPA 223 Literature of the Humanities in Spanish**

*3 credits, 3 hours*

*Pre/Co-requisite: Placement (Req)*

This course, taught entirely in Spanish, will introduce students to the Western literary canon and to some of the ways in which Spanish language authors have confronted and reappropriated it. The course will combine the reading and discussion of classics in Spanish translation, and of contemporary plays and a short novel, with brief exercises aimed at improving the students' writing in Spanish. All works, both classical and contemporary, will be read in their entirety.

### **SPA 300 Introduction to Literature**

*(Formerly SPA 2230)*

*3 credits, 3 hours*

*Pre-requisite: SPA 222 or SPA 202 or by placement*

The student will analyze and discuss, orally and in writing, readings in the literary genres selected from representative authors from Spanish, Latin American, and world literature.

### **SPA 306 Advanced Spanish Composition**

*(Formerly SPA 2223)*

*3 credits, 3 hours*

*Pre-requisite: SPA 222 or SPA 202 or by placement*

The student will demonstrate the ability to present ideas effectively in written Spanish through expository, descriptive, narrative, and persuasive compositions.

**SPA 333 Spanish American Literature I**  
(Formerly SPA 2233)

3 credits, 3 hours

*Pre-requisite: SPA 222 or SPA 202 or by placement*

The student will read representative short works by writers from the colonial period through those of the 19th century Spanish American countries, with emphasis on the latter century; participate in literary discussions based on readings and lectures presented by the instructor; and prepare oral and written reports.

**SPA 334 Spanish American Literature II**

(Formerly SPA 2234)

3 credits, 3 hours

*Pre-requisite: SPA 222 or SPA 202 or by placement*

A continuation of SPA 333. The student will read representative works of contemporary writers, participate in literary discussions based on readings and lectures presented by the instructor, and prepare oral and written reports.

**SPA 336 Caribbean Literature**

(Formerly SPA 2236)

3 credits, 3 hours

*Pre-requisite: SPA 222 or SPA 202 or by placement*

The student will read, analyze, and discuss selections from the contemporary literature of Cuba, the Dominican Republic, and Puerto Rico, paying special attention to the political, social, and cultural aspects of each work. Written and oral reports are required.

**SPA 338 The Spanish American Short Story**

(Formerly SPA 2238)

3 credits, 3 hours

*Pre-requisite: SPA 222 or SPA 202 or by placement*

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 340 The Contemporary Spanish American Novel**

(Formerly SPA 2240)

3 credits, 3 hours

*Pre-requisite: SPA 222 or SPA 202 or by placement*

The student will read some of the most important Spanish American novels of today, and discuss them both orally and in writing. A term paper may be required. Novelists such as Asturias, Carpentier, and Garcia Marquez will be analyzed.

**SPA 342 Spanish American Essay**

(Formerly SPA 2242)

3 credits, 3 hours

*Pre-requisite: SPA 222 or SPA 202 or by placement*

The student will read, analyze, and discuss essays of modern Spanish American writers such as Alfonso, Reyes, Ezequiel Martinez Estrada, Pedro Henriquez Ureña, and Antonio S. Pedreira. Written and oral reports are required.

**SPA 344 Contemporary Spanish American Theater**

(Formerly SPA 2244)

3 credits, 3 hours *Pre-requisite: SPA 222 or SPA 202 or by placement*

The student will analyze and discuss representative dramatic works of present-day Spanish American writers as related to the social, political, and economic conditions prevailing in the different countries. The student will compare and contrast works, formulate character analysis, and identify dramatic elements noted therein.

**SPA 350 Hostos & Martí: Trailblazers for Freedom & Progress in the Americas (LAC 350)**

(Formerly SPA 2250)

3 credits, 3 hours

*Pre-requisite: SPA 222 or SPA 202 or by placement*

This course follows the lives of Eugenio María de Hostos and José Martí through their literature, their

endeavors, achievements and contributions to the struggles for freedom, education and progress in the Americas. Students will read, analyze, discuss and gain an understanding of these authors' major works in a historical, political, and literary context. Students will study Hostos and Martí's historical presence in New York City in the later part of the 19th century, and their activism for the self-determination and social development of their peoples. Students will also gain an appreciation for similarities and differences between these two important writers, and will explore their legacies to Latin American and Latino intellectual and political pursuits.

**SPA 354 The Golden Age**

(Formerly SPA 2254)

3 credits, 3 hours

*Pre-requisite: SPA 222 or SPA 202 or by placement*

The student will read and discuss representative works of Lope, Calderon, Quevedo of the classical period, and prepare oral and written reports based on the readings and lectures presented by the instructor.

**SPA 358 Modern Spanish Literature**

(Formerly SPA 2258)

3 credits, 3 hours

*Pre-requisite: SPA 222 or SPA 202 or by placement*

The student will read representative works by Spanish authors from the Generation of 1898 to the present; participate in literary discussions based on readings and lectures presented by the instructor; and prepare both oral and written reports.

**SPA 360 The Life of Eugenio María de Hostos (LAC 360)**

(Formerly SPA 2260)

3 credits, 3 hours

*Co-requisite: SPA 222 or SPA 202 or by placement*

The course is devoted to the study of the life, works and contributions of



Eugenio María de Hostos to the political, social and cultural development of Latin America and the Caribbean. Students will read, discuss and analyze Hostos' most significant works, including his literary writings, gain an understanding of this writer's work and significance in a historical context, and appreciate through exchanges with special guests and visiting scholars the relevance of Hostos' thinking to present-day Latin American and Latino issues.

### **SPA 370 Extensive Readings in Spanish (Formerly SPA 2270)**

*3 credits, 3 hours*

*Pre-requisite: SPA 222 or SPA 202 or by placement*

The student will read five to seven works from a list recommended by the instructor or suggested by the student and approved by the instructor. The student will submit a written report on each of the readings and meet with the instructor to discuss the reports.

### **SPA 399 Special Topics in Spanish**

*3 credits, 3 hours*

*Pre-requisite: SPA 222 or SPA 202 or by placement*

Study of selected topics dealing with language, culture and literature. Topics and title will vary from semester to semester.

## **VISUAL AND PERFORMING ARTS**

### **VPA 111 Arts and Civilization I: Prehistory to 1400**

*(Formerly VPA 3502)*

*3 credits, 3 hours*

*Co-requisite: ENG 100 or higher or ESL 91 or higher*

Students will become familiar with core global examples of material culture, art, design, and architecture from the Paleolithic era to the fifteenth century. Through museum visits, readings, class discussions, and

writing assignments, students will consider the crucial role of these images and objects in the formation of their respective historical and cultural context.

### **VPA 112 Arts and Civilization II:**

#### **1400 to Present**

*(Formerly VPA 3504)*

*3 credits, 3 hours*

*Co-requisite: ENG 100 or higher or ESL 91 or higher*

Students will expand and refine their knowledge of core global examples of material culture, art, design, and architecture from the fifteenth century to the present in Arts and Civilization II. Through museum visits, readings, class discussions, and writing assignments, students will consider the crucial role of these images and objects in the formation of their respective historical and cultural context.

### **VPA 113 Introduction to Art**

*(Formerly VPA 3552)*

*3 credits, 3 hours*

*Pre/Co-requisite: ENG 100 or higher or ESL 91 or higher*

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 114 Modern Art in the City (CE)**

*3 credits, 3 hours*

*Pre/Co-requisite: ENG 100 or higher or ESL 91 or higher*

Modern Art in the City introduces students to a diverse range of twentieth and early twenty-first century visual art and architecture. Students will consider the crucial role of art and architecture in their respective historical and cultural contexts. Through museum visits, readings, writing assignments, web resources, and by exploring New York City itself as a case study,

students will examine the history of modern art and the role of the city in the creation and reflection of our modern, global experiences.

### **VPA 115 Twentieth Century Art**

*3 credits, 3 hours*

*Co-requisite: ENG 100 or higher or ESL 91 or higher*

This course surveys the principal developments in art from the end of the nineteenth century through the twentieth century: School of Paris (1865-1909), Impressionism and Post-Impressionism; School of New York (1910-present), Cubism, Futurism, Dadaism, Surrealism, Social Realism, Contemporary Black and Hispanic art.

### **VPA 121 Painting & Drawing I**

*(Formerly VPA 3528)*

*3 credits, 3 hours*

In this course students will be introduced to various techniques for creating drawn and painted artwork. In addition they will be exposed to important master works of both contemporary and classical art through select readings, slide presentations and visits to museums and galleries. Focus will be paid to the process of both creation and creative thinking. In this way we will develop the students' critical eye as well as their technical aptitude.

### **VPA 122 Painting & Drawing II**

*(Formerly VPA 3530)*

*3 credits, 3 hours*

*Pre-requisite: VPA 121 or approval of the instructor*

The advanced art student will develop or improve skills in painting, assemblage, and three-dimensional art. S/he will become acquainted with and master the use of "found objects" in making a picture. S/he will complete a master project to the satisfaction of the instructor.

### **VPA 124 Still Life Oil Painting**

*3 credits 3 hours*

Students learn to create still-life paintings. This class will focus on

classical painting techniques such as chiaroscuro, under-painting and glazing.

### **VPA 131 Photography I**

*(Formerly VPA 3540)*

*3 credits, 3 hours*

The student will operate a 35-mm camera and light meter; expose, process, and make contact prints from film which has been shot on class assignments; use negatives which s/he has already generated in performing contact printing, editing, enlarging, and photo finishing. Offered in English and Spanish.

### **VPA 132 Photography II**

*(Formerly VPA 3542)*

*3 credits, 3 hours*

*Pre-requisite: VPA 131 or approval of instructor*

The student, with previous photographic experience, will be able to plan and execute a picture story and identify the method of other photojournalists by viewing published picture stories and books. S/he will edit and enlarge prints that s/he will present to the instructor and class. Offered in English and Spanish.

### **VPA 133 Digital Photography I**

*3 credits, 3 hours*

*Co-requisite: ESL 91 or higher or ENG 100 or higher*

This course introduces the student to fundamentals of two-dimensional digital art forms created from original images shot with a digital camera. This course covers technical aspects of the digital image using image enhancement through photo-editing software. Imagination and originality of images and their manipulations will be emphasized.

### **VPA 134 Digital Photography II**

*3 credits, 3 hours*

*Pre-requisite: VPA 133*

This course covers in-depth exploration of digital photography

using advanced editing software for students who already have a working knowledge of the medium. The connection between original digital images, composition, ideas and attitudes will be investigated.

### **VPA 135 Commercial Arts I**

*(Formerly VPA 3544)*

*3 credits, 3 hours*

The student will master specific techniques and skills used in the commercial and advertising art field. S/he will prepare paste-ups and mechanicals used in printing reproduction. S/he will assemble a portfolio of paste-up specimens of letterheads, book jackets, graphs and charts, advertisements, and brochures. The student will master entry-level skills and will produce a portfolio of artwork, which is essential to entering this field.

### **VPA 136 Commercial Arts II**

*(Formerly VPA 3546)*

*3 credits, 3 hours Pre-requisite: VPA 135 or consent of instructor*

The student will master the fundamentals of graphic design and combine media skills with graphic techniques in the preparation of design projects. Beginning with the basic principles of design and layout, the student enlarges his/her concepts from rough visualizations through comprehensive and finished layouts. The student will rough up, crop, and finish original design projects which include business letterhead, book jacket, record cover, and an industrial, educational, or governmental brochure. S/he will review these pieces with the instructor and select additional works for the portfolio begun in Commercial Arts I.

### **VPA 137 Color and Design**

*3 credits, 3 hours*

*Pre-Requisite: ESL 91 or higher*

*Pre/Co-requisite: ENG 100 or higher*

This course focuses on color and its influence upon society. Students will

study color theory, historical and psychological characteristics of color, principle of design, and applications of color in industry. Students will develop color projects with paint and collage, as well as explore computer colors in an electronic environment. Topics will include color theory models and color matching, color perception and design considerations, and choosing color for multiple media.

### **VPA 141 Music Appreciation (CE)**

*(Formerly VPA 3552)*

*3 credits, 3 hours*

*Co-requisite: ENG 91 or ESL 91*

The course explores the basic components of music and how these have manifested themselves in different cultures at different times in history. The students will acquire a musical vocabulary, auditory skills and an understanding of a wide range of musical styles. Offered in English and Spanish.

### **VPA 151 Fundamentals of Music Theory at the Piano I**

*(Formerly VPA 3560)*

*3 credits, 3 hours*

Fundamentals of Music Theory at the Piano I is designed to develop a basic knowledge and practice of Music Theory as applied to the keyboard for students with no previous musical training. Topics will include melodic and rhythmic notation, intervals, scales and basic keyboard harmony. Ear training and dictation will be included, as well as simple digital sequencing.

### **VPA 152 Fundamentals of Music Theory at the Piano II**

*(Formerly VPA 3562)*

*3 credits, 3 hours*

*Pre-requisite: VPA 151*

Fundamentals of Music Theory at the Piano II is designed to further develop a basic knowledge and practice of Music Theory as applied to the keyboard for students who

completed Fundamentals of Music at the Piano 1. Minor scales, augmented and diminished intervals and chords, musical forms, non-harmonic tones and more advanced keyboard harmony will be covered. Ear training and dictation will be included, as well as more advanced digital sampling.

#### **VPA 153 Music Theory**

(Formerly VPA 3558)

3 credits, 3 hours

The student will discuss the physics of sound; read notation; identify pitch, beat, rhythm; write major/minor triads; identify basic chord progressions; sing solfeggio exercises; sight read; identify pitch with a given octave; play scales; and coordinate reading and playing. Offered in English and Spanish.

#### **VPA 161 Chorus**

(Formerly VPA 3578)

1 credit, 3 hours

*Pre-requisite: 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.

#### **VPA 171 Introduction to Theater**

(Formerly VPA 3582)

3 credits, 3 hours

*Co-requisite: ENG 100 or higher or ESL 91 or higher*

The student will analyze, discuss, and define the nature, meaning, and components of theater, as well as the creative collaborations that contribute to its shape and effect. The course will include field trips and special projects.

#### **VPA 172 Play & Performance Analysis**

3 credits, 3 hours

*Pre/Co-requisite: ENG 100 or higher or ESL 91 or higher*

Students will examine plays to find production and performance values

as well as analyze for literary structure. Using a variety of plays, students will learn to investigate a script and this will assist them when acting, designing, and directing. This course empowers practitioners with analytical skills to enhance their artistic work. Students will examine various approaches to reading plays as dramatic texts and as the basis for production, focusing on elements such as structure, character, language, theme, and larger social significance. Students will present a final written and oral presentation of their own artistic interpretation of a specific play. This course is recommended for students planning to major in theater but all students can benefit from this course.

#### **VPA 174 Introduction to Film & TV**

3 credits, 3 hours

*Pre/Co-requisite: ENG 100 or higher or ESL 91 or higher*

This course will introduce students to various technical aspects of filmmaking from the practical, creative and problem-solving approaches to universal messages and timeless themes. Students are expected to learn basic terminology that applies to film and TV narrative structures, genres, styles, technological practices and theoretical imaginings for the purpose of discussing and writing about films in critical terms.

#### **VPA 181 Acting I (CE)**

(Formerly Theater Production)

(Formerly VPA 3598)

3 credits, 3 hours

*Co-requisite: ENG 100 or higher or ESL 91 or higher*

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 182 Movement for the Actor I: Theory and Practice**

(Formerly VPA 107)

3 credits, 3 hours

This course introduces the student to a diversity of movement influences such as mime, the Alexander Technique, the Suzuki training, and Anne Bogart's Viewpoints for the stage. Methods will be used to help the student connect physically, emotionally and mentally with the challenges of the dramatic text. The student will become familiar with the different theories as well as with the application of various methods.

#### **VPA 191 Speaking and Listening**

(Formerly VPA 3610)

3 credits, 3 hours

*Pre/Co-requisite: Only for ESL students*

This course is an introduction to phonological and phonemic awareness of American English language designed for Intermediate ESL students. Students will understand sound structure and further develop their listening, speaking, and reading skills by using readings in poetry and drama rhymes, auditory blending, segmentation, alliteration, and drilling exercises. Students will identify and manipulate the sounds of American English and will improve their pronunciation, enunciation, and auditory skills.

**This course is only for students for whom English is not their native language.**

#### **VPA 192 Fundamentals of Public Speaking (CE)**

(Formerly VPA 3612)

(Changed to COM 110 – Spring 2021)

3 credits, 3 hours

*Pre-requisite: ESL 35 or ESL 86*

*Co-requisite: ENG 91 or ESL 91*

The student will present introductions; present impromptu, extemporaneous, and manuscript speeches; perform exercises to improve public speaking technique;

limit topics; create outlines; and present informative and persuasive speeches, as well as speeches for special occasions.

### **VPA 193 Voice & Diction**

(Formerly VPA 3614)

3 credits, 3 hours

*Pre-requisite:* ESL 25 or ESL 82/84 or higher

*Co-requisite:* ESL 35 or ESL 86/88 or higher, ESL 91 or higher or ENG 10 or higher

The student will take a speech diagnostic test at the beginning of the course, and through individual and group exercises, demonstrate measurable improvement in speech production, diction, and pronunciation.

### **VPA 281 Acting II**

(Formerly VPA 206)

3 credits, 3 hours

*Pre-requisite:* VPA 3598 - Acting I

This course further develops the basic principles mastered in Acting I. The student will learn a diversity of exercises and improvisational work to expand the imagination and stimulate the instruments—an actor's body and mind—by increasing sensorial awareness, enabling each student to make specific and clear choices in becoming a truthful character on the stage. The emphasis will be on characterization through monologues and scene work.

### **VPA 282 Movement for the Actor II**

(Formerly VPA 207)

3 credits, 3 hours

*Pre-requisite:* VPA 107

*Co-requisite:* None

This course continues the work introduced in Movement for the Actor I. The student will be further challenged in a diversity of movement influences; methods and trainings will be used to help the student connect physically, emotionally, and mentally

with the challenges of the dramatic text and the development of a character. The student will become familiar with different theories as well as with application of various methods.

### **VPA 292 Advanced Public Speaking**

(Formerly VPA 3616)

3 credits, 3 hours

*Pre-requisite:* COM 110

*Co-requisite:* ENG 100 or higher or ESL 91 or higher

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.

## **WEB DESIGN**

### **WEB 101 Fundamentals of Web Design**

3 credits, 3 hours

*Pre-requisite:* ESL 35 or above

This course introduces Web design principles and basic programming techniques for developing effective and functional web sites. The course provides students with a foundation in the fundamentals of Internet technology and Web authoring using current Web authoring software. Course work will emphasize Web site structure and navigational models, practical and legal usability considerations, and performance factors related to using various types of media and tools such as hypertext markup language (HTML), cascading style sheets (CSS), dynamic HTML (DHTML) and scripting.

## **WOMEN AND GENDER STUDIES**

### **WGS 100 Women's and Gender Studies (USED)**

3 credits, 3 hours

*Pre-requisite:* ENG 110

An interdisciplinary course that draws on literature, history, psychology, science, economic and feminist theory. Introduction to Women's Studies examines cultural assumptions about gender (e.g., femininity, masculinity, sexual preference), promoting new ways for students to look at the construction of knowledge from woman-centered and feminist perspectives. Readings and written assignments emphasize women's diverse experiences (across races, religions, cultures and economic class), masculinity studies and gay studies. Topics include: woman's nature in myth and symbol; historical and cultural sources of gender oppression; the family circle; women and work; new visions for the future. At the end of the course, students will be able to discuss from both A theoretical and personal standpoint how and why one's gender shapes nearly all aspects of one's life; additionally, students will gain understanding of women's studies: its evolution, current debates within the field, and its application to other fields of study.

### **WGS 200 Gender and Work (WCGI)**

3 credits, 3 hours

*Pre-requisite:* ENG 111

This interdisciplinary liberal arts course examines gender equity in the world of work, broadly defined as what one does to earn income. Assignments emphasize feminist theory/gender studies and international perspectives on gender-related problems that women, in particular, encounter in employment—from factory work to politics to sex work/slavery. Through completion of a participatory civic engagement

project, students become involved with the goals and operations of feminist organizations in NYC that empower women and men, here and abroad. Additionally, through their civic engagement project, students can investigate avenues for field research and/or careers.

### **WGS 201 Women and Religious Experiences**

*3 credits 3 hours*

*Pre-requisite: ENG 111*

This course will study the religious and spiritual writings of women from a diversity of faiths and from many time periods to explore the ways in which women have subscribed to, challenged, subverted, reinterpreted, and sought to change patriarchal religious narratives. Have women been the passive, dominated subjects of religion? Has religion and spirituality offered a venue for access to power for women? Does religion reinforce patriarchal power structures or provide a space to rupture them? How do spiritual texts connect to other aspects of society—gender, sexuality, politics, class, family? If they connect, how do spiritual and religious texts impact these other realms of society? The course will seek answers to these questions by exploring three central concepts: Representations of the divine, the speech silence dichotomy, and politics and power.

### **WGS 223 / ENG 223 Women in Literature**

*3 Credits, 3 Hours*

*Pre-requisite: ENG 111*

This course features analysis of literature by well-known and lesser-known women writers emphasizing conventional and unconventional treatment of gender, including roles, stereotypes, and representations of sex and love. Studying feminist literary criticism about assigned texts, students will examine the interplay of gender, race, class, and sexuality in a writer's imaginative work. They will

also explore how gender-related cultural norms influence a writer's critical reception. By semester's end, students will demonstrate knowledge of women writers from a range of historical periods and cultures.

### **WGS 251 The Modern Female Detective Novel**

*3 credits 3 hours*

*Pre-requisite: ENG 111*

This class will familiarize students with the major elements of a particular genre through the study of representative works with a variety of topics and themes. Students will be introduced to the overall goal of deepening their understanding of the genre being studied. Students will read works both in terms of their own individual merits and their contribution to the genre. In addition, students will consider the relationship between form and theme in the genre, and any cultural/historical influences deemed worthy of being examined in relation to it. This course will also enhance student's critical understanding of the rules of a particular genre and how these contribute to the formulation of its predominant themes.

### **WGS 270 Special Topics on Women's and Gender Studies**

*3 credits, 3 hours*

*Pre-requisite: ENG 111*

This class will familiarize students with women's experiences and gender studies, women's and men's status, perspectives and accomplishments through emphasis on a particular field of study, specific topic/theme, geographical area, genre, or period of history. This course will promote awareness of the continued effects of gender discrimination / oppression by placing women and inclusive feminist scholarship at the center of the inquiry. Texts and assignments will provide students with analytical

tools for understanding gender socialization as it affects both women and men; additionally, readings and writing assignments will encourage students to question gendered assumptions that underlie traditional scholarship.

## **RADIOLOGIC TECHNOLOGY**

### **XRA 110 Radiography I**

*(Formerly XRA 5113)*

*2.5 credits, (3.5equated/ billable), 4.5 Hours*

*Pre-requisite: ENG 110*

*Co-requisite: XRA 113*

All students will analyze detailed information and case studies on the standard/basic radiographic projections of the body and perform them in the on-site energized laboratory. The students will identify, compare, and summarize the positioning terminology, radiographic principles, clinical indications, technical factors, shielding, patient and part position, central ray, collimation, anatomic markers, respiration, and radiographic criteria for each projection covered. The students will also synthesize what they have learned by performing the radiographic procedures in the lab and applying their critical thinking skills to evaluate and correct the images produced using nationally established radiographic criteria for image analysis.

### **XRA 111 Radiologic Science I**

*2.5 credits, (3.5equated/ billable),*

*4.5 Hours*

*Pre-requisites: ENG 110 and MAT 105*

*Co-requisites: XRA 112*

This course introduces students to the fundamentals of analog and digital radiography, which includes performance of hands-on lab exercises. In the lecture part of the course, students will discriminate between analog and digital receptor components and identify steps in the in imaging processing of both

systems. In the lab component for the course, the students will synthesize the theoretical knowledge gained in lectures by forming collaborative hands-on lab exercises. Critical thinking skills will be required to evaluate and correct image technical factors.

### **XRA 112 Radiologic Physics**

(Formerly XRA 5217)

2 credits, (3 equated/ billable), 3 Hours

Pre-requisites: ENG 110; MAT 105

Co-requisites: XRA 111

All students will be introduced to the principles of radiation, fundamentals of applied mathematics, radiologic units of measurement, and a brief history on the discovery of x-rays. Students will demonstrate an understanding of the basic components of the atom and will be able to identify the structure of matter. Principles of electromagnetic radiation, particulate radiation, electricity and magnetism will be differentiated. Upon conclusion of the course, students will illustrate knowledge of the basic circuits, generators, motors, transformers, timers and rectifiers. Components of the x-ray tube and the production and emission of x-radiation will be examined. Basic radiation safety and exposure practices will be introduced and students will be able to examine the five interactions of radiation with matter.

### **XRA 113 Radiographic Anatomy I**

(Formerly XRA 5115)

2 credits, (3 equated/ billable), 3 Hours

Co-requisite: XRA 110

This course is the study of skeletal anatomy excluding the skull. Emphasis is placed on the relationship between bony structures. Students will learn to identify bony landmarks relevant to radiographic positioning. Classes will stress the importance of identifying radiographic anatomy that correlates to radiographic images taught in XRA 110, Radiography 1. Gross Anatomy will be

taught for the head, neck, chest, and abdomen/pelvis.

### **XRA 114 Professional Practice Issues in Diagnostic Imaging**

(Formerly XRA 5112)

2 credits, 3 hours lecture

Pre-requisite: ENG 110

Co-requisite: HLT 124

The student will identify professional practice issues in medical imaging in the context of the contemporary health care environment. Students will be introduced to the profession, communication practices, patient care and safety, infection control, asepsis, vital signs and basic concepts of personal and radiation safety.

### **XRA 120 Radiography II**

(Formerly XRA 5118)

2.5 credits, 3 hours lecture, 1.5 hours lab

Pre-requisite: XRA 110

Co-requisite: XRA 123

All students will analyze detailed information and case studies on the special/advanced radiographic projections of the body and skull and perform them in the on-site energized laboratory. The students will identify, compare, and summarize the positioning terminology, radiographic principles, clinical indications, technical factors, shielding, patient and part position, central ray, collimation, anatomic markers, respiration, and radiographic criteria for each projection covered. The students will also synthesize what they have learned by performing the radiographic procedures in the lab and applying their critical thinking skills to evaluate and correct the images produced using nationally established radiographic criteria for image analysis.

### **XRA 121 Radiologic Science II & Lab**

(Formerly XRA 5116)

2.5 credits, 3 hours lecture, 1.5 hours lab

Pre-requisite: XRA 111

The student will identify the advanced concepts of radiographic

exposure, preparation, and use of technique charts, and be introduced to radiographic equipment calibration.

### **XRA 122 Radiation Protection**

(Formerly XRA 5121)

2 credits, 3 hours lecture

Pre-requisites: XRA 111; XRA 112

Co-requisite: XRA 121

This course is designed to familiarize the student with the proper techniques to ensure maximum safety of patients, personnel, and equipment. Current and historical issues related to radiation protection will be discussed. Topics highlighted during the course include: Types and sources of radiation, interaction of x-ray with matter, radiation quantities and units, radiation monitoring, dose limits for exposure to ionizing radiation, equipment design for radiation protection, management of patient radiation dose, management of personnel radiation dose and radioisotopes and radiation protection.

### **XRA 123 Radiographic Anatomy II**

(Formerly XRA 5120)

1 credit, 1.5 hours lecture

Pre-requisite: XRA 113

Co-requisite: XRA 120

This course is designed to familiarize the student with bony skull anatomy. The student will be able to identify the anatomy, surface landmarks and baselines of the skull using diagrams, handouts and radiographs. The course will prepare students for XRA 120 Radiography 2. In addition, cross-sectional anatomy of the head, neck, chest, abdomen and pelvis will be taught using diagrams, handouts and radiographic images. The student will learn basic cross-sectional anatomy to prepare them for Computed Tomography and Magnetic Resonance Imaging.

**XRA 124 Contrast Media**

1 credit, 1.5 hours lecture

Pre-requisites: XRA 110; XRA 111

The student will identify the composition and uses for contrast media. Radiographic procedures, positioning and pathology involving the digestive system, biliary tract and urinary system will be looked at in detail.

**XRA 129 Clinical Radiography I**

(Formerly XRA 5122)

2 credits (3.0 equated/billable), 16 hours hospital practice.

Pre-requisites: XRA 110; XRA 111

Co-requisite: XRA 122

Clinical Radiography I prepares radiography students to perform radiologic procedures on patients with direct technologist supervision. Students will apply radiation protection and standard precautions in the production of radiographs in a healthcare setting while adhering to ARRT legal and ethical guidelines. Students will learn basic Chest and Abdominal Radiography. Basic patient care skills, critical thinking and effective communications skills will be emphasized. Four clinical competencies are required.

**XRA 139 Clinical Radiography II**

(Formerly XRA 5123)

3 credits (12 equated/billable), 40 hours hospital practice.

Pre-requisites: XRA 122; XRA 129

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

**XRA 210 Radiation Biology**

1 credit, 1.5 hours lecture

Pre-requisites: XRA 122

Co-requisites: BIO 230

The student will identify the biological effects of radiation. This course will cover cell biology, biological interactions, tissue, system and total body responses to

radiation. The effects of radiation to humans and populations will also be looked at.

**XRA 211 Advanced Procedures I**

1 credit, 1.5 hours lecture

Pre-requisites: XRA 120; XRA 124

The student will identify radiographic procedures involving surgical and special procedures for, but not limited to, Angiography, Venography, Myelography, Arthrography and hysterosalpingograms. Pharmacology, pediatrics and geriatric radiography will also be studied. Topics may be revised to keep up with the latest advances in radiological sciences.

**XRA 219 Clinical Radiography III**

(Formerly XRA 5214)

2.5 credits (6 equated/billable), 24 hours hospital practice

Pre-requisite: XRA 139

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

**XRA 220 Pathology**

2 credits, 3 hours lecture

Pre-requisites: XRA 210; BIO 230

Co-requisites: BIO 240

The student will identify the application of radiologic technology to pathological conditions. The condition of specific organs and systems will be studied. How diseases start and progress, and how they appear on radiographs studied.

**XRA 221 Advanced Procedures II**

(Formerly XRA 5218)

1 credit, 1.5 hours lecture

Pre-requisites: XRA 211

The student will identify those radiographic examinations involving digital imaging modalities and the specialized equipment required for, but not limited to, CT, MRI, digital

radiography and digital image processing. Topics may be revised to keep abreast with the latest advances in the radiological sciences.

**XRA 222 Applied Quality Assurance**

(Formerly XRA 5317)

2 credits, 1.5 hours lecture, 1.5 hours lab

Pre-requisites: XRA 121; XRA 112

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.

**XRA 229 Clinical Radiography IV**

(Formerly XRA 5219)

2.5 credits (6 equated/billable), 24 hours hospital practice

Pre-requisites: XRA 219

The student will perform the advanced radiographic procedures under the direct supervision of a qualified radiologic technologist.

**XRA 230 Senior Seminar**

(Formerly XRA 5216)

2 credits (6 equated/billable), 16 hours

Co-requisites: XRA 239

This course is restricted to senior Radiologic Technology students and incorporates many aspects of the profession including emerging technologies. The goal of this course is to facilitate acquisition of the essential skills necessary to assist students adapt to the workplace environment. It was developed to enhance patient care skills in preparation for employment in various types of healthcare facilities. Required simulations and competencies include: CPR, venipuncture, medical emergencies, pharmacology, vital signs and infection control leading to a certificate of competence. Students are required to compile an oral case study presentation to better understand their patients. The major focus of this course is to assist students better integrate the

didactic portion of the program with the clinical experience using simulated comprehensive exams. Resume writing and interviewing techniques will be included.

**XRA 239 Clinical Radiography V**

*(Formerly XRA 5220)*

*2.5 credits (6 equated/billable), 24 hours  
hospital practice*

*Pre-requisites: XRA 229*

The student will perform the advanced radiographic procedures under the direct supervision of a qualified radiologic technologist.



## **ACADEMIC POLICIES**

### **Hostos General Education Core Competencies**

#### **Category A: Skills**

*This category addresses fluency in reading, writing, and oral communication; mastery of the basic principles of logical, mathematical, and scientific reasoning; and literacy in information resources and learning technologies.*

- A1.** Utilize deductive and inductive reasoning skills with special emphasis on problem-solving, analysis and clarity of understanding.
- A2.** Develop the acts of speaking, reading, listening, and writing; demonstrate the act of speaking and synthesizing information correctly and effectively with the ability to use context-appropriate vocabulary and communication technology; parse lectures, text, and other educational material.
- A3.** Distinguish factual information from subjective opinion; consider informational origin in analyzing relevance in order to represent content in a clear, succinct and logical manner.

#### **Category B: Subject Area Knowledge**

*This category addresses discipline-specific academic literacy. The category stresses mastery of the core concepts, principles, and methods in the various disciplines students will encounter in their programs at the College.*

- B1.** Demonstrate knowledge of defining principles and canonical ideas in arts and humanities; cultural and historical studies; social and behavioral sciences; and the mathematical, physical, and life sciences.
- B2.** Make meaningful interdisciplinary connections, recognizing that subject area knowledge may go beyond a particular course.

#### **Category C: Synthesis and Application**

*This category addresses logical analysis and synthesis of information and ideas from multiple sources and perspectives. The student's acquisition of knowledge should be considered, as well as the integration of different forms of knowledge and ability to apply it to the student's intellectual, personal, professional and community experience.*

- C1.** Access and identify the information necessary and appropriate to the production of projects, such as course papers, reports, and portfolios.
- C2.** Demonstrate awareness of different types of evidence and apply this evidence appropriately to a task.
- C3.** Organize, analyze, evaluate, and treat information critically in order to use and present it in a cohesive and logical fashion.

**C4.** Interpret data and observations; comprehend research material. Be able to present and explain conclusions.

**C5.** Identify and analyze relevant aspects of natural and ecological realities and apply the knowledge obtained to human and environmental challenges.

#### **Category D: Global Citizenship**

*This category addresses the application of the principles of ethics and governance to the larger society, one's immediate community, and to individual conduct on campus and in society. It addresses valuing the diversity of human experience and recognizing our common human heritage and the interconnectedness in the region, the nation, and the world.*

- D1.** Demonstrate the ability to reason ethically and to apply ethical principles in making decisions.
- D2.** Exhibit an appreciation, understanding, acceptance and respect for human differences.
- D3.** Develop an ability to participate with self-awareness when interacting as a member of diverse local and global communities.
- D4.** Develop and demonstrate leadership, interpersonal relationship skills and an ability to interact with others espousing different views.
- D5.** Develop and demonstrate an understanding of the various ways human societies' value and interact with their natural surroundings.

## **POLICY ON ACADEMIC STANDARDS**

### **Probation, Dismissal, Appeals, Readmission Academic Standards and Satisfactory Academic Progress**

The following table indicates the minimum cumulative index (Grade Point Average) that must be earned at specific levels of credits attempted and the satisfactory rate of progress expected in each block of credits attempted:

Students who have fewer than 25 credits must meet the cumulative GPA standards stated below:

- Students will automatically be placed on probation the semester their cumulative GPA is equal to or below the standard for the number of credits attempted. A Registration HOLD will be placed in CUNY First.
- Students on probation will automatically be dismissed if their second/probation semester cumulative GPA continues below the standard for the number of credits attempted.

- Students on probation who achieve a semester GPA at or above satisfactory progress level will automatically remain on probation but are not subject to dismissal.

Credits Attempted	Min. Cumulative GPA	Probation Cumulative GPA	Satisfactory Progress
0-12.5	1.50	1.49	1.51
13-24.5	1.75	1.74	1.76

Students who have 25 or more credits must maintain a minimum cumulative GPA of 2.00

- Students will automatically be placed on probation the semester their cumulative GPA is equal to or less than 1.999.
- Students on probation will automatically be dismissed if their second/probation semester cumulative GPA is less than or equal to 1.999.
- Students on probation who achieve a semester GPA of 2.01 or above will automatically remain on probation but are not subject to dismissal.

#### **Reinstatement for Students Subject to Dismissal:**

Students who are dismissed due to unsatisfactory academic progress may appeal their status during the appropriate time period to the Academic Standards Committee through the Office of the Dean of Students. Students who have been academically dismissed and are seeking reinstatement from a leave of absence must first schedule an appointment with an appeal representative for a mandatory orientation session. Upon completion of the orientation session, a student may submit an appeal to the Office of the Dean of Students. Appeals must be submitted no later than 14 days prior to the first day of registration.

#### **Grade Appeals**

Students have the right to appeal a grade when they believe that the grade was based on factors other than the student's academic performance in the course. The process for filing a grade appeal is as follows:

1. The student must present written proof or justification to his/her Instructor that he/she deserves a grade change. If the request for a change of grade is denied then the student can submit her appeal to the academic program coordinator.
2. The second level involves a meeting with the Academic Program Coordinator. The student must submit a written report of his/her meeting with the instructor to the

Coordinator. If the Program Coordinator feels that there is sufficient cause to appeal a grade, then the Program Coordinator will initiate the appeal and forward the appeal to the Chairperson. If the department denies the appeal, then the student can submit his/her appeal to the academic department chairperson.

3. The third level involves a meeting with the Academic Department Chairperson. In this case, the Chairperson will review the appeal and all pertinent documents available – grade rosters, copies of papers and exams – and determine whether the appeal can be granted or not. Once a ruling has been made, the case should be considered closed. If the department denies the appeal, then the student can submit his/her appeal to the Academic Standard Committee.

For additional information, please visit the following website.

<http://www.hostos.cuny.edu/Administrative-Offices/SDEM/Student-Life/Academic-Standards-and-Appeals/Grade-Appeals>

#### **POLICY ON PRIOR LEARNING ASSESSMENT AND THE AWARD OF CREDIT FOR PRIOR LEARNING**

Hostos Community College recognizes that collegiate-level learning may take place outside the college classroom or laboratory and still be relevant to Hostos degree programs, and consistent with Hostos academic policies, standards, and mission. Students may apply to the college to receive credit for knowledge and skills gained from such experience. It is important to understand that credit is never awarded for experience alone, but for the demonstration that the student has achieved college-level learning as a result of the experience. Students are expected to articulate and demonstrate their college-level learning and to participate actively in the evaluation process.

In order for credit for prior learning to be awarded:

- Career/work-based/life experience directly aligns with the learning objectives of courses taught at Hostos Community College.
- Career/work-based/life experience is verifiable and documented
- The student is able to demonstrate relevant learning outcomes

- The student's career/work-based/life experience is evaluated by the department and determined to be aligned with the learning outcomes for comparable HCC course(s)

Limitations:

- Credit can only be awarded once for the same learning within a student's degree.
- Maximum award credit for career/work-based/life experience is six (6) credits per degree program.
- Maximum award credit for physical education courses is one (1) credit.

**CUNY'S POLICY ON ACADEMIC INTEGRITY**

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein.

**I. Definitions and Examples of Academic Dishonesty Cheating**

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.
- Giving assistance to acts of academic misconduct dishonesty.
- Fabricating data (all or in part).
- Submitting someone else's work as your own.
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots,

computers or other technologies to retrieve or send information.

**Plagiarism**

Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

Internet Plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and 'cutting & pasting' from various sources without proper attribution.

Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student. The following are some examples of obtaining an unfair advantage, but by no means is it an exhaustive list:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student's work.

**Falsification of Records and Official Documents**

The following are some examples of falsification, but by no means is it an exhaustive list:

- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

Adapted with permission from Baruch College. A Faculty Guide to Student Academic Integrity. The Baruch College document includes excerpts from University of California's web page entitled, The Academic Dishonesty Question: A guide to an Answer through Education, Prevention, Adjudication and Obligation' by Prof. Harry Nelson.

## II. Methods For Promoting Academic Integrity

- Orientation sessions for all new faculty (full and part-time) and students should incorporate a discussion of academic integrity. Packets containing information explaining the policy, the procedures that are in place and examples of infractions should be distributed. These packets should be readily available, throughout the academic year, in the appropriate offices of the college and the locations of those offices should be widely publicized. Colleges using additional resources to detect plagiarism should publicize these resources widely.
- All college catalogs, student handbooks, and college websites should include the CUNY and college academic integrity policy and the consequences of not adhering to it. The policy on Academic Integrity, as adopted by the Board, shall be distributed to all students. All syllabi and schedules of classes should make reference to the CUNY and college's academic integrity policy and where they are published in full.
- A "Faculty Report" form should be used throughout the University to report incidents of suspected academic dishonesty. (Sample attached). It is strongly recommended that the faculty member should report all such incidents by completing and submitting the form to the Chief Student Affairs Officer, the Academic Integrity Committee if the college has established one (see recommendation below), or other appropriate academic integrity official whom the college may designate (collectively referred to hereinafter as the 'Academic Integrity Official'). A follow-up form should be submitted to the student's academic integrity file by the adjudicating person or body once the suspected incident has been resolved pursuant to one of the methods described below. Although forms need not be uniform across the University, they need to be uniform within each college. The form should provide at least minimal information such as the name of the instructor and student, course name and number, date of incident, explanation of incident and the instructor's telephone/email

contact information; it should be easy to use and process. Except as otherwise provided in the CUNY Procedures, the Academic Integrity Official of each college should retain the forms for the purposes of identifying repeat offenders, gathering data, and assessing and reviewing policies.

- CUNY will develop a website on Academic Integrity. This site will include suggestions for faculty, students and administrators to reduce cheating or plagiarism, resources on academic integrity and links to relevant sites. Future plans also include the development of an online training program to raise awareness about academic integrity.
- The Committee recommends that this CUNY Policy on Academic Integrity, dated Spring 2004, be adopted by the Board of Trustees.
- Colleges should adopt the "PEN" (Pending) grade to facilitate the implementation of the Procedures for Imposition of Sanctions. This grade already exists in the University's Glossary of Grades.
- Colleges may wish to consider issuing a Student Guide to Academic Integrity. An excellent example is a document that students at Baruch College developed called 'Student Guide to Academic Integrity at Baruch College'. The Guide is in its final stages of approval.
- Each college should consider joining the Center for Academic Integrity.
- Colleges should consider subscribing to an electronic plagiarism detection service. Any college that does subscribe must notify every student each semester of the fact that such a service is available for use by the faculty.
- Colleges should consider establishing an Academic Integrity Committee, to serve in lieu of grade appeals committees in cases of academic dishonesty, which would hear and decide contested grade reductions that faculty members award because of student's violations of the Academic Integrity Policy and collect and maintain separate files of Faculty Report forms of suspected and adjudicated violations of the Academic Integrity Policy.
- Establish a mechanism for preventing students from dropping a class in order to avoid an investigation and/or imposition of a sanction for a violation of academic integrity.

### **III. Procedures for Imposition of Sanctions for Violations of CUNY Policy on Academic Integrity**

#### **A. Introduction**

As a legal matter, in disciplining students for violations of policies of academic integrity, CUNY, as a public institution, must conform to the principles of due process mandated by the Fourteenth Amendment to the United States Constitution –generally speaking, to provide notice of the charges and some opportunity to be heard. In the context of court-litigated violations, questions as to how much and what kind of process was “due” turn on the court’s judgment whether the decision on culpability was “disciplinary” (a question of fact) or “academic” (a question of the instructor’s expert judgment). This distinction has proved difficult to apply on campus. Accordingly, these procedures provide for alternative approaches depending on the severity of the sanction(s) being sought. If the instructor desires solely an “academic” sanction, that is, a grade reduction, less process is due than if a “disciplinary” sanction, such as suspension or expulsion, is sought.

A faculty member who suspects that a student has committed a violation of the CUNY or the college Academic Integrity Policy, shall review with the student the facts and circumstances of the suspected violation whenever possible. The decision whether to seek an academic sanction only, rather than a disciplinary sanction or both types of sanctions, will rest with the faculty member in the first instance, but the college retains the right to bring disciplinary charges against the student. Among the factors the college should consider in determining whether to seek a disciplinary sanction are whether the student has committed one or more prior violations of the Academic Integrity Policy and mitigating circumstances if any. It is strongly recommended that every instance of suspected violation should be reported to the Academic Integrity Official on a form provided by the college as described in the third Recommendation for Promoting Academic Integrity, above. Among other things, this reporting will allow the college to determine whether it wishes to seek a disciplinary sanction even where the instructor may not wish to do so.

#### **B. Procedures In Cases Where The Instructor Seeks An Academic Sanction Only**

##### **1. Student Accepts Guilt and Does Not Contest The Academic Sanction**

If the faculty member wishes to seek only an academic sanction (i.e., a reduced grade\* only), and the student does not contest either his/her guilt or the particular reduced grade the faculty member has chosen, then the student shall be given the reduced grade, unless the college decides to seek a disciplinary sanction, see Section I above and IV below. The reduced grade may apply to the particular assignment as to which the violation occurred or to the course grade, at the faculty member’s discretion. \*A reduced grade can be an “F,” a “D-,” or another grade that is lower than the grade that would have been given but for the violation.

##### **2. Student Denies Guilt and/or Contests the Academic Sanction**

If the student denies guilt or contests the particular grade awarded by the faculty member, then the matter shall be handled using the college’s grade appeals process, including departmental grading committees where applicable, or the Academic Integrity Committee. In either case, the process must, at a minimum, provide the student with an opportunity to be heard and to present evidence.

#### **C. Procedures In Cases Where A Disciplinary Sanction Is Sought**

If a faculty member suspects a violation and seeks a disciplinary sanction, the faculty member shall refer the matter to the college’s Academic Integrity Official using the Faculty Report form, as described in the third Recommendation for Promoting Academic Integrity above, to be adjudicated by the college’s Academic Integrity Committee under Article 15 of the CUNY Bylaws. As provided for therein, the Faculty-Student Disciplinary may, among other things, investigate, conciliate, or hear evidence on cases in which disciplinary charges are brought\*. Under certain circumstances, college officials other than the Academic Integrity Committee may seek disciplinary sanctions following the procedures outlined above. For the reasons discussed in Item IV below, if a reduced grade is also at issue, then that grade should be held in abeyance, pending the Faculty-Student Disciplinary Committee’s action.

#### **D. Procedures In Cases In which Both A Disciplinary And An Academic Sanction Are Sought**

If a faculty member or the college seeks to have both a disciplinary and an academic sanction imposed, it is not advisable to proceed on both fronts simultaneously less inconsistent results ensue. Thus, it is best to begin with the disciplinary proceeding seeking imposition of a disciplinary sanction and await its outcome before

addressing the academic sanction. If the Faculty-Student Disciplinary Committee finds that the alleged violation occurred, then the faculty member may reflect that finding in the student's grade. If the Faculty-Student Disciplinary Committee finds that the alleged violation did not occur, then no sanction of any kind may be imposed. The decision whether to pursue both types of sanctions will ordinarily rest with the faculty member. \*Typically, disciplinary sanctions would be sought in cases of the most egregious, or repeated, violations, for example: infraction in ways similar to criminal activity (such as forging a grade form; stealing an examination from a professor or a university office; or forging a transcript); having a substitute take an examination or taking an examination for someone else; sabotaging another student's work through actions designed to prevent the student from successfully completing an assignment; dishonesty that affects a major or essential portion of work done to meet course requirements. [These examples have been taken from a list of violations compiled by Rutgers University]

## **E. Reporting Requirements**

### **1. By The Faculty Member To The Academic Integrity Official**

In cases where a violation of academic integrity has been found to have occurred (whether by admission or a fact-finding process), the faculty member should promptly file with the Academic Integrity Official a report of the adjudication in writing on a Faculty Report form (see sample attached) provided by the college as described above. The Academic Integrity Committee shall maintain a confidential file for each student about whom a suspected or adjudicated violation is reported. If either the grade appeals

process or the Faculty-Student Disciplinary Committee finds that no violation occurred, the Academic Integrity Official shall remove and destroy all material relating to that incident from the student's confidential academic integrity file. Before determining what sanction(s) to seek, the faculty member or the Academic Integrity Official may consult the student's confidential academic integrity file, if any, to determine whether the student has been found to have previously committed a violation of the Academic Integrity Policy, the nature of the infraction, and the sanction imposed or action taken.

### **2. By the Academic Integrity Committee To the Faculty Member**

Where a matter proceeds to the Faculty-Student Disciplinary Committee, the Academic Integrity Official shall promptly report its resolution to the faculty member and file a record of the resolution in the student's confidential academic integrity file, unless, as indicated above, the suspected violation was held to be unfounded, in which case all reporting forms concerning that suspected violation shall be destroyed.

**Eugenio María de Hostos Community College**  
**Faculty Report Form for Suspected and/or**  
**Adjudicated Incidents of Academic Dishonesty**

It is necessary to complete this form to report any instance of suspected and/or adjudicated academic dishonesty. Make a copy for your records and forward the original, along with copies of all available supporting documentation, to the:

**Academic Integrity Official** (Dean of Students, Johanna Gomez)

Instructor Name: \_\_\_\_\_ Dept.: \_\_\_\_\_

Tel. No.: \_\_\_\_\_ Email: \_\_\_\_\_

Course: \_\_\_\_\_ Section: \_\_\_\_\_ Semester: \_\_\_\_\_

Student Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_

Date of Incident: \_\_\_\_\_ Type of Incident:  Cheating  
 Plagiarism  
 Other

Explanation of the Incident:

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Did the student admit to the charge of cheating, plagiarism or other act of academic dishonesty? Yes \_\_\_ No \_\_\_

Explanation:

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Have you resolved the matter informally? Yes \_\_\_ No \_\_\_

If yes, how?  A failing grade on the exam/paper  
 A failing final grade  
 Other (please explain)

If no, do you advocate further action by the college? Yes \_\_\_ No \_\_\_

Referral to the Academic Integrity Subcommittee of the Academic Standards Committee  
 Referral to Faculty Student Disciplinary Committee

Signature of Faculty Member \_\_\_\_\_ Date \_\_\_\_\_

Adjudication \_\_\_\_\_

Signature of Adjudicator \_\_\_\_\_

Based on samples compiled by Baruch College, Hunter College and Queensborough Community College

## **PROCEDURES FOR HANDLING STUDENT COMPLAINTS ABOUT FACULTY CONDUCT IN ACADEMIC SETTINGS**

### **I. Introduction:**

The University and its Colleges have a variety of procedures for dealing with student-related issues, including grade appeals, academic integrity violations, student discipline, disclosure of student records, student elections, sexual harassment complaints, disability accommodations, and discrimination. One area not generally covered by other procedures concerns student complaints about faculty conduct in the classroom or other formal academic settings. The University respects the academic freedom of the faculty and will not interfere with it as it relates to the content or style of teaching activities. Indeed, academic freedom is and should be of paramount importance. At the same time the University recognizes its responsibility to provide students with a procedure for addressing complaints about faculty treatment of students that are not protected by academic freedom and are not covered by other procedures. Examples might include incompetent or inefficient service, neglect of duty, physical or mental incapacity and conduct unbecoming a member of the staff.

**II. Determination of Appropriate Procedure:** If students have any questions about the applicable procedure to follow for a particular complaint, they should consult with the chief student affairs officer. In particular, the chief student affairs officer should advise a student if some other procedure is applicable to the type of complaint the student has.

**III. Informal Resolution:** Students are encouraged to attempt to resolve complaints informally with the faculty member or to seek the assistance of the department chairperson or campus ombudsman to facilitate informal resolution.

**IV. Formal Complaint:** If the student does not pursue informal resolution, or if informal resolution is unsuccessful, the student may file a written complaint with the department chairperson, or if the chairperson is the subject of the complaint, with the academic dean or a senior faculty member designated by the college president. (This person will be referred to below as the Fact Finder). Only students in a faculty member's class or present in another academic setting where the alleged conduct occurred may file complaints against that faculty member.

- A. The complaint shall be filed within 30 calendar days of the alleged conduct unless there is good cause shown for delay, including but not limited to delay caused by an attempt at informal resolution. The complaint shall be as specific as possible in describing the conduct complained of.
- B. The Fact Finder shall promptly send a copy to the faculty member about whom the complaint is made, along with a letter stating that the filing of the complaint does not imply that any has occurred and that a faculty member must not retaliate in any way against a student for having made a complaint. If either the student or the faculty member has reason to believe that the department chairperson may be biased or otherwise unable to deal with the complaint in a fair and objective manner, he or she may submit to the academic dean or the senior faculty member designated by the College president a written request stating the reasons for that belief; if the request appears to have merit, that person may, in his or her sole discretion, replace the department chairperson as the Fact Finder. The chairperson may also submit a written request for recusal for good cause to the academic dean or senior faculty member designated by the college president to review such requests. If a recusal request is granted, a different department chairperson shall conduct the investigation, or, if not other chairperson is available, an administrator designated by the college president shall serve in the chairperson's stead. Further, the college president may re-assign investigations as necessary, including but not limited to situations in which a Fact Finder has not completed an investigation in a timely manner. In addition, during any time that no department chairperson is available to investigate a complaint, the college president may assign an administrator to investigate.
- C. The Fact Finder shall meet with the complaining student and faculty member, either separately or together, to discuss the complaint and to try to resolve it. The Fact Finder may seek the assistance of the campus ombudsman or other appropriate person to facilitate informal resolution.



- D. If resolution is not possible, and the Fact Finder concludes that the facts alleged by the student, taken as true and viewed in the light most favorable to the student, established that the conduct complained of is clearly protected by academic freedom, he or she shall issue a written report dismissing the complaint and setting forth the reason for dismissal and send a copy to the complaining student, the faculty member, the chief academic officer and the chief student affairs officer. Otherwise, the Fact Finder shall conduct an investigation. The Fact Finder shall separately interview the complaining student, the faculty member and other persons with relevant knowledge and information and shall also consult with the chief student affairs officer and, if appropriate, the college ombudsman. The Fact Finder shall not reveal the identity of the complaining student and the faculty member to others except to the extent necessary to conduct the investigation.

If the Fact Finder believes it would be helpful, he or she may meet again with the student and faculty member after completing the investigation in an effort to resolve the matter. The complaining student and the faculty member shall have the right to have a representative (including a union representative, student government representative or attorney) present during the initial meeting, the interview and any post-investigation meeting.

- E. In cases where there is strong preliminary evidence that a student's complaint is meritorious and that the student may suffer immediate and irreparable harm, the Fact Finder may provide appropriate interim relief to the complaining student pending the completion of the investigation. The affected member may appeal such interim relief to the chief academic officer.
- F. At the end of the investigation, the Fact Finder shall issue a written report setting forth his or her findings and recommendations, with particular focus on whether the conduct in question is protected by academic freedom, and send a copy to the complaining student, the faculty member, the

chief academic officer and the chief student affairs officer. In ordinary cases, it is expected that the investigation and written report should be completed within 30 calendar days of the date the complaint was filed.

#### **V. Appeals Procedure:**

If either the student or the faculty member is not satisfied with the report of the Fact Finder, the student or faculty member may file a written appeal to the chief academic officer within 10 calendar days of receiving the report, which time period may be extended for good cause shown. The chief academic officer shall convene and serve as the chairperson of an Appeals Committee, which shall also include the chief student affairs officer, two faculty members elected annually by the faculty council or senate and one student elected annually by the student senate. The Appeals Committee shall review the findings and recommendations of the report, with particular focus on whether the conduct in question is protected by academic freedom. The Appeals Committee shall not conduct a new factual investigation or overturn any factual findings contained in the report unless they are clearly erroneous. If the Appeals Committee decides to reverse the Fact Finder in a case where there has not been an investigation because the Fact Finder erroneously found that the alleged conduct was protected by academic freedom, it may remand to the Fact Finder for further proceedings. The committee shall issue a written decision within 20 Calendar days of receiving the appeal. A copy of the decision shall be sent to the student, the faculty member, the department chairperson and the president.

#### **VI. Subsequent Action:**

Following the completion of these procedures, the appropriate college official shall decide the appropriate action, if any, to take. For example, the department chairperson may decide to place a report in the faculty member's Personnel file or the president may bring disciplinary charges against the faculty member. Disciplinary charges may also be brought in extremely serious cases even though the college has not completed the entire investigative process described above; in that case, the bringing of disciplinary charges shall automatically suspend that process. Any action taken by a college must comply with the bylaws of the University and the collective bargaining agreement between the University and the Professional Staff Congress.

## VII. Campus Implementation:

Each campus shall implement these procedures and shall distribute them widely to administrators, faculty members and students and post them on the college website.

*Approved by the Board of Trustees on April 26, 2010, effective May 1, 2010*

### **STUDENT GRIEVANCE PROCESS**

#### **Student Grievance with another Student**

All students are expected to act professionally at all times, respecting each other, staff, faculty and the campus. Students are given the responsibility to make sure that they comply with all rules and regulations set forth by the school in order to maintain a safe, clean, and respectful academic community here at Hostos Community College. Should a student feel that his/her learning environment has been compromised by another student, he/she has the right to file a Student Complaint with the Office of Student Life, located in D-101. The grievance process against another student is as follows:

1. Fill out a [Student Grievance Form](#)
  - a. This form will detail the grievance as well as all parties involved, including the student(s) the grievance is against as well as any witness to the grievance if any.
  - b. This form gives the student the chance to write out his/her account of the grievance. We ask that students be as detailed as possible in their description of the grievance. However, a staff member from the Office of Student Life will interview the student to make sure all details are accounted for.
2. Once the student has filed the complaint and has spoken to the appropriate staff member (Student Life Specialist or designee) in the Office of Student Life, the Student Life Specialist will initiate the fact-finding process, contacting the other student(s) involved in the grievance including witnesses, if any.
  - a. These students will be asked to meet with the Student Life Specialist to be interviewed in the Office of Student Life regarding the grievance.
  - b. These students will fill out a Statement Form detailing his/her account of the grievance.
3. When all fact-finding has concluded, the Student Life Specialist will evaluate the

grievance, and make the decision on whether the grievance can be closed or further investigation is needed.

- a. When a grievance is closed, the Student Life Specialist will notify all students involved by e-mail and/or mail.
- b. If a grievance needs further investigation, the grievance may be referred to the Dean of Student Life for further assessment.

For additional information, please visit the following website:

<http://www.hostos.cuny.edu/Administrative-Offices/SDEM/Student-Life/Student-Grievance-Process>

### **The City University of New York Medical Withdrawal and Re-entry Policy and Procedures Governing Student Behavior that Presents a Direct Threat of Harm to Self or Others or Substantially Disrupts the Learning or Working Environment of Others**

#### **I. Introduction**

The City University of New York ("CUNY") is committed to the academic success and personal growth of its students. As part of that commitment, CUNY and its constituent campuses are responsible for providing a safe learning and working environment for students, faculty, staff and other members of the University community. Some students may, because of a medical condition, engage in behavior that presents a direct threat of harm to themselves or to others, or substantially disrupts the learning or working environment of others. In such situations, the safety and security of the campus community, including the individual student, is paramount. This policy does not replace or supersede reasonable and appropriate security and health and safety measures, such as calling 911 or taking other immediate action in case of imminent threat to life or limb.

In addition to taking action to protect the security and safety of the campus community, a college may address the student's conduct to determine if action under this policy or under the student disciplinary process is appropriate. When a student's conduct that directly Threatens or substantially disrupts the learning or working environment of others appears to

relate to a medical condition, the campus may, at its option, address the student's conduct either in accordance with this policy, or through the student disciplinary process. If the student's conduct constitutes a threat solely to him or herself, it should be addressed under this policy rather than the disciplinary process.

## II. Policy

- a. As an alternative to disciplinary action that may be taken under Article XV of CUNY's Bylaws, a college of CUNY may bring a proceeding to require a student to withdraw from the University, or, under some circumstances, the student's home college and/or from residence in a college residence hall under this withdrawal policy and procedures when the student's behavior evidences a direct threat of harm to others, or when the student's behavior substantially disrupts the learning or working environment of others. A direct threat means a significant risk of harm to health or safety.
- b. A student who threatens to commit or attempts to commit suicide, and who does not otherwise threaten direct harm to others or substantially disrupt the learning or working environment of others, shall not be subject to disciplinary action for that threat or attempt under Article XV of the CUNY's Bylaws. If a college determines that withdrawal of the student or retention of the student subject to specified conditions is appropriate because the student's behavior threatens direct harm to him or herself, the procedures outlined below shall apply instead of disciplinary procedures.
- c. A student who withdraws or is withdrawn from the University, a college or college residence hall pursuant to this policy may apply for re-entry to the university, a college and/or to a college residence hall. The application for re-entry shall be made to the student's home college's Chief Student Affairs Officer, who shall determine whether the student still presents a direct threat of harm to him or herself or others or still presents a significant risk to substantially disrupt the learning or working environment of others. If the Chief Student Affairs Officer or designee determines, based on the assessment of a qualified, licensed mental health professional, that there is not a significant risk that the behavior that required withdrawal will be

repeated, he or she shall approve the student's application for re-entry.

## III. Procedures

### a. Emergency Interim Removal

1. If a student's behavior presents an immediate, severe and direct threat to him or herself or others (by evidencing a likelihood of harm to him or herself or others), or is substantially disrupting the learning or working environment of others, the Chief Student Affairs Officer or designee (if such Officer is not immediately available) may direct an emergency interim removal of the student that restricts the student's access to the College's campus or residence hall, as appropriate, for an interim period before a final determination of the matter. The Chief Student Affairs Officer or designee shall consult with the University's Office of the General Counsel prior to making any such direction.
2. The fact that a student has threatened to commit suicide or attempted suicide, by itself, does not allow the Chief Student Affairs Officer or designee to direct an emergency interim removal. In all cases involving such students, the Chief Student Affairs Officer or designee must attempt to have the student individually assessed by a mental health professional as outlined below in A.3 before deciding whether to direct an emergency interim removal.
3. Except as permitted in III A. 1 above, before determining whether to require an emergency interim removal, the Chief Student Affairs Officer or designee shall take the following steps:
  - a. Exercise all reasonable efforts to meet with the student; and
  - b. In that meeting, offer the student the opportunity to be evaluated at the college's expense by a qualified, licensed mental health professional, who may be an employee of a college of CUNY or CUNY or on retainer to a college of CUNY or CUNY. Whenever possible, that professional shall have had no

prior contact with the student. The professional shall assess whether the student's behavior presents an immediate, severe and direct threat to him or herself or others or presents a significant risk to repeat behavior that substantially disrupts the learning or working environment of others, and, if so, whether the student's behavior may be the result of a medical issue. That professional shall present his or her findings to the Chief Student Affairs Officer or designee, who shall determine based on those findings and other evidence available whether emergency interim removal under these procedures is appropriate.

- c. If the student refuses to meet, and/or refuses to undergo such assessment or to keep a scheduled appointment, the Chief Student Affairs Officer or designee may require emergency interim removal without a meeting and/or mental health assessment if he or she reasonably concludes on the basis of the available evidence that the student's behavior evidences an immediate, severe and direct threat of harm to the student or others or is substantially disrupting the working or learning environment of others and presents a significant risk to continue that substantial disruption. The Chief Student Affairs Officer or designee shall consult with the University's Office of the General Counsel before making such a determination.
4. The emergency interim removal from the College and/or residence hall shall remain in effect until a final decision has been made pursuant to the procedures below, unless, before a final decision is made, the Chief Student Affairs Officer

or designee determines that the reasons for imposing the interim removal no longer exist.

#### **B. Withdrawal after Emergency Interim Removal**

1. If a student has been subjected to an emergency interim removal from the college and/or residence hall, the college shall request retention with conditions or voluntary withdrawal within 7 calendar days of such removal. Should the request for retention with conditions or voluntary withdrawal request be refused, the College shall determine within 7 calendar days of such refusal whether to take further action against the student, including whether to initiate involuntary withdrawal proceedings or, disciplinary proceedings under Article XV of the CUNY Bylaws, as applicable under II A. above, and shall send notice of either such proceeding in accordance with the notice requirements of the applicable procedure within that 7-day period. For students who have been subjected to an emergency interim removal without having undergone the assessment procedures outlined in III
  - a. 3 above, the College shall follow the assessment procedures outlined below in B.2a. prior to determining its course of action.
2. In cases where the student has been subjected to an emergency interim removal without assessment, the procedure for determining whether withdrawal is appropriate is as follows:
  - a. The Chief Student Affairs Officer or designee shall exercise best efforts to meet with the student to discuss the student's behavior and to hear the student's explanation of the alleged behavior. If, after hearing the explanation, the Officer or designee still wishes to consider the possibility of the student's withdrawal, he or she shall offer the student an opportunity to be evaluated, at the college's expense, by a qualified, licensed mental health professional, who may be an employee of a college of CUNY or CUNY, or on retainer to a college of CUNY or CUNY. Whenever possible, that professional shall have had no prior contact with the

student. The professional shall make findings concerning whether the student's behavior presents a direct threat of harm to him or herself or others or presents a significant risk to repeat behavior that substantially disrupts the learning or working environment of others and if so, whether the student's behavior may be the result of a medical issue. The professional shall report such findings to the Chief Student Affairs Officer, who shall, based on those findings, and after consultation with the University's Office of the General Counsel, determine the appropriate action, including whether to request that the student withdraw from the University, the college and/or the college residence hall or whether to request that the student agree to specified conditions in lieu of withdrawal.

- b. If the student refuses to undergo the requested assessment, or fails to keep the scheduled appointment, and the Chief Student Affairs Officer reasonably concludes on the basis of the available evidence that the student's behavior presents a direct threat of harm to him or herself or others or substantially disrupts the learning or working environment of others and presents a significant risk to repeat behavior that substantially disrupts the learning or working environment of others, the Chief Student Affairs Officer may request that the student voluntarily withdraw from the University, the college and/or the college residence hall. The Chief Student Affairs Officer shall consult with the University's Office of the General Counsel before making any such request.
- c. If the student agrees to the request for voluntary withdrawal or to the specified conditions, the Chief Student Affairs officer or designee shall (i) discuss with the student the procedures for and consequences of voluntary withdrawal or the

specified conditions, as applicable; (ii) discuss the circumstances with the student's parents or legal guardians as permissible by law and as appropriate; (iii) consult with the student's academic advisor or department, as appropriate; (iv) consult with the residence hall director, as appropriate; (v) refer the student to appropriate resources for treatment; and (vi) advise the student concerning the process for applying for re-entry, as well as on conditions for re-entry, if applicable and appropriate.

- d. If the student does not agree to the request for voluntary withdrawal or to the specified conditions, the Chief Student Affairs Officer shall determine, in consultation with the University's Office of the General Counsel, whether to take further action against the student, including whether to initiate involuntary withdrawal proceedings, or, in the case of students referenced in II A. above, whether to initiate disciplinary proceedings under Article XV of the CUNY Bylaws.

### **C. Withdrawal of Students Without Emergency Interim Removal**

1. Students Who Present a Direct Threat of Harm to Others or Substantially Disrupt the Learning or Working Environment of Others
  - a. Voluntary Withdrawal or Retention with Conditions
    - i. (1) In situations where a student's behavior evidences a direct threat of harm to himself or others or substantially disrupts the learning or working environment of others and presents a significant risk to repeat behavior that substantially disrupts the learning or working environment of others and the Chief Student Affairs Officer reasonably believes that the student's behavior

may be connected to a medical issue, the Chief Student Affairs Officer or designee may request that the student voluntarily withdraw or agree to retention under conditions.

- ii. (2) If the student agrees to the request for voluntary withdrawal or to the specified conditions, the Chief Student Affairs officer or designee shall (i) discuss with the student the procedures for and consequences of voluntary withdrawal or the specified conditions, as applicable; (ii) discuss the circumstances with the student's parents or legal guardians as permissible by law and as appropriate; (iii) consult with the student's academic advisor or department, as appropriate; (iv) consult with the residence hall director, as appropriate; (v) refer the student to appropriate resources for treatment; and (vi) advise the student concerning the process for applying for re-entry, as well as on conditions for re-entry, if applicable and appropriate.

b. Involuntary Withdrawal

- i. (1) If the student does not agree to the request for voluntary withdrawal or to the specified conditions, the Chief Student Affairs Officer shall determine, in consultation with the University's Office of the General Counsel, whether to take further action against the student, including whether to

initiate involuntary withdrawal proceedings or disciplinary proceedings under Article XV of the CUNY Bylaws.

- ii. (2) Before initiating involuntary withdrawal proceedings under this procedure, the Chief Student Affairs Officer shall follow the assessment procedures outlined above in B.2.

2. Students Who Present a Direct Threat of Harm Solely To Themselves

- a. The College shall follow the assessment and other procedures outlined above in B.2a.-d. in order to determine the appropriate course of action.

**D. Involuntary Withdrawal Procedures**

1. The following shall be the procedures for involuntary withdrawal:

- a. Notice of the involuntary withdrawal hearing and the time and place of the hearing shall be personally delivered or sent by the Chief Student Affairs Officer or designee of the student's home college to the student at the address appearing on the records of the College, by overnight or certified mail, by regular mail, and, for students who have a college e-mail address, to that e-mail address. Notice of at least five business days shall be given to the student in advance of the hearing unless the student consents to an earlier hearing.
- b. The notice shall contain (i) a statement of the reasons involuntary withdrawal is sought (ii) the type of withdrawal sought (from the University, the college and/or from the college residence hall); and (iii) a statement that the student has a right to present his or her side of the story, to present witnesses and evidence on his or her behalf, to cross-examine witnesses presenting evidence

against the student, to remain silent without assumption of guilt, and to be represented by legal counsel or an advisor at the student's expense.

- c. CUNY shall constitute a Health Review Panel, comprised of qualified, licensed mental health professionals employed by a college of CUNY or by CUNY, or on retainer to a college of CUNY or CUNY. CUNY's Vice Chancellor for Student Development shall appoint the members of the Health Review Panel. Members of the Health Review Panel, in committees constituted separately for each hearing ("Health Review Committee"), shall be responsible for adjudicating all involuntary withdrawal hearings held according to these procedures. For each involuntary withdrawal hearing, the Vice Chancellor for Student Development or his designee shall constitute a three-person Health Review Committee from the Health Review Panel to adjudicate at that hearing. No member of the Health Review Committee shall have had prior contact with the student. All decisions of the Health Review Committee shall be made by majority vote.
- d. The hearing shall be closed, unless the student requests an open hearing. However, the Health Review Committee may overrule a request for an open hearing if it determines that an open hearing would be inappropriate or disruptive in light of the nature of the evidence to be presented.
- e. After the evidence is presented at the hearing, the Health Review Committee shall determine whether the College has proved, by a preponderance of the evidence, that the student's behavior presents a direct threat of harm to him or herself or others, or has substantially disrupted the learning or working environment of others

and presents a significant risk of threatening further substantial disruption of the learning or working environment of others, and if so, what the appropriate remedy should be. The Health Review Committee may also set reasonable and appropriate conditions on re-entry. The decision of the Health Review Committee shall be made within five business days from the close of the hearing.

#### **E. Appeals**

An appeal from the decision of the Health Review Committee may be made to the President of the student's home college or the President's designee within thirty calendar days after the delivery of the decision appealed from. The President or designee shall make his or her determination on the appeal within fifteen business days from receipt of the appeal. The President's decision may be appealed to the Chancellor of the University or his or her designee within thirty calendar days after the delivery of the President's decision on appeal. The Chancellor or designee's decision shall be made within fifteen business days from receipt of the appeal. The Chancellor (or designee's) decision shall be final. The bases overturning a decision of the Health Review Committee at both levels of review are limited to the following: (i) clearly erroneous factual findings; (ii) procedural irregularities; (iii) newly available evidence that would have affected the outcome; (iv) the remedy and/or conditions on re-entry were unreasonable or inappropriate.

#### **F. Re-entry**

1. A student who is withdrawn from the University, a student's home college and/or a college residence hall under this policy may be considered for re-entry.
2. A student wishing to be considered for re-entry should contact his or her home college's Chief Student Affairs Officer and provides appropriate documentation of behavioral change and resolution of the initial behavioral problem, including compliance with any conditions that may have been set for reentry.
3. A student may apply for re-entry to the University, a college and/or a college residence hall no more than one time per term.
4. In assessing an application for re-entry, the Chief Student Affairs Officer or designee shall:
  - (i) in cases in which he or she determines that an

additional mental health assessment is necessary, refer the student for assessment to a qualified, licensed mental health professional, at the College's expense; (ii) receive, investigate, and examine appropriate relevant documentation, including assessments made by college-referred mental health professionals, and, if applicable, licensed treating mental health professionals; (iii) consult with the Health Review Committee, in cases in which the student's withdrawal was adjudicated by such a Committee; (iv) contact the student's parents or legal guardians as permissible by law, if appropriate; (v) provide an opportunity for the student to meet with the Chief Student Affairs Officer or designee to discuss re-entry.

5. If the Chief Student Affairs Officer or designee determines, based on the evidence presented, that there is not a significant risk that the behavior that required withdrawal will be repeated, he or she shall approve the student's application for re-entry. In such cases, the Chief Student Affairs Officer or designee shall initiate the re-entry process, provide the student with written conditions for continued enrollment, and inform any relevant administrators of the student's re-entry.
6. If the Chief Student Affairs Officer or designee determines that the application for re-entry should be denied, he or she shall provide the student with a written explanation of the reasons for the denial and specify when the next request for re-entry may be considered.
7. A student may appeal the Chief Student Affairs Officer or designee's denial of re-entry to the college President or designee within thirty calendar days after the delivery of the decision denying re-entry. The President or designee shall make his or her determination on the appeal within thirty calendar days from receipt of the appeal. The President's decision may be appealed to the Chancellor of the University or his or her designee within thirty calendar days after the delivery of the President's decision on appeal. The Chancellor or designee's decision shall be made within thirty calendar days from receipt of the appeal. The Chancellor (or designee's) decision shall be final. The basis for overturning a decision on appeal at either level shall be limited to a determination that the decision on re-entry was clearly erroneous.

#### **G. Effect on Academic Status**

In the event of a withdrawal pursuant to this policy, a notation of withdrawal shall appear on the student's transcript for all classes taken during that semester. The Chief Student Affairs Officer at a student's home college may grant a student request that, in lieu of withdrawal, a notation of incomplete shall appear on his or her transcript for classes taken during that semester if and only if there is a reasonable prospect that the student will eventually complete such classes, subject to faculty approval for each such class. Regardless of the notation that appears on a student's transcript, the Chief Student Affairs Officer of the student's home college shall inform the Vice Chancellor for Student development of the student's withdrawal in order to effectuate a hold by the University Application Processing Center on the student's ability to transfer or otherwise seek admission to another college of CUNY.

#### **H. Effect on Housing Status**

If the student has been living in a college residence hall and will not be permitted to continue to do so, the student's contract will be canceled and fees refunded on a prorated basis.

#### **I. Confidentiality**

The results of examinations by mental health profession also to whom students are referred for assessment at any stage in the withdrawal or readmission process shall be confidential student records, except that if the results indicate that the student presents an imminent, severe, and direct threat of harm to him or herself or others, those results may be shared with the appropriate individuals in order to attempt to prevent the occurrence of such harm. The results of these examinations shall be admissible in involuntary withdrawal hearings but shall not be admissible in disciplinary hearings, unless the student places his or her health, including mental health, at issue in a disciplinary hearing.

#### **J. Board Review**

During the fall 2009 semester, the Chancellery shall conduct a review of the experience of the colleges with these procedures and shall report the results of that review to the Board of Trustees, along with any recommended changes.



## **POLICY ON COMPUTER & E-MAIL USE: CUNY Policy on Acceptable Use of Computer Resources**

For information on CUNY's Policy on Computer & E-mail use please visit:

<https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/cis/it-policies/ComputerUsePolicy1.pdf>

## **CUNY'S POLICY AGAINST SEXUAL MISCONDUCT**

The City University of New York Policy prohibits Sexual Misconduct in any form including Sexual harassment. Sexual harassment is illegal.

The University strives to foster a harassment-free environment - one in which all its members can work, study, and learn in an atmosphere of courtesy and mutual respect.

Every student, faculty member, staff member, and administrator is encouraged to become aware of and support the University's Policy Against Sexual Misconduct. To this end, we provide this interactive computer programs **Sexual and Interpersonal Violence Prevention and Response Course (SPARC)** and **Employee Sexual and Interpersonal Violence Prevention and Response Course (E-SPARC)** to inform all members of the University community about sexual misconduct - what it is and how to prevent it in academic and workplace settings. A copy of the University's Policy Against Sexual Misconduct is available at the following link:

[http://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/legal-affairs/policies-resources/Sexual-](http://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/legal-affairs/policies-resources/Sexual-Misconduct.pdf)

[Misconduct.pdf](http://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/legal-affairs/policies-resources/Sexual-Misconduct.pdf) Revised and adopted by the Board of Trustees in 2020, the policy defines sexual misconduct, provides examples of prohibited conduct, and establishes procedures for handling complaints.

### **Making a Complaint of Sexual Harassment**

Students, employees and visitors who experience sexual misconduct should bring their complaints to one of these campus officials/offices: • Title IX Coordinator; • Office of Public Safety; • Office of Vice President for Student Affairs or Dean of Students (students only) • Residence Life staff in CUNY owned

or operated housing (students and residence visitors only) • Human Resources Director (employees only) There is no prescribed method for filing a complaint of sexual misconduct and the college will respond to complaints whether they are oral or written. Contact information for Key Campus Contacts is as follows:

**Latoya Jeffers, Esq., Title IX Coordinator, A-336**  
718-518-4284 [ljeffers@hostos.cuny.edu](mailto:ljeffers@hostos.cuny.edu)

**Chief Arnaldo Bernabe, Public Safety Office, C-030A**  
718-518-6880 [abernabe@hostos.cuny.edu](mailto:abernabe@hostos.cuny.edu)

**Joanna Gomez, Dean of Students, D-101**  
718-518-6556 [jgomez@hostos.cuny.edu](mailto:jgomez@hostos.cuny.edu)

**Christine Dias-Singh, Human Resources Director, B-213E (EMPLOYEES ONLY)**  
718-518-6654 [cdias-singh@hostos.cuny.edu](mailto:cdias-singh@hostos.cuny.edu)

### **CRIME REPORTING PROCEDURE**

Faculty, staff, students, and others who may be on campus or on the contiguous geographic perimeter of the campus are encouraged to promptly report any past crime, attempted crime, or actual criminal activity to the Department of Public Safety. The department will expeditiously respond to the condition reported and make necessary notifications to the local police precinct when appropriate. Criminal activities, as well as other emergencies, can be reported by:

Calling the Department of Public Safety's telephone line (718) 518-6888 or Emergency extension 6911 or 6888 which may be dialed within the college's telephone system.

1. Reporting the information to any member of the Department of Public Safety or in person at the Public Safety Office located in the East Academic Building, Room C-030.
2. All counselors are strongly encouraged when they deem it appropriate to inform the persons they are counseling of the procedures to report crimes on a voluntary, confidential basis for inclusion in the annual disclosure of crime statistics.
3. Victims or witnesses may report crimes to persons designated as Campus Security Authorities, who will then forward only the report of the crime without divulging the name of victim or witness - to the Department of Public Safety for inclusion in the annual crime report. Names and numbers of campus Security Authorities are located in the

next section of this report. The College recognizes the importance of confidentiality to victims and witnesses of crimes. For the purposes of providing crime statistics pursuant to the Campus Security Act in the College's annual crime report, victim and witness information will remain anonymous. However, complete confidentiality cannot be guaranteed in all other contexts. The College reserves the right to notify the police when it believes that such reporting is necessary for the protection of the College community. In many cases, however, that notification will be done without divulging the victim's identity and will be done only for the purpose of providing a campus-wide safety alert.

4. In the event that the situation you observe or are involved in is of an extreme or life-threatening nature, call 911, the New York City Police Department's emergency phone number. If you make a 911 call, please also notify the Department of Public Safety. They will also respond to assist and direct the police and other emergency personnel to the reported emergency.

5. **Hate Crime and Bias-Related Incidents** - Bias or hate crimes are crimes motivated by the perpetrator's bias or attitude against an individual victim or group based on perceived or actual personal characteristics, such as their race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender, gender identity, disability or alienage. Bias-related incidents are behaviors which constitute an expression of hostility against the person or property of another because of the targeted person's race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender, gender identity, disability or alienage. According to New York Penal Law Section 485, a person commits a hate crime when he or she commits a specified criminal offense and either:

- (1) intentionally selects the person against whom the offense is committed or intended to be committed in whole or in substantial part because of a belief or perception regarding the race, color, national origin, ancestry, gender, religion, religious practice, age, disability or sexual orientation of a person, regardless of whether the belief or perception is correct, or
- (2) intentionally commits the act or acts constituting the offense in whole or in substantial part because of a belief or perception regarding the race, color, national origin, ancestry, gender, religion, religious practice, age, disability or sexual

orientation of a person, regardless of whether the belief or perception is correct.

- (3) Examples of hate crimes may include, but are not limited to: threatening phone calls, hate mail (including electronic mail), physical assaults, vandalism, destruction of property, and fire bombings.

Penalties for bias-related crimes are very serious and range from fines to imprisonment for lengthy periods, depending on the nature of the underlying criminal offense, the use of violence or previous conviction of the offender. Students, staff or faculty who commit bias crimes are also subject to University disciplinary procedures and a range of sanctions up to and including suspension, expulsion or termination of employment. In order to effectively handle incidents of bias related crimes and prevent future occurrences of such crimes, victims or witnesses of a hate crime are encouraged to immediately report incidents in the manner described above. Victims of bias crime can also avail themselves of counseling and support services through the Office of Student Services.

The College updates and advises the campus community about security procedures, including those related to hate crime, via the Annual Security Report.

6. In order to effectively handle incidents of bias related crimes and prevent future occurrences of such crimes, victims or witnesses of a hate crime are encouraged to immediately report incidents in the manner described above. Please remember that any evidence such as graffiti, e-mails, written notes or voice mail messages should be preserved. Victims of bias crime can also avail themselves of counseling and support services through the Office of Student Services and / or the Carlos L. Gonzalez Counseling Center, located in Rm. C-330 - (718) 518-4351.

#### **Investigation of Violent Felony Offenses**

In accordance with New York State Law, the College maintains a plan for the investigation of violent felonies, which includes coordination with appropriate law enforcement agencies. In addition, in compliance with New York State Law and subject to applicable federal law, including, but not limited to, the federal Campus Sexual Assault Victims' Bill of Rights under title 20 U.S. Code 1092 (f) which gives the victim of a sexual offense the right to decide whether or not to report. The College will notify the appropriate law enforcement agency within 24-hours of receiving a report of a violent felony.

### **Daily Crime Log**

The Hostos Community College Department of Public Safety daily crime log is maintained by the Public Safety Department. All reportable criminal incidents, whether they are Clery classified or not, are logged- provided that they have occurred in the reportable geography (On campus and public property immediately adjacent to the campus). It includes the following information: 1) date crime was reported, 2) date and time of the incident, 3) the nature of the crime, 4) the general location of the crime, 5) the disposition, if known and 6) special notes. All crimes reported to the Department of Public Safety are recorded in the daily crime log 60 days from the date of the report. The crime log for the most recent 60-day period is open to public inspection, upon request, during normal business hours. Anyone may have access to the log, whether or not they are associated with the institution. This includes the media. The Department of Public Safety crime log is located at the Public Safety Dispatch Center. The Public Safety Dispatch Center is located in the 450 Grand Concourse building adjacent to the elevator bank on the cellar level. It is available for inspection during regular business hours (9:00 a.m. to 5:00 p.m.). The log is in hardcopy format. The log is updated within two business days of information being reported to the Public Safety Department.

### **Campus Security Authorities**

Members of the college community may make reports of crimes and security incidents to Campus Security Authorities. Campus Security Authorities are considered "Officials" of the college who have a significant responsibility for student and campus activities, including, but not limited to, student housing, student discipline and campus judicial proceedings. An official of the college is also defined as any person who has the authority and duty to take action or respond to particular issues on behalf of the institution. Each year, the Public Safety Department requests data, via campus email, from any of the persons designated as Campus Security Authorities by the very nature of their official capacity and role at the college. Any report or information received from the designated Campus Security Authorities is used for inclusion in the Annual Security Report.

Campus Security Authorities include:

Vice President for Student Development & Enrollment,  
718-518-4264, Savoy  
Building Room D-102H  
Assistant Dean of Student Life, Johanna Gomez,  
718-518-6556, Savoy Building, Room D-101D  
Vice President of Continuing Education & Workforce  
Development, 718-518-6580, A-Building, Room A-335  
Director of Athletics, Erik Smiles, 718-518-6551,  
C-Building, Room C-383

Director of Student Activities, Jerry Rosa, 718-518-6561, C-Building, Room C-371  
Director of Human Resources, Christine Dias-Singh,  
718-518-6655, B-Building, Room B-211A  
Director of CLIP, Laura Kleeman, 718-518-6657,  
590 Exterior Street, Room  
Director of CUNY S.T.A.R.T Program, Andrea  
Gabbidon-Levene, 718-518-2604, A-Bldg., Room A-016C  
Director of ASAP, Laura McGowan, 718-518-6625,  
C-Building, Room C-511R  
Director of Student Wellness, Fabian Wander, Savoy  
Building, Room D-101D  
Director of Liberty Partnership, Alex Santana,  
718-518-4189, C-Building, Room C-491  
Student Leadership Coordinator, Jason Libfield,  
718-518-6541,  
Director of College Now Program, Elizabeth Wilson,  
718-518-6839, C-Building, Room C-360  
Director of Pipeline Program & Continuing Education,  
Dana Lennon, 718-664-2532, T-5 Trailer Room T-511.  
Associate Dean of Community Relations, Ana Garcia-  
Reyes, 718-518-4313, A-Building, Room A-337  
Interim Director of Continuing Education,  
Peter Mertens, 212-567-7132, CUNY in the Heights  
Director of Children's Center, 718-518-4175, A-  
Building, Room A-109  
Director of College Discovery, Maria Cano, 718-518-4475, Savoy Building, Room D-101W  
Director of Academic Learning Center/Student Success  
Coaching Unit. Jason Pelosi, 718-518-2567,  
B-Building, Room B-208  
Director of CUNY EDGE Program, Veronica Vidal,  
718-518-4475, A-Building, Room A-334

### **Reporting Incidents of Sexual Harassment, Including Sexual Assault and Sexual Misconduct, Stalking and Dating/Intimate Partner/Domestic Violence**

The City University of New York policy on Sexual Assault is attached to the end of this report. To directly view a copy of the City University of New York Policy on Sexual Misconduct by clicking the following link: [CUNY Sexual Misconduct Policy](#)  
Allegations of sexual misconduct including sexual harassment, sexual assault, stalking, or domestic and dating/intimate partner violence should be reported to one of the individuals listed below.

Title IX Coordinator, A-Building Rm. A336, 718-518-4284,  
Director of Public Safety Chief Arnaldo Bernabe, C-Building Rm. C030, 718-518-6880,

[abernabe@hostos.cuny.edu](mailto:abernabe@hostos.cuny.edu)

Chief Student Affairs Officer Vice President,  
D-Building, Rm.102-H, 718-518-4264,

[ncruz@hostos.cuny.edu](mailto:ncruz@hostos.cuny.edu)

Director of Human Resources Christine Dias-Singh, B-  
Building, Rm B-211A, 718-518-6655,

[cdias-singh@hostos.cuny.edu](mailto:cdias-singh@hostos.cuny.edu)

For more detailed information on Title IX including  
community and campus specific resources,  
please also see CUNY policies, Getting Help,  
Understanding and Preventing Sexual Assault and  
Sexual Harassment at [Campus Title IX Webpages](#) and  
click on the campus you would like more  
information on.

### **REPORTING AND PREVENTION OF SEXUAL ASSAULT, HARASSMENT AND SEXUAL MISCONDUCT OFFENSES, STALKING AND DATING, INTIMATE PARTNER AND DOMESTIC VIOLENCE**

Under the provisions of Title IX of the Education Amendments of 1972 (Title IX), 20 USC §§ 1681 et seq., and its implementing regulations, 34 CFR Part 106, discrimination on the basis of sex in education programs or activities operated by recipients of federal financial assistance is prohibited. Sexual harassment of students, which includes acts of sexual violence, cyber stalking and unwanted physical contact of any sort, is a form of discrimination prohibited by Title IX. The U.S Department of Education's Office for Civil Rights defines this type of harassment as unwelcome conduct of a sexual nature that can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Harassing conduct, implicated by dating or domestic violence, social or electronic stalking and other adverse activity, creates a "hostile environment" when sufficiently severe or pervasive to limit or interfere with a student's ability to participate in educational activities.

#### **Definitions of Crimes that Must Be Reported Pursuant to VAWA**

The Violence against Women Reauthorization Act of 2013 ("VAWA"), added additional categories of crimes to the Clery Act that CUNY's schools are now required to report.

#### **Domestic Violence**

"Domestic violence" includes felony or misdemeanor crimes of violence committed by an intimate partner or former intimate partner of the victim.

Intimate partner includes persons legally married to one another, persons formerly married to one another, persons who have a child in common, regardless of whether such persons are married or have lived together any time, couples who live together or have lived together, or persons who are dating or who have dated in the past, including same sex couples.

New York State has multiple laws addressing domestic violence, and the definition is broad. Generally, domestic and intimate partner violence is a pattern of abusive behavior in any relationship that is used by one partner to gain or maintain power and control over another intimate partner.

Domestic and intimate partner violence can be physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person. This includes any behaviors that intimidate, manipulate, humiliate, isolate, frighten, terrorize, coerce, threaten, blame, hurt, injure or wound someone.

#### **Dating Violence**

"Dating violence" means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim.

Like domestic violence, dating violence includes a pattern of abusive behavior that one person intentionally uses to gain or maintain power and control over another person. Dating violence can be physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person. This includes any behaviors that intimidate, manipulate, humiliate, isolate, frighten, terrorize, coerce, threaten, blame, hurt, injure or wound someone.

The length of the relationship, the type of relationship and the frequency of contact, whether in person or by other forms of communication, are factors that help determine whether a dating; relationship exist.

#### **Stalking**

"Stalking" is a pattern of behavior directed at a specific person that would cause a reasonable person to feel fear or emotional distress.

Stalking generally refers to repeated behaviors that harass or threaten the victim, such as following a

person, appearing at a person's home or place of business, making repeated and/or harassing calls, leaving written messages or objects, or contacting someone repeatedly via electronic means (i.e. the internet or text messaging).

Unlike other crimes, which normally consist of a single illegal act, stalking is a series of actions that, when taken individually, may be perfectly legal. For instance, sending a birthday card or flowers or standing across the street from someone's house is not a crime. When these actions are part of a course of conduct that would cause a reasonable person to be afraid or to feel emotional distress, they are illegal.

**Reporting methods other than those listed above:**

1. Report the incident to the Department of Public Safety (718) 518-6888. A formal report will be made of the allegation and a copy of the report will be forwarded to the Office of Student Affairs; or

2. Report the incident to the College's Dean for Student Affairs/Student Development, who at the student's request, will contact the Department of Public Safety to commence an appropriate investigation; or

3. A student can call the New York City Police Department or 911, or go directly to a hospital. It is important to note that if you are a victim of a sex offense, do not destroy any evidence (including clothing) and do not take a shower or bath.

4. It is important that such physical evidence be preserved in order to assist with any ensuing criminal investigation. If the student believes that she/he may be the victim of date rape by being drugged, she/he should go directly to a hospital to receive a toxicology examination since such drugs only remain in a person's system for a short period of time. The Department of Public Safety will assist with notification of other law enforcement authorities and/or medical professionals if the student so chooses.

Files relating to sex offenses are kept confidential by the Department of Public Safety and by the Office of Student Affairs/Student Development, unless otherwise required by law or CUNY policy.

5. Victims or witnesses may report crimes to persons designated as Campus Security Authorities (listed

on the first page of this document), who will then forward only the report of the crime – without divulging the name of victim or witness – to the Department of Public Safety for inclusion in the annual crime report. Names and numbers of Campus Security Authorities are located on the first page of this report. The College recognizes the importance of confidentiality to victims and witnesses of crimes. For the purposes of providing crime statistics pursuant to the Campus Security Act in the College's Annual Security Report, victim and witness information will remain anonymous. However, complete confidentiality cannot be guaranteed in all other contexts. The College reserves the right to notify the police when it believes that such reporting is necessary for the protection of the College community. In many cases, however, that notification will be done without divulging the victim's identity and will be done only for the purpose of providing a campus-wide safety alert.

6. In the event that the situation you observe or are involved in is of an extreme or life-threatening nature, call 911, the New York City Police Department's emergency phone number. If you make a 911 call please also notify the Department of Public Safety. They will also respond to assist and direct the police and other emergency personnel to the reported emergency.

**Bystander Intervention:**

The same above-mentioned reporting options are available for bystanders as well. These are safe and positive options for bystanders who intervened or witnessed an incident in order to prevent harm when there was a risk or an act of violence. Hostos Community College strongly encourages bystanders to step up on behalf of another person's well-being and safety.

In compliance with the New York Education Law, the College provides the following information about sexual assault, encourages the reporting of any incident of sexual assault and other sexual offenses, and sets forth measures to facilitate its prevention. Possible sanctions for sex offenses (forcible or non-forcible) follow an on-campus disciplinary procedure (if the accused is found guilty by the Faculty Student Disciplinary Committee); can range from admonition, warning, censure, disciplinary probation, restitution,

suspension, ejection and complaint to civil authorities.

CUNY has adopted Policies and Procedures concerning sexual assault, stalking and domestic and intimate partner violence against students, which addresses the prevention of sexual assaults and other forms of violence against CUNY students, on and off CUNY campuses. Specifically, the goal of the Policy is to: 1) provide the most informed and up-to-date sexual assault, domestic/intimate partner violence and stalking prevention education information to CUNY students; 2) create a comprehensive plan for CUNY colleges to follow in the event that a student is the victim of a sexual assault or other act of violence; 3) provide clear and concise guidelines for students to follow in the event that they or someone they know has been the victim of a sexual assault or other act of violence; 4) ensure that all appropriate CUNY personnel receive education and training to assist victims of sexual assaults and other acts of violence; and 5) ensure that disciplinary procedures are followed in the event that the perpetrator is a CUNY student or employee.

### **Preventing Date or Acquaintance Rape**

- Convey strongly that you expect your rights to be respected.
- Meet new acquaintances in public places. Always have your own transportation or travel with good friends.
- Keep money in your pocket or purse for phone calls or pay for transportation if you must leave a situation abruptly.
- Be aware of how much alcohol is being consumed. It's best to avoid using alcohol. While not a direct cause of date rape, alcohol can increase your vulnerability by lowering your alertness and ability to react.
- Clearly define your sexual limit. If someone starts to offend you, be direct. Passivity may be interpreted as permission. Say no clearly when you mean no.
- If you feel that you are being pressured into unwanted sex, say something as soon

as you can, before the behavior goes any further.

- It's okay to criticize your date's action and still like your date. However, if you don't say anything, your date won't know what behavior to stop. If your date doesn't listen, leave.
- Embarrassment should not keep you from doing what is right for you. Do not hesitate to raise your voice, stand up abruptly, or scream if the situation warrants it.

### **What to Do if You Are Attacked**

- After an attack, try to be as calm as possible in order to think clearly. Get to a safe place and call for help immediately. If you are in the building, contact Public Safety immediately; anywhere else call 911, call a relative or a friend or a rape crisis center. The NYC Police Department Sex Crimes Report Line is always open at 212 COP-RAPE.
- Remain in the same condition as when the attacker left. Do not change, wash, or destroy any clothing or any article that may be evidence.
- Do not wash, douche or comb your hair.
- Have a medical/gynecological exam at the nearest hospital emergency room as soon as possible. The doctor should note and treat any injury and take measures to combat the possibility of sexually transmitted diseases or pregnancy. If you report being raped, the doctor must collect semen smears as evidence.
- Show police any bruises or injuries, however minor, resulting from the attack. Also show injuries, however minor, resulting from the attack. Also show injuries to a friend or relative who might be available as a corroborative witness at the trial. If possible, photograph bruises.
- Leave the crime scene exactly as it is. Do not touch, clean up, or throw anything away.

- Give any clothing that was stained or torn (including undergarments) during the crime to the police.
- When calm, write down every detail about the incident, including: who, what, where, when, and how; what the attacker looked like (height, weight, clothing, type of build, color of skin, hair eyes facial oddities, scars jewelry, tattoos etc.); description of any vehicle used or the direction you last saw the attacker running; what kind of force or coercion was used; any objects touched, taken, or left by the attacker; if the attacker said anything, try to remember the words, the grammar, any accents or speech defects; and if there were witnesses, list who and where they might be.
- Seek psychological support as well as medical attention. Even though the actual incident is over, you may suffer from rape trauma syndrome, which includes a variety of difficulties commonly experienced after a sexual assault.

### **Who is a perpetrator?**

Many people think that sexual assaults are only perpetrated by vicious strangers on dark, deserted streets. In fact, studies indicate that between 80 and 90 percent of all people who have been raped know their perpetrator(s). This is called “date rape” or “acquaintance rape.” “Date rape” is not a legally distinct or lesser category of rape. It refers to a relationship and situational context in which rape occurs on a date. Rape or any sexual offense, whether on a date or not, is the same criminal offense involving the same elements of force, exploited helplessness or underage participation. With sexual assaults where the victim knows the perpetrator, alcohol use is often involved on the part of either the victim or the perpetrator. However, a sexual assault is still a crime regardless of the intoxication of the perpetrator or the victim.

### **Who is a victim?**

Anyone can be a victim, regardless of gender, age, race, sexual orientation, religion, ethnicity, class or national origin. Though women and girls are primary targets of these crimes, men and boys are sexually victimized too, and have been found to

suffer the same aftermath as women. Regardless of whether the victim was abusing alcohol and/or underage, she or he is still the victim of the sex offense.

### **When is there lack of consent?**

Under New York law, lack of consent to a sexual contact may be demonstrated in the following ways: (1) forcible compulsion including the use of physical force or threat (express or implied) which places the person in fear of physical injury to self or another; (2) incapacity to consent on the part of the victim; (3) circumstances in which the victim does not expressly or impliedly acquiesce in the actor’s conduct; or (4) circumstances in which the victim clearly expressed by words or actions that he or she did not consent to engage in such sexual act and a reasonable person would have understood such person’s words or actions as an expression of lack of consent to such conduct.

A person is deemed incapable of giving consent if she/he is (a) under the age of 17, (b) mentally incapacitated (which may include incapacity due to the victim’s ingestion of alcohol or drugs), (c) physically disabled or (d) physically helpless (asleep, unconscious or for any other reason physically unable to communicate unwillingness to act, which may also include incapacity due to the victim’s ingestion of alcohol or drugs).

### **Who is responsible for a sexual attack?**

In the absence of consent, the attacker is always responsible for having committed the sexual assault regardless of the victim’s appearance, behavior, or conduct on previous occasions. An attacker cannot assume that the way a person dresses or acts, is an invitation for sexual advances. A person may welcome some forms of sexual contact and be opposed to others. The more impaired a person is from alcohol or drugs, the less likely she/he can give consent; having sex with someone who is “passed out” or sleeping is rape. And regardless of previous sexual activity, if someone refuses sexual contact, the failure to respect that limit constitutes non-consensual sex.

### **College and Community Counseling and Support Services for Sex Offense Victims**

#### **On-Campus Assistance**

Victims of a sexual assault are encouraged to contact the Office of the Dean of Students to obtain

assistance in accessing medical and counseling services, or to make any necessary changes to the student's academic program. Victims of such crimes can obtain assistance from the Office of the Dean of Students throughout the disciplinary process. The Office of Security and Public Safety can assist the victim in getting to and from campus classes, filing a police report and obtaining an order of protection against the perpetrator. The victim can also file a complaint with the College against a perpetrator who is a student or employee of the University with the Vice President of Student Affairs and the Office of Public Safety.

In addition, the victim of a sexual assault will be provided with on-campus support in the form of an advocate from the Women's/Men's Center (if there is one on campus) or an appropriately trained counselor to assist the victim in handling the various aspects of his/her ordeal, such as: 1) explaining to the victim her/his options of whether to report the incident to campus or law enforcement authorities or not; 2) providing guidance if she/he requires medical attention; 3) providing guidance in obtaining crisis intervention and/or ongoing counseling services (or a referral to obtain the necessary services if such services are not available on campus); and 4) assisting the student throughout the College's disciplinary process if she/he chooses to file a complaint against the perpetrator.

#### **College Support Services**

On Campus: Hostos College Student can contact counselor at 718-518-4319 or the office of the Dean of Students at 718-518-6656.

- Department of Public Safety: East Academic Building, Room C-030 (718)-518-6888
- Counseling Center: Savoy Building, Room D-101 (718)-518-4319
- Health Services: Allied Health Building, Room A-334C (718)-518-6542
- Department of Student Affairs: East Academic Building, Room C-330 (718)-518-6552

#### **Contacting Outside Agencies**

The Hostos C.C. administration will assist any student requesting to contact outside agencies, including local police, regarding charges and complaints of sexual assault.

#### **Off-Campus Resources**

- Manhattan District Attorney, Sex Crimes Unit (212) 335-9373
- Queens District Attorney, Sex Crimes Unit (718) 286-6505
- Bronx District Attorney, Crime Victims Assistance Unit (718) 590-2115; Domestic Violence Services (718) 590-2323
- Brooklyn District Attorney, Sex Crimes Unit (718) 250-3170
- Staten Island District Attorney, Sex Crimes Unit (718) 556-7130
- 212 COP-RAPE:  
The New York City Police Department Sex Crimes Report Line, open 24 hours, is answered by a female detective at all times. It takes telephone reports of sex crimes, refers victims to counseling and other community services, provides information on police procedures, etc.
- NYC Task Force Against Sexual Assault (212) 274-3210  
This service is open Monday-Friday, 9:00 a.m. through 5:00 p.m. and provides free literature and referrals to counseling and holds network meetings for professionals in the field.
- NYC Victims Services Agency (212) 577-7777  
This service is open 24 hours, seven days a week and provides crisis intervention for crime victims.
- The Gay and Lesbian Anti-Violence Project (212) 807-0197  
This service is open 10:00 a.m. through 8:00 p.m. Monday through Thursday, and 10:00 a.m. through 6:00 p.m. on Friday. It provides short term crisis counseling, advocacy services, and referrals for long term counseling.
- The following New York State department of Criminal Justice website offers links to many additional resources at [www.criminaljustice.ny.gov/pio/crimevictims.html](http://www.criminaljustice.ny.gov/pio/crimevictims.html)

#### **Prevention Education Programs**

Each CUNY College is required to develop materials and programs to educate its students, faculty and staff on the nature, dynamics, common circumstances and effects of sexual assault, domestic/intimate partner violence and stalking,



and the means to reduce their occurrence and prevent them. The prevention education should seek to provide the most recent and relevant information, such as education pertaining to bystander intervention, the importance of peer networks and the significance of fostering a community of responsibility. All students during August orientation and during mandatory Professional Development Time in early September receive information about sexual assault prevention and reporting procedures. These are published annually in this document and are available on the school's website under Legal Notices, Annual Security Report.

Prevention education materials and programs must be incorporated into campus orientation activities for all incoming undergraduate and graduate students (including transfers), and is required to be made available to all student activity groups, clubs and athletic teams. In addition, all residence halls are required to have a mandatory orientation on sexual assault, stalking and domestic/intimate partner violence prevention. Colleges are encouraged to assist in the organization of peer education groups and to provide resources to such groups so that the groups can provide training and outreach to other students throughout the academic year. Since the abuse of alcohol is frequently involved in occurrences of sexual assault and other forms of violence, it is important that the education program include education about the deleterious effects of alcohol abuse.

In addition, each College is required to provide periodic training relating to the prevention and handling of sexual assaults, stalking and domestic/intimate partner violence for all relevant personnel, including public safety officers, counselors, student affairs staff and residence hall assistants by experts trained in the field. Education and training must also be made available to any interested faculty and staff member. Each campus must have at least one qualified staff or faculty member serve as a designated liaison and trainer for additional trainings.

#### **Disciplinary Procedure**

The Colleges shall act promptly in response to information that a student has been sexually assaulted by another member of the CUNY community. Upon receipt of a complaint, the College shall undertake an appropriate

investigation. If it appears that there is sufficient evidence to warrant disciplinary charges against a student, such charges shall be brought pursuant to Article 15 of the CUNY Board of Trustees Bylaws. If the matter is brought before a hearing, the complainant and alleged perpetrator are entitled to the same opportunities to have others present, including an advisor of their choice, at their own expense and to be informed, in writing of (1) the outcome of the proceedings at the same time; (2) the procedures for appealing the results; (3) any change in results that occurs prior to the time the results become final; and (4) when the results become final. If a student is found guilty of committing a sexual assault or other act of violence against another CUNY student or employee after a disciplinary hearing, the penalties may include suspension, expulsion from residence halls, or permanent dismissal from CUNY. The complainant and the accused are entitled to:

- a prompt, fair, and impartial investigation and resolution
- and investigation and disciplinary hearing that are conducted by officials who receive annual training on how to conduct fair investigations and hearings that protect the safety of victims and promote accountability and on issues related to domestic violence, dating violence, sexual assault, and stalking.

#### **SANCTIONS DEFINED:**

##### **A. Admonition.**

An oral statement to the offender that he/she 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 because for more severe disciplinary action.

##### **C. Censure.**

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

##### **D. Disciplinary Probation.**

Exclusion from participation in privileges or extracurricular university activities as set forth in

the notice of disciplinary probation for a specified period of time.

**E. Restitution.**

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

**F. Suspension.**

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

**G. Expulsion.**

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

**H. Complaint to Civil Authorities.**

**I. Ejection.**

**STUDENT DISCIPLINARY PROCEDURES.**

**Complaint Procedures:**

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

b. The chief student affairs officer of the college or his or her designee will conduct a preliminary investigation in order to determine whether disciplinary charges should be preferred. The chief student affairs officer or his or her designee will advise the student of the allegation against him or her and consult with other parties who may be involved or who have information regarding the incident, and review other relevant evidence. Following this preliminary investigation, which shall be concluded within thirty (30) calendar days of the filing of the complaint, the chief student affairs officer or designee shall take one of the following actions: (i) Dismiss the matter if there is no basis for the allegation(s) or the allegation(s) does not warrant disciplinary actions. The individuals involved shall be notified that the complaint has been

dismissed; (ii) Refer the matter to mediation; or (iii) Prefer formal disciplinary charges.

c. In the event that a student withdraws from the college after a charge, accusation or allegation against the student has been made, and the college prefers formal disciplinary charges, the withdrawn student is required to participate in the disciplinary hearing or otherwise to resolve the pending charges and will be barred from attending any other unit of the university until a decision on the charges is made or the charges are otherwise resolved. If the withdrawn student fails to so participate in the disciplinary process without good cause, the college may proceed with the disciplinary hearing in absentia and any decision and sanction will be binding.

**Mediation Conference:**

d. The mediation conference shall be conducted by a qualified staff or faculty member designated by the chief student affairs officer. The following procedures shall be in effect at this conference:

1. An effort will be made to resolve the matter by mutual agreement.
2. If an agreement is reached, the faculty or staff member conducting the conference shall report his/her recommendation to the chief student affairs officer for approval and, if approved, the complainant shall be notified, and a written memorandum shall be created memorializing the resolution and any consequences for noncompliance.
3. If no agreement is reached, or if the student fails to appear, the faculty or staff member conducting the conference shall refer the matter back to the chief student affairs officer who may prefer disciplinary charges.
4. The faculty or staff member conducting the mediation conference is precluded from testifying in a college hearing regarding information received during the mediation conference.

**Notice of Hearing and Charges:**

e. Notice of the charge(s) and of the time and place of the hearing shall be personally delivered or sent by the chief student affairs

officer of the college to the student at the address appearing on the records of the college, by certified or overnight mail and by regular mail and e-mail to students who have a college email address. The chief student affairs officer is also encouraged to send the notice of charges to any other e-mail address that he or she may have for the student. The hearing shall be scheduled within a reasonable time following the filing of the charges or the mediation conference. Notice of at least five business days shall be given to the student in advance of the hearing unless the student consents to an earlier hearing.

f. The notice shall contain the following:

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

2. A statement that the student has the following rights:

- (i) to present his/her side of the story;
- (ii) to present witnesses and evidence on his/her behalf;
- (iii) to cross-examine witnesses presenting evidence against the student;
- (iv) to remain silent without assumption of guilt; and
- (v) to be represented by legal counsel or an advisor at the student's expense.

3. A warning that anything the student says may be used against him/her at a non-college hearing

**Faculty-Student Disciplinary Committee Procedures:**

g. The following procedures shall apply at the hearing before the faculty-student disciplinary committee:

1. The chairperson shall preside at the hearing. The chairperson shall inform the student of the charges, the hearing procedures and his or her rights.

2. After informing the student of the charges, the hearing procedures, and his or her rights, the chairperson shall ask the student charged to respond. If the student admits the conduct charged,

the student shall be given an opportunity to explain his/her actions before the committee and the college shall be given an opportunity to respond. If the student denies the conduct charged, the college shall present its case. At the conclusion of the college's case, the student may move to dismiss the charges. If the motion is denied by the committee the student shall be given an opportunity to present his or her defense.

3. Prior to accepting testimony at the hearing, the chairperson shall rule on any motions questioning the impartiality of any committee member or the adequacy of the notice of the charge(s). Subsequent thereto, the chairperson may only rule on the sufficiency of the evidence and may exclude irrelevant, immaterial or unduly repetitive evidence. However, if either party wishes to question the impartiality of a committee member on the basis of evidence which was not previously available at the inception of the hearing, the chairperson may rule on such a motion. The chairperson shall exclude all persons who are to appear as witnesses, except the accused student.

4. The college shall make a record of each fact-finding hearing by some means such as a stenographic transcript, a tape recording or the equivalent. A student who has been disciplined is entitled upon request to a copy of such a record without cost.

5. The student is entitled to a closed hearing but has the right to request an open public hearing. However, the chairperson has the right to hold a closed hearing when an open public hearing would adversely affect and be disruptive of the committee's normal operations.

6. The college bears the burden of proving the charge(s) by a preponderance of the evidence.

7. The role of the faculty-student disciplinary committee is to listen to the testimony, ask questions of the witnesses, review the testimony and evidence presented at the hearing and the papers filed by the parties and render a determination as to guilt or innocence. In the event the student is found to have committed the conduct charged, the committee shall then determine the penalty to be imposed.

8. At the end of the presentations by both sides, the student may introduce additional records, such as character references. The college may introduce a copy of the student's previous disciplinary record, where applicable, provided the student was shown a copy of the record prior to the commencement of the hearing. The disciplinary record shall be submitted to the committee in a sealed envelope and shall not be opened until after the committee has made its findings of fact. In the event the student has been determined to have committed the conduct alleged in the charge or charges the records and documents introduced by the student and the college shall be opened and used by the committee for dispositional purposes, i.e., to determine an appropriate penalty if the charges are sustained.

9. The committee shall deliberate in closed session. The committee shall issue a written decision, which shall be based solely on the testimony and evidence presented at the hearing and the papers filed by the parties.

10. The student shall be sent a copy of the faculty-student disciplinary committee's decision within five days of the conclusion of the hearing, by regular mail and e-mail for students who have a college e-mail address. The chief student affairs officer is also encouraged to send the decision to any other e-mail address that he or she may have for the student. The decision shall be final subject to the student's right of appeal.

11. Where a student is represented by legal counsel the president of the college or his or her designee may request that a lawyer from the general counsel's office appear at the hearing to present the college's case.

12. When a disciplinary hearing results in a penalty of dismissal or suspension for one term or more, the decision is a university-wide penalty and the student will be barred from admission to any other unit of the university while the penalty is being served.

13. Disciplinary penalties shall be placed on a student's transcript and shall remain there unless the committee's decision, the decision on any appeal under section 15.4 below, or a mediation agreement expressly indicates otherwise.

#### **Appeals:**

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

#### **Committee structure:**

a. Each faculty-student disciplinary committee shall consist of two faculty members and two student members and a chairperson, who shall be a faculty member. A quorum shall consist of the chair and any two members, one of whom must be a student. Hearings shall be scheduled promptly (including during the summers) at a convenient time and efforts shall be made to insure full student and faculty representation.

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

c. The faculty members shall be selected by lot from a panel of six elected biennially by the appropriate faculty body from among the persons having faculty rank or faculty status. The student members shall be selected by lot from a panel of six elected

annually in an election in which all students registered at the college shall be eligible to vote. In the event that the student or faculty panel or both are not elected, or if more panel members are needed, the president shall have the duty to select the panel or panels which have not been elected. No individuals on the panel shall serve on the panel for more than two consecutive years.

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

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

#### **Suspension or Dismissal:**

The board reserves full power to dismiss or suspend a student, or suspend a student organization for conduct which impedes, obstructs, or interferes with the orderly and continuous administration and operation of any college, school, or unit of the university in the use of its facilities or in the achievement of its purposes as an educational institution. The chancellor or his/her designee or a president or his/her designee may in emergency or extraordinary circumstances, temporarily suspend a student, or temporarily suspend the privileges of a student organization or group for cause, pending an early hearing as provided in bylaw section 15.3. to take place within not more than ten (10) business days. Prior to the commencement of a temporary suspension of a student, the college shall give such student oral or written notice of the charges against him/her and, if he/she denies them, the college shall forthwith give such student an informal oral explanation of the evidence supporting the charges and the student may present informally his/her explanation or theory of the matter. When a student's presence poses a continuing danger to person or property or an ongoing threat of disrupting the academic process, notice and opportunity for denial and explanation may follow suspension, but shall be given as soon as feasible thereafter

#### **Definitions of Sex Offenses:**

Sexual assault is a crime. Under Article 130 of the New York State Penal Law, it is a sex offense to engage in sexual contact or to engage in sexual intercourse, sodomy or sexual abuse by contact without the consent of the victim or where the victim is incapable of giving consent. Criminal sex offenses are classified in degree according to the seriousness of sexual activity, the degree of force used, the age of the victim and the physical and mental capacity of the offender and victim.

Under New York State Penal and Criminal Procedure Laws Sexual Assault is a crime of power, aggression and violence. Terms such as "date rape" and "acquaintance rape" tend to minimize the fact that the act of rape, or any sexual assault, is a serious crime. There is never an excuse or a reason for a person to rape, assault or even touch another person's private parts without consent. The impact on survivors of such an attack can cause severe and lasting physical, mental and emotional damage.

<b>Crime</b>	<b>Illegal Conduct</b>	<b>Criminal Sanctions</b>
Rape in the first degree (PL § 130.35)	A person is guilty when being 18 years old or more, he or she engages in sexual intercourse with another person less than 15, or with another person who is incapable of consent by reason of being mentally disabled or mentally incapacitated. Is a class D felony, with penalties up to 7 years in prison.	Is a class B felony, with penalties up to 25 years in prison.
Rape in the second degree (PL § 130.30)	A person is guilty when being 18 years old or more, he or she engages in sexual intercourse with another person less than 15, or with another person who is incapable of consent by reason of being mentally disabled or mentally incapacitated.	Is a class D felony, with penalties up to 7 years in prison.
Criminal sexual act in the first degree (PL § 130.50)	A person is guilty when he or she engages in oral sexual contact or anal sexual contact with another person by forcible compulsion, or with someone who is incapable of consent by reason of being physically helpless, or with someone less than 11 or with someone less than 13 and the actor is 18 or older.	Is a class B felony, with penalties up to 25 years in prison.
Forcible touching (PL § 130.52)	A person is guilty when he or she intentionally, and for no legitimate purpose, forcibly touches the sexual or other intimate parts of another person for the purpose of degrading or abusing such person; or for the purpose of gratifying the actor's sexual desire	Is a class A misdemeanor, with penalties up to 1 year in jail.
Sexual abuse in the first degree (PL § 130.65)	A person is guilty when he or she subjects another person to sexual contact: by forcible compulsion, when the other person is incapable of consent by reason of being physically helpless, or when the person is less than 11 years old.	Is a class D felony, with penalties up 7 years in prison.
Aggravated sexual abuse in the first degree (PL § 130.70)	A person is guilty when he or she inserts a foreign object in the vagina, urethra, penis or rectum of another person causing physical injury to such person by forcible compulsion, when the person is incapable of consent by reason of being physically helpless, or when the person is less than 11.	Is a class B felony, with penalties up to 25 years in prison.
Aggravated sexual abuse in the third degree (PL § 130.66)	A person is guilty when he or she inserts a foreign object in the vagina, urethra, penis or rectum of another person by forcible compulsion, when the person is incapable of consent by reason of being physically helpless, or when the person is less than 11.	Is a class D felony, with penalties up to 7 years in prison.
Facilitating a sex offense with a controlled substance (PL § 130.90)	A person is guilty when he or she knowingly and unlawfully possesses a controlled substance or any substance that requires a prescription to obtain to another person, without such person's consent and with intent to commit against such person conduct constituting a felony, and commits or attempts to commit such conduct constituting a felony defined in Article 30.	Is a class D felony, with penalties up to 7 years in prison.

### Missing Persons

In accordance with state and federal law, the College maintains procedures for the investigation of reports of missing persons. In addition, in compliance with state and federal law, the College will notify the appropriate law enforcement agency within 24 hours of receiving a report of a missing student who resides in campus housing. The City University of New York Missing Persons Policy is available at: [www.cuny.edu/about/administration/offices/sa/policies/MissingPersonswithoutmemo.pdf](http://www.cuny.edu/about/administration/offices/sa/policies/MissingPersonswithoutmemo.pdf)

**ADMISSION OF SEX OFFENDERS** (as provided by the Vice Chancellor's Office of Legal Affairs)

The college reserves the right to deny admission to any student if in its judgment, the presence of that student on campus poses an undue risk to the safety or security of the college or the college community. That judgment would be based on an individualized determination taking into account any information the college has about a student's criminal record and the particular circumstances of the college, including the presence of a child care center, a public school or public school students on the campus.

### Campus Sex Crimes Prevention Act

The New York State Division of Criminal Justice Services maintains a registry of convicted sex offenders, which is available to local law enforcement agencies, including CUNY's Public Safety Departments. To obtain information about a Level 2 or Level 3 registered sex offender you may:

- Contact the police department in the jurisdiction in which the offender resides and/or in which the college is located.
- Contact Chief Arnaldo Bernabe, Director of Public Safety, at 718-518-6888
- Call the Division's sex offender registry at 800-262-3257

To obtain information about Level 3 offenders only, you may:

- Contact the Division's sex offender registry web site [www.criminaljustice.state.ny.us/nsor/sor-about.htm](http://www.criminaljustice.state.ny.us/nsor/sor-about.htm) and then click on "Search for Level 3 Sex Offenses;" or
- Access the Division's Level 3 subdirectory electronically at the Chief of Public Safety office during regular business hours.

### Policy Links to:

#### **PROCEDURES IMPLEMENTING THE CITY UNIVERSITY OF NEW YORK'S POLICIES ON EQUAL OPPORTUNITY, NON-DISCRIMINATION AND AGAINST SEXUAL HARASSMENT**

Is available at:

<http://www.cuny.edu/about/administration/offices/la/PolicyonEqualOpportunityandNonDiscriminationandProceduresDecember42014.pdf>

#### **THE CITY UNIVERSITY OF NEW YORK – POLICIES AND PROCEDURES CONCERNING SEXUAL ASSAULT, STALKING AND DOMESTIC AND INTIMATE PARTNER VIOLENCE AGAINST STUDENTS**

Is available at:

<http://www.cuny.edu/about/administration/offices/la/Policy-on-Sexual-Misconduct-12-1-14-with-links.pdf>

#### **CUNY POLICIES ON NON-DISCRIMINATION, SEXUAL HARASSMENT, REASONABLE ACCOMMODATIONS AND ACADEMIC ADJUSTMENTS**

The City University of New York ("University" or "CUNY"), located in a historically diverse municipality, is committed to a policy of equal employment and equal access in its educational programs and activities. Diversity, inclusion, and an environment free from discrimination are central to the mission of the University.

It is the policy of the University—applicable to all colleges and units—to recruit, employ, retain, promote, and provide benefits to employees (including paid and unpaid interns) and to admit and provide services for students without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex (including pregnancy, childbirth and related conditions), sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, status as a victim of domestic violence/stalking/sex offenses, unemployment status, or any other legally prohibited basis in accordance with federal, state and city laws. The policy is set forth in CUNY's Policy on Equal Opportunity and Nondiscrimination,

<https://www.hostos.cuny.edu/Hostos/media/Office-of-Compliance-and-Diversity/Policy-on-Equal-Opportunity-and-Non-Discrimination.pdf>

CUNY's Policy on Sexual Misconduct prohibits all forms of sexual misconduct, including sexual harassment, gender-based harassment, and sexual violence. Inquiries concerning sexual misconduct or sex discrimination may be made to the individuals specified in that Policy or may be referred to the U.S. Department of Education, Office for Civil Rights. Please refer to CUNY's Policy on Sexual Misconduct, <http://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/legal-affairs/policies-resources/Sexual-Misconduct-Policy.pdf>

These policies also prohibit retaliation for reporting or opposing discrimination, or cooperating with an investigation of a discrimination/sexual misconduct/sexual harassment complaint.

It is also the University's policy to provide reasonable accommodations when appropriate to individuals with disabilities, individuals observing religious practices, employees who have pregnancy or childbirth-related medical conditions, or employees who are victims of domestic violence/stalking/sex offenses. Please refer to CUNY's Procedures for Implementing Reasonable Accommodations and Academic Adjustments, <https://www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/reasonable-accommodations-and-academic-adjustments/>

Hostos Community College is an equal opportunity institution and does not discriminate on the basis of race, color, national origin, sex, disability, age, or any other category protected under federal, state, and city laws in its programs and activities and acknowledges its responsibility to maintain an environment free from discrimination and sexual harassment for its students, faculty, and staff.

Latoya Semone Jeffers, Esq. serves as Hostos Community College's Chief Diversity Officer/Title IX Coordinator and 504/ADA Coordinator as well as the Director of the Office of Compliance and Diversity. The Office of Compliance and Diversity is responsible for ensuring the College's compliance with University and College policies, and applicable laws pertaining to non-discrimination, sexual

misconduct/harassment, equal employment, affirmative action, and reasonable accommodations.

The Office of Compliance and Diversity is located in Room A-336; telephone: (718) 518-4284.

#### **COMPLAINT PROCEDURES UNDER THE CITY UNIVERSITY OF NEW YORK'S POLICY ON EQUAL OPPORTUNITY AND NON-DISCRIMINATION**

1 These Procedures govern any complaint of discrimination and/or retaliation, except complaints of sexual harassment and sexual violence, which are covered by CUNY's Sexual Misconduct Policy. These procedures are applicable to all of the units and colleges of the University. The Hunter College Campus Schools may make modifications to these procedures, subject to approval by the University, as appropriate to address the special needs of their elementary and high school students.

These Procedures are intended to provide guidance for implementing the University Policy on Equal Opportunity and Non-Discrimination. These Procedures do not create any rights or privileges on the part of any others.

The University reserves the right to alter, change, add to, or delete any of these procedures at any time without notice.

##### **1. Reporting Discrimination and/or Retaliation**

The University is committed to addressing discrimination and/or retaliation complaints promptly, consistently and fairly.

Members of the University community, as well as visitors, may promptly report any allegations of discrimination or retaliation to the individuals set forth below:

A. Applicants, employees, visitors and students with discrimination complaints should raise their concerns with the Chief Diversity Officer at their location.

B. Applicants, employees, visitors and students with complaints of sexual harassment or sexual violence, including sexual assault, stalking, domestic and intimate violence, should follow the process outlined in CUNY's Policy on Sexual Misconduct (include link).

C. There are separate procedures under which applicants, employees, visitors and students may request and seek review of a decision concerning



reasonable accommodations for a disability, which are set forth in CUNY's Procedures on Reasonable Accommodation. (include link)

## **2. Preliminary Review of Employee, Student, or Visitor Concerns**

Individuals who believe they have experienced discrimination and/or retaliation should promptly contact the Chief Diversity Officer at their location to discuss their concerns, with or without filing a complaint. Following the discussion, the Chief Diversity Officer will inform the complainant of the options available. These include seeking informal resolution of the issues the complainant has encountered or the college conducting a full investigation. Based on the facts of the complaint, the Chief Diversity Officer may also advise the complainant that his or her situation is more suitable for resolution by another entity within the University.

## **3. Filing a Complaint**

Following the discussion with the Chief Diversity Officer, individuals who wish to pursue a complaint of discrimination and/or retaliation should be provided with a copy of the University's complaint form. Complaints should be made in writing whenever possible, including in cases where the complainant is seeking an informal resolution.

## **4. Informal Resolution**

Individuals who believe they have been discriminated or retaliated against may choose to resolve their complaints informally. Informal resolution is a process whereby parties can participate in a search for fair and workable solutions. The parties may agree upon a variety of resolutions, including but not limited to modification of work assignment, training for a department, or an apology. The Chief Diversity Officer will determine if informal resolution is appropriate in light of the nature of the complaint. Informal resolution requires the consent of both the complainant and the respondent and suspends the complaint process for up to thirty (30) calendar days, which can be extended upon consent of both parties, at the discretion of the Chief Diversity Officer.

Resolutions should be agreed upon, signed by, and provided to both parties. Once both parties reach an informal agreement, it is final. Because informal resolution is voluntary, sanctions may be imposed against the parties only for a breach of the executed voluntary agreement.

The Chief Diversity Officer or either party may at any

time, prior to the expiration of thirty (30) calendar days, declare that attempts at informal resolution have failed. Upon such notice, the Chief Diversity Officer may commence a full investigation.

If no informal resolution of a complaint is reached, the complainant may request that the Chief Diversity Officer conduct a full investigation of the complaint.

## **5. Investigation**

A full investigation of a complaint may commence when it is warranted after a review of the complaint, or after informal resolution has failed.

It is recommended that the intake and investigation include the following, to the extent feasible:

a. Interviewing the complainant. In addition to obtaining information from the complainant (including the names of any possible witnesses), the complainant should be informed that an investigation is being commenced, that interviews of the respondent and possibly other people will be conducted, and that the President will determine what action, if any, to take after the investigation is completed.

References to the President in these Procedures refer to the Executive Vice Chancellor and Chief Operating Officer and the Deans of the Law School, Graduate School of Journalism, CUNY School of Public Health, School of Professional Studies and Macauley Honors College, wherever those units are involved, rather than a college.

b. Interviewing the respondent. In addition to obtaining information from the respondent (including the names of any possible witnesses), the respondent should be informed that a complaint of discrimination has been received and should be provided a copy of the complaint unless circumstances warrant otherwise. Additionally, the respondent should be informed that an investigation has begun, which may include interviews with third parties, and that the President will determine what action, if any, to take after the investigation is completed. A respondent employee who is covered by a collective bargaining agreement may consult with, and have, a union representative present during the interview.

The respondent must be informed that retaliation against any person who files a complaint of discrimination, participates in an investigation, or opposes a discriminatory employment or educational practice or policy is prohibited under this policy and

federal, state, and city laws. The respondent should be informed that if retaliatory behavior is engaged in by either the respondent or anyone acting on his/her behalf, the respondent may be subject to disciplinary charges, which, if sustained, may result in penalties up to and including termination of employment, or permanent dismissal from the University if the respondent is a student.

c. Reviewing other evidence. The Chief Diversity Officer should determine if, in addition to the complainant, the respondent, and those persons named by them, there are others who may have relevant information regarding the events in question, and speak with them. The Chief Diversity Officer should also review documentary evidence that may be relevant to the complaint.

#### **6. Withdrawing a Complaint**

A complaint of discrimination may be withdrawn at any time during the informal resolution or investigation process. Only the complainant may withdraw a complaint. Requests for withdrawals must be submitted in writing to the Chief Diversity Officer. The University reserves the right to continue with an investigation if it is warranted. In a case where the University decides to continue with an investigation, it will inform the complainant.

In either event, the respondent must be notified in writing that the complainant has withdrawn the complaint and whether University officials have determined that continuation of the investigation is warranted for corrective purposes.

#### **7. Timeframe**

While some complaints may require extensive investigation, whenever possible, the investigation of a complaint should be completed within sixty (60) calendar days of the receipt of the complaint.

#### **8. Action Following Investigation of a Complaint**

a. Promptly following the completion of the investigation, the Chief Diversity Officer will report his or her findings to the President. In the event that the respondent or complainant is a student, the Chief Diversity Officer will also report his or her findings to the Chief Student Affairs Officer.

b. Following such report, the President will review the complaint investigation report and, when warranted by the facts, authorize such action as he or she deems necessary to properly correct the effects of or to prevent further harm to an affected party or others similarly situated. This can include commencing

action to discipline the respondent under applicable University Bylaws or collective bargaining agreements.

c. The complainant and the respondent should be apprised in writing of the outcome and action, if any, taken as a result of the complaint.

d. The President will sign a form that will go into each investigation file, stating what, if any, action will be taken pursuant to the investigation.

e. If the President is the respondent, the Vice Chancellor of Human Resources Management will appoint an investigator who will report his/her findings to the Chancellor. The Chancellor will determine what action will be taken. The Chancellor's decision will be final.

#### **9. Immediate Preventive Action**

The President may take whatever action is appropriate to protect the college community in accordance with applicable Bylaws and collective bargaining agreements.

#### **10. False and Malicious Accusations**

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

#### **11. Anonymous Complaints**

All complaints will be taken seriously, including anonymous complaints. In the event that a complaint is anonymous, the complaint should be investigated as thoroughly as possible under the circumstances.

#### **12. Responsibilities**

a. Responsibilities of the President:

- Appoint a Chief Diversity Officer responsible for addressing complaints under this Policy
- Ensure that the Chief Diversity Officer is fully trained and equipped to carry out his/her responsibilities.
- Ensure that managers receive training on the Policy.
- Annually disseminate the Policy and these Procedures to the entire college community and include the names, titles and contact information of all appropriate resources at the

college. t Such information should be widely disseminated, including placement on the college website.

#### **b. Responsibilities of Managers:**

Managers must take steps to create a workplace free of discrimination, harassment and retaliation, and must take each and every complaint seriously. Managers must promptly consult with the Chief Diversity Officer if they become aware of conduct that may violate the Policy.

For purposes of this policy, managers are employees who either (a) have the authority to make tangible employment decisions with regard to other employees, including the authority to hire, fire, promote, compensate or assign significantly different responsibilities; or (b) have the authority to make recommendations on tangible employment decisions that are given particular weight. Managers include vice presidents, deans, directors, or other persons with managerial responsibility, including, for purposes of this policy, department chairpersons and executive officers.

#### **c. Responsibilities of the University Community-at-Large:**

- Members of the University community who become aware of allegations of discrimination or retaliation should encourage the aggrieved individual to report the alleged behavior.
- All employees and students are required to cooperate in any investigation.

#### **Some Relevant Laws Concerning Non-discrimination and Equal Opportunity**

*Section 1324b of the Immigration and Nationality Act* prohibits employers from intentional employment discrimination based upon citizenship or immigration status, national origin, and unfair documentary practices or “document abuse” relating to the employment eligibility verification or Form I-9 process. Document abuse prohibited by the statute includes improperly requesting that an employee produce more documents than required by the I-9 form, or a particular document, such as a “green card”, to establish the employee’s identity and employment authorization; improperly rejecting documents that reasonably appear to be genuine during the I-9

process; and improperly treating groups of applicants differently when completing the I-9 form.

*Executive Order 11246*, as amended, prohibits discrimination in employment by all institutions with federal contracts and requires affirmative action to ensure equal employment opportunities.

*Title VII of the Civil Rights Act of 1964*, as amended, prohibits discrimination in employment (including hiring, upgrading, salaries, fringe benefits, training, and other terms, conditions, and privileges of employment) on the basis of race, color, religion, national origin, or sex.

*Title VI of the Civil Rights Act of 1964* prohibits discrimination or the denial of benefits because of race, color, or national origin in any program or activity receiving federal financial assistance.

*Equal Pay Act of 1963*, as amended, requires that men and women performing substantially equal jobs in the same workplace receive equal pay.

*Title IX of the Education Amendments of 1972* prohibits discrimination or the denial of benefits based on sex in any educational program or activity receiving federal financial assistance.

*Age Discrimination in Employment Act*, as amended, prohibits discrimination against individuals who are age 40 or older.

*Section 504 of the Rehabilitation Act of 1973* defines and forbids acts of discrimination against qualified individuals with disabilities in employment and in the operation of programs and activities receiving federal financial assistance.

*Section 503 of the Rehabilitation Act of 1973* requires federal contractors and subcontractors to take affirmative action to employ and advance in employment qualified individuals with disabilities.

*Vietnam Era Veterans’ Readjustment Act of 1974*, as amended, requires government contractors and subcontractors to take affirmative action to employ and advance in employment disabled and other protected veterans.

*Uniformed Services Employment and Reemployment Rights Act of 1994*, as amended, prohibits employment discrimination based on military status and requires

reemployment following military service in some circumstances.

*Americans with Disabilities Act of 1990*, as amended, prohibits discrimination on the basis of disability.

*Genetic Information Nondiscrimination Act of 2008* prohibits employment discrimination based on genetic information.

*New York City Human Rights Law* prohibits discrimination based on age (18 and older), race, creed, color, national origin, gender (including gender identity and expression), disability, marital status, partnership status, sexual orientation, alienage or citizenship status, arrest or conviction record, unemployment status, or status of an individual as a victim of domestic violence, sex offenses or stalking.

*New York City Workplace Religious Freedom Act* requires an employer to make accommodation for an employee's religious needs.

*New York State Education Law Section 224-a* requires institutions of higher education to make accommodations for students who are unable to attend classes or take examinations due to their religious beliefs.

*New York State Human Rights Law* prohibits discrimination based on race, creed, color, national origin, sexual orientation, military status, sex, age (18 and older), marital status, domestic violence victim status, disability, predisposing genetic characteristics or prior arrest or conviction record.

*New York City Pregnant Workers Fairness Act* provides that employers provide pregnant employees with reasonable accommodations for the employee's pregnancy, childbirth, or a medical condition related to pregnancy or childbirth.

**Inquiries regarding the College's non-discrimination policies can be directed to the Director of Compliance and Diversity, Latoya Semone Jeffers, Esq. (Room A-337); 718-518-4284; LJJEFFERS@hostos.cuny.edu.**

**Complaints can also be submitted online:**  
<https://www.hostos.cuny.edu/Administrative-Offices/Office-of-Compliance-and-Diversity/Online-Complaint-Form>

## **PREGNANCY AND RELATED CONDITIONS**

Hostos Community College does not discriminate against students on the basis of pregnancy or related conditions. Students' absences due to medical conditions relating to pregnancy will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. Students needing assistance can seek accommodations from the Accessibility Resource Center, located in the Savoy Building, Room D-101P, 718-518-4454, or by contacting the Office of Compliance and Diversity, located in Rooms A-336 and A-337, 718-4303, OCD@hostos.cuny.edu.

Allegations of sexual misconduct including sexual harassment, sexual assault, stalking, or domestic and intimate partner/dating violence should be reported to one of individuals listed below.

Title IX Coordinator, Room A-337, 718-518-4284,

Dean of Students, Johanna Gomez, Room C-330, 718-518-6556, jgomez@hostos.cuny.edu

Director of Public Safety Chief Arnaldo Bernabe, Room C-030, 718-518-6000, abernabe@hostos.cuny.edu

## **ENVIRONMENTAL HEALTH & SAFETY POLICY**

### **General Policy**

It is the policy of Hostos Community College of The City University of New York to maintain a safe environment for its faculty, staff, students, and visitors that will not subject them to an avoidable risk of injury or illness. It is further the policy of Hostos Community College to respect and protect the environment.

The applicable health, safety and environmental standards are contained in rules and regulations promulgated by Federal, State, and City agencies, which must be followed in establishing campus safety policies. In addition, the published standards of nationally recognized professional health and safety organizations serve as guidelines in areas not covered by government standards, rules, and expectations.

For further information, contact Mr. Zack Korenstein, Environmental Health & Safety Director, 135 E 146<sup>th</sup> Street, Bronx NY 10451, Telephone 718-518-4229.

### **FREEDOM OF INFORMATION LAW (FOIL)**

Hostos Community College is committed to transparency and public access to information, including agency reports, pursuant to the state's Freedom of Information Law. Further details of the Freedom of Information Law are available at the New York State [Committee on Open Government website](#). Procedures for public access to public records may be found here: [PROCEDURES FOR PUBLIC ACCESS TO PUBLIC RECORDS \(cuny.edu\)](#)

You may direct requests to:

**Eugene Sohn, Esq.**

Records Access Officer

Executive Counsel & Labor Designee

[esohn@hostos.cuny.edu](mailto:esohn@hostos.cuny.edu)

500 Grand Concourse, A-336

Bronx, NY 10451

### **THE CITY UNIVERSITY OF NEW YORK POLICY ON DRUGS AND ALCOHOL**

The City University of New York ("CUNY") is an institution committed to promoting the physical, intellectual, and social development of all individuals. As such, CUNY seeks to prevent the abuse of drugs and alcohol, which can adversely impact performance and threaten the health and safety of students, employees, their families, and the general public. CUNY complies with all federal, state, and local laws concerning the unlawful possession, use, and distribution of drugs and alcohol. Federal law requires that CUNY adopt and implement a program to prevent the use of illicit drugs and abuse of alcohol by students and employees. As part of its program, CUNY has adopted this policy, which sets forth (1) the standards of conduct that students and employees are expected to follow; (2) CUNY sanctions for the violation of this policy; and (3) responsibilities of the CUNY colleges/units in enforcing this policy. CUNY's policy also (1) sets forth the procedures for disseminating the policy, as well as information about the health risks of illegal drug and alcohol use, criminal sanctions for such use, and available counseling, treatment, or rehabilitation programs, to students and employees; and (2) requires each college to conduct a biennial review of drug and alcohol use and prevention on its campus. This policy applies to all CUNY students, employees and visitors when they are on CUNY property, including CUNY residence halls, as well as when they are engaged in any CUNY-sponsored activities off campus.

### **CUNY STANDARDS OF CONDUCT**

The unlawful manufacture, distribution, dispensation, possession, or use of drugs or alcohol by anyone, on CUNY property (including CUNY residence halls), in CUNY buses or vans, or at CUNY-sponsored activities, are prohibited. In addition, CUNY employees are prohibited from illegally providing drugs or alcohol to CUNY students. Finally, no student may possess or consume alcoholic beverages in any CUNY residence hall, regardless of whether the student is of lawful age. For purposes of this policy, a CUNY residence hall means a residence hall owned and/or operated by CUNY, or operated by a private management company on CUNY's behalf. In order to make informed choices about the use of drugs and alcohol, CUNY students and employees are expected to familiarize themselves with the information provided by CUNY about the physiological, psychological, and social consequences of substance abuse.

### **CUNY SANCTIONS**

Employees and students who violate this policy are subject to sanctions under University policies, procedures and collective bargaining agreements, as described below. Employees and students should be aware that, in addition to these CUNY sanctions, the University will contact appropriate law enforcement agencies if they believe that a violation of the policy should also be treated as a criminal matter.

### **STUDENTS**

Students are expected to comply with the CUNY and college policies with respect to drugs and alcohol. Any student found in violation may be subject to disciplinary action under Article 15 of the Bylaws of the Board of Trustees, which may result in sanctions up to and including expulsion from the University. In addition, any student who resides in a CUNY residence hall and who is found to have violated any CUNY or college policy with respect to drugs and alcohol may be subject to sanctions under the CUNY Residence Hall Disciplinary Procedures, up to and including expulsion from the residence hall. In lieu of formal disciplinary action, CUNY may, in appropriate cases, seek to resolve the matter through an agreement pursuant to which the student must see a counselor or successfully participate in a drug and alcohol treatment program. In accordance with the Federal Educational Rights and Privacy Act ("FERPA"), CUNY may also choose—when appropriate—to contact parents or legal guardians of students who have violated the CUNY policy on drugs and alcohol.

## **EMPLOYEES**

Any employee found to have violated this CUNY policy may be subject to disciplinary action, in accordance with the procedures set forth in applicable CUNY policies, rules, regulations, and collective bargaining agreements. Sanctions may include a reprimand, suspension without pay, or termination of employment. In lieu of formal disciplinary action, CUNY may, in appropriate cases, seek to resolve the matter through an agreement pursuant to which the employee must successfully participate in a drug or alcohol treatment program.

## **HOSTOS SCHOOL ALCOHOL POLICY**

In order to ensure the continued enhancement of the positive image and reputation of all members of the college community and in the interest of promoting student and faculty welfare at the college, the following Code of Behavior is in effect at Hostos Community College. Use of alcoholic beverages is prohibited on campus except for the consumption of wine at special events approved by the Office of the President and in consultation with the Office of Public Safety.

## **INFORMATION FOR THE CUNY COMMUNITY ON THE RISKS AND CONSEQUENCES OF DRUG AND ALCOHOL USE**

### **BACKGROUND**

The City University of New York's Policy on Drugs and Alcohol, adopted by the Board of Trustees on June 22, 2009, prohibits the unlawful manufacture, distribution, dispensation, possession, or use of drugs or alcohol by employees, students or visitors, on CUNY property, in CUNY buses or vans, or at CUNY-sponsored activities. It prohibits all students (regardless of their age) from possessing or consuming alcoholic beverages in CUNY residence halls. It also prohibits CUNY employees from illegally providing drugs or alcohol to CUNY students. As the Policy states, sanctions for violation of the Policy, following appropriate disciplinary proceedings, may include, in the case of students, expulsion from the university, and in the case of employees, termination of employment. This document sets forth additional information required to be provided under federal law, including the legal sanctions for drug and alcohol use, health risks of such use, and information regarding available counseling, treatment, or rehabilitation programs.

## **LEGAL SANCTIONS**

Federal and New York State laws make it a criminal offense to manufacture, distribute, dispense, possess with intent to distribute, or simply possess a controlled substance. Such substances include heroin, cocaine, methamphetamine, ecstasy, LSD, PCP, marijuana, and a number of common pharmaceutical drugs if unlawfully obtained. The sanctions for violation of these laws, ranging from community service and monetary fines to life imprisonment, depend upon the particular offense, the drug type, and the drug quantity. Students convicted under these statutes may also forfeit federal financial aid eligibility.

Note that an individual need not be in actual physical possession of a controlled substance to be guilty of a crime. The unlawful presence of a controlled substance in an automobile is presumptive evidence of knowing possession of such substance by each passenger unless the substance is concealed on the person of one of the occupants. Similarly, the presence of certain substances in plain view in a room can sometimes be presumptive evidence of knowing possession of such substance by anyone in close proximity.

Further, pursuant to New York State law:

- Any person under age 21 who is found to be in possession of alcohol with the intent to consume it may be punished by a fine and/or required to complete an alcohol awareness program and/or to provide up to 30 hours of community service. Alcoholic Beverage Control Law, § 65-c.
- Giving or selling an alcoholic beverage to a person less than age 21 is a class A misdemeanor punishable by a sentence of imprisonment up to one year. Penal Law § 260.20
- Any person who operates a motor vehicle while intoxicated or while his ability to operate such vehicle is impaired by the consumption of alcohol or drugs, is subject to suspension or revocation of driving privileges in the State, monetary fines up to \$1,000, and imprisonment for up to one year. Vehicle and Traffic Law § 1192
- A person under 21 who presents false written evidence of age for the purpose of purchasing or attempting to purchase any alcoholic beverage may be punished by a fine, community service and/or completion of an alcohol awareness program.

Alcoholic Beverage Control Law § 65-b(1). Possessing such false evidence may also be criminal possession of a forged instrument, which is a felony in New York, punishable by a fine of up to \$5000, imprisonment up to 7 years, or both. Penal Law § 170.25.

- Appearing in public under the influence of narcotics or a drug other than alcohol to the degree that a person may endanger him or herself or other persons or property, or annoy persons in his vicinity, is a violation, punishable by a fine and imprisonment up to 15 days. Penal Law § 240.40

### **HEALTH RISKS**

The following is a brief summary of some of the health risks and symptoms associated with use of many of the most-publicized drugs, including alcohol and tobacco. This information was obtained from the National Institute on Drug Abuse (part of the National Institutes of Health of the U.S. Department of Health and Human Services), and the Mayo Clinic. Please note that individuals experience such substances in different ways based on a variety of physical and psychological factors and circumstances.

#### **LSD (Acid)**

LSD is one of the strongest mood-changing drugs, and has unpredictable psychological effects. With large enough doses, users experience delusions and visual hallucinations. Physical effects include increased body temperature, heart rate, and blood pressure; sleeplessness; and loss of appetite.

#### **Cocaine**

Cocaine is a powerfully addictive drug. Common health effects include heart attacks, respiratory failure, strokes, and seizures. Large amounts can cause bizarre and violent behavior. In rare cases, sudden death can occur on the first use of cocaine or unexpectedly thereafter.

#### **MDMA (Ecstasy)**

Ecstasy is a drug that has both stimulant and psychedelic properties. Adverse health effects can include nausea, chills, sweating, teeth clenching, muscle cramping, and blurred vision.

#### **Heroin**

Heroin is an addictive drug. An overdose of heroin can be fatal, and use is associated – particularly for users who inject the drug – with infectious diseases such as HIV/AIDS and hepatitis.

#### **Marijuana**

Effects of marijuana use include memory and learning problems, distorted perception, and difficulty thinking and solving problems.

#### **Methamphetamine**

Methamphetamine is an addictive stimulant that is closely related to amphetamine but has long lasting and more toxic effects on the central nervous system. It has a high potential for abuse and addiction. Methamphetamine increases wakefulness and physical activity and decreases appetite. Chronic, long-term use can lead to psychotic behavior, hallucinations, and stroke.

#### **PCP/Phencyclidine**

PCP causes intensely negative psychological effects in the user. People high on PCP often become violent or suicidal.

#### **Prescription Medications**

Prescription drugs that are abused or used for non-medical reasons can alter brain activity and lead to dependence. Commonly abused classes of prescription drugs include opioids (often prescribed to treat pain), central nervous system depressants (often prescribed to treat anxiety and sleep disorders), and stimulants (prescribed to treat narcolepsy, ADHD, and obesity). Long-term use of opioids or central nervous system depressants can lead to physical dependence and addiction. Taken in high doses, stimulants can lead to compulsive use, paranoia, dangerously high body temperatures and irregular heartbeat.

#### **Tobacco/Nicotine**

Tobacco contains nicotine, which is highly addictive. The tar in cigarettes increases a smoker's risk of lung cancer, emphysema, and bronchial disorders. The carbon monoxide in smoke increases the chance of cardiovascular diseases. Secondhand smoke causes lung cancer in adults and greatly increases the risk of respiratory illnesses in children.

#### **Steroids**

Adverse effects of steroid use in males may include shrinking of the testicles and breast development. In females, adverse effects may include growth of facial hair, menstrual changes, and deepened voice. Other adverse effects can include severe acne, high blood pressure and jaundice. In some rare cases liver and kidney tumors or even cancer may develop.

## Alcohol

Excessive alcohol consumption can lead to serious health problems, including cancer of the pancreas, mouth, pharynx, larynx, esophagus and liver, as well as breast cancer, pancreatitis, sudden death in people with cardiovascular disease, heart muscle damage leading to heart failure, stroke, high blood pressure, cirrhosis of the liver, miscarriage, fetal alcohol syndrome in an unborn child, injuries due to impaired motor skills, and suicide.

## SUBSTANCE ABUSE

You or someone you know may have a problem with drugs and alcohol if you/they are:

- Using drugs and/or alcohol on a regular basis.
- Losing control of the amount of drugs and/or alcohol used after being high or drunk.
- Constantly talking about using drugs and/or alcohol.
- Believing that drugs and/or alcohol are necessary in order to have fun.
- Using more drugs and/or alcohol to get the same effects as in the past.
- Avoiding people in order to get high or drunk.
- Pressuring others to use drugs and/or alcohol.
- Foregoing activities that were once priorities (i.e. work, sports, spending time with family and sober friends).
- Getting into trouble at school, at work, or with the law.
- Taking risks, including sexual promiscuity and driving while intoxicated.
- Lying about things, including the amount of drugs and/or alcohol used.
- Feeling hopeless, depressed, or even suicidal.

If you suspect that you or someone you know has a problem with drugs and/or alcohol, please utilize the resources listed below.

## RESOURCES ON CAMPUS

For assistance and referrals, students should (1) consult the relevant college website; or (2) contact their Student Affairs Office and/or Counseling Center. Any Hostos C.C. student may contact our counselor at 718-518-4319, our nurse practitioner at 718-518-6542 or Disabilities Coordinator at 718-518-4454.

For assistance and referrals, employees should consult with the Human Resources office at 718-518-6650. Assistance is also available through union employee

assistance programs or through the CUNY Work/Life Program.

CUNY Work/Life Program (800) 833-8707  
<http://www.cuny.edu/worklife/>

## RESOURCES OFF-CAMPUS

12 Step Recovery Programs  
Narcotics Anonymous (212) 929 6262  
<http://www.newyorkna.org/>  
Cocaine Anonymous (212) 262-2463  
<http://www.ca-ny.org/>

Marijuana Anonymous (212) 459-4423  
<http://www.ma-newyork.org/>

Alcoholics' Anonymous (212) 647-1680  
<http://www.nyintergroup.org/>

Nicotine Anonymous (631) 665-0527  
<http://www.nicotine-anonymous.org/>

Al-Anon/Alateen (888) 425-2666  
<http://www.al-anonny.org>

## Detoxification and Outpatient/Inpatient Rehabilitation Facilities

### New York County

Bellevue Hospital Center  
462 First Ave.  
New York, NY 10016  
(212) 562-4141

St. Luke's-Roosevelt Hospital Center  
1000 Tenth Ave.  
New York, NY 10019  
(212) 523-6491

Greenwich House, Inc.  
50B Cooper Square  
New York, NY 10003  
(212) 677-3400

### Queens County

Flushing Hospital Medical Center  
4500 Parsons Blvd.  
Flushing, NY 11355  
(718) 670-5078

### Kings County

Kings County Hospital Center  
606 Winthrop St.  
Brooklyn, NY 11203  
(718) 245-2630

Interfaith Medical Center  
1545 Atlantic Ave.  
Brooklyn, NY 11213  
(718) 613-4330

Bridge Back to Life Center, Inc.  
175 Remsen St., 10th Floor  
Brooklyn, NY 11201  
(718) 852-5552

### Bronx County

St. Barnabas Hospital  
4535 East 183rd St.  
Bronx, NY 10457  
(718) 960-6636



Samaritan Village, Inc.  
144-10 Jamaica Ave.  
Jamaica, NY 11435  
(718) 206-1990

Montefiore Medical  
Center  
3550 Jerome Ave.,  
1st Floor  
Bronx, NY 10467  
(718) 920-4067

anxiety and stress management. The counselor's office phone number is 718-518-4319

The appearance of this information does not imply endorsement by Hostos Community College, which has no control over the accuracy, content or availability of products, goods or services offered by outside entities.

Daytop Village, Inc.  
316 Beach 65th St.  
Far Rockaway, NY 11692  
(718) 474-3800

Bronx-Lebanon  
Hospital Center  
1276 Fulton Ave., 7th  
Floor  
Bronx, NY 10456  
(718) 466-6095

### **WORKPLACE VIOLENCE POLICY**

The City University of New York has a long-standing commitment to promoting a safe and secure academic and work environment that promotes the achievement of its mission of teaching, research, scholarship and service. All members of the University community—students, faculty and staff—are expected to maintain a working and learning environment free from violence, threats of harassment, violence, intimidation or coercion. While these behaviors are not prevalent at the University, no organization is immune.

The purpose of this policy is to address the issue of potential workplace violence in our community, prevent workplace violence from occurring to the fullest extent possible, and set forth procedures to be followed when such violence has occurred.

### **Richmond County**

Staten Island University Hospital  
375 Seguire Ave.  
Staten Island, NY 10309  
(718) 226-2790

### **Nassau County**

Long Beach Medical  
Center  
455 East Bay Dr.  
Long Beach, NY 11561  
(516) 897-1250

Richmond University Medical  
University Hospital  
Center  
427 Forest Ave.  
Staten Island, NY 10301  
(718) 818-5375

North Shore  
400 Community Dr.  
Manhasset, NY 11030  
(516) 562-3010

### **Policy**

The City University of New York prohibits workplace violence. Violence, threats of violence, intimidation, harassment, coercion, or other threatening behavior towards people or property will not be tolerated. Complaints involving workplace violence will not be ignored and will be given the serious attention they deserve. Individuals who violate this policy may be removed from University property and are subject to disciplinary and/or personnel action up to and including termination, consistent with University policies, rules and collective bargaining agreements, and/or referral to law enforcement authorities for criminal prosecution. Complaints of sexual harassment are covered under the University's Policy Against Sexual Harassment.

Camelot of Staten Island, Inc.  
263 Port Richmond Ave.  
Staten Island, NY 10302  
(718) 981-8117

Nassau Health  
Care Corporation  
2201 Hempstead  
Tpke.  
East Meadow,  
NY 11554  
(516) 572-9400

The University, at the request of an employee or student, or at its own discretion, may prohibit members of the public, including family members, from seeing an employee or student on University property unless necessary to transact University-related business. This policy particularly applies in cases where the employee or student suspects that an act of violence will result from an encounter with said individual(s).

### **RESOURCES OFF-CAMPUS**

New York State Office of Alcoholism and Substance  
Abuse Services  
Tel: (877) 846-7369  
<http://www.oasas.state.ny.us/>

New York State Smokers' Quitline  
Tel: (866) 697-8487  
<http://www.nysmokefree.com/>

### **COUNSELING**

A full-time counselor is available to students. The counselor also conducts workshops and facilitates support groups on a number of topics including test

## **POLICIES ON USE OF HOSTOS FACILITIES**

The Hostos Athletics and Recreation Complex, a showcase for our institution, offers numerous recreation and fitness programs for students, faculty, and staff. The various centers within the Complex offer recreation and fitness programs to increase the knowledge and skills to enhance appreciation for health and a healthy lifestyle.

Hostos encourages the use of the various centers in pursuit of wellness. To ensure your safety and appropriate use of the centers, users must adhere to the following policies and procedures. These policies are consistent with nation-wide standards of quality and excellence. For scheduling, rates and more information, please contact Felix Arocho, Theatre Manager, Telephone 718-518-4477 or e-mail [Farocho@hostos.cuny.edu](mailto:Farocho@hostos.cuny.edu).

## **ACCESS TO COLLEGE FACILITIES**

### **CAMPUS FACILITIES**

Hostos Community College is a commuter school; there are no residences or dormitories on campus. To date, there are no off-campus student organizations. The College opens at 7:00 am and closes for business at 10:30 pm, Monday through Saturday and 7:00 am through 6:00 pm on Sundays. Access to campus buildings is limited to faculty, staff, students, guests and visitors who are conducting official college business.

All students, faculty and staff should possess a College ID card which must be used to access the main campus buildings through the access control turnstile systems but must be either displayed and/or presented upon request by a College official or Public Safety personnel. The Library is open to students, faculty, staff, as well as other CUNY students. Library hours are posted in the calendar/hours tab on the web at <http://commons.hostos.cuny.edu/library/>. During midterms and finals, the Library may have extended hours to accommodate students. The College reserves the right to refuse entry or remove anyone regardless of status for rule infractions or safety reasons.

### **IDENTIFICATION CARDS**

New students, faculty and staff can obtain an identification card inside the Public Safety ID Office, room BC-042A, in the basement of the B-Building. While on campus students, faculty, and staff must possess a Hostos Community College ID Card. The ID card is the property of the College and must be presented upon request of a College official. If your card is lost/stolen please go to the Bursar's office, Savoy Building, 120 Walton Avenue, Room B-105 to pay a replacement fee of \$10.00. Upon payment, bring your receipt to the Public Safety Office, Room BC-042A. Please

note that all currently enrolled students must have a validation sticker affixed to their identification cards. All employees of the college who are no longer employed and students who are no longer registered will have their identification cards deactivated in the system.

### **GUESTS**

All visitors to the School are expected to comport themselves in a manner consistent with an academic environment. Guests must sign in at the front Public Safety desk and show identification to the officer on duty. Upon exiting the School, guests must sign out. Guests must generally be in the same area as the host student/employee and may not use School facilities such as copy machines or computers in furtherance of their own work without express permission of a College Official. Guests are subject to the lawful instructions of all members of the Public Safety Department, as well as other College Officials. Guests may not remain in the building after closing or on weekends and holidays unless there is an official event open to the general community. If a guest seems to be intoxicated, refuses to follow procedures of producing identification or follow sign in and sign out procedures, entry to the building will be denied.

### **SECURITY CONSIDERATIONS USED IN THE MAINTENANCE OF CAMPUS FACILITIES**

The College's Facilities Department & Public Safety Department utilize professional vendors/contractors who maintain the school's fire alarm/suppression system, access control and CCTV system, fire command and public address system. Interior and exterior lighting are maintained by the facilities department personnel. Any conditions, which appear unsafe, should be directly reported to any Public Safety Officer, as soon as possible or by calling the Public Safety Department at 6888. Public Safety monitors all interior and exterior closed circuit cameras on a continuous basis. An automatic piped water-based fire suppression system is supplemented by numerous dry chemical portable fire extinguishers. Public Safety Officers and Campus Security Assistants patrol the building and grounds several times a tour, every tour, each day of the year. Tours are logged in via a computerized electronic log book. Hostos Community College utilizes a computerized card access system as a means of access to the A-475, B-500, C-450 and D-120 buildings. When activated, authorized College ID Cards are touched to turnstile mounted card readers to open turnstiles. College SMART Classrooms are also protected by electronic locks which must be opened by authorized College ID Cards. The School's locking devices are a restricted key-way type and the college

owns the patent. All Public Safety staff carries mobile radios programmed through a repeater to enhance effectiveness. The aforementioned devices are checked during guard tour building rounds and building perimeter tours. Additionally, a special mobile radio located at the front Public Safety desk can communicate with the central office base station. Any and all deficiencies/hazards noted by the college community should be reported to Public Safety for repair/service and or referral. The Public Safety Director, Assistant Directors and Supervisors have direct access to the NYPD Police Dispatcher in the confines of the 40th precinct via the approved NYPD police frequency which is programmed on the two-way radios which they carry.

#### **Public Safety Escort**

The Department of Public Safety provides safety escorts to any member of the college community who requests such an escort. Escorts are provided within the geographical confines of the institution. Escorts provided outside the confines require approval from the Public Safety Director.

#### **Closed Circuit Television**

The Public Safety Department uses closed circuit television cameras in order to enhance campus safety in and around the buildings. These cameras are routinely monitored by members of the department and are set up to record 24 hours a day. The viewing camera patrol is primarily used to ensure that there are no criminal or unsafe activities occurring on the campus interior or exterior, to protect entrances and exits and to dispatch Public Safety personnel to possible emergency situations or unlawful activities. The college also has a fire alarm response system in each building which is monitored by an off-campus 24 hour monitoring service.

#### **Working Relationships with other Law Enforcement Agencies**

The City University of New York which includes Hostos Community College has a Memorandum of Understanding with the NYPD which covers emergencies, non-emergencies and investigative responses by the NYPD. In accordance with this MOU (Memorandum of Understanding) between the NYPD and the City University of New York dated March 6, 1992, New York City Police officers are not to enter City University property in non-emergency responses unless it has been requested or approved by a College official authorized to make such a request. While the authority of police officers entering the campus on an emergency basis is recognized, the University recommends that

police officers notify the designated college officials and/or their designees whenever they must enter university property.

### **PUBLIC SAFETY POLICIES & PROCEDURES**

#### **Mission Statement**

The City University of New York Public Safety Service is dedicated to providing excellence in protection and service to the University community.

As law enforcement officers, we shall continuously endeavor to ensure a safe and secure environment conducive to a positive social and educational process. This mission is exemplified by our departmental motto.

#### **Service, Integrity and Pride**

At Hostos Community College, the safety and well-being of our students, faculty, and staff is always at the top of our agenda. However, a truly safe campus can only be achieved through the cooperation of all students, faculty, and staff. This information is a part of our effort to ensure that our collaborative endeavor is effective. We hope that you will read it carefully and use the information to help foster a safe environment for yourself and others on campus.

#### **Current Campus Policies Regarding Procedures For Students And Others Reporting Criminal Actions Or Other Emergencies On Campus**

The Public Safety Department encourages the reporting of all criminal activity or medical emergencies occurring on campus. Reporting of criminal actions and other emergencies can be done by contacting the Department of Public Safety in person, by calling (718) 518-6888, or by dialing 6911 from any campus extension. While it is highly recommended that all criminal activity be reported to the Public Safety Department on campus first, reports can also be made to the New York City Police Department by dialing 911. Please bear in mind that you must first dial (9) to get an outside line from college phones, before dialing 911 for the New York City Police Department. Acts, that do not constitute a crime-e.g., smoking on the premises or failing to display an I.D. card when asked by a college official-will be handled administratively. An incident report will be written and will be sent to the appropriate Vice President.

Hostos Community College Public Safety Department is located in the 450 Grand Concourse building, also known as the East Academic Complex, Room C-030, on the Anthony Griffith (B) level. The department is responsible for 24-hour protection of all persons and property on the college grounds. The department of Public Safety consists of a Director of Public Safety, 2

Lieutenants / Assistant Directors, 6 Sergeants, 1 Corporal, 2 Specialists, 23 Peace Officers, 13 College Security Assistants, 1 Locksmiths, and a full-time Secretary.

All campus public safety officers are service-oriented, law enforcement security professionals trained to handle security and safety matters on campus. Several members of the public safety department are trained in cardiopulmonary resuscitation (CPR) and defibrillator operations. All public safety personnel carry two-way radios and flashlight and wear distinctive uniforms.

Campus Peace Officers are sworn Peace Officers and have arrest powers granted to them by the Police Commissioner of the City of New York. Campus Peace Officers are designated as New York City Special Patrolmen/Peace Officers in accordance with Section 2.10 subsection 27 of the New York State Criminal Procedure Law.

College Security Assistants are defined as security guards in accordance with Article 7A of the Central Business Law. These officers do not have arrest powers above that of a private citizen.

#### **Weapons Policy**

No one within the University community (including visitors), except Campus Peace Officers, pursuant to authorization of the College President, shall have in his/her possession a rifle, shotgun, firearm, or any other dangerous instrument or material that can be used to inflict bodily harm on an individual or damage to a building or the grounds of the campus.

#### **Public Safety Protection Services Escort Service**

Escorts to subway stations, bus stops, or vehicles within the vicinity of the campus perimeter are provided by the Department of Public Safety to anyone leaving the campus, especially during the late evening and hours of darkness.

#### **Filing of Orders of Protection**

The Department of Public Safety receives and files Orders of Protection brought in by any member of the College community. The information in the Orders of Protection, along with any other additional information, is provided to all Public Safety personnel in order to prevent and reduce the possibilities of a violation of such orders. Anyone in violation of an Order of Protection on campus will be arrested.

#### **Lost and Found**

The Department of Public Safety secures items found

or turned over to the office or our personnel. Anyone who loses anything on campus may stop by Room C-030 and check with the office staff. Identification is required when recovering a lost item. All lost or recovered items will be kept for one semester. Weapons and illegal contraband are immediately vouchered with the New York City Police Department.

#### **Lost ID's**

Students/Faculty/Staff who lose their Hostos I.D. card must go to the Bursar's Office, present their current Bursar enrollment receipt or proof of employment at the college and pay a \$10.00 replacement fee. The paid lost fee receipt must be taken to the Public Safety ID room (BC-042-A) and presented to the ID Machine Operator for issuance of a replacement. Students/Faculty/Staff who report their ID being stolen can get a replacement for free if they produce a NYPD Police Report.

#### **PUBLIC SAFETY AND SECURITY SERVICES**

Hostos Community College's main campus grounds, the contiguous geographic perimeter of the main campus and the parking areas are patrolled on a 24-hour basis by Public Safety Officers. Public Safety Officers are sworn law enforcement / NYS Peace Officers under Criminal Procedure Law 2.10 subsection 79 and have the power to make arrests, issues criminal court summonses and conduct criminal investigations. The Hostos Community College Department of Public Safety is responsible for investigating all crimes and incidents that occur on campus. Incidents of a criminal nature that are reported to a Campus Peace Officer are at times referred via the complainant to the NYPD. The department currently consists of a Chief / Director, 2 Lieutenants, 2 Specialists, 6 Sergeants, 1 Corporal and 24 Patrol Officers. All are sworn NYS Peace Officers. Additionally, the college employs 13 Campus Security Assistants. At any given time, contract security officers may be used to fill vacancies. Campus Security Assistants and contract security officers are licensed New York State Security Guards and do not have arrest powers (outside of the powers of a private citizen).

#### **Public Safety Escort**

The Department of Public Safety provides safety escorts to any member of the college community who requests such an escort. Escorts are provided within the geographical confines of the institution. Escorts provided outside the confines require approval from the Public Safety Director.

### **Closed Circuit Television**

The Public Safety Department uses closed circuit television cameras in order to enhance campus safety in and around the buildings. These cameras are routinely monitored by members of the department and are set up to record 24 hours a day. The viewing camera patrol is primarily used to ensure that there are no criminal or unsafe activities occurring on the campus interior or exterior, to protect entrances and exits and to dispatch Public Safety personnel to possible emergency situations or unlawful activities. The college also has a fire alarm response system in each building which is monitored by an off-campus 24 hour monitoring service.

### **Public Address System**

A Public Address System is available in the C-450, A-475 and B-500 buildings. Announcements can be made from each respective lobby as well as the public safety dispatch center.

### **Off Campus Residence/ Organizations**

Hostos Community College does not have any off campus officially recognized student organization(s) nor are there any residential or dormitory housing facilities on the campus.

### **Crimes and Safety Hazard Monitoring**

Information about off-campus crimes, health hazards and other potential safety hazards that may impact upon the general welfare of the college community is often disseminated by the public safety department via college email and posted on the public safety website. This information is obtained from the local precincts that patrol the perimeter of the campus and Bronx Community Board # 1 as well as various other local governmental agencies and organizations. The local police precinct that is responsible for the compiling and analyzing of related crimes statistics is the 40th Police Precinct, located at 257 Alexander Avenue, Bronx, New York 10454. Bronx Community Board #1 is located at 3024 Third Avenue Bronx, New York 10455.

### **WORKING RELATIONSHIP WITH OTHER LAW ENFORCEMENT AGENCIES**

The City University of New York which includes Hostos Community College has a Memorandum of Understanding with the NYPD which covers emergencies, non-emergencies and investigative responses by the NYPD. In accordance with this MOU (Memorandum of Understanding) between the NYPD and the City University of New York dated March 6, 1992, New York City Police officers are not to enter City University property in non-emergency responses unless

it has been requested or approved by a College official authorized to make such a request. While the authority of police officers entering the campus on an emergency basis is recognized, the University recommends that police officers notify the designated college officials and/or their designees whenever they must enter university property.

### **EMERGENCY NOTIFICATION & RESPONSE**

Hostos' Emergency Response Plan (ERP) attempts to place Hostos in a proactive position to protect students, staff, faculty and visitors in case of an emergency or disaster, and provides important information about specific emergency situations that could arise on or near campus. A portion of the information contained in the ERP is included below. However, students are urged to review the entire ERP at <http://www.hostos.cuny.edu/Administrative-Offices/Public-Safety-Department/Emergency-Response-Plan>.

### **CUNY ALERT SYSTEM**

All students, as well as faculty and staff are strongly encouraged to participate in the CUNY Alert system. The CUNY Alert system is designed to give you immediate and up-to-date information regarding weather, utility and emergency situations. The system can contact you and family or friends, as you designate, via text message, cell phone, landline and/or e-mail. The system can offer all methods of notice, a single method or any combination. It is user friendly and can prove to be invaluable before, during and after an emergency. Simply log onto [www.cuny.edu/alert](http://www.cuny.edu/alert) and follow the instructions. If you have trouble signing up for CUNY Alert, please come to the IT help desk located in the B-500 Grand Concourse Building, room B-425. The system is activated via a web-based system controlled by the New York State Office of Emergency Management.

### **TIMELY WARNINGS TO MEMBERS OF THE COMMUNITY**

The Department of Public Safety in consultation with the Office of the President, Senior Vice President and other senior college officials will be responsible for issuing timely warning notices on campus which are triggered by Clery Crimes that have already occurred but represent an ongoing threat. The Department of Public Safety will issue a timely warning notice for any Clery Crime committed on the campus Clery geography that is reported to the public safety department or the local law enforcement agency and is considered by the college to represent a serious or continuing threat to students and

employees. The Department of Public Safety maintains a working and professional relationship with the New York City Police Department and communicates both in person and via written communication during the normal course of business in cases of serious emergencies all public safety supervisors can contact the NYPD/911 system via two-way radios.

Operated under the auspices of the New York State Emergency Management Office, CUNY Alert allows subscribers to receive messages of import regarding safety via email, cell and landline, text message or in any combination thereof. Signing-up is as easy. These notifications are issued when the campus operations are adversely affected by man-made or natural incidents. Access the University website at [www.cuny.edu/alert](http://www.cuny.edu/alert) Members of the college and/or community at large requesting confirmation on the status of an emergency situation should call the Department of Public Safety at 718-518-6888 and/or the college Office of Communications and Public Relations at 718-518-6872.

**Titles of person(s) and/or areas of the college responsible for emergency notifications are as follows:**

Senior Vice President and Chief Financial Officer of Administration and Finance., Esther Rodriguez-Chardavoyne

Director of Public Safety, Chief Arnaldo Bernabe

Assistant VP of Information Technology

Department of Public Safety

Department of Information Technology

Department of Communications and College Relations Office

**IMMEDIATE NOTIFICATIONS**

Unless such notice and warning constitutes a compromise to contain an emergency, or result in an expansion or exacerbation of an emergency, immediate notification of an emergency will take place through one – or a combination of – the following methodologies: (1) CUNY-Alert, (2) Verbal announcement through the School's Emergency Public Address System if a fire or smoke issue is detected, (3) Campus-wide e-mail blast and / or (4) School web-site notice. The following personnel are authorized to make such announcements; Peace Officers, Members of the Emergency Response Policy Group. Again, please note that a circumstance may arise in which it would not be prudent or appropriate to issue an immediate notification if such

release would compromise efforts to contain the emergency.

**EMERGENCY RESPONSE EVACUATION FIRE DRILL TESTS**

The college conducts evacuation and fire drills three (3) times per year in both academic and administrative buildings. During these drills, building occupants are familiarized with campus evacuation procedures. Each building has assigned fire/evacuation floor wardens who provide direction to the college community during drills and actual emergencies which also involve instructions by law enforcement campus personnel. In case of a campus wide evacuation and/or closure, the campus will be evacuated systematically by following standard mass evacuation procedures. Everyone must evacuate when ordered to do so.

**PUBLICATION OF PROCEDURES**

Emergency response and evacuation procedures are posted on the college website at the following link: <http://www.hostos.cuny.edu/Administrative-Offices/Public-Safety-Department/Emergency-Response-Plan> The Emergency Response & Evacuation Procedures are reviewed once a year and updated as needed throughout the year. The Public Safety Office, Room C-030, have hard copies of the Emergency Response Procedures.

**Public Safety Awareness & Crime Prevention Programs**

The Department of Public Safety issues safety alert bulletins when deemed necessary and provides Timely Warning Notices (paper/electronic form) to the campus community when serious crimes occur in areas on or near the campus. The department maintains a relationship with the New York City police precincts that are responsible for the public safety of the campus perimeter and its surrounding areas. All persons reporting crimes to the Department of Public Safety are also encouraged to promptly report the incident to the local police precinct or precinct of concern. A record of each report made to the local precinct is maintained as part of the Public Safety Department's annual statistical report. All Members of the college community are encouraged to attend crime prevention seminars that are conducted by the Department of Public Safety and / or invited members of local law enforcement. All incoming students receive information about campus crime prevention programs during initial orientation campus wide events scheduled at the beginning of each semester. To obtain more information on crime prevention, please contact the Department of Public Safety at (718) 518-6888. A number of officers in the Department of Public Safety have attended the Basic Methods of Security Crime

Prevention Course taught at the New York City Police Academy. These officers are assigned to conduct crime prevention seminars and at times are assigned to conduct follow-up investigations for crimes committed on campus. They also advise and make recommendations to complainants and victims regarding the prevention of future criminal acts.

Along with the Office of the Senior Vice President of Administration & Finance and the Dean of Facilities Management, the Director of Public Safety conducts ongoing reviews of campus grounds and facilities. Special emphasis is placed on the need to ensure safe accessibility to buildings with particular attention to landscaping hazards as well as inadequate lighting.

All public safety personnel, while on patrol, report potential safety and security hazards as well as door problems and elevator malfunctions. Hazards and potential unsafe conditions can be reported by a member of the college community by contacting the Department of Public Safety at (718) 518-6888.

The Department of Public Safety takes the following preventative measures in an attempt to limit criminal activity: screening visitors, issuing ID cards, controlling access, monitoring closed circuit television cameras and other electronic security systems, patrolling the building and its perimeter, inspecting infrastructure such as doors, locks, lighting and alarm systems, responding to incidents and conducting investigations.

Campus security awareness programs include the distribution of crime prevention notices which provide tips on personal safety and protecting personal property while on and off campus. These notices are routinely sent out to the college community via the College email distribution list, posted on the Public Safety Social Media Web Sites and posted on large laminated posters which are visibly located around the campus. Notices containing specific crime prevention information are sent to students, staff and faculty whenever an incident takes place that poses an ongoing threat to the college community. The Department of Public Safety has a number of crime prevention brochures covering several different topics on how to avoid becoming a victim of a crime that is likely to occur on and off campus. These brochures are available at the Department of Public Safety, 450 Grand Concourse; room C-030. Presentations on personal security, the prevention of sexual assault, sexual harassment, workplace violence and other crimes, and drug and alcohol abuse are offered to the college community in conjunction with

new staff orientations. In addition, targeted crime prevention presentations are also given to individual departments when there is specific crime or safety related issues effecting that department. Arrangements can be made for specialized group presentations and individual consultation or counseling via the Department of Public Safety (Room C-030, phone # 718-518-6888).

**Crime Prevention Tips** - Actual and attempted violent crime, including sex crime is virtually unknown on the Hostos campus. However, the possibility cannot be excluded. Accordingly, use general prudence, avoid isolated areas, and report suspicious observations to Public Safety ext. 6888 and / or 718-518-6888.

**On Campus** - While on-campus purse snatchings are unknown and pick pocketing is rare, the theft of unattended laptop computers, purses, pocketbooks, and wallets and their contents is not unheard of. Under no circumstances should cash, credit cards, garments, or other valuables be left unattended in offices and / or furniture - nor should office or furniture locks be relied upon.

**Off Campus** - Local area crime is not within the Hostos Campus jurisdiction but we maintain liaison with the local police precinct to monitor trends and exercise influence. General rules of urban area prudence must be followed day and night, including:

- Avoid under populated or dark areas.
- Keep distant from building facades particularly
- avoiding empty storefronts.
- Cross the street rather than walk under
- construction scaffolding or through confined routes
- particularly during hours of darkness.
- Use corner rather than mid-block subway entrances.
- Be alert to street "scams" (e.g. clustered bystanders,
- unsolicited help with "accidental" spills, feigned distress,
- groups asking for directions, dropped money, or other opportunities for profit through "good faith" deposits,
- gambling, winning ticket cashing or other unusual or
- illicit enterprises).
- Be aware that jewelry, luggage, furs, cameras, cellphones,

- camcorders, cash and other conspicuous valuables
- including expensive portfolios and briefcases may
- increase robbery risks.
- Wear or hold pocketbooks and equipment straps so that they quickly release in the event of an attempted snatch by running or mobile persons: Wearing them across the body, around the neck or wound around the hand can expose the wearer to the risk of serious injury.

**Bicycles** - Bicycle racks have been provided by New York City's Department of Transportation and are located outside the 475 Grand Concourse building on the Grand Concourse. In addition, Hostos Community College provides bicycle racks at the entrance of the East Academic Complex Parking Lot; located on East 144<sup>th</sup> Street between the Grand Concourse and Park Avenue. Hostos Community College is not responsible for bicycles left at these racks. Bicycles not having motorcycle-grade locks and chains or "U" type heavy-duty bicycle locks are at greater risk of theft. Always lock your bicycle securely, whether you are gone for a few minutes or a few hours. Use a U-lock, securing both wheels and the frame to a stationary object such as a post, fence, tree, or bike rack. For extra security, add a chain or cable with a good padlock. Always park your bike where it can be easily seen.

**Elevators** – When standing inside of an elevator be sure to protect your property by not having pocket books, book bags open and available to being reached in by an unsuspecting person(s).

**Laptops** - Treat your laptop as though it was cash. If you would not place a hundred-dollar bill on your desk while out to lunch, do not do it with a laptop either. Always secure your laptop in a locked desk or cabinet when not in use. When traveling in a car, do not leave your laptop on the seat next to you. Keep it out of sight in the trunk or place it under the passenger seat. If you park your vehicle and cannot take the laptop with you, make sure that it is locked in the trunk prior to reaching your destination. Be alert to unfamiliar persons in your work area and immediately report suspicious persons to the Department of Public Safety at extension 6888.

**Data** - Back up data files frequently and keep copies separate and secure. Carefully follow Office of Information Technology guidelines for passwords, anti-virus protection, and data backup. Data transmitted over

the Internet or other networks filed on networked computers may be subject to interception/intrusion, inspection, manipulation, or destruction by sophisticated remote attack or equipment malfunction. The preparation, filing or transmission of credit card, banking, proprietary, personal, or other sensitive information should be limited to home computers and those commercial on-line services that provide satisfactory security assurances: Hostos Community College does not offer such assurances and will not accept liability for any data losses or damages.

Promptly report any data or computer irregularities, including virus detections, to the Office of Information Technology at 718-518-6646 or, after hours, to the Department of Public Safety at 718-518-6888.

**Pickpocket Theft Prevention** - Do not be distracted by strangers seeking directions. Be wary when someone tells you that there is something on your clothing such as a condiment when you have not come from an eating establishment. Do not carry valuables in a shoulder bag and do not let the bag hang behind you. Keep the flap to the purse close to your body. Try to carry a purse that has a zipper or locking device of some sort. Carry your wallet in your front or breast pocket. Be wary of people who drop things in front of you, such as change or keys. Keep handbags on your lap and keep your hand on it at all times while on public transportation. Be careful of the person who shoves or pushes you while trying to get to the rear or front of a bus or subway car.

**Personal Safety in Your Car** - Always lock your car after entering and exiting it and try to park in a well-lighted space. Before getting in your car, check the front and back seats to make sure no one is hiding inside. Do this even if your car is locked. Have your keys in hand so you don't have to linger before entering the car and be aware of your surroundings. Do not offer rides to strangers. If you suspect that someone is following you drive to the nearest open public place and sound your horn.

#### **FIRE EMERGENCY PLAN**

Floor wardens and searchers are designated to serve specific areas of the building. When appropriate, they will be activated. They are trained on assisting Public Safety Officers on evacuating buildings. Their job is to facilitate evacuations and common space assembly of all kinds and to pass information to the Public Safety Department. Please heed their directions. When fire alarms ring, please make note of the announcement that immediately follows. It will provide you with instructions on where to assemble. If a



false alarm occurs, an “all clear” announcement will follow via the Public Address System. Treat all fire alarms as real unless otherwise directed by the floor wardens or members of the public safety staff. Below are general guidelines for dealing with a fire. But remember, **WHEN IN DOUBT CALL 911 OR ACTIVATE A PULL STATION.**

1. Become familiarized with the location of stairways, fire extinguishers, fire exits, and pull boxes in building.
2. If a minor fire appears controllable, immediately contact (personally or preferably have someone else call) the Department of Public Safety at 6911. Locate a portable fire extinguisher. Then promptly direct the discharge of the fire extinguisher toward the base of the flame by squeezing the trigger and moving the hose in a side-to-side motion. Do not use water extinguishers on electrical fires.
3. If an emergency exists, activate the building’s fire alarm system by releasing a fire pull station.
4. In the case of large fires that do not appear controllable, immediately activate a fire pull station and, if time permits, call 6911 to report the exact location of the fire. If time permits, close the door of the room where the fire exists.
5. When the building evacuation alarm is sounded, always assume that an emergency exists. Touch closed doors; do not open them if they are hot. If the door is cool, brace yourself behind the door and open it slowly. Bracing yourself behind the door prevents the door from being blown open due to the pressure created by the fire. Walk quickly to the nearest exit and alert others to do the same. Do not use the elevators during a fire.
6. Smoke is the greatest danger in a fire, so stay near the floor where the air will be less toxic.
7. Once outside, move to a clear area at least 500 feet away from the affected building. Keep streets, fire lanes, hydrants and walkways clear for emergency vehicles and crews. These essential personnel must be allowed to do their jobs. Our public assembly location is on East 144th Street and the Grand Concourse.
8. Do not return to an evacuated building unless told to do so by a College official.

9. If you become trapped in a building during a fire and a window is available, place an article of clothing (shirt, coat, etc.) outside the window as a marker for rescue crews. Place a wet cloth at the base of doors to keep smoke from entering. Shout at regular intervals to alert emergency crews of your location. Dampen a cloth with water, place it over your nose, and breathe lightly through it. It is understood that these items may not be available to you-hence the importance of moving quickly and knowing your escape routes.
10. Should your clothing catch fire, stop, drop and roll. Rolling on the ground will help smother the fire-this is in fact very effective.

#### **HOSTILE INTRUDER**

Don’t panic. Keep breathing and keep focused. When an intruder in a campus building is actively causing deadly harm or the threat of imminent deadly harm to people; you must immediately seek cover and contact 911 and the Public safety Department, if at all possible. If you are able to make a call, give as many details as possible relative to location, number of assailants, means of aggression and other pertinent information.

1. Do not sound the fire alarm to evacuate the building. People may be placed in harm’s way when they are attempting to evacuate the building.
2. Be aware of alternate exits if it becomes necessary to flee.
3. Persons should lock themselves in classrooms and offices as a means of protection.
4. Persons should stay low, away from windows and barricade their door(s) if possible and use furniture or desks as cover.
5. If possible, cover any windows or openings that have a direct line of sight into the hallway.
6. Students and staff should not attempt to leave the building until told to do so by Public Safety or NYPD. The only exception to this is, given the specific circumstances, a person is certain beyond any doubt, that they are in more danger in staying in the building, than in attempting to escape.

When a hostile intruder is actively causing deadly harm or the threat of imminent deadly harm to people on the campus grounds, we recommend the following course of action:

1. Run away from the threat if you can, as fast as you can.
2. Do not run in a straight line. Run in a zig-zag fashion especially if you are being shot at. If inside, use desks, chairs bookcases to cover and conceal.
3. If outside of the building(s) use buildings, trees, shrubs, and cars as cover.
4. If you can get away from the immediate area of danger, summon help and warn others.
5. If you decide to hide, take into consideration the area in which you are hiding. Will I be found? Is this really a good spot to remain hidden? If you do hide, stay as quiet as possible and calm as possible.
6. If the person(s) is causing death or serious physical injury to others and you are unable to run or hide you may choose to play dead if other victims are around you.
7. Do not give your position away or stand-up until Public Safety or civil authorities give an all-clear signal. If you choose to confront the aggressor, use all manner of materials at hand as weapons-books, chairs, any object near hand.

### **BOMB INCIDENT PLAN**

While it is important to note that the overwhelming majority of bomb threats are unfounded, it is the policy of the college that they are to be taken seriously. Each threat will be thoroughly investigated and will be considered suspect until all avenues of investigation have been explored.

1. A suspicious looking box, package, object or container in or near your work area may be a bomb or explosive material. Do not handle or touch the object. Move to a safe area (far from the object) and call the Department of Public Safety immediately at ext. 6911. Do not operate any electronic devices, radios or light (power) switches.
2. If you receive a bomb threat, remain calm and try to obtain as much information as possible from the caller. Specifically try to ascertain the following:
  - a) The location of the device.

- b) The time, if any, the device is scheduled to go off.
    - c) The appearance or type of container used for the device.
    - d) The reason for placing the device.
    - e) The size of the bomb.
    - f) The type of explosive used in the device.
    - g) The name of the caller or organization taking responsibility.
    - h) Any additional information that might be available.
3. The person receiving the call should note the following:
  - a) Male or female voice.
  - b) Time of call.
  - c) Mood of caller (excited, nervous, calm, and despondent).
  - d) Background noises that may be present at the location of the caller.
  - e) Approximate age of the caller.
  - f) Any other peculiarities that may be helpful in identifying the source of the call or its purpose.
4. The police will be called and the building may be subject to full or partial evacuated. When evacuating the building, only use stairs. Do not use elevators. Move well away from the building and follow the instructions of floor coordinators and emergency personnel at the scene.
5. If there is an explosion:
  - a) Immediately take cover under sturdy furniture.
  - b) Stay away from the windows.
  - c) Do not light matches.
  - d) Move well away from the site of the explosion to a safe location.
  - e) Use stairs only, do not use elevators.

### **MEDICAL EMERGENCIES**

1. All medical emergencies should be reported immediately to Public Safety ext. 6911.
2. If the medical emergency is life threatening, call 911 before dialing Public Safety.
3. If you call 911, be prepared to give your name; describe the nature and severity of the medical problem and the location of the victim. Try to answer all of the questions the dispatcher asks you and let him/her hang-up the phone first. Do not move the victim. If you are certified in CPR and First Aid and able to help, then try to assist the victim until help arrives.

4. Look for emergency medical ID's such as bracelets on injured persons and try to keep the victim as comfortable as possible until emergency personnel arrive.
5. If a medical problem is non-life threatening, call the Public Safety Department at ext. 6911. If the victim can be safely moved then he/she will be escorted to the office of the College Nurse, room A-334-C. If, Public Safety personnel believe that a victim should not be moved or that emergency medical care is required immediately, then they will call 911. Please remember that the decision to call or not call 911 is not based on financial situation or insurance status. The focus is on assisting the ill or injured party.
6. The school employs a nurse practitioner. The nurse's office is room A-334C and the extension is 6542.
7. While it is common to want to assist the ill person, all persons should FOLLOW THE INSTRUCTIONS OF PUBLIC SAFETY OFFICERS AND ALL FIRST RESPONDERS.

#### **MEDICAL EMERGENCIES-MENTAL HEALTH**

The Office of the Dean of Students can be most helpful in assisting anyone who feels in need of counseling or mental health service. College can be stressful for many students. You are not alone and don't have to be alone. College counselors are available at 718-518-4319. Whenever an individual demonstrates or reports a risk for self-destructive or suicidal behavior, immediate assistance is needed. If the situation poses an imminent physical danger, call 6911 to reach the Public Safety office or summon the NYPD at 911. If imminent physical danger is not posed then call the Dean of Students office at ext. or our counselor at ext. 4319. If a response from either of these two areas is unavailable contact Public Safety at 6888.

#### **UTILITY FAILURES**

##### **POWER FAILURE**

The following actions are to be taken by members of the college community in the event of a power failure:

1. Report any power failure immediately to Public Safety at ext. 6911.

2. Having a flashing attached to a key chain, belt clip or in a bag may be helpful even when power goes out. Never use candles.
3. During daylight, add as much natural lighting as possible by raising blinds.
4. Faculty with classes should remain where they are until notified otherwise.
5. During a power failure or possible power failure, never use an elevator. If you become trapped in an elevator during a power outage, use the emergency "Call for Help" button in the elevator to contact the main security desk. Wait for assistance. Don't panic. Help is on the way. Once power is restored, Public Safety will make an announcement using the school's public address system. Evacuation may not be necessary during a power failure.

#### **Plumbing Problem/Flooding**

Cease using all electrical equipment. Notify Public Safety immediately. If necessary vacate the area and prevent anyone else from entering. If a toilet overflows or water is accumulating in a given area, contact Public Safety at 6888.

#### **Gas Leaks**

Gas leaks are very rare but can be very serious. If you smell gas, contact security by coming down to the main Public Safety desk or utilize a phone away from the smell of gas. Do not use a mobile phone near a gas leak whether here or at home. Gas vapors can be ignited by static electricity.

#### **BIOLOGICAL CHEMICAL OR NUCLEAR ATTACKS**

1. Upon receiving confirmed information of an imminent or ongoing biological, chemical or Nuclear Disaster/Attack that poses great risk to life at the School, the President or her designee shall declare a campus wide emergency.
2. This state of emergency may initiate a lockdown of the building and/or its total evacuation.
3. Notification will be made via college website, voicemail, emergency communication response system and CUNY-ALERT if at all possible.
4. Building occupants will be kept abreast of changes as they develop by college officials. During an event at the building the following actions will be taken if possible: (a) building wide air-handlers will be turned off and intakes sealed if possible, (b) building

occupants will be directed to enclosed areas of the building unless otherwise directed by civil authorities to provide most insulation and (d) updates on emergency will be given, if practicable, by the same methodologies as indicated above.

**Note on all emergency notifications: When in the considered opinion of the college, university or civil authorities, dissemination of information on a given emergency may hinder or cause additional harm, such notification may be delayed until such time that it is safe to do so.**

#### **A Word to the Wise**

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

#### **“Student Right to Know”**

Students are urged to obtain a copy of the Jeanne Cleary Disclosure of Campus Security Policy and Campus Security Act from the Department of Public Safety, Room C-030.

Public Safety Web Site

For more information on the Public Safety

Department at Hostos, please visit

<http://www.hostos.cuny.edu/publicsafety>.

For the Rules and Regulations for the Maintenance of Public Order Pursuant to Article 129A of the Education Law, please contact the Public Safety Department at Hostos.

### **COLLEGE REGULATIONS / CODE OF CONDUCT**

#### **RULES AND REGULATIONS FOR THE MAINTENANCE OF PUBLIC ORDER PURSUANT TO ARTICLE 129-A OF THE EDUCATION LAW (THE “HENDERSON RULES.”)**

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 freedom: 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 Board of Higher Education.

With respect to enforcement of these rules and regulations we note that the Bylaws of the Board of Higher Education provide that:

**“THE PRESIDENT.** The president, with respect to his education unit, shall:

- a. Have the affirmative responsibility of conserving and enhancing the educational standards of the college and schools under his jurisdiction;
- b. Be the advisor and executive agent of the Board and of his respective College Committee and as such shall have the immediate supervision with full discretionary power in carrying into effect the Bylaws, resolutions, and policies of the Board, the lawful resolutions of the several faculties;
- c. Exercise general superintendence over the concerns, officers, employees, and students of his educational unit.”

#### **I. RULES**

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

any of the institutions 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 the rights or interferes with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.
7. Disorderly or indecent conduct on University/college-owned or controlled property is prohibited.
8. No individual shall have in his possession a rifle, shotgun, or firearm or knowingly have in his possession any other dangerous instruments or material that can be used to inflict bodily harm on an individual or damage upon a building or the grounds of the University/college without the written authorization of such educational institution. Nor shall any individual have in his possession any other instrument or material

which can be used and is intended to inflict bodily harm on any individual or damage upon a building or the grounds of the University/college.

9. Any action or situation which recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization is prohibited.
10. The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or other controlled substances by University students or employees on University/college premises, or as part of any University/college activities is prohibited. Employees of the University must also notify the College Personnel Director of any criminal drug statute conviction for a violation occurring in the workplace not later than five (5) days after such conviction.
11. The unlawful possession, use, or distribution of alcohol by students or employees on University/college premises or as part of any University/college activities is prohibited.

## II. PENALTIES

1. Any student engaging in any manner in conduct prohibited under substantive Rules 1-11 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 other member of the instructional staff, or member of the classified staff engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be subject to the following range of penalties: warning, censure, restitution, fine not exceeding those permitted by law or by the Bylaws of The City University of New York 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 manner in conduct prohibited under substantive rule 10, may, in the alternative, be required to participate satisfactorily in an appropriately licensed drug treatment or rehabilitation program. A tenured or non-tenured faculty member, or other member of the instructional staff, or member of the classified

staff charged with engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be entitled to be treated in accordance with applicable provisions of the Education Law, or the Civil Service Law, or the applicable collective bargaining agreement, or the Bylaws or written policies of The City University of New York.

3. Any visitor, licensee, or invitee, engaging in any manner in conduct prohibited under substantive Rules 1-11, shall be subject to ejection, and/or arrest by the civil authorities.
4. Any organization which authorized the conduct prohibited under substantive rules 1-11 shall have its permission to operate on campus rescinded. Penalties 1-4 shall be in addition to any other penalty provided by law or The City University Trustees.

#### **ADDITIONAL COLLEGE RULES**

1. Any student violating any law or regulation established by the College, University, City, State, or Federal Government (including the use of drugs), shall be subject to the formal disciplinary procedures as outlined in Articles 15.3 to 15.5 of the Board of Higher Education Bylaws and Sanctions as listed in the Board of Higher Education Bylaws and Article 129A of the Education Law (CUNY Henderson Rules). The initiation of disciplinary procedures requires notice to the student pursuant to 15.3 of the Board of Higher Education Bylaws.

In emergency or extraordinary circumstances, immediate suspension can be effectuated pending a hearing within seven (7) school days.

2. All other persons who violate New York State or Federal laws including those that govern gambling activities, the use of alcohol, and the possession, distribution, or consumption of any controlled substance will be subject to arrest.

#### **STUDENT RECORDS**

##### **Notification under FERPA of Student Rights Concerning Education Records and Directory Information**

The Family Educational Rights and Privacy Act (FERPA) afford students certain rights with respect to their education records. See Section "6" below on your right to prevent the disclosure of directory

information. The FERPA rights of students are:

- The right to inspect and review your education records. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- All requests shall be granted or denied in writing within 45 days of receipt. If the request is granted, you will be notified of the time and place where the records may be inspected. If the request is denied or not responded to within 45 days, you may appeal to the college's FERPA appeals officer. Additional information regarding the appeal procedures will be provided to you if a request is denied.
- The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. You may ask the college to amend a record that you believe is inaccurate or misleading. You should write to the college official responsible for the record, clearly identify the part of the record you want changed, and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested by you, the college will notify you of the decision and advise you of your right to a hearing before the college's FERPA appeals officer regarding the request for amendment. Additional information regarding the hearing procedures will be provided to you when notified of your right to a hearing.
- The right to consent to disclosure of personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent.
- One exception which permits disclosure without consent is disclosure to college officials with legitimate educational interests. A college official is a person employed by the university in an administrative, supervisory,

academic or research, or support staff position; a person or company with whom the University has contracted; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another college official in performing his or her tasks. A college official has a legitimate educational interest if access is reasonably necessary in order to perform his/her instructional, research, administrative or other duties and responsibilities.

- Upon request, the college discloses education records without consent to officials of another college or school in which a student seeks or intends to enroll.

**You may appeal the alleged denial of FERPA rights to the:**

**General Counsel and Vice Chancellor for Legal Affairs**

The City University of New York  
205 East 42<sup>nd</sup> Street  
New York, NY 10017

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
600 Independence Avenue, SW  
Washington, D.C. 20202-4605

The college will make the following “directory information” concerning current and former students available to those parties having a legitimate interest in the information: name, enrollment dates (periods of enrollment), address, telephone number, date and place of birth, photograph, e-mail address, full or part-time status, enrollment status (undergraduate, graduate, etc.), level of education (credits) completed, major field of study, degree enrolled for, participation in officially recognized activities and sports, height and weight of athletic team members, previous school attended, and degrees, honors and awards received.

By filing a form with the Registrar’s Office, you may request that any or all of this directory information not

be released without your prior written consent. This Directory Information Non-Disclosure Form is available in the Registrar’s Office and may be filed, withdrawn, or modified at any time.

Directory information may be made available to any parties deemed to have a legitimate interest in the information unless the student files a “Directory Information Non-Disclosure Form” in the Office of the Registrar. Non-disclosure forms may be obtained in the Office of the Registrar, Savoy Building, Room D-207.

### **Withholding Student Records**

CUNY Policy On Withholding Student Records: Students who are delinquent and/or in default in any of their financial accounts with the college, the university or an appropriate state or federal agency for which the university acts as either a distributing or certifying agent, and students who have not completed exit interviews as required by the federal Perkins Loan Program, the federal Family Education Loan Programs, the William D. Ford Federal Direct Loan Program, and the Nursing Student Loan Program, are not to be permitted to complete registration, or issued a copy of their grades, a transcript of academic record, certificate, or degree, nor are they to receive funds under the federal campus-based student assistance programs or the federal Pell Grant Program unless the designated officer, in exceptional hardship cases and consistent with federal and state regulations, waives in writing the application of this regulation.

For additional information relating to student records kindly email: [studentrecords@hostos.cuny.edu](mailto:studentrecords@hostos.cuny.edu)

### **Non-Discrimination of Students on the basis of Pregnancy, Childbirth, and Related Conditions**

Hostos Community College does not discriminate against any student on the basis of pregnancy or related conditions. Absences due to medical conditions relating to pregnancy will be excused for as long as deemed medically necessary by a student’s doctor, and students will be given the opportunity to make up missed work. Students needing assistance can seek accommodations from the Accessibility Resource Center, located in the Savoy Building, Room D-101P (telephone: 718-518-4454), or by contacting Title IX Interim Coordinator Chief Arnaldo Bernabe room C-030, 718-518-6880, [abernabe@hostos.cuny.edu](mailto:abernabe@hostos.cuny.edu)

## **HOSTOS COMMUNITY COLLEGE ADMINISTRATION**

### **OFFICE OF THE PRESIDENT**

**Daisy Cocco De Filippis**, Ph.D., President

**Diana Kreymer**, M.P.A., Executive Chief of Staff

**Babette Audant**, Ph.D., Dean of Academic Affairs & Institutional Effectiveness, Research, and Assessment

**Ana. I García Reyes**, Dean of Community Relations

**Eric Radezky**, Ph.D., Director of Governmental and External Affairs

**Eugene Sohn**, Esq., Executive Counsel & Labor Designee

**Latoya Semone Jeffers**, Esq., Chief Diversity Officer

### **DIVISION OF ACADEMIC AFFAIRS**

**Shiang-Kwei Wang**, Ph.D. , Provost and Vice President of Academic Affairs.

**Babette Audant**, Ph.D., Dean of Academic Affairs & Institutional Effectiveness, Research, and Assessment.

**Andrea Fabrizio**, Ph.D., Associate Dean of Academic Affairs.

**Jacinta Patrice-George**, Associate Director of Academic Affairs.

**Sarah Brennan**, Assistant to Provost and Vice President of Academic Affairs.

**Anders Jasson (AJ) Stachelek**, Ed.D., Director of Assessment.

**Wendy Small-Taylor**, Director, Office of Curriculum Management and Course Articulation.

**Silvia Reyes**, Director, Special Projects and Student Engagement & CLIP.

**Laura McGowan**, Director, ASAP.

**Carlos Guevara**, Director, Office of Educational Technology and Co-Director, Center for Teaching and Learning.

**Elizabeth Wilson**, Director, Office of School-College Partnerships.

**Kelba Sosa**, Director, Office of Grants & Research Administration.

**Andrea Gabbidon-Levene**, Director, CUNY Start and Math Start.

**Lisette Jourdain**, Director, Hostos Academic Learning Center.

**Diandra Jugmohan**, Co-Director, STEP and CSTEP.

### **DIVISION OF ADMINISTRATION AND FINANCE**

**Esther Rodríguez-Chardavoyne**, Senior Vice President and Chief Financial Officer of Administration and Finance.

**Kenneth Acquah** – Executive Director Business & Finance

**Elizabeth Friedman**, Executive Director for Facilities, Planning, and Design Management.

### **DIVISION OF STUDENT DEVELOPMENT AND ENROLLMENT MANAGEMENT**

**La Toro Yates**, Ph.D. Vice President for Student Development and Enrollment Management.

**Johanna Gomez**, Assistant Dean of Students.

**Lillian Morales**, Director of the Vice President's office.

**Catherine Garcia-Bou**, Manager, Hostos Children Center.

**Leslie King**, Director, Financial Aid

**Carlos Rivera**, Director, Admissions Office.

**David Primak**, Director, Registrar's Office.

**Jason Pelosi**, Director, Student Success Coaching Unit.

**Minfeng Lin**, Director, Student Development Information Services.

**Jerry Rosa**, Director, Student Activities.

**Erik Smiles**, Director, Athletics.

**Raymond Perez**, Director, Accessibility Resource Center/Veterans Services.

**Maria Cano**, Director, College Discovery.

**Veronica Vidal**, Director, CUNY EDGE.

**Fabian, Wander**, Director, Health and Wellness.

**Linda E. Alexander**, Director, Counseling Services.



**DIVISION OF INSTITUTIONAL ADVANCEMENT**

*Colette Atkins*, Vice President of Institutional Advancement  
*Claudia Hernández*, Executive Assistant to the Vice President  
*Kelsey Hillebrand*, Development Research Specialist  
*Idelsa Méndez*, Development Manager  
*Romain Suinat*, Development Specialist  
*Felix Sánchez*, Alumni Relations Manager  
*Félix Arocho*, Director, Hostos Center for The Arts & Culture  
*Gregory Brown*, Production Manager

**DIVISION OF CONTINUING EDUCATION & WORKFORCE TRAINING AND DEVELOPMENT**

*Evelyn Fernandez-Ketcham*, LCSW, Vice-President of Continuing Education & Workforce Development.  
*Peter N. Mertens*, Interim Dean of Continuing Education & Workforce Development.  
*Joan Falcetta*, Director of Finance.  
*Lisanette Rosario*, Director of Career Services.  
*Eileen Newman*, Executive Director of Center for Bronx Non-Profit.  
*Dana Lennon*, Esq., Director WIPA.  
*Alexander Seki*, Assistant Director of Continuing Education & Workforce Development.  
*Yobani Ramos*, Director of the Adult Learning Center.  
*Danielle Allen*, Program Director CUNY Fatherhood Academy.  
*Alex Santana*, Director Liberty Partnership Program.



**Hostos** Community  
College